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# National Report on Schooling in Australia 2012



## **National Report on Schooling in Australia 2012**

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# National Report on Schooling in Australia 2012

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# National Report on Schooling in Australia 2012

## Overview

The *National Report on Schooling in Australia 2012* is the annual report on Australia's school education sector. It is produced by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of the Education Council.<sup>1</sup>

The report highlights progress in 2012 towards the [Melbourne Declaration on Educational Goals for Young Australians](#) agreed by Australian Education Ministers in 2008 and on Council of Australian Governments (COAG) initiatives for school education through the [National Education Agreement \(NEA\)](#).

The National Report on Schooling addresses the eight areas of commitment to action 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 the nationally agreed key performance measures for schooling including enrolment, attendance, student achievement in national assessments and transitions to further education and work. These include key performance measures reflecting the educational goals for young Australians and measures reflecting COAG targets and indicators drawn from the performance reporting framework of the NEA.

Under the NEA, which came into effect in January 2009<sup>2</sup>, the Australian state, territory and federal 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.

A variety of other statistical information on Australian schooling in 2012 and for the five-year period 2008–12 is included in the Additional Statistics tables.

This is the fourth annual *National Report on Schooling in Australia* to address the Melbourne Declaration and the NEA.

The report has been compiled by ACARA as required under its charter. The *National Report on Schooling in Australia 2009, 2010 and 2011* are available on the [ACARA](#) website. Editions prior to 2009 are available on the [SCSEEC](#) website.

<sup>1</sup> The (COAG) Education Council replaced the Standing Council on School Education and Early Childhood (SCSEEC) in July 2014. SCSEEC replaced the former Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) as the Ministerial Council with responsibility for schooling in Australia in January 2012. In this report, references to the council of Australian Education Ministers in 2012 are to SCSEEC. Historical references are to MCEECDYA, or to its predecessor until July 2009, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

<sup>2</sup> A review of the National Education Agreement performance framework was undertaken in 2012 and a revised agreement to reflect the outcomes of the review came into effect in July 2012. References and links to the NEA in this report are to the revised agreement.

## National Report on Schooling in Australia 2012

### Part 1

#### National policy context

##### Overview

Within Australia's federal system, constitutional responsibility for school education rests predominantly with the Australian States and Territories.<sup>1</sup> 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 2012, these councils are the Standing Council on School Education and Early Childhood (SCSEEC), the Standing Council on Tertiary Education, Skills and Employment (SCOTESE), and the Council of Australian Governments (COAG).

##### SCSEEC

The COAG Standing Council on School Education and Early Childhood (SCSEEC) was established in January 2012, replacing the previous Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) as the Ministerial Council with responsibility for schooling.<sup>2</sup>

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.

SCSEEC's areas of responsibility include:

- primary and secondary education
- youth affairs and youth policy
- cross-sectoral matters including transitions and careers
- early childhood development including early childhood education and care.

SCSEEC provides a forum through which strategic policy on school education and early childhood development can be coordinated at the national level and is responsible for overseeing progress towards the [Melbourne Declaration on the Educational Goals for Young Australians](#).

##### SCOTESE

The COAG Standing Council on Tertiary Education, Skills and Employment (SCOTESE) is responsible for higher education, vocational education and training, international education, adult and community education and employment. Its membership comprises Ministers responsible for these portfolios in all jurisdictions.

<sup>1</sup> New South Wales (NSW), Victoria (Vic.), Queensland (Qld), South Australia (SA), Western Australia (WA), Tasmania (Tas.), Northern Territory (NT) and Australian Capital Territory (ACT).

<sup>2</sup> In this report, contemporary references to the council of Australian Education Ministers are to SCSEEC. Historical references are to MCEECDYA, or to its predecessor until July 2009, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). In July 2014 SCSEEC was replaced by the COAG Education Council.

## COAG

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

COAG's [National Education Agreement](#) includes a set of nationally agreed objectives, outcomes, targets and performance indicators to guide education reform across the country. It is one of six national agreements which seek to drive COAG's national reform agenda and to improve service delivery across the country.

SCSEEC and SCOTese are standing councils of COAG.

# National Report on Schooling in Australia 2012

## National policy context

### 1.1 Educational goals

The [Melbourne Declaration on Educational Goals for Young Australians](#)<sup>1</sup> sets the directions for Australian schooling for the ten-year period 2009–18 agreed by all Australian Education Ministers.

The Melbourne Declaration has two overarching educational goals<sup>2</sup> for young Australians:

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

### National Education Agreement

The Council of Australian Governments (COAG) [National Education Agreement \(NEA\)](#)<sup>3</sup> 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 sets out conditions for the provision of Commonwealth school education funding to the Australian states and territories for the period 2009–13. It details the roles and

<sup>1</sup> The *Melbourne Declaration on Educational Goals for Young Australians* (2008) replaced 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).

<sup>2</sup> For a full explanation of the goals, see the Melbourne Declaration, pp. 6–9.

<sup>3</sup> References and links to the National Education Agreement in this report are to the revised agreement, which came into effect in July 2012.

responsibilities of the Australian Government and the states and territories, and a framework for performance reporting. These, along with agreed policy and reform directions, are designed to contribute to 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
- schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- young people make a successful transition from school to work and further study.

The performance reporting framework 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 (the *National Report on 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 with details as agreed by SCSEEC in March 2009
- 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](#) and regulations, the accountability framework for non-government schools and school systems is consistent with that of the NEA for the government school sector.

Achievement in 2012 against the NEA outcomes and indicators is reported in *Education in Australia 2012: Five Years of Performance – Report to the Council of Australian Governments* by the COAG Reform Council (CRC).



# National Report on Schooling in Australia 2012

## National policy context

### 1.2 Measuring and reporting performance

The [Measurement Framework for Schooling in Australia](#)

The [Measurement Framework for Schooling in Australia 2012](#) 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 for Schooling in Australia 2012* defines national key performance measures (KPMs) for schooling, specifies the data sources for the key performance measures and outlines the reporting cycle for the period 2012–17. The framework was revised during 2012 and the revised document replaces the *Measurement Framework for Schooling in Australia 2010*.

The framework is maintained by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of the Standing Council on School Education and Early Childhood (SCSEEC) and is published on the ACARA website. It is periodically revised by ACARA in consultation with jurisdictions and sectors.

#### Key performance measures

By intent, the KPMs contained in the measurement framework 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.

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

Participation:

- enrolment in school
- student attendance
- participation in National Assessment Program (NAP) assessments
- participation of young people in vocational education and training (VET) including VET in Schools
- participation by young people in other learning pathways;

Achievement in the National Assessment Program (NAP) in:

- literacy
- numeracy
- civics and citizenship

- ICT literacy
- science literacy;

Attainment:

- school completion and attainment
- attainment of young people in other learning pathways.

For national reporting purposes, measures of equity are derived by disaggregating KPMs for student participation, achievement and attainment by Indigenous status, sex, geolocation, socioeconomic 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 (NEA), 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.

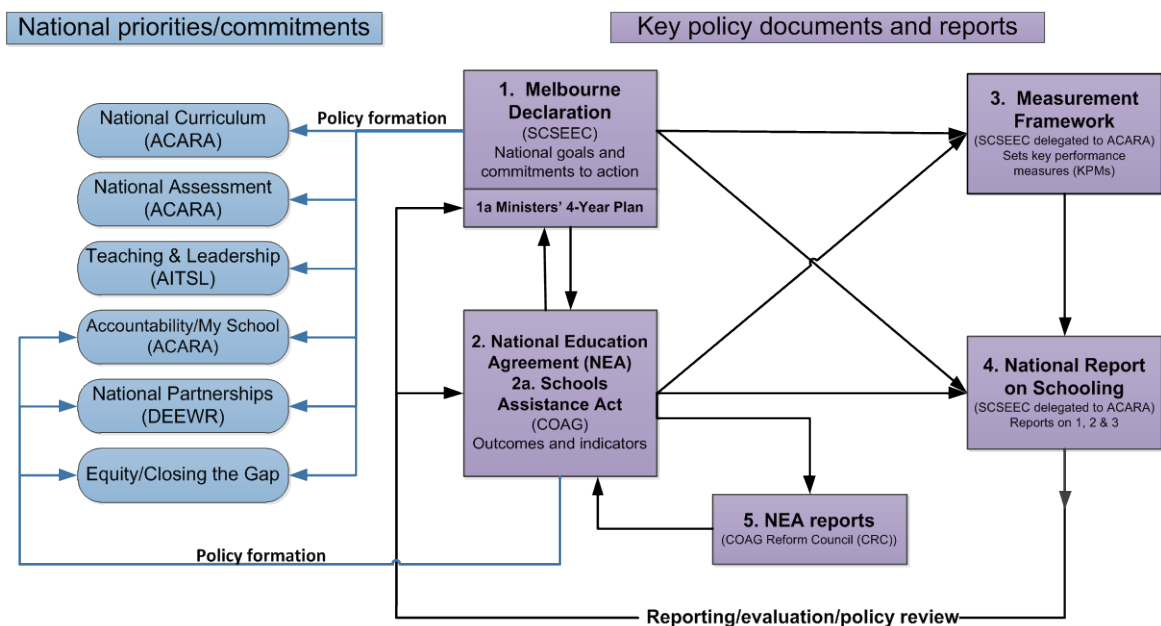


Figure 1.1 National school education policy and reporting framework

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 NEA.

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 2012

### Part 2

#### National initiatives and achievements

##### Overview

This section outlines key national strategies designed to address the Commitment to Action made by Australian Education Ministers in the [Melbourne Declaration on Educational Goals for Young Australians](#), 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 2012.

In this context, 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.

States and territories 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 these programs within jurisdictions is available on state and territory education authority websites.

## National Report on Schooling in Australia 2012

### 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).

Following this commitment, states and territories have worked on an individual basis to establish:

- 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.

Through the Council of Australian Governments (COAG), the Australian Government and state and territory governments also entered into a set of formal national partnership agreements. These are outlined below.

#### Smarter Schools National Partnerships

National partnership agreements for:

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

have contributed to achieving objectives, outcomes and targets for schooling 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 has been 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 have implemented 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 was committed to this partnership over the five-year period. Achievements include the establishment of the [Australian Institute for Teaching and School Leadership](#), and the development and adoption of the [Australian Professional Standards for Teachers](#).

Further information on this partnership is included in [Part 2.2: National initiatives and achievements – supporting quality teaching and school leadership](#).

#### 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 local communities and education authorities to improve educational outcomes for 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 has been allocated 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 have been targeted for support. Activities focus on supporting student engagement and attendance through both whole-of-school strategies and targeted intervention for particular groups. There has also been a focus on the establishment of external partnerships with parents and organisations to support student learning and wellbeing.

Further information on this initiative is included in [Part 2.7: National initiatives and achievements – improving educational outcomes for Indigenous youth and disadvantaged young Australians](#).

#### Literacy and Numeracy

The \$540 million Literacy and Numeracy National Partnership (2008–09 to 2011–12) aimed 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 were targeted for support. Programs included individualised support for students and targeted professional learning for school leaders and classroom teachers.

The Literacy and Numeracy National Partnership sponsored the development of Teach Learn Share, an online database of effective strategies and approaches for improving literacy and numeracy, submitted by teachers, professional associations, academics and education authorities. Launched in June 2012, Teach Learn Share gives teachers access to evidence-based research and to strategies and interventions that have worked in improving student outcomes in other Australian schools and school systems.

The COAG Reform Council's report to COAG: National Partnership Agreement on Literacy and Numeracy: Performance report for 2011 was released on the Council's website in May 2012.

#### National Partnership Agreement on Youth Attainment and Transitions

The [National Partnership on Youth Attainment and Transitions](#) covering the period from 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 \$706 million has been committed to this partnership over the life of the agreement, including up to \$100 million in reward funding made available to jurisdictions on the achievement of agreed participation and attainment targets.

In its report to COAG: National Partnership Agreement on Youth Attainment and Transitions: Assessment of Attainment Target, the COAG Reform Council assessed the performance up to 2012 of state and territory governments against targets for young people attaining a Year 12 or equivalent qualification. This report, published in 2013, is available on the Council's website.

The national partnership includes the Compact with Young Australians and the implementation of the National Youth Participation Requirement, which took effect nationally in 2010. All states and territories have met their obligation 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.

Programs implemented to support the achievement of this national partnership included School Business Community 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](#).

#### National Partnership Agreement on Digital Education Revolution

This national partnership agreement was established to facilitate the implementation of the Digital Education Revolution (DER). \$2.1 billion was provided by the Australian Government over six years, for new information and communication technology (ICT) equipment in secondary schools, for enhancing teaching resources in ICT and for providing technical advice and support to schools.

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 Rewards for Great Teachers

The [Rewards for Great Teachers National Partnership](#) (2011–12 to 2018–19) was established in 2012 to implement the Australian Teacher Performance and Development Framework and a nationally consistent assessment and certification process for teachers performing at the higher levels of the Australian Professional Standards for Teachers.

#### National Partnership Agreement on Early Childhood Education

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

The national partnership has a particular emphasis on ensuring preschool education is available to Indigenous and disadvantaged children and is linked to other elements of early childhood education reform, including the Closing the Gap target and the Early Years Learning Framework.

State and territory annual reports for 2012 are available for viewing on the [Department of Education](#) website.

#### [National Partnership Agreement on Indigenous Early Childhood Development](#)

Through the National Partnership Agreement on Indigenous Early Childhood Development, the Australian Government has provided \$292.6 million for the establishment of at least 35 Children and Family Centres across Australia by June 2014. The Children and Family Centres deliver integrated services, including early childhood learning, child care and family programs in areas where there is a demonstrated need for these services 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 provided Commonwealth funding for the BER program over four years and expired on 31 December 2012. The \$16.2 billion BER sought to provide economic stimulus through rapid construction and refurbishment of school infrastructure and built learning environments. BER funding was allocated to nearly 24,000 projects in approximately 9,500 schools under the three elements of the BER.

#### [Empowering Local Schools National Partnership Agreement](#)

Through the Empowering Local Schools National Partnership, the Australian Government provided \$57.166 million to help enable principals, parents and school communities to make decisions that suited the local context of their schools. Schools from all states and territories participated.

This initiative focused on empowerment in:

- governance arrangements (including strategic planning, school operations decision-making structures and processes)
- funding and infrastructure (including allocation of resources, infrastructure management, planning and maintenance)
- workforce (including staffing profiles, recruitment, performance management).



## National Report on Schooling in Australia 2012

### 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 in this area agreed by Education Ministers in 2008 were 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 were other agreed strategies.

#### **Australian Institute for Teaching and School Leadership**

In 2012 the Australian Institute for Teaching and School Leadership (AITSL) continued to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership. AITSL has responsibility for professional standards and for fostering professional development for teachers and school leaders. AITSL works collaboratively across jurisdictions and engages with key professional bodies.

All states and territories will commence implementation of the [Australian Professional Standards for Teachers](#) from 2013. The [Australian Professional Standard for Principals](#) complements the professional standards for teachers and is supported by a [clearinghouse for school leaders](#) which provides an interactive research repository and online tools. Both standards support the commitment in the Melbourne Declaration and align with aspects of the National Partnership on Improving Teacher Quality.

In 2012, AITSL conducted the second annual Australian Awards for Outstanding Teaching and School Leadership.

Further information on the work AITSL is undertaking to support the teaching profession is available on the [AITSL](#) website.

#### **National Partnership Agreement on Improving Teacher Quality**

Under the [Smarter Schools – Improving Teacher Quality National Partnership](#), state and territory governments have implemented a range of reforms to attract, train, place, develop and retain quality teachers and leaders in schools and classrooms.

In May 2012, state and territory governments received more than \$170 million in reward payments under this partnership for their progress in implementing initiatives to lift teacher

quality, provide professional development opportunities and attract high-quality candidates into the profession.

Other key priorities in 2012 included the Rewards for Great Teachers National Partnership and initiatives relating to the Aboriginal and Torres Strait Islander Education Action Plan (2010–2014).

The [Rewards for Great Teachers National Partnership](#) (2011–12 to 2018–19) was established in 2012 to implement the Australian Teacher Performance and Development Framework and a nationally consistent assessment and certification process for teachers performing at the higher levels of the Australian Professional Standards for Teachers.

The More Aboriginal and Torres Strait Islander Teachers Initiative is aimed at structural reform of the Aboriginal and Torres Strait Islander school workforce. Teach Remote supports strategies to develop a quality teacher workforce in remote communities including a teacher incentive package, development of a national leadership capacity and pre-service and in-service programs for teachers working with Aboriginal and Torres Strait Islander English as an Additional Language/Dialect students.

## National Report on Schooling in Australia 2012

### National initiatives and achievements

#### 2.3 Strengthening early childhood education<sup>1</sup>

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).

##### National Partnership Agreement on Early Childhood Education

Through the Council of Australian Governments (COAG) [National Partnership Agreement on Early Childhood Education](#), Commonwealth and state and territory governments committed to ensuring that all children in the year before full-time schooling have access to a quality early childhood education program, delivered by a university-trained early childhood teacher, for 15 hours a week, 40 weeks a year.

The Commonwealth's commitment of \$970 million over the five years to 30 June 2013 included \$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) was also 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.

State and territory annual reports for 2012 under the National Partnership Agreement on Early Childhood Education are available on the [Australian Government Department of Education](#) 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 were agreed, and \$292.6 million allocated to establish them.

The Children and Family Centres have been 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 deliver integrated services, including early learning, child care and family support programs.

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

The [National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care](#) contributes to improving outcomes for children attending education and

<sup>1</sup> Early childhood education refers to programs which children may undertake in the years before they commence full-time schooling. In general, statistical and other information on early childhood education in Australia is not reported in the *National Report on Schooling in Australia*.

care services, including long day care, family day care, kindergarten/preschool<sup>2</sup> and outside school hours care.

#### [National Information Agreement on Early Childhood Education and Care](#)

The [National Information Agreement on Early Childhood Education and Care](#) 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 agreement is a key element of the COAG monitoring and reporting arrangements, especially for 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.

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 [Australian Department of Education](#) website.

<sup>2</sup> In jurisdictions where preschool is currently delivered by government or non-government schools, there is 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 the National Quality Agenda for Early Childhood Education and Care*, Appendix B-8.53).

## National Report on Schooling in Australia 2012

### 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 continuing to progress work in this area on an individual basis.

In addition, the Improving Teacher Quality National Partnership has supported a range of strategies and actions for students in the middle years of schooling, including:

- developing teaching and learning approaches and innovative learning technologies that respond to the needs and characteristics of this phase of education
- providing relevant experiences, excursions and school–community links.

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

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

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 ACARA [Australian Curriculum](#) website.

## National Report on Schooling in Australia 2012

### 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 targets to lift the Year 12 or equivalent attainment rate. Specifically, COAG agreed to a target for 2015 that 90 per cent of 20 to 24-year-olds will have achieved Year 12 or equivalent or an Australian Qualifications Framework (AQF) Certificate II or above, and a target 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.<sup>1</sup>

#### National Partnership on Youth Attainment and Transitions

To support achievement of the attainment targets, to increase the educational participation and attainment of young people and to improve their transition to post-school education, training and employment, COAG established the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians. This national partnership runs from July 2009 to December 2013 and includes \$708 million of project and reward funding.

#### Compact with Young Australians

The [Compact with Young Australians](#) 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) until they have completed 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 had been introduced in Queensland, South Australia, Western Australia and Tasmania between 2006 and 2008, and, in 2010 the national participation requirement came into effect in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory. This extended the period of compulsory education (or training) for young people in these jurisdictions, and effectively raised 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 makes those expectations consistent across the country.
- [Strengthened participation requirements for some types of income support](#), by which people under 21 must have completed Year 12 or equivalent or be participating full-time in education or training in order to be eligible for a government youth allowance.
- [An entitlement to an education or training place](#) for 15 to 24-year-olds. This expired in December 2011, having been embedded in state and territory policies.

<sup>1</sup> 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 qualification levels within the AQF.

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 in education and work](#).

Under the National Partnership on Youth Attainment and Transitions, 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.

#### [Trade Training Centres in Schools Program](#)

The [Trade Training Centres in Schools Program](#) is providing \$2.5 billion in the period 2008–18 to enable secondary students in Years 9 to 12 to access vocational education and training (VET) through new or upgraded trade training centres. More than \$1.2 billion has been approved for more than 370 centres involving over 1,060 secondary schools across Australia.

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](#)

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) is an agreed strategy for supporting senior schooling and youth transitions under the Melbourne Declaration.

Through the [National Partnership Agreement on the Digital Education Revolution](#) (DER), the Australian Government is providing more than \$2.1 billion over six years from 2008 to 2013 to:

- provide new ICT equipment for all secondary schools with students in Years 9 to 12 through the National Secondary Schools Computer Fund
- 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.

### Career Development Resources

The [Australian Blueprint for Career Development](#) is a joint initiative of the Australian and state and territory governments under SCSEEC, first published in 2008. It provides teachers, careers advisers, employment service providers and other careers practitioners with a nationally consistent 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. A review of the blueprint was conducted in 2012.

Another joint initiative of Education Ministers is Australia's national career information and exploration service, the [myfuture](#) website. The *myfuture* website helps school students and others to make informed career decisions, plan career pathways and manage work transitions. In 2012, an extensive consultation process to update the website and improve its interactive functionality was begun.

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 2012

### 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 [Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#) 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 is a cooperative enterprise between state and federal jurisdictions. It is responsible to the Standing Council on School Education and Early Childhood (SCSEEC) 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 the Independent Schools Council of Australia.

The authority'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.

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

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 Charter<sup>1</sup>
- develop and administer national assessments
- provide school curriculum resource services
- provide information, resources, support and guidance to the teaching profession.

### The Australian Curriculum

Development of the Australian Curriculum from Foundation<sup>2</sup> to Year 12 (F–12) follows ACARA's [Curriculum Development Process](#) and [Curriculum Design](#) papers. Each phase of development 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. The overall development of the Australian Curriculum is guided by the *Shape of the Australian Curriculum*, first published in 2009. The fourth version, [Shape of the Australian Curriculum v4.0](#), was published in 2012. Further information on the curriculum development process is available on the [ACARA](#) website.

In 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. 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 2011. Portfolios of student work for each of these subjects were also developed and published.

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 jurisdictions in 2011 with substantial implementation planned to occur by the end of 2013 in most states and territories.

In December 2012, Ministers endorsed the curricula for 14 senior secondary subjects for English, mathematics, science and history as the agreed and common base for development of state and territory senior secondary courses.

The second phase of the Australian Curriculum development involves the learning areas of geography, languages and the arts. National consultation on the draft F–10 curriculum for geography concluded in July 2012; for the arts, in September 2012; and for Chinese and Italian languages, in December 2012.

Development of Australian Curriculum for other languages, technologies, health and physical education, civics and citizenship, and economics and business was underway in 2012.

<sup>1</sup>SCSEEC determines the ACARA Charter and specifies the subjects for development within the Charter and Letter of Expectations.

<sup>2</sup>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.

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 understanding 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 and review draft curriculum materials as they become available.

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. This includes working with jurisdictions, non-government school 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.

[Education Services Australia](#) (ESA) is a ministerial company established by SCSEEC to support delivery of national priorities in the school, training and higher education sectors. A major function of ESA is to create, publish, disseminate and market curriculum and assessment materials. ACARA collaborates with ESA regarding online resource discovery and access, and with the [Australian Institute for Teaching and School Leadership](#) (AITSL) regarding professional learning requirements in relation to the Australian Curriculum.

To ensure the Australian Curriculum is accessible to all students, ACARA has published advice under a new tab titled [‘Student Diversity’](#) on the Australian Curriculum 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. In 2012 ACARA undertook a review of the domestic sample assessments, and recommended to Ministers that the current cycle of assessments continue until 2015, with further advice on the long-term direction of the program to follow.

- [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 2012 NAPLAN tests, including the key performance measures related to them, is included in [Part 5.1: NAP – Literacy and Numeracy \(NAPLAN\)](#).

The [NAPLAN National Report](#) for 2012 is published on the ACARA [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. From 2011, these aggregated NAPLAN results have also been available directly from the [results pages](#) of the National Assessment Program website.

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 (Year 6), Civics and Citizenship (Years 6 and 10) and Information and Communication Technology (ICT) Literacy (Years 6 and 10). 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 fourth Science Literacy assessment was undertaken by a sample of Year 6 students in October 2012.

Information on results of the 2012 Science Literacy assessment, including the key performance measures related to it, is included in [Part 5.2: NAP: Science Literacy](#).

The public report on this sample assessment, [NAP Science Literacy Year 6 Report 2012](#), is available on the ACARA 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 was conducted in 2012.

Information on results of the 2012 PISA assessment, including the key performance measures related to it, is included in [Part 5.3: Programme for International Student Assessment](#). Reports and key findings from PISA 2012 are available on the [Australian Council for Educational Research \(ACER\)](#) website.

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 was TIMSS 2011. Information on the performance of Australian students in TIMSS 2011 is available on the [ACER](#) website.

## National Report on Schooling in Australia 2012

### National initiatives and achievements

#### 2.7 Improving educational outcomes for Indigenous<sup>1</sup> 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, Education 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.

Ministers 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.

Agreed national strategies under the Melbourne Declaration include: the development of an action plan to close the gap for Indigenous children and young people; providing increased access to quality early childhood education programs for Indigenous children; supporting coordinated community services for Indigenous students and their families; strengthening school leadership and teaching in disadvantaged schools and generating meaningful pathways for all disadvantaged students.

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

<sup>1</sup> The Melbourne Declaration and national 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'.

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.

#### [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 as a commitment under the Melbourne Declaration and as part of the COAG reform agenda to improve life outcomes for Aboriginal and Torres Strait Islander Australians. The plan was approved by Education Ministers in 2010 and endorsed by COAG in 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 action plan endeavours to bring together existing commitments made through key reforms including the National Indigenous Reform Agreement (NIRA) and the National Education Agreement and builds on commitments by governments for 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, which committed \$128.6 million over the period 2010–14 to a range of measures in the action plan.

Under the Aboriginal and Torres Strait Islander Education Action Plan, Education Ministers agreed to identify a key group of focus schools as sites for specific action. The Investing in Focus Schools project is a \$40 million initiative over two years from 2012. Funding was provided as a one-off payment to states and territories under a project agreement. The initiative supports approximately 300 government and non-government schools (selected by states and territories) to complement and accelerate implementation of local actions in the 'Engagement and connections', 'Attendance' and 'Literacy and numeracy' domains of the action plan.

The Next Steps Focus Schools Initiative is an Australian Government commitment of \$30 million under the *Indigenous Education (Targeted Assistance) Act 2000*. The funding, over two years finishing in 2014, aims to directly assist 101 schools (selected by states and



territories) in lifting the attendance, engagement and educational achievement of Aboriginal and Torres Strait Islander students.

Annual reports for 2012, 2011 and 2010 on progress against the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* are available on the [SCSEEC](#) website.

Aboriginal and Torres Strait Islander students have also benefited from the national partnership agreements in Literacy and Numeracy, Low Socio-economic Status School Communities, Improving Teacher Quality and Youth Attainment and Transitions. 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](#).

More information on initiatives for Aboriginal and Torres Strait Islander youth is available in the [annual reports on the action plan](#) and the Australian Government's [Indigenous](#) website. Information on schooling for Aboriginal and Torres Strait Islander students in 2012, including relevant key performance measures and performance indicators under the action plan 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.

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 national partnerships for Literacy and Numeracy and for Improving Teacher Quality. Further information on these partnerships 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, works to address outcomes for educationally disadvantaged young Australians. In particular, the [Youth Connections](#) program provides an individualised and responsive service to support those most at risk of disengaging from education, including Aboriginal and Torres Strait Islander young people. 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 2012

### 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 transparency in reporting educational information and accountability for the use of public resources for education as core reforms.

This includes reporting to schools, families and students about student achievement and school performance as well as public reporting of individual and comparative school performance and 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.

Under the NEA (government schools) and the [Schools Assistance Act 2008](#) (non-government schools), all schools must provide 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.

The NEA performance reporting framework also includes:

- streamlined and consistent reports on national progress, including an annual national report on the outcomes of schooling in Australia covering the *Melbourne Declaration* and the *Measurement Framework for Schooling in Australia*<sup>1</sup> 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.

A review of the NEA performance reporting framework was undertaken in 2012 and a revised agreement to reflect the outcomes of the review came into effect in July 2012.

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

#### The Australian Curriculum, Assessment and Reporting Authority

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for implementing the majority of national strategies for accountability and transparency agreed by Education Ministers under the Melbourne Declaration.

<sup>1</sup> The *National Report on Schooling in Australia*, i.e. this report

In terms of data collection and reporting<sup>2</sup>, 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 priorities under its charter include: the monitoring and review of the *Measurement Framework for Schooling in Australia*, which sets out agreed national key performance measures (KPMs) for schooling; producing a comprehensive and authoritative *National Report on Schooling in Australia* related to the *Melbourne Declaration* and national KPMs; developing, or supporting the development of, national definitions and managing the collection, quality assurance and reporting of school information through the *My School* website.

#### Measurement Framework for Schooling in Australia

In 2012 ACARA conducted a review of the *Measurement Framework for Schooling in Australia 2010*, in consultation with jurisdictions, school sectors and relevant government agencies. This review coincided with the review of the NEA performance reporting framework. The revised measurement framework, the [Measurement Framework for Schooling in Australia 2012](#), reflects revisions to the NEA indicators and was published on the ACARA website in early 2013 following its approval by Education Ministers.

#### National Report on Schooling in Australia

In 2012, ACARA published the [National Report on Schooling in Australia 2010](#) and undertook the preparation of the [National Report on Schooling in Australia 2011](#) on behalf of the Standing Council on School Education and Early Childhood (SCSEEC) in consultation with representatives of state and territory education authorities, the non-government sectors and other relevant agencies. The 2011 report was the third to be published by ACARA and 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*.

#### Development of national definitions and measures

In October 2012, ACARA published the *Data Standards Manual: Student Background Characteristics* for use by schools and school systems, test administration authorities and assessment contractors. This is the sixth edition of the manual and replaced the *2010 Data Standards Manual – Student Background Characteristics* and previous editions published on the SCSEEC/MCEECDYA website.

The manual provides standard definitions and technical specifications for the student background characteristics (sex, Indigenous status, socio-economic background and language background) required for use by government and non-government schools and

<sup>2</sup> ACARA's role in developing the Australian Curriculum and administering the National Assessment Program is outlined in Part 2.6.

systems in designing enrolment forms, collecting information from parents, maintaining student records and providing student information for National Assessment Program (NAP) assessments.

Significant progress was also made towards the collection and reporting of nationally consistent student attendance data for both NEA and KPM reporting. This was the culmination of several years of collaboration between ACARA, jurisdictions and the non-government school sectors. This work resulted in the publication of the [National Standards for Student Attendance Data Reporting](#) on the ACARA website in December 2012, following national agreement.

### *My School*

ACARA is also responsible for the national data collection on individual schools housed on the [My School](#) website. *My School* reporting addresses 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. These data are provided, directly or indirectly, by jurisdictions, non-government school authorities and individual schools.

The *My School* 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.

An enhanced version of the website, *My School 2.0*, released in 2011, provided additional data on schools' recurrent income and capital expenditure and depicted students' gains in literacy and numeracy between NAPLAN tests.

The third version of *My School* was launched on 24 February 2012. The updated site provided:

- an additional year of information for each school, with four years of performance data now available
- richer information on students' literacy and numeracy achievement gains as they progress through school
- enhanced information about Vocational Education and Training (VET) in schools.

### National Assessment Program reporting

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 2012](#) is published, along with previous reports for 2008–2011, on the ACARA [National Assessment Program](#) website. The report provides analyses of NAPLAN results including breakdowns by state and territory, 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 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.

The NAP – Science Literacy public report and the technical report for the NAP sample assessment in Science Literacy conducted in 2012 are also available on the reports page of the ACARA National Assessment Program website.

# National Report on Schooling in Australia 2012

## 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<sup>1</sup> 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.

<sup>1</sup> New South Wales (NSW), Victoria (Vic.), Queensland (Qld), South Australia (SA), Western Australia (WA), Tasmania (Tas.), Northern Territory (NT) and Australian Capital Territory (ACT)

## National Report on Schooling in Australia 2012

### Schools and schooling

#### 3.1 School structures

While there are some differences in school structures and age requirements for student enrolment in Australia between the states and territories, such differences have been substantially reduced in recent years. School structures and age requirements are summarised in Table 3.1.

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

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 preparatory 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 Northern Territory and the Australian Capital 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. In 2012, the participation requirement came into full effect for senior secondary students across Australia, with the 2010 Year 10 cohort entering Year 12.

The move for Australian governments to raise the minimum school leaving year level/age (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.

<sup>1</sup> These are listed in Table 3.1. The Australian Curriculum uses the term 'Foundation' for this year of schooling.

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, 2012**

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 <sup>(a)</sup>
Victoria	Preparatory	January, 5 turning 6 by 30 April	Preparatory Years 1–6	Years 7–12	17 years <sup>(b)</sup>
Queensland	Preparatory	January, 5 turning 6 by 30 June	Preparatory Years 1–7	Years 8–12	17 years <sup>(c)</sup>
South Australia	Reception	January, 5 years 6 months by 1 January	Reception Years 1–7	Years 8–12	17 years <sup>(d)</sup>
Western Australia	Pre-primary	January, 5 turning 6 by 30 June	Pre-primary Years 1–7	Years 8–12	17 years <sup>(e)</sup>
Tasmania	Preparatory	January, turning 6 by 1 January	Preparatory Years 1–6	Years 7–12	17 years <sup>(f)</sup>
Northern Territory	Transition	January, 5 turning 6 by 30 June	Transition Years 1–6	Years 7–12	17 years <sup>(g)</sup>
Australian Capital Territory	Kindergarten	January, 5 turning 6 by 30 April	Kindergarten Years 1–6	Years 7–12	17 years <sup>(h)</sup>

(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 are 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) 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.

(h) 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: ABS, *Year Book Australia 2012*; 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. In some jurisdictions, separate Year 11 and 12 institutions may be known as colleges or senior secondary schools. 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. They must be enrolled as a student at a day school and be available when required for assessment against the regular school curriculum ([Year Book Australia](#), 2012).

Each state and territory also has a preschool sector that is separate from primary and secondary schooling, although preschools are sometimes attached to or accommodated in primary schools. A preschool program is a structured, play-based learning program, usually for children in the year or two before commencing full-time school. In general, data on preschools and on preschool education within schools are excluded from 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 2012

## Schools and schooling

### 3.2 School numbers

In 2012 there were 9,427 schools in Australia.<sup>1</sup> 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, 74 per cent of secondary schools and 78 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 half of all combined schools were in the independent sector.

The number and proportion of schools by sector and school category in 2012 is shown in Table 3.2.

**Table 3.2** Number and proportion of schools by sector and school category, Australia, 2012

School category	School sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	4,827	51.2	1,228	13.0	235	2.5	6,290	66.7
Secondary	1,029	10.9	305	3.2	58	0.6	1,392	14.8
Combined	511	5.4	153	1.6	657	7.0	1,321	14.0
Special	330	3.5	27	0.3	67	0.7	424	4.5
<b>Total</b>	<b>6,697</b>	<b>71.0</b>	<b>1,713</b>	<b>18.2</b>	<b>1,017</b>	<b>10.8</b>	<b>9,427</b>	<b>100.0</b>

Note: 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.

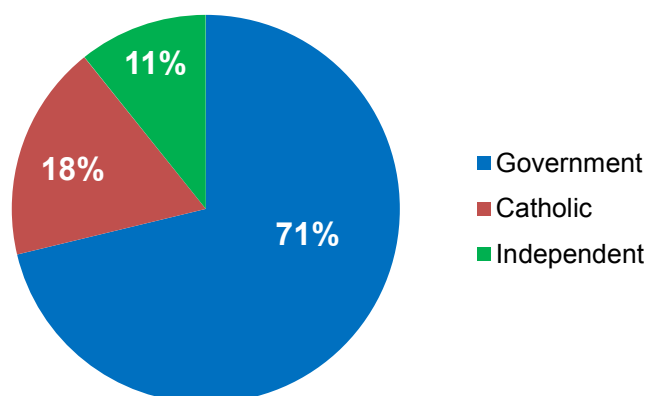
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

See also Additional Statistics, Table 1

The proportion of schools in each sector in 2012 is shown in Figure 3.1.

<sup>1</sup> As at the National Schools Statistics Collection (NSSC) census, August 2012

**Figure 3.1: Proportion of schools by sector, Australia, 2012**



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

For the number of schools by sector by state and territory 2012 see Part 9: Additional Statistics Table 1.

The total number of schools fell by 1.4 per cent over the period 2008–12. This consisted of falls of 2.0 per cent in the number of government schools and 0.7 per cent in the number of independent schools, which were partially offset by a rise of 0.5 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 shown in Table 3.3.

**Table 3.3 Number and proportion of schools by sector, Australia, 2008–12**

Year	School sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
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
2012	6,697	71.0	1,713	18.2	1,017	10.8	9,427	100.0

Source: ABS Cat. No. 4221.0, *Schools, Australia*, 2012

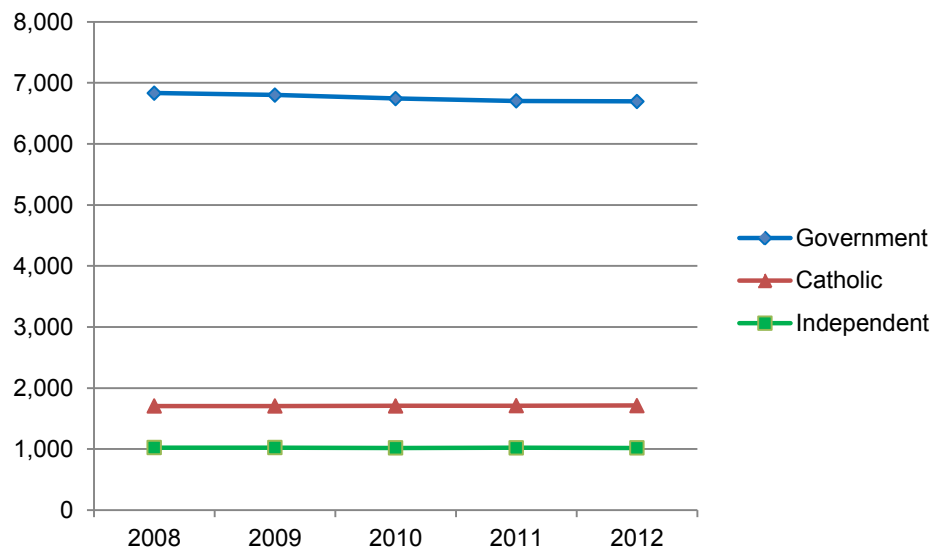
See also Additional Statistics Table 1

Overall, the number of schools, in total and within each sector, has remained stable over recent years. Some caution is required when interpreting time series for numbers of schools, as 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 from year to year.

Figure 3.2 shows the number of schools in each sector over the period 2008–12.

**Figure 3.2 Number of schools by sector, Australia, 2008–12**



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

# National Report on Schooling in Australia 2012

## Schools and schooling

### 3.3 Staff

#### Staff numbers

At the time of the schools census in August 2012, there were 258,986 full-time equivalent (FTE)<sup>1</sup> 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, 2012**

Sector	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government	17,796	76,107	93,903	29,764	43,485	73,249	47,560	119,592	167,152
Catholic	4,078	19,135	23,212	10,941	15,274	26,215	15,018	34,409	49,427
Independent	3,863	12,812	16,675	11,434	14,298	25,732	15,296	27,110	42,407
Total non-government	7,940	31,947	39,887	22,375	29,572	51,947	30,315	61,519	91,834
<b>All schools</b>	<b>25,736</b>	<b>108,054</b>	<b>133,790</b>	<b>52,138</b>	<b>73,058</b>	<b>125,196</b>	<b>77,874</b>	<b>181,111</b>	<b>258,986</b>

#### 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*, 2012

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 2008 to 2012 are shown in Table 3.5. Between 2008 and 2012 the total number of FTE teaching staff grew by 11,879 or 4.8 per cent. The rise in teaching staff numbers was concentrated in non-government schools with 6,078 extra teachers (a rise of 7.1 per cent) compared to 5,801 (an increase of 3.6 per cent) in government schools.

<sup>1</sup> 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, 2008–12**

Sector	2008	2009	2010	2011	2012
Government	161,351	162,566	163,697	165,272	167,152
Catholic	46,390	46,807	47,391	48,393	49,427
Independent	39,366	39,823	40,333	41,445	42,407
Total non-government	85,756	86,630	87,724	89,838	91,834
<b>All schools</b>	<b>247,107</b>	<b>249,196</b>	<b>251,421</b>	<b>255,110</b>	<b>258,986</b>

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

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 2012 across the three school sectors.

**Table 3.6 Full-time equivalent (FTE) student–teacher ratios, by sector and school level, Australia, 2012**

Sector	Primary	Secondary	All schools
Government	15.2	12.3	13.9
Catholic	17.4	12.7	14.9
Independent	14.6	10.3	12.0
Total non-government	16.2	11.5	13.6
<b>All schools</b>	<b>15.5</b>	<b>12.0</b>	<b>13.8</b>

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

See also Part 9: Additional Statistics Table 4

For all Australian schools, the average FTE student–teacher ratio in 2012 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 2012 the average FTE student–teacher ratio was 15.5 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 marginally from 13.9 students per teacher in 2008 to 13.8 students per teacher in 2012. Ratios fell or remained constant in all sectors and levels of schooling over this period.

**Table 3.7 Full-time equivalent (FTE) student–teacher ratios, by sector and level of education, Australia, 2008–12**

School sector and level	2008	2009	2010	2011	2012
Government primary	15.6	15.5	15.4	15.3	15.2
Government secondary	12.3	12.3	12.3	12.2	12.3
Catholic primary	17.6	17.6	17.6	17.5	17.4
Catholic secondary	12.8	12.8	12.8	12.8	12.7
Independent primary	14.7	14.8	14.9	14.8	14.6
Independent secondary	10.5	10.6	10.5	10.4	10.3
<b>All schools</b>	<b>13.9</b>	<b>13.9</b>	<b>13.9</b>	<b>13.8</b>	<b>13.8</b>

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

See also Part 9: Additional Statistics Table 4

### International comparisons

On average, in Organisation for Economic Co-operation and Development (OECD) member countries in 2011 (the latest year available), there were 15.4 students for every teacher in primary schools and 13.6 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 ratio in 2011 of 15.6 for primary was slightly higher than the OECD average. Australia’s average student–teacher ratio of 12.0 for secondary was lower than the OECD average. Ratios for Australia were lower than the United Kingdom (19.9 and 16.3), Japan (18.1 and 13.1) and Germany (16.3 and 14.0) but higher than ratios for Spain (13.2 and 10.1) and Norway (10.4 and 9.8).<sup>2</sup> A comparison of student–teacher ratios in OECD countries and other Group of 20 nations for 2011 is included as Table 5 in Part 9: Additional Statistics.

<sup>2</sup> Source: OECD, *Education at a Glance 2013: OECD Indicators*, Table D2.2 based on UNESCO Institute for Statistics (World Education Indicators Programme)

## National Report on Schooling in Australia 2012

### Part 4

#### Student participation

##### Overview

Goal 1 of the [Melbourne Declaration on Educational Goals for Young Australians](#) is that Australian schooling promotes equity and excellence. The first condition set down for achieving this goal is that ‘all Australian governments and all school sectors must provide all students with access to high-quality schooling that is free from discrimination...’<sup>1</sup>

The extent to which young people access and participate in schooling is thus one component of measuring progress towards this goal.

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

Two measures of participation in schooling specified as key performance measures for schooling in the [Measurement Framework for Schooling in Australia 2012](#) are:

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

Attendance at school is also a performance indicator within the reporting framework of the NEA, and the number of students enrolled in school, while no longer a performance indicator<sup>2</sup>, remains as a stated output.<sup>3</sup>

This section provides data and commentary on enrolment and attendance in Australian schools in 2012, including these performance measures. It also includes data and commentary on the apparent progression and retention of students through secondary school.

<sup>1</sup> Melbourne Declaration, p. 7

<sup>2</sup> Enrolment in school was deleted as a performance indicator from the revised NEA of July 2012.

<sup>3</sup> National Education Agreement, July 2012, p. 5



# National Report on Schooling in Australia 2012

## Student participation

### 4.1 Enrolment

#### Enrolment rates

The proportion of children who are enrolled in school is a measure of the reach and coverage of Australian schooling and of the extent to which all students have access to school education. It is specified as a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia 2012](#).

This KPM, specified as the number of students aged 6 to 15 years enrolled in school, expressed as a proportion of the 6 to 15-year-old population, has been retained in the Measurement Framework for 2012 but is no longer a performance indicator within the performance framework of the [National Education Agreement \(NEA\)](#).<sup>1</sup>

KPM 1(a) for the period 2008–12 is reported in Table 4.1.

<b>Key Performance Measure 1(a)</b>					
Proportion of children aged 6 to 15 years who are enrolled in school					
<b>Table 4.1 Number and proportion of children aged 6–15 years enrolled in school, 2008–12</b>					
	2008	2009	2010	2011	2012
School enrolments, Australia (6–15 years) <sup>(a)</sup>	2,739,205	2,748,736	2,755,893	2,768,177	2,801,751
Population, Australia (6–15 years) <sup>(b)(c)</sup>	2,736,802	2,746,766	2,755,102	2,769,311	2,802,367
Proportion of 6–15-year-olds enrolled in school, Australia (%) <sup>(d)</sup>	100.09	100.07	100.03	99.96	99.98

(a) 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.

(b) Estimates for the total population are sourced from ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, 30 June 2013. The Australia total includes 'other territories' including Jervis Bay and Norfolk Island.

(c) Estimates for the total population of 6–15-year-olds for 2008, 2009, 2010 and 2011 have been rebased to the 2011 Census of Population and Housing. As such, these estimates and the proportions of 6–15-year-olds enrolled in schools for these calendar years differ from those published in previous editions of *the National Report on Schooling in Australia*.

(d) Proportions are calculated using a numerator from the National Schools Statistics Collection and a denominator from Estimated Resident Population data. When developing an indicator using data from different sources, significant data comparability issues can emerge that will affect the accuracy of the indicator. These differences can have unexpected effects such as producing an estimate greater than 100 per cent of the population.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2012*; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2013

See also Part 9: Additional Statistics Table 9

<sup>1</sup> Enrolment in school was removed as a performance indicator from the performance framework of the revised NEA of July 2012.

The rate of enrolment in schooling of 6–15-year-olds approximates 100 per cent in each of the five years (2008–12) for which this measure is reported, reflecting the compulsory nature of schooling for this age group.

However, it is acknowledged that the KPM is an approximation, not an exact measure, of the rate of participation in schooling by students of compulsory school age/year level.

First, KPM 1(a) excludes some students for whom schooling is now compulsory. Participation in school education is compulsory for Australian children in all states and territories at least from the age of six until they complete Year 10. Participation full time in some form of education, training or employment, but not necessarily schooling, is mandatory until the age of 17.<sup>2</sup> The age range specified in KPM 1(a), of 6–15 inclusive (as of 1 July in the reporting year), captures nearly all students of compulsory school age/year level. However, it excludes those students who were 16 and over by midway through the calendar year but had not yet completed Year 10.<sup>3</sup>

Secondly, the numerator and denominator for KPM 1(a) are drawn from different types of data source. The count of 6–15-year-old school students that forms the numerator of the KPM is administrative data drawn from the annual schools census. The denominator for the 6–15-year-old population is drawn from the Estimated Residential Population (ERP) for this group, which is estimated by projection from the five-yearly Australian Census of Population and Housing. As estimates, ERP figures are subject to error and to periodic revision. As a result, and because of data comparability issues between the two data sets, proportions may exceed 100 per cent.

As noted in footnote (c) of Table 4.1, ERP data for 2008, 2009, 2010 and 2011 have been rebased from the 2006 Census of Population and Housing to the 2011 Census of Population and Housing. The estimates for the 6–15-year-old population have been adjusted downwards for each of these years, raising the KPM for these years by 1.4, 1.3, 1.1 and 0.8 percentage points respectively from the figures reported in the *National Report on Schooling in Australia 2011*. As a result, the KPM proportions for 2008, 2009 and 2010 reported in 2012 slightly exceed 100 per cent.

Part 9: Additional Statistics Table 9 reports KPM 1(a) for 2012 by state and territory.

### Enrolments by school level and sector

Students in the 6–15 years age group made up 78 per cent of total enrolments in schools. The remaining 22 per cent (approximately 788 thousand students) were either under six or 16 and over at 1 July 2012, the age reference date for the annual schools census of August 2012.

<sup>2</sup> This has applied since the implementation of the National Youth Participation Requirement across all states and territories in 2010. (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, 2012 for a summary of enrolment requirements in each jurisdiction.)

<sup>3</sup> The age at which students typically complete Year 10 varies between jurisdictions because of historical differences in requirements for school commencement, but for most students it is 15 or 16. As at 1 July 2012 (the age reference date for the annual schools census), the average age of Year 10 students ranged from 14.7 years (Qld) to 15.5 years (Tas.), with the Australian average at 15.1 years. In 2012, 22.6 per cent of the Year 10 cohort and 0.6 per cent of the Year 9 cohort were 16 or over at 1 July.

In total, nearly 3.6 million individual students were enrolled in Australian schools in 2012. Of these, approximately 2.1 million (58 per cent) were primary school students and approximately 1.5 million (42 per cent) 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 2012 are summarised in Table 4.2.

**Table 4.2 Number and proportion of students (full-time plus part-time) enrolled in schools by school level and sector, Australia, 2012**

School level	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	1,435,587	68.9	403,055	19.3	244,477	11.7	2,083,119	58.0
Junior secondary	609,054	60.1	228,149	22.5	175,784	17.4	1,012,987	28.2
Senior secondary	297,738	60.3	105,391	21.3	90,751	18.4	493,880	13.8
Total secondary	906,792	60.2	333,540	22.1	266,535	17.7	1,506,867	42.0
<b>Total</b>	<b>2,342,379</b>	<b>65.2</b>	<b>736,595</b>	<b>20.5</b>	<b>511,012</b>	<b>14.2</b>	<b>3,589,986</b>	<b>100.0</b>

Notes:

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.

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.

Percentage columns for each sector show the proportion of students at each level enrolled in that sector. The total percentage row shows the proportion of all students enrolled in each sector. The total percentage column shows the proportions of all students enrolled at each level. Percentages may not add to 100 due to rounding.

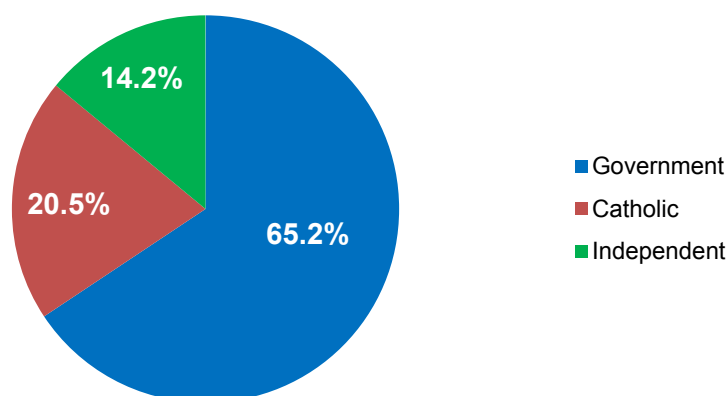
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

See also Part 9: Additional Statistics Table 10

Part 9: Additional Statistics Table 10 reports the number of students in 2012 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 (65.2 per cent) of Australian school students in 2012 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, 2012 (%)



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

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2012*

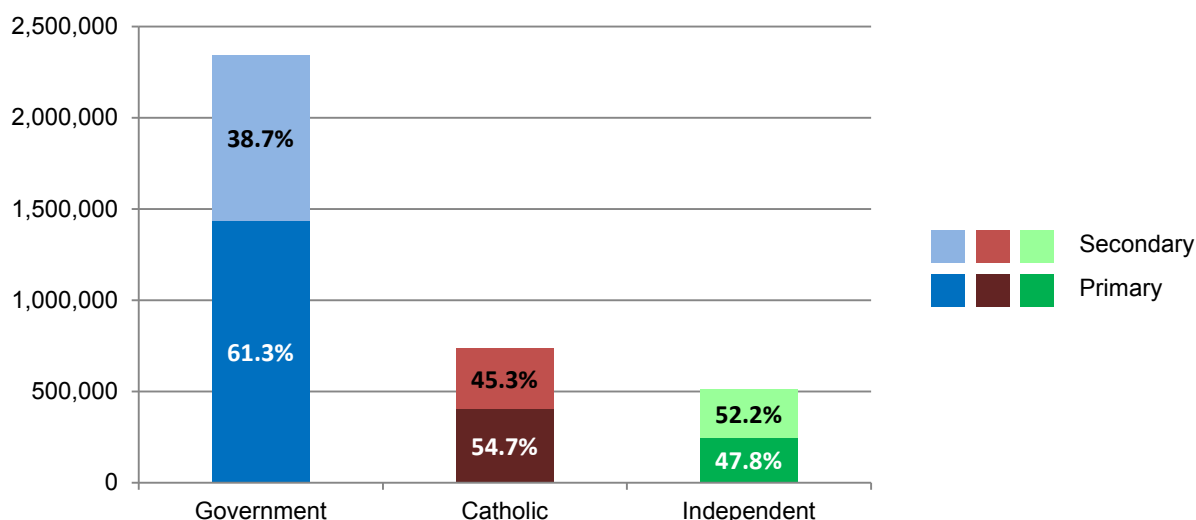
However, as shown in Table 4.2, the proportions of students enrolled in each sector differed between levels of education. The proportion of primary students enrolled in government schools (68.9 per cent) was higher than the proportion of junior secondary students (60.1 per cent). The proportion of primary students enrolled in non-government schools (31.1 per cent) was lower than the proportion of junior secondary students (39.9 per cent).

This implies a movement of students from the government to the non-government sectors, particularly between primary and secondary schooling. However, as the movement of individual students between sectors and over time is currently not tracked, it is not clear to what extent this is the net effect of larger student movements among the three sectors. The enrolment of overseas students in independent secondary schools may also contribute to this difference.

The higher proportion of senior secondary students in the independent sector, shown in Table 4.2, is consistent with higher Year 10 to Year 12 apparent retention rates for this sector. Apparent progression rates and apparent retention rates are discussed in [Part 4.2: Progression and retention](#).

As shown in Figure 4.2, more government and Catholic school students were enrolled in primary years than in secondary years, while most independent school students were secondary students.

**Figure 4.2** Number of students (full-time plus part-time) enrolled by school level and sector, Australia, 2012



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

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. Total enrolments in government schools rose by 57,578, in Catholic schools by 39,241 and in independent schools by 36,117. However, the proportion of students enrolled in government schools has fallen by 0.9 percentage points over this period, whereas the proportion of students in independent schools has risen by 0.5 percentage points. The proportion of students enrolled in Catholic schools has risen by 0.3 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, 2008–12

Year	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
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
<b>2012</b>	<b>2,342,379</b>	<b>65.2</b>	<b>736,595</b>	<b>20.5</b>	<b>511,012</b>	<b>14.2</b>	<b>3,589,986</b>	<b>100.0</b>

Notes:

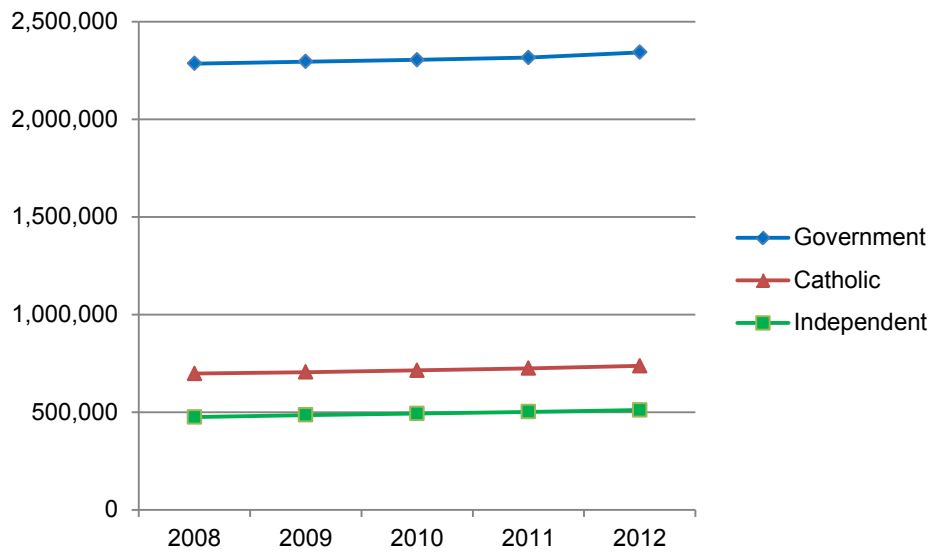
Percentages may not add to 100 due to rounding.

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*, 2012

See also Part 9: Additional Statistics Table 10

**Figure 4.3** Number of students enrolled (full-time plus part-time) by school sector, Australia, 2008–12



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

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 2012

### 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.<sup>1</sup>

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 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 reporting year.

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

National apparent progression rates (but not apparent retention rates) for Australia include a weighting for the proportion of students in each state/territory and are adjusted to factor in changes in the population.<sup>2</sup>

Apparent progression rates reported in *Schools, Australia 2012* have been rebased from the 2006 Census of Population and Housing to the 2011 Census of Population and Housing. However, data have been back-cast only to 2010, so a break in the series occurs between 2009 and 2010. For this reason, Table 4.4 includes two sets of data series describing national apparent progression rates from Year 9 to Year 10, from Year 10 to Year 11 and from Year 11 to Year 12 for the period 2008–12.

<sup>1</sup> The National Youth Participation Requirement includes the mandatory requirement for all young people to participate in schooling until they complete Year 10, and the requirement to participate full-time in education, training or employment, or a combination of these activities, until the age of 17. These were implemented in Queensland, South Australia, Western Australia and Tasmania between 2006 and 2008 and in New South Wales, Victoria, the Northern Territory and the Australian Capital Territory in 2010.

<sup>2</sup> For more information, see ABS, Cat. No. 4221.0, *Schools, Australia, 2012*, Explanatory Notes; ABS, Cat. No. 4221.0, [Alternative Measures of Engagement in Secondary Education, 2009](#)

**Table 4.4 Apparent progression rates, Year 9 to Year 10, Year 10 to Year 11 and Year 11 to Year 12, Australia, 2008–12 (%)**

Australia	2008	2009	2010	2011	2012
Year 9 to 10 (2006 based ERP) <sup>(a)</sup>	97.1	96.9	98.1	98.7	
Year 9 to 10 (2011 based ERP) <sup>(b)</sup>			98.1	98.1	97.9
Year 10 to 11 (2006 based ERP) <sup>(a)</sup>	86.6	87.9	89.3	90.0	
Year 10 to 11 (2011 based ERP) <sup>(b)</sup>			89.4	89.1	90.2
Year 11 to 12 (2006 based ERP) <sup>(a)</sup>	82.6	83.6	84.3	84.6	
Year 11 to 12 (2011 based ERP) <sup>(b)</sup>			82.3	82.0	82.5

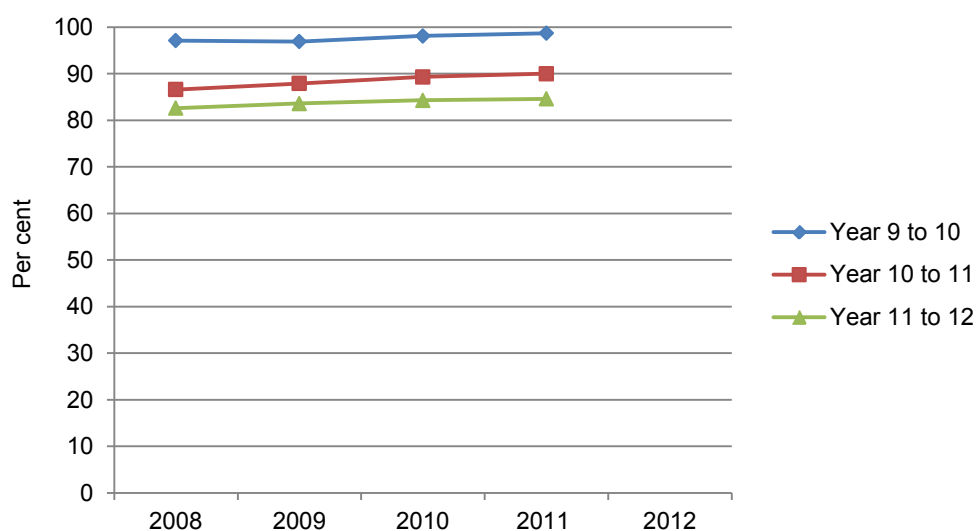
(a) Rates for years 2008–11 are calculated using estimated resident population (ERP) data based on the 2006 Census of Population and Housing.

(b) Rates for 2010 onwards are calculated using ERP data based on the 2011 Census of Population and Housing.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011, 2012

The series noted as (a), 2008–11, replicate the data which were shown graphically in the *National Report on Schooling in Australia 2011* and are calculated using estimated resident population (ERP) data based on the 2006 Census of Population and Housing. These data are illustrated in Figure 4.4a.

**Figure 4.4a Apparent progression rates, Year 9 to Year 10, Year 10 to Year 11 and Year 11 to Year 12, Australia, 2008–11**



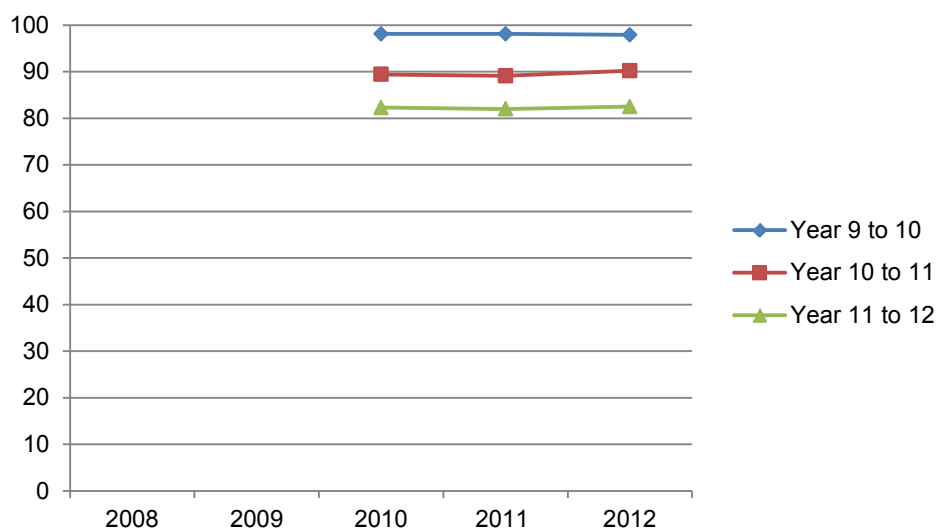
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

As noted in the 2011 report, these series record upward movements in apparent progression rates from Year 9 to Year 10 and from Year 10 to Year 11 that coincided with the implementation of strengthened participation requirements for 15 and 16-year-olds, including through the National Youth Participation Requirement in 2010 and 2011.



The apparent progression rate (2006 base) 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.<sup>3</sup>

**Figure 4.4b Apparent progression rates, Year 9 to Year 10, Year 10 to Year 11 and Year 11 to Year 12, Australia, 2010–12**



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

Figure 4.4b shows apparent progression rates 2010–12 rebased for the 2011 Census of Population and Housing, noted in Table 4.4 as series (b). The main impact (between 2009 and 2010) on Year 9 to Year 10 progression of a rise in the effective school leaving age in 2010 is not observable from these data, but a flow-through effect to 2012 may be a factor in increased progression from Year 10 to Year 11 and from Year 11 to Year 12 over the period 2010–12.

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, especially for the government school sector.

Table 4.5 and Figure 4.5 illustrate national apparent retention rates by school sector from the first year of secondary school (Year 7 or Year 8 depending on jurisdiction) to Year 10 over the period 2008–12. (Detail from Figure 4.5 is also shown below the main graph.)

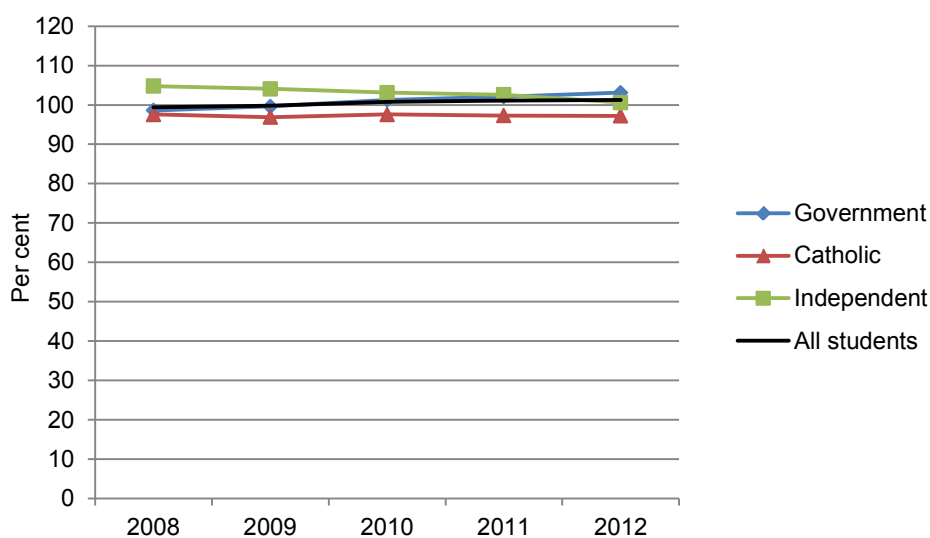
<sup>3</sup> The effect on Year 11 and 12 enrolments will also depend on the proportion of students who pursue approved alternative pathways to senior schooling following Year 10.

**Table 4.5 Apparent retention rates, Year 7/8 to Year 10 by sector, Australia, 2008–12 (%)**

Australia	2008	2009	2010	2011	2012
Government	98.6	99.6	101.3	102.1	103.1
Catholic	97.6	96.9	97.6	97.3	97.2
Independent	104.8	104.1	103.1	102.6	100.6
All students	99.4	99.8	100.8	101.1	101.3

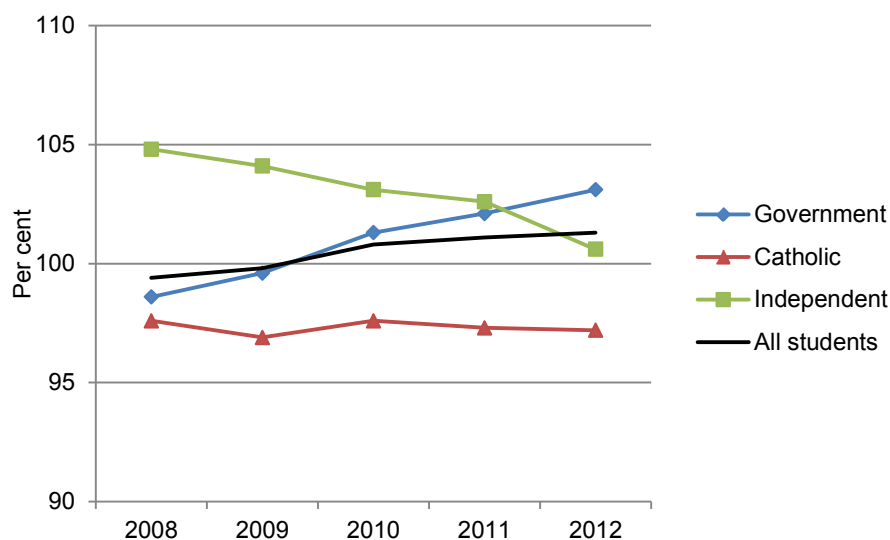
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

**Figure 4.5 Apparent retention rates, Year 7/8 to Year 10 by sector, Australia, 2008–12**



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

**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 from Year 7/8 to Year 10 for all students rose by 1.9 percentage points from 99.4 per cent to 101.3 per cent. (Percentages exceeding 100 per cent for national apparent retention rates are possible because of net immigration to Australia of secondary students.) This resulted from a rise in the apparent retention rate in the government school sector by 4.5 percentage points from 98.6 per cent to 103.1 per cent which coincided with the strengthened participation requirements making Year 10 compulsory in the two most populous states, New South Wales and Victoria. Over the same period, Year 7/8 to 10 apparent retention rates for the Catholic sector fell slightly to 97.2 per cent while that for the independent sector was reduced from 104.8 per cent to 100.6 per cent. (Percentages exceeding 100 per cent for national apparent retention rates by sector are possible because of net immigration to Australia and movements of students between sectors.) A fall, since 2008, in the number of overseas students enrolled in independent schools<sup>4</sup> may have contributed to the decline in the apparent Year 7/8 to 10 retention rate in that sector.

As noted above, comparisons between sectors are inconclusive, as sector-specific apparent retention rates can mask a variety of student movements between sectors. However, the increase in the Australian apparent Year 7/8 to 10 retention rate to more than 100 per cent is a strong indicator of success for the policy objective of universal participation in Year 10.

Table 4.6 and Figure 4.6 describe 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 2008–12.

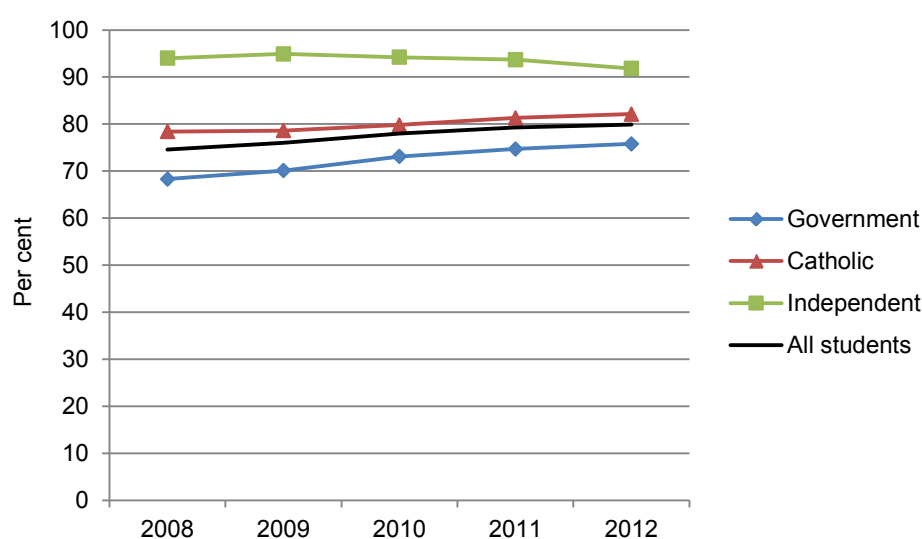
**Table 4.6** Apparent retention rates, Year 7/8 to Year 12 by sector, Australia, 2008–12 (%)

Australia	2008	2009	2010	2011	2012
Government	68.3	70.1	73.1	74.7	75.8
Catholic	78.4	78.6	79.8	81.3	82.1
Independent	94.0	94.9	94.2	93.7	91.8
All students	74.6	76.0	78.0	79.3	79.9

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

<sup>4</sup> Reported by the Independent Schools Council of Australia

Figure 4.6 Apparent retention rates, Year 7/8 to Year 12 by sector, Australia, 2008–12



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

During this period there was a marked increase in the overall Year 7/8 to Year 12 apparent retention rate, which rose by 5.3 percentage points, from 74.6 per cent to 79.9 per cent, and a convergence of rates for the three sectors. The greatest rise of 7.5 percentage points to 75.8 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 3.7 percentage points to 82.1 per cent. Independent schools continued to record the highest apparent Year 7/8 to Year 12 retention rate of 91.8 per cent but with a fall of 2.2 percentage points over the period. The convergence of these rates between sectors suggests both a rise in the proportion of government school students continuing to Year 12 and a reduction in students transferring from government to non-government schools for Years 11 and 12. A fall in the enrolments of overseas students in Years 11 and 12 in the independent sector may have also contributed to the fall in apparent Year 7/8 to 12 retention rates for this sector. However, as noted above, sector-specific retention rates should be interpreted with caution.

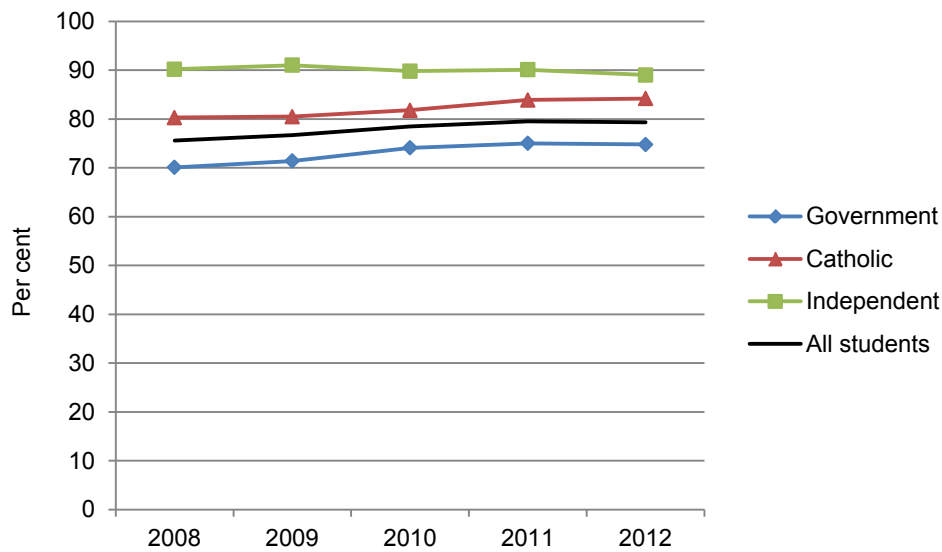
Table 4.7 and Figure 4.7 show national apparent retention rates from Year 10 to Year 12 by sector over the period 2008–12.

Table 4.7 Apparent retention rates, Year 10 to Year 12 by sector, Australia, 2008–12 (%)

Australia	2008	2009	2010	2011	2012
Government	70.1	71.4	74.1	75.0	74.8
Catholic	80.3	80.5	81.8	83.9	84.2
Independent	90.2	91.0	89.8	90.1	89.0
All students	75.6	76.7	78.5	79.5	79.3

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

Figure 4.7 Apparent retention rates, Year 10 to Year 12 by sector, Australia, 2008–12



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2012

Apparent retention rates from Year 10 to Year 12 rose for the government and Catholic sectors in the period 2008–12. The overall apparent retention rate rose 3.7 percentage points to 79.3 per cent in 2012 and the apparent rate for government schools rose 4.7 percentage points to 74.8 per cent. The gap between apparent retention from Year 10 to Year 12 for government and independent schools narrowed from 20.1 percentage points in 2008 to 14.2 percentage points in 2012. These data are also subject to the caveat that they do not take into account movement of students between sectors, but the overall increase in retention to Year 12 is in line with the policy intention of governments in strengthening requirements for 15–17-year-olds to participate in education and/or training.

## National Report on Schooling in Australia 2012

### Student participation

#### 4.3 Attendance

The [National Education Agreement](#) (NEA) 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 2012](#) as KPM 1(b).

KPM 1(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 2012, all school sectors in all states and territories collected and reported attendance data for Years 1–10 for the specified period.

However, because the definitions and methodologies used by jurisdictions and sectors to collect the data are not yet uniform, accurate comparisons between jurisdictions and sectors cannot currently be made. Nor can the data collected in 2012 be aggregated or averaged to calculate KPM 1(b) at the national level.

In 2012, agreement was reached by all jurisdictions and sectors on new standards for the collection and reporting of nationally consistent student attendance data. This resulted from work undertaken by all states, territories and the non-government school sectors in collaboration with the Australian Curriculum, Assessment and Reporting Authority (ACARA). The new [National Standards for Student Attendance Data Reporting](#) were published on the ACARA website in December 2012.

These standards will enable consistent and comparable reporting of attendance rates, including the calculation of KPM 1(b) at the national level, for students in Years 1–10 (including ungraded students where applicable) across all sectors and jurisdictions in Australia for the 2014 data collection period and onwards. The non-government sectors have agreed to conform to the national standards from the 2013 data collection period.

For 2012, 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 differences in methodology still exist, are attached to the glossary of this report.

Tables 17, 18 and 19 in Part 9: Additional Statistics show 2012 attendance data by:

- school sector
- state and territory

- year level
- sex.

These tables depict data for the government, Catholic and independent sectors respectively. They also include by summary data for 2008–12 for each sector by state and territory. The comments below for each sector should be read in conjunction with these tables and with the [explanatory notes on attendance data](#).

Attendance for Aboriginal and Torres Strait Islander students is discussed in Part 7.

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

In 2012, Year 10 attendance rates were lower than those for the first year of secondary school in all sectors in all jurisdictions (with the exception of Northern Territory Catholic schools). The differences between Year 7/8 and Year 10 attendance rates were typically between two and five percentage points. More specific comments on attendance rates for each sector are below.

#### Government school sector

For the 2012 collection period, student attendance rates for all states and the Australian Capital Territory were consistently in the range of 92–94 per cent for Years 1–7 dropping to between 86 and 92 per cent for Years 8, 9 and 10. Rates for the Northern Territory were lower across all years. All jurisdictions exhibited similar patterns, with the lowest attendance rates recorded for Year 10. Differences in rates between year levels ranged between three and eight percentage points. There were smaller variations in attendance rates between year levels in Victoria with up to a three percentage point variation, compared to eight percentage point variations in Tasmania and the Northern Territory.

The attendance rates for male and female government school students during the 2012 collection period were fairly even within year levels, within most jurisdictions. Variations, where they occurred, were no more than three percentage points.

Between 2008 and 2012, there was limited change in student attendance rates for specific year levels in the government sector in most jurisdictions.

#### Catholic school sector

For the 2012 collection period, student attendance rates were consistently in the 93–95 per cent range for Years 1–7/8, with some decline in junior secondary years. The exception was the Northern Territory, where all rates were lower.

Between 2008 and 2012, there was little change in student attendance rates for specific year levels in the Catholic sector in most jurisdictions, with variations up to four percentage points. The exception was the Northern Territory, where there were variations of up to 10 percentage points. The attendance rates for male and female Catholic school students during the 2012 collection period were fairly even within year levels, within most jurisdictions, with slightly higher male attendance rates for Years 2, 9 and 10. Variations, where they

occurred, were generally no more than three percentage points. The exceptions were for the Northern Territory where the Year 3 female attendance rate was five percentage points higher than the male attendance rate, and the Australian Capital Territory where the Year 10 male attendance rate was five percentage points higher than the female attendance rate.

#### Independent school sector

For the 2012 collection period, student attendance rates were consistently 93–95 per cent for primary school years (1–7/8) except for the Northern Territory where rates were marginally lower. Rates for Years 7/8–10 were 92–94 per cent except for the Northern Territory and the Australian Capital Territory where they dropped below 90 per cent.

Between 2008 and 2012, 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 exceptions were the Northern Territory and the Australian Capital Territory where some larger variations occurred.

The attendance rates for male and female independent school students during the 2012 collection period were fairly even within year levels for most jurisdictions, with variations up to two percentage points. The exception was for the Australian Capital Territory, where there were higher male attendance rates for all year levels except for Year 2.



## National Report on Schooling in Australia 2012

### Part 5

#### Student achievement – National Assessment Program

##### Overview

The [Melbourne Declaration on Educational Goals for Young Australians](#) identifies literacy and numeracy and the knowledge of key disciplines as the cornerstones 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 among the attributes 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 the Literacy and Numeracy National Partnership, which was implemented over the period 2009–12.

The *Measurement Framework for Schooling in Australia 2012* defines the national key performance measures (KPMs) for schooling arising from the Melbourne Declaration goals and commitment to action and reflecting COAG targets and indicators.<sup>1</sup> These include measures of student achievement in the National Assessment Program (NAP) in literacy, numeracy, science literacy, civics and citizenship, and information and communication technology literacy. The Measurement Framework also specifies the annual assessment and reporting cycle for the National Assessment Program.

##### The National Assessment Program

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is directed, through 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), and domestic NAP sample assessments as directed by the Standing Council on School Education and Early Childhood (SCSEEC). The NAP also includes Australia’s participation in international assessments.

The NAP, as specified in the Measurement Framework, encompasses all assessments endorsed by Education Ministers:

<sup>1</sup> Relationships between the Melbourne Declaration, the NEA and the Measurement Framework for Schooling in Australia are more fully explained in Part 1.2: Measuring performance.

- annual full student cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN)
- triennial domestic sample student population assessments in science literacy (Year 6), information and communication technology literacy (Years 6 and 10) and civics and citizenship (Years 6 and 10) (to 2015)
- participation in international sample student population assessments, including 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 assesses the reading, mathematical and scientific literacy of a sample of 15-year-old students. TIMSS is conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA) and assesses performance of a sample of Year 4 and Year 8 students in mathematics and science.

NAP assessments conducted for 2012 were:

- annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN). Key performance measures for NAPLAN 2012 are reported in [Part 5.1: Student achievement – National Assessment Program – Literacy and Numeracy \(NAPLAN\)](#).
- NAP – Science Literacy Year 6 sample assessment. Key performance measures for 2012 are reported in [Part 5.2: Student achievement – National Assessment Program – Science Literacy](#).
- PISA sample assessments in reading, mathematics and scientific literacy for 15-year-olds. More than 14,000 Australian students took part in PISA 2012. Key performance measures for PISA are reported in [Part 5.3: Student achievement – Programme for International Student Assessment](#).

ACARA publishes nationally comparable information on student achievement in national assessments to support accountability, policy development and resource allocation. [NAPLAN National Reports](#) for each year summarise student achievement in NAPLAN at the national, state and territory, and student subgroup levels. These are published on ACARA's [National Assessment Program](#) website. The website also allows users to specify and download tables from its results page. Student achievement in NAPLAN is reported at the school level on the [My School](#) website.

Reports on each three-yearly NAP sample assessment are also published on the National Assessment Program website.

The national report for PISA 2012 is available on the [Australian Council for Educational Research \(ACER\)](#) website. The most recent TIMSS testing of Australian students was in late 2010, for TIMSS 2011. The international and Australian reports were released in December 2012. Key performance measures for TIMSS 2011 were reported in the *National Report on Schooling in Australia 2011*.

## National Report on Schooling in Australia 2012

### Student achievement – National Assessment Program

#### 5.1 NAP – Literacy and Numeracy (NAPLAN)

In 2012, the fifth year of national literacy and numeracy testing, Year 3, 5, 7 and 9 students in Australia were assessed on Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy. These tests, known as the National Assessment Program – Literacy and Numeracy (NAPLAN), were first conducted in May 2008.

NAPLAN assesses the sorts of skills that are essential for every child to progress through school and life. The same tests are used in each state and territory, and the results provide nationally comparable data on student performance in reading, writing, spelling, grammar and punctuation, and numeracy.

The test results provide schools, states and territories with information about how education programs are working and which areas need to be prioritised for improvement. They also give parents and schools an understanding of how individual students are performing at the time of the tests.

A 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.

In the first three years of testing (2008–2010), Writing was assessed by testing students' ability to respond to a narrative writing task. In 2011, a change of genre was introduced, and the narrative task was replaced with a persuasive one. Results for the persuasive writing task are reported on a separate persuasive writing scale that is not comparable with the narrative writing scale. As a consequence, student performance in Writing from 2011 and 2012 cannot be compared with that from previous years.

In December 2012, Education Ministers released the [2012 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report (the 2012 NAPLAN National Report). The results contained in this report (and previous reports) are also available in interactive form on the [NAP](#) website. Preliminary national results were also released in September 2012 at around the same time 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 final national results are reported as mean scale scores and by performance in bands, and may be viewed by gender, Indigenous status, language background other than English status, geolocation (metropolitan, provincial, remote and very remote), parental occupation and parental education at each year level and for each domain of the test. Other data available include participation rates. Results are also available for: the performance of each

state and territory relative to other states and territories, and to Australia; time series; and cohort gain across year levels.

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 2012](#).

More information about the assessment scale can be found on the [NAP website](#) scales page.

More information about national minimum standards can be found on the [NAP website](#) standards page.

For 2012, 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 2012 are reported in Table 5.4.

<b>Key Performance Measure 2(a)</b>
Proportion of students achieving at or above the national minimum standard for Reading
<b>Key Performance Measure 2(b)</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), 2012**

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	93.6	91.6	94.1	91.4
CI±	0.2	0.3	0.2	0.4
Mean scale score (standard deviation)	419.6 (87.9)	493.6 (77.6)	541.5 (68.3)	574.8 (66.8)

Notes:

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

CI = Confidence Interval. Confidence intervals reflect the level of uncertainty associated with the measurement of achievement. They define a range of values within which the true level of achievement is likely to lie. This table shows 95 per cent confidence intervals for percentages of students at or above the national minimum standard. This means, for example, that where the percentage shown is 90% ± 0.5 it can be said with 95 per cent confidence the true value lies between 89.5% and 90.5%.

Confidence intervals cited should be used to compare data within 2012 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2012*; ACARA (unpublished data)

**Key Performance Measure 2(c)**  
Proportion of students achieving at or above the national minimum standard for Writing  
**Key Performance Measure 2(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), 2012**

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.3	92.1	89.9	81.7
CI±	0.2	0.3	0.4	0.6
Mean scale score (standard deviation)	415.8 (67.1)	477.0 (68.9)	518.3 (74.9)	553.7 (85.8)

Notes:

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

CI = Confidence Interval. Confidence intervals reflect the level of uncertainty associated with the measurement of achievement. They define a range of values within which the true level of achievement is likely to lie. This table shows 95 per cent confidence intervals for percentages of students at or above the national minimum standard. This means, for example, that where the percentage shown is 90% ± 0.5 it can be said with 95 per cent confidence the true value lies between 89.5% and 90.5%.

Confidence intervals cited should be used to compare data within 2012 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2012*; ACARA (unpublished data)

**Key Performance Measure 3(a)**  
Proportion of students achieving at or above the national minimum standard for Numeracy  
**Key Performance Measure 3(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), 2012**

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	93.9	93.3	93.8	93.7
CI±	0.2	0.2	0.3	0.3
Mean scale score (standard deviation)	395.5 (72.6)	488.7 (70.9)	538.1 (73.9)	584.2 (72.4)

Notes:

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

CI = Confidence Interval. Confidence intervals reflect the level of uncertainty associated with the measurement of achievement. They define a range of values within which the true level of achievement is likely to lie. This table shows 95 per cent confidence intervals for percentages of students at or above the national minimum standard. This means, for example, that where the percentage shown is 90% ± 0.5 it can be said with 95 per cent confidence the true value lies between 89.5% and 90.5%.

Confidence intervals cited should be used to compare data within 2012 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2012*; ACARA (unpublished data)

**Key Performance Measure 1(c)**  
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, 2012 (per cent)

	Year 3	Year 5	Year 7	Year 9
Proportion of students participating in Reading	95.3	95.9	95.5	92.1
Proportion of students participating in Persuasive Writing	95.2	95.8	95.6	92.4
Proportion of students participating in Numeracy	95.0	95.5	95.1	91.5

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 2012*

## National Report on Schooling in Australia 2012

### Student achievement – National Assessment Program

#### 5.2 NAP – Science Literacy

The [National Sample Assessment in Science Literacy](#) commenced in 2003, and assesses Year 6 students only. This science assessment is complemented for secondary students by the Programme for International Student Assessment (PISA) and the Trends in Mathematics and Science Study (TIMSS).

Every three years, samples of Year 6 students from across Australia are tested on their scientific literacy. This is the application of broad conceptual understandings of science to make sense of the world, understanding natural phenomena and interpreting media reports about scientific issues. The assessment also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.

The 2012 NAP – Science Literacy assessment was undertaken by more than 13,000 Year 6 students from government and non-government schools. This represented approximately five per cent of the total Australian Year 6 student population. The school reports for each school were released to schools in December 2012.

##### Proficient standard in science literacy

The national proficient standard in Science Literacy was established after the 2003 sample testing to provide a clear picture of the knowledge, skills and understanding that students are expected to demonstrate in science by the end of Year 6. This standard has informed the development of the tests for subsequent sample assessments.

Five levels of proficiency (levels 2, 3.1, 3.2, 3.3, 4) have been defined for NAP – Science Literacy. Level descriptors are available on ACARA's [NAP](#) website.

The national proficient standard in Science Literacy has been determined to be at Level 3.2. The proficient standard is a challenging level of performance with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Year 6 students who reach the proficient standard are able to: interpret information in a contextualised report by application of relevant science knowledge; interpret data and identify patterns in – and/or relationships between – elements of the data; collate and compare data sets of collected information; and give reasons for controlling a single variable.

##### Key performance measures

The proportion of students achieving at or above the proficient standard (Level 3.2) in Science Literacy in Year 6 is key performance measure (KPM) 4(a) in the [Measurement Framework for Schooling in Australia 2012](#).

The proportions of Year 6 students achieving at each proficiency level are reported in Table 5.5.



### Key Performance Measure 4(a)

Proportion of students achieving at or above the proficient standard (Level 3.2) in Science Literacy

**Table 5.5** Proportion of students achieving at each proficiency level and at or above the proficient standard (Level 3.2) in Science Literacy, 2012 (per cent)

	Proficiency level					At or above the proficient standard
	Level 2 or below	3.1	3.2	3.3	Level 4 and above	
Year 6						
Australia (%)	9.0	39.6	42.1	9.0	0.3	51.4
CI±	1.0	1.6	1.7	1.1	0.2	2.0

Notes:

CI = Confidence Interval. Confidence intervals reflect the level of uncertainty associated with the measurement of achievement. They define a range of values within which the true level of achievement is likely to lie. This table shows 95 per cent confidence intervals. This means, for example, that where the percentage shown is 90% ± 0.5 it can be said with 95 per cent confidence the true value lies between 89.5% and 90.5%.

Source: ACARA, *National Assessment Program – Science Literacy Report 2012*

The results show that 51.4 per cent of Year 6 students met or exceeded the proficient standard in 2012.

The *National Assessment Program – Science Literacy Report 2012* is available on ACARA's [National Assessment Program](#) website.

KPM 4(b) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Scientific Literacy scale for 15-year-old students is reported in Part 5.3 Programme for International Student Assessment (PISA).

KPM 4(c) Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS science scales for Years 4 and 8 was reported in [Part 5.3 National Assessment Program – Trends in International Mathematics and Science Study \(TIMSS\)](#) of the *National Report in Schooling in Australia 2011* and will next be reported for 2015.



## National Report on Schooling in Australia 2012

### Student achievement – National Assessment Program

#### 5.3 Programme for International Student Assessment

The Organisation of Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) compares the performance of 15-year-old students internationally, using the same assessment tasks. PISA measures how well 15-year-old students are prepared to use their knowledge and skills in particular areas to meet real-life challenges.

More than 510,000 students from 65 countries and economies participated in PISA 2012 and more than 14,000 Australian students took part.

PISA assessments are triennial. Three domains are tested: reading literacy, mathematical literacy and scientific literacy. In each cycle of PISA, one domain is selected as the main focus on a rotating basis. In PISA 2012, mathematical literacy was the major domain. Mathematical literacy was also the major domain in 2003. Once a domain has been a main focus, reliable comparisons can be made between the results in the focus year and results in subsequent testing years.

The Australian Government and all state and territory governments contribute funding for Australia's participation in PISA. The Australian Council for Educational Research (ACER) is the national project manager for PISA in Australia.

PISA is one of the international assessments in Australia's [National Assessment Program](#) and provides data for key performance measures specified in the Measurement Framework for Schooling in Australia. As such, PISA results are used to evaluate progress towards the Educational Goals for Young Australians and the National Education Agreement outcome that Australian students excel by international standards.

PISA enables reporting on comparable performance data every three years, with student achievement able to be disaggregated by sex, Indigenous status, geographic location and indicators of socio-economic background.

Information about the background of PISA, the framework that is used to design the assessments, the management of PISA and further technical information is available from [ACER](#). A national report, which provides information about the performance of Australian students, is published for each PISA assessment. Key findings from the 2012 report are available on the [ACER](#) website.

#### Key performance measures

The proportion of students in the bottom and top levels of performance in international testing is a performance indicator for schooling in the National Education Agreement. The proportions achieving at or above the proficient standard agreed for Australia on the PISA scales are key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia 2012](#).

The proportions achieving at or above the proficient standard (Level 3) on the OECD PISA combined reading, mathematical and scientific literacy scales are reported in Table 5.6.

<b>Key Performance Measures</b>	
<b>2(e)</b>	Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Reading scale
<b>3(c)</b>	Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Mathematics scale
<b>4(b)</b>	Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Scientific Literacy scale

**Table 5.6** Achievement on OECD PISA scales: Proportion of students achieving at each proficiency level; proportion of students achieving at or above the proficient standard (Level 3); Australia, 2012 (per cent); proportion of students achieving at or above the proficient standard, OECD average, 2012 (per cent)

	Proficiency level Australian students (%)							At or above the proficient standard: Australia (%)	At or above the proficient standard: OECD average (%)
	Below 1	1	2	3	4	5	6		
Reading literacy	1	13	22	29	23	10	2	64	58
Mathematical literacy	6	14	22	25	19	11	4	59	54
Scientific literacy	3	10	21	29	23	11	3	66	57

Note: The OECD average represents OECD countries as a single entity and each country contributes to the average with equal weight.

Source: Sue Thomson, Lisa De Bortoli and Sarah Buckley, *Highlights from the full Australian report: PISA 2012: How Australia measures up*, ACER, 2013, pp. 13–15

# National Report on Schooling in Australia 2012

## 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 2012](#), include measures for participation and attainment, including:

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

The KPMs for the enrolment 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 school students, it outlines participation in senior secondary education and in VET as part of Senior Secondary Certificates of Education (VET in Schools). It also deals with the participation of young people in education, training and work beyond school, and their attainment 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* in reporting on the outcomes of schooling.

VET 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 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. A modified AQF Second Edition was released in January 2013.

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 towards the Council of Australian Governments (COAG) targets for Year 12 or equivalent attainment and progress in achieving the 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. 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 2012

### Senior schooling and youth transitions

#### 6.1 Participation in vocational education and training including VET in Schools

The Australian vocational education and training (VET) sector 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 VET 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.<sup>1</sup>

This measure, KPM 1(e) in the [Measurement Framework for Schooling in Australia 2012](#), includes VET in Schools students, but also includes school-aged students who have left school and are still engaged in education and training 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 KPM for the period 2009–12. Part 9: Additional Statistics Table 20 shows state and territory data for this KPM for 2012.

<sup>1</sup> The specification of the successful completion of a unit of competency in the KPM is a marker for genuine participation in a VET course (as opposed to an initial formal enrolment which is not followed through). It is not intended that the KPM be regarded as a measure of attainment.

### Key Performance Measure 1(e)

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 15–19-year-olds who successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, Australia, 2009–12

Australia	2009	2010	2011	2012
Number of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above ('000)	360.3	375.2	400.1	419.4
15–19-year-old population ('000)	1,462.4	1,460.0	1,453.5	1,458.5
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above (%)	24.6	25.7	27.5	28.8

Notes:

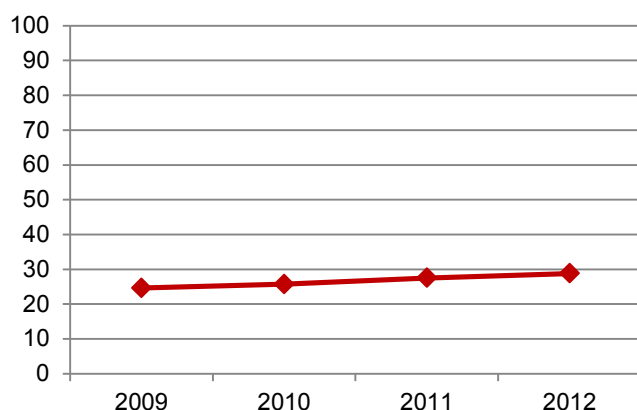
A successfully completed unit of competency/module includes competencies with an outcome of competency achieved/pass/recognition of prior learning granted.

The KPM is derived by calculating student numbers in the 15–19 year age group as a percentage of the estimated residential population in the corresponding group. The estimated residential population of 15–19-year-olds in 2009–11 has been revised by the Australian Bureau of Statistics based on the 2011 Census of Population and Housing. For this reason, data for the 15–19-year-old population for 2009, 2010 and 2011 and for the KPM for 2009 and 2010 differ from data published in previous editions of this report.

Sources: NCVER, National VET in Schools Collection 2009–12; NCVER, National VET Provider Collection 2009–12; NCVER, *School-aged youth in vocational education and training 2012*; ACARA, *National Report on Schooling in Australia, 2011*; ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, Dec. 2012

See also Part 9: Additional Statistics Table 20

**Figure 6.1** Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above (%)



In addition to KPM 1(e), Education Ministers approved two program measures for young people's participation and attainment in VET, disaggregated by industry area and by qualification level. These are reported for 2012 in Tables 6.2, 6.3 and 6.4.

### VET program measure 1

The occupation and industry profile of VET engagement for 15–19-year-olds who in the calendar year successfully completed at least one unit of competency/module as part of a VET qualification at AQF Certificate II or above

**Table 6.2** Number of 15–19-year-olds who have successfully completed at least one unit of competency/module as part of a VET qualification at AQF Certificate II or above, by major field of education, Australia, 2012 ('000)

Field of education	Australia
Natural and physical sciences	1.1
Information technology	11.2
Engineering and related technologies	67.2
Architecture and building	41.9
Agriculture, environmental and related studies	13.1
Health	14.2
Education	0.9
Management and commerce	96.4
Society and culture	54.4
Creative arts	25.9
Food, hospitality and personal services	75.2
Mixed field programs	17.7
<b>Total</b>	<b>419.4</b>

Note: These figures relate only to characteristics of each student's major course.

Sources: NCVER, *National VET in Schools Collection, 2012*; NCVER, *National VET Provider Collection, 2012*; reported in NCVER, *School-aged youth in vocational education and training 2012*

**Table 6.3** Number of 15–19-year-olds who have successfully completed at least one unit of competency/module as part of a VET qualification at AQF certificate II or above, by major qualification, Australia, 2012 ('000)

Major qualification	Australia
Diploma or higher	25.5
Certificate IV	28.5
Certificate III	192.2
Certificate II	173.2
<b>Total</b>	<b>419.4</b>

Note: These figures relate only to characteristics of each student's major course.

Sources: NCVER, *National VET in Schools Collection, 2012*; NCVER, *National VET Provider Collection, 2012*; reported in NCVER, *School-aged youth in vocational education and training 2012*

## VET program measure 2

The level of AQF certification for 15–19-year-olds who in the calendar year successfully completed a VET qualification

**Table 6.4 Qualification completions for 15–19-year-olds by qualification level, Australia ('000), 2012**

Qualification level	Australia
Diploma or higher	7.0
Certificate IV	12.0
Certificate III	56.5
Certificate II	84.7
Certificate I	38.0
<b>Total</b>	<b>198.2</b>

Sources: NCVER, *National VET in Schools Collection, 2012*; NCVER, *National VET Provider Collection, 2012*; reported in NCVER, *School-aged youth in vocational education and training 2012*

As stated above, KPM 1(e) and the VET program measures include all 15–19-year-old students. The information below refers to students who are identified as VET in Schools students. For the purposes of the VET in Schools data collection, these are students who are undertaking VET as part of a Senior Secondary Certificate of Education.<sup>2</sup> These data are not restricted to Certificate II or above or to students who have successfully completed at least one unit of competency.

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 6.5 shows the number of 15–19-year-old school students undertaking VET in Schools programs each year 2008–12 with school-based apprentices and trainees disaggregated.

**Table 6.5 Number of 15–19-year-old students undertaking VET in Schools programs, Australia, 2008–12**

Australia	2008	2009	2010	2011	2012
School-based apprentices and trainees <sup>(a)</sup> ('000)	25.2	20.9	17.3	18.1	22.5
Other VET in Schools program students ('000)	183.5	195.8	203.6	218.3	219.8
Total VET in Schools students ('000)	208.6	216.7	220.9	236.4	242.3

(a) School-based apprentices and trainees include 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 2012*

See also Part 9: Additional Statistics Table 21 and Table 22

<sup>2</sup> In most, but not all, jurisdictions these are also students who are enrolled in secondary schools.



In 2012 there was a 2.5 per cent increase in the number of 15–19-year-old<sup>3</sup> VET in Schools students, from approximately 236 thousand in 2011 to approximately 242 thousand in 2012. This included a 24 per cent increase in the number of school-based apprentices and trainees with this number recovering from significant falls in 2009 and 2010.

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. This was even more pronounced in 2012, with a 36.4 per cent rise in the number of students undertaking Certificate III qualifications and a 23.5 per cent fall in the number undertaking Certificate I.<sup>4</sup>

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 in one or more units of competency receive a Statement of Attainment towards a certificate or other qualification and are eligible to complete the full qualification post-school.

Tables 21 and 22 in Part 9: Additional Statistics provide extra information on the participation and attainment of young people in VET, including VET in Schools, in 2012 and for the period 2008–12. Further detailed information is contained in the National Centre for Vocational Education Research (NCVER) publications [Australian vocational education and training statistics: young people in education and training 2012](#) and [School-aged youth in vocational education and training 2012](#).

<sup>3</sup> Approximately ten thousand students recorded in the VET in Schools data collection 2012 who were outside the 15 to 19-year-old age range are excluded from this data.

<sup>4</sup> Part 9: Additional Statistics Table 22 drawn from NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2012*

## National Report on Schooling in Australia 2012

### Senior schooling and youth transitions

#### 6.2 Participation in education and work

The key performance measures (KPMs) for participation specified in the [Measurement Framework for Schooling in Australia 2012](#) reflect not only the participation of young Australians in schooling, but their participation in post-school education, training and employment. As such, these measures 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 1(f) and (g) measure the full-time participation in education, training and employment of two 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 1(f) measures the full-time participation of young people from the age 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 1(g) 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 1(f) and 1(g) are shown for the period 2008–12 in Table 6.3.

<b>Key Performance Measure 1(f)</b>
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
<b>Key Performance Measure 1(g)</b>
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 6.6** Proportions of 15–19-year-olds and 20–24-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, 2008–12 (%)

Year	2008	2009	2010	2011	2012
	%	%	%	%	%
Full-time participation rates for 15–19-year-olds	87.3	84.1	84.8	85.3	86.5
CI±	1.1	1.4	1.5	1.4	1.0
Full-time participation rates for 20–24-year-olds	80.1	77.1	77.2	77.0	76.6
CI±	1.4	2.0	1.6	1.5	1.7

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  $\pm 2$  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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study. This change affects the data cubes:

- Study for a qualification, persons aged 15–64 years; and
- Fully engaged through study for a qualification and/or employment, persons aged 15–24 years.

For this reason, full-time participation rates for 15–19 year-olds and 20–24 year-olds shown in Table 6.6 and Figure 6.2 for the calendar years 2008–2011 are marginally lower than those reported in previous editions of this report.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2012

See also Part 9: Additional Statistics Table 24 and Table 25

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As shown in Table 6.6, 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 15–19 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 Requirement<sup>1</sup> 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 reflect falls in participation in employment in these age groups rather than falls in participation in education and training.<sup>2</sup>

Since 2009 there has been an apparent recovery in participation for 15–19-year-olds but, based on the Survey of Education and Work, no noticeable change in participation rates for 20–24-year-olds.

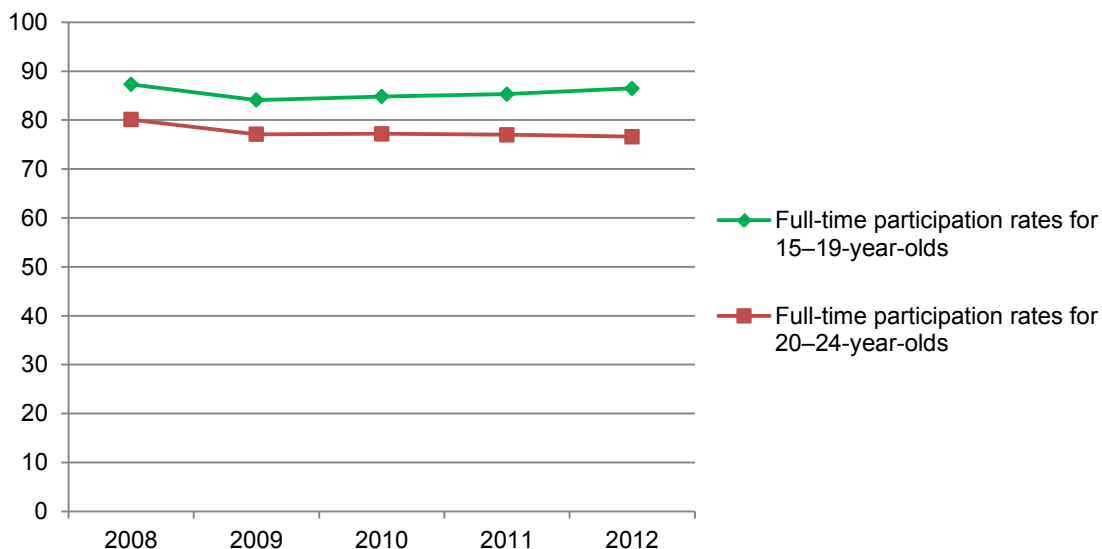
Figure 6.2 illustrates KPMs 1(f) and 1(g) over the period 2008–12.

<sup>1</sup> 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.

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

## Key Performance Measures 1(f) and 1(g)

**Figure 6.2** Proportions of 15–19-year-olds and 20–24-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, 2008–12 (%)



Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2012

The National Centre for Vocational Education Research (NCVER) has estimated that 81.9 per cent of 15–19-year-olds were engaged in education and training as at August 2012. This was made up of school students (55.1 per cent), higher education students (15.1 per cent) and publicly funded VET students, including apprentices and trainees (11.6 per cent).<sup>3</sup> This compares to the estimate of participation of Australians aged 15–19 years in education and training for August 2009 of 75.9 per cent, for 2010 of 78.8 per cent and for 2011 of 81.9 per cent.<sup>4</sup> These estimates do not include employment, but indicate that participation in education and training by 15–19-year-olds rose in both 2010 and 2011 and remained steady in 2012.

<sup>3</sup> NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2012* (see Part 9: Additional Statistics, Table 21)

<sup>4</sup> NCVER, *Australian Vocational Education and Training Statistics: young people in education and training, 2009–12* (see also Part 9: Additional Statistics, Table 21, *National Report on Schooling in Australia, 2009–12*)

## National Report on Schooling in Australia 2012

### Senior schooling and youth transitions

#### 6.3 Student attainment

The attainment key performance measures (KPMs) specified in the [Measurement Framework for Schooling in Australia 2012](#) measure the level of educational attainment achieved by young Australians by the time they have reached their early to mid-twenties.

KPM 7(a) and 7(b) measure the proportions of 20 to 24-year-olds who have completed Year 12 or equivalent<sup>1</sup> or attained an Australian Qualifications Framework (AQF) Certificate II or III or above. These measures reflect the Council of Australian Governments (COAG) targets for youth attainment in education and training.

<b>Key Performance Measure 7(a)</b>
Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above
<b>Key Performance Measure 7(b)</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 reports KPMs 7(a) and 7(b) for the period 2008–12. For comparison purposes, the table also reports the proportions of the 20–24-year-old population in this period who had completed Year 12 or equivalent.

**Table 6.7** Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above; proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above; proportion of the 20–24-year-old population having attained at least Year 12 or equivalent; Australia, 2008–12 (%)

Year	2008	2009	2010	2011	2012
	%	%	%	%	%
Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above	84.2	84.5	85.6	84.1	85.9
CI±	1.2	1.6	1.3	1.3	1.3
Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above	83.2	83.5	84.5	82.7	84.6
CI±	1.3	1.7	1.5	1.3	1.3
Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent	75.5	77.1	78.0	74.9	76.3
CI±	1.6	1.7	1.7	1.7	1.6

<sup>1</sup> 'Year 12 or equivalent' includes the attainment of AQF Senior Secondary Certificates of Education issued by Australasian Curriculum, Assessment and Certification Authorities in each state and territory, senior secondary qualifications issued in other countries and other recognised tertiary preparation qualifications such as the International Baccalaureate. Data collected through the Survey of Education and Work also include some respondents who identify Year 12 as their highest level of schooling completed but who may not have attained a formal Year 12 qualification.

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  $\pm 2$  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.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2012

See also Part 9: Additional Statistics Tables 31 and 32

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The proportion of 20 to 24-year-olds who had attained Year 12 or equivalent or AQF Certificate II or above – KPM 7(a) – rose from 84.2 per cent in 2008 to 85.9 per cent in 2012.

The COAG target for this measure is for it to reach 90 per cent by 2015. Based on 2008–12 data, it appears unlikely that this target will be met at the national level by 2015. However, increased participation in education and training by 15–19-year-olds since 2010, as a result of the Youth Participation Requirement and reported in [Part 6.2: Senior schooling and youth transitions – participation in education and work](#), is likely to translate to increased attainment levels for these students as they move to the 20–24-year-old age bracket. If so, the 2015 target of 90 per cent for the attainment of Year 12 or equivalent or Certificate II by 20–24-year olds may still be achievable.

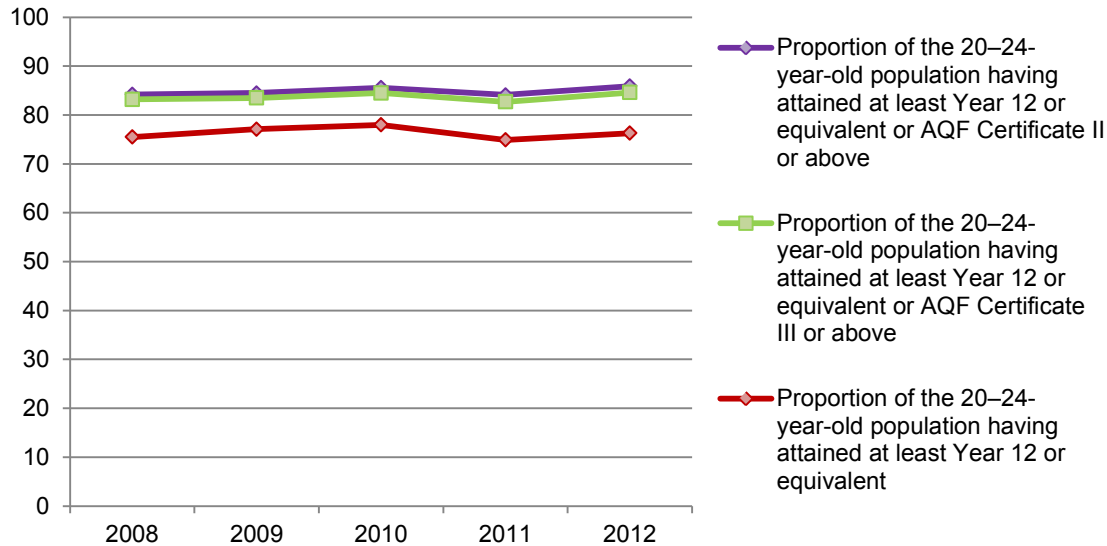
The proportion of 20–24-year-olds who had attained Year 12 or equivalent or AQF Certificate III or above – KPM 7(b) – rose from 83.2 per cent to 84.6 per cent between 2008 and 2012.

The COAG target for this measure is for it to reach 90 per cent by 2020. Based on the current trend this target is on track to be met at the national level. As is the case for KPM 7(a), KPM 7(b) 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.

Figure 6.7 depicts the movement in the two attainment measures from 2008 to 2012, along with the proportion of 20–24-year-olds having attained at least Year 12 or equivalent.

## Key Performance Measures 7(a) and 7(b)

**Figure 6.3** Proportions of 20–24-year-olds having attained at least Year 12 or equivalent or AQF Certificate II or above; 20–24-year-olds having attained at least Year 12 or equivalent or AQF Certificate III or above; and proportion of the 20–24-year-old population having attained at least Year 12 or equivalent; Australia, 2008–12 (%)



Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2012

See also Part 9: Additional Statistics Table 31 and 32

In each of the years 2008–12 there is little difference between the two attainment KPMs (a maximum difference of 1.4 percentage points), and there is parallel movement of the KPMs over the period.<sup>2</sup>

Both KPMs also closely parallel changes in the proportion of the 20–24-year-olds having attained at least Year 12 or equivalent, which forms the major component of both measures. In 2012, 76.3 per cent of 20–24-year-olds had attained at least Year 12 or equivalent. A further 8.3 per cent who had not attained Year 12 had attained Certificate III or above and a further 1.3 per cent had attained Certificate II or above, but not Year 12 or Certificate III. This is similar to the proportions for the measures in previous years.

The proportion of young people completing Year 12 is not itself a KPM for schooling, as pursuing a vocational qualification post-Year 10 is a legitimate alternative to Years 11 and 12 as a pathway to further education and work. However, as shown in Figure 6.3, it is not only a major component of KPMs 7(a) and 7(b), but is also a determining component, with variations in the two KPMs closely following variations in Year 12 or equivalent attainment.

This has implications for predicting and influencing the COAG measures, as the rate of Year 12 completion for current secondary students can be used as an indicator for the future

<sup>2</sup> For the three data sets shown in Table 6.7 and Figure 6.3 the falls in 2011 data are not statistically significant and may reflect sampling variability in the Survey of Education and Work.

attainment rates for Year 12 or Certificate II or Certificate III or above among 20–24-year-olds.

It is important to note that while the attainment KPMs 7(a) and 7(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.<sup>3</sup>

<sup>3</sup> The volume of learning required to attain an AQF Certificate II is typically 0.5 to 1 year; for Certificate III it is typically 1–2 years and for a Senior Secondary Certificate of Education it is typically 2 years (AQF Second edition p. 14). In some instances, VET in Schools students have the opportunity to complete several Certificate II qualifications as part of their Senior Secondary Certificate of Education.



## National Report on Schooling in Australia 2012

### Part 7

#### Aboriginal and Torres Strait Islander education<sup>1</sup>

##### 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.

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<sup>1</sup> 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 provides national data and commentary on:

- key performance measures (KPMs) set out in the [Measurement Framework for Schooling in Australia 2012](#), 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 2012, 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 2012 Annual Report](#).

## National Report on Schooling in Australia 2012

### Aboriginal and Torres Strait Islander education

#### 7.1 Readiness for school

The [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) states that:

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.<sup>2</sup>

Performance indicator 1 specified in the action plan is:

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

The *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014: [2012 Annual Report](#)*, notes that there were 11,237 Aboriginal and Torres Strait Islander four and five year-old children enrolled in preschool programs across Australia in 2012 and that this represented 82.0 per cent of the population of Aboriginal and Torres Strait Islander children in this age group. This compared to participation rate of 88.5 per cent for all four and five-year-olds.

The report also notes that the proportion of Aboriginal and Torres Strait Islander children attending preschool in relation to the estimated residential population of five year-olds was 82.0 per cent, compared to 86.1 per cent for 'all' children.<sup>3</sup>

The second performance indicator in the action plan under the Readiness for School domain is the proportion of Aboriginal and Torres Strait Islander students assessed as developmentally on track across four or more domains in the Australian Early Development Index (AEDI), administered to students in their first year of full-time schooling in 2012. The 2012 report on the action plan reports that the proportion of Aboriginal and Torres Strait Islander children assessed as being 'on track' in 2012 was 47.7 per cent, compared with 70.3 per cent for non-Aboriginal and Torres Strait Islander children.<sup>4</sup>

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<sup>2</sup> *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 9

<sup>3</sup> *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014, 2012 Annual Report*, p. 23-24

<sup>4</sup> *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014, 2012 Annual Report*, p. 23-24

## National Report on Schooling in Australia 2012

### 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.<sup>5</sup>

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*: [2012 Annual Report](#) provides information on these indicators at state and territory level but national data for this domain are not available.

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<sup>5</sup> *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 12

## National Report on Schooling in Australia 2012

### 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 and for progression from one secondary school year level or grade to the next, as well as 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 2012](#).

This measure is defined as the number of students aged 6 to 15 years enrolled in school, expressed as a proportion of the 6 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 was reported in some earlier editions of the *National Report on Schooling in Australia*, the Australian Bureau of Statistics (ABS) advised that such reporting is not appropriate or reliable<sup>6</sup>. Jurisdictions agreed that this KPM, disaggregated by Indigenous status, would no longer be published from 2011.

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

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<sup>6</sup> Specifically, the number of Indigenous students aged 6–15 years enrolled in school, expressed as a proportion of the 6–15-year-old Indigenous population, is not reliable due to modal differences between the numerator and denominator. The numerator is sourced from the 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 has advised 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.

National Schools Statistics Collection 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 7.1 and 7.2 below.

Table 7.1 shows the number and proportion of Indigenous students enrolled in schools broken down by school sector and school level.

Additional Statistics Table 38 reports individual enrolments by Indigenous status in 2012 by full-time and part-time and by state and territory as well as by school level and sector.

**Table 7.1 Number and proportion of Indigenous students (full-time and part-time) enrolled in schools by school level and sector<sup>(a)(b)(c)(d)</sup>, Australia, 2012**

	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	96,583	87.3	10,108	9.1	3,903	3.5	110,594	62.8
Junior secondary	39,464	81.1	5,284	10.9	3,888	8.0	48,636	27.6
Senior secondary	13,260	78.8	1,963	11.7	1,604	9.5	16,827	9.6
Total secondary	52,724	80.5	7,247	11.1	5,492	8.4	65,463	37.2
Total	149,307	84.8	17,355	9.9	9,395	5.3	176,057	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*2

See also Additional Statistics Table 38

As shown in Table 7.1, in 2012, 84.8 per cent of Indigenous students were enrolled in government schools, 9.9 per cent were enrolled in Catholic schools and 5.3 per cent were enrolled in independent schools.

This compares to 65.2 per cent, 20.5 per cent and 14.2 per cent respectively for all students, as reported in Part 4.1: Student participation – enrolment, demonstrating the higher concentration of Indigenous students enrolled in the government sector.

The proportion of Indigenous students in Catholic and independent schools is higher for secondary schools than it is for primary schools. The difference is particularly pronounced for independent schools where the proportion of Indigenous students is 3.5 per cent in primary school and 8.4 per cent in secondary school.

**Table 7.2 Number of Indigenous students (full-time and part-time) enrolled by sector, Australia, 2008–12**

	Sector						
	Government		Catholic		Independent		Total
	No.	%	No.	%	No.	%	No.
2008	131,428	86.1	13,536	8.9	7,644	5.0	152,608
2009	134,326	85.7	14,270	9.1	8,090	5.2	156,686
2010	138,954	85.3	15,200	9.3	8,677	5.3	162,831
2011	143,839	85.2	16,098	9.5	8,866	5.3	168,803
2012	149,307	84.8	17,355	9.9	9,395	5.3	176,057

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

See also Additional Statistics Table 38

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2012*

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The number of Indigenous students enrolled in all three sectors has risen over the last five years.

### 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 7.3 shows, nearly all Indigenous students proceeded to Year 10 in 2012. However, compared to non-Indigenous students, higher proportions of Indigenous students left school before completing senior school studies. The percentage point gaps for the apparent progression rates between Indigenous and non-Indigenous students were markedly larger for Year 10–11 and Year 11–12.

**Table 7.3 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, 2012**

Grade progression	Indigenous	Non-Indigenous	% point gap
Year 8–9	99.6	100.7	1.1
Year 9–10	97.1	100.8	3.7
Year 10–11	78.3	93.7	15.4
Year 11–12	69.6	86.7	17.1

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. 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*. 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*. 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*.

Source: ABS

See also Additional Statistics Table 45



Table 7.4 presents national apparent grade progression rates by Indigenous status and the percentage point gaps over the period 2008-12.

**Table 7.4 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, 2008–12**

	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
2008	98.3	100.4	2.1	92.2	99.4	7.3	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
<b>2012</b>	99.6	100.7	1.1	97.1	100.8	3.7	78.3	93.7	15.4	69.6	86.7	17.1

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.

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*. 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*. 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*.

Source: ABS

See also Additional Statistics Table 45

In 2012, the gap between the Indigenous and non-Indigenous apparent grade progression rates from Year 9 to Year 10 narrowed to 3.7 per cent compared to a gap of 7.3 per cent in 2008. However, the gap has increased from 2.8 per cent in 2011, partly due to a decrease in apparent grade retention for Indigenous students from 97.8 in 2011 to 97.1 in 2012.

The changes in apparent grade progression rates in 2010 and 2011 followed 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 Indigenous 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 Indigenous Islander rate was below 80 per cent.

For students moving to Year 12 in 2012, the non-Indigenous apparent grade progression rate remained close to or above 85 per cent and the Indigenous 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; and the percentage of students who progress from Year 10 to Year 12

Apparent retention rates from Year 10 to Year 12 for Indigenous and non-Indigenous students are specified as Key Performance Measure 1(d) in the *Measurement Framework for Schooling in Australia 2012*.

<p style="text-align: center;"><b>Key Performance Measure 1(d)</b> Apparent retention rates from Year 10 to Year 12</p>
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'Retention rates for Aboriginal and Torres Strait Islander students' is listed 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 Indigenous 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 10 to Year 12 do not directly measure progress towards this target but are related to its Year 12 completion component.

Tables 7.5 and 7.6 show comparative apparent retention rates for Indigenous and non-Indigenous students for 2012 and the period 2008–12.

**Table 7.5 Comparative Indigenous and non-Indigenous apparent retention rates, Australia, 2012 (per cent)**

Indigenous status	Australia (per cent)
<b>Year 7/8–10</b>	
Indigenous	98.4
Non-Indigenous	101.4
Gap (percentage points)	3.0
<b>Year 10–12</b>	
Indigenous	53.3
Non-Indigenous	80.4
Gap (percentage points)	27.1

**Notes:**

The apparent retention rate (ARR) 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 for the ARR from Year 7/8 to Year 10 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. The base year for the ARR from Year 10 to Year 12 in all states and territories is Year 10.

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*

See also Additional Statistics Tables 46-48

	2008	2009	2010	2011	2012
<b>Year 7/8–10</b>					
Indigenous	89.8	90.9	95.8	98.7	98.4
Non-Indigenous	99.9	100.1	101.0	101.3	101.4
Gap	10.1	9.2	5.2	2.6	3.0
<b>Year 10–12</b>					
Indigenous	51.7	50.1	52.5	53.5	53.3
Non-Indigenous	76.5	77.7	79.5	80.6	80.4
Gap	24.8	27.6	27.0	27.1	27.1

**Notes:**

The apparent retention rate (ARR) 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 for the ARR from Year 7/8 to Year 10 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. The base year for the ARR from Year 10 to Year 12 in all states and territories is Year 10.

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*

See also Additional Statistics Tables 46-48

Indigenous student apparent retention rates at the national level have risen since 2008 but are lower than those for non-Indigenous students. In 2012, the apparent retention rate for Indigenous full-time students from Year 7/8 to Year 10 was 98.4 per cent, a substantial rise from 89.8 per cent in 2008. The increases from 2010 to 2012 followed 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.

The gap in Year 7/8 to Year 10 apparent retention rates between Indigenous students and non-Indigenous students narrowed by 7.1 percentage points, from 10.1 percentage points in 2008 to only 3.0 percentage points in 2012. Over the period 2008-2012, apparent retention rates from Year 10 to Year 12 rose for both Indigenous and non-Indigenous students.

However, a more rapid rise for non-Indigenous students saw a widening of the gap in this measure by 2.3 percentage points.

### 7.3.4 Attendance

KPM 1(b) in the Measurement Framework for Schooling in Australia 2012 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 under the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

However, because the definitions and methodologies used by jurisdictions and sectors to collect the 2012 (and previous years) data are not uniform, accurate comparisons between jurisdictions and sectors cannot currently be made. Nor can the data collected in 2012 be aggregated or averaged to calculate KPM 1(b) at the national level.

All states and territories and the non-government sectors have collaborated 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 2014<sup>7</sup> collection period and onwards.

Care should be exercised in relation to student attendance data for Indigenous 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 2012 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 2008, 2009, 2010 and 2011 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 2012 student attendance data.

In 2012, the generally higher rate of attendance for non-Indigenous students compared to Indigenous students continued.

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<sup>7</sup> Except for NSW government schools, which will comply with the new standards from 2016

## Government school sector

Indigenous attendance rates did not equal or exceed those of non-Indigenous students in any year level for the government sector in 2012. For the 2012 collection period, student attendance rates were at or above 80 per cent for Indigenous students across government schools, with the exceptions of Year 10 in 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. Victoria is the only state to have an attendance rate above 80 per cent for Indigenous students for all year levels between Year 1 and Year 10.

For the 2012 collection period, attendance rates for Indigenous students were largely consistent for Years 1 to 7, then dropping from Years 8 to 10. New South Wales and the Australian Capital Territory displayed drops in attendance from Year 7 onwards. The drop in attendance rates from Year 8 onwards is more pronounced than the drop in attendance rates from Year 8 for non-Indigenous students. All jurisdictions exhibit similar trends.

As in 2011, for 2012 the gaps between attendance rates for Indigenous students compared to non-Indigenous students was minimal for Tasmanian government schools where for Years 1–7 the difference did not exceed three percentage points.

The Northern Territory government school sector had large gaps between attendance rates for Indigenous students and non-Indigenous students for all year levels, with gaps in attendance rates ranging from 20 to 30 percentage points. The largest gap in the Northern Territory was for Year 10, where the attendance rate for non-Indigenous students was 30 percentage points higher than attendance rate for Indigenous students.

## Non-government school sector

Care should be taken when interpreting attendance rates for Indigenous students in Catholic and independent schools, particularly by year levels, due to the relatively low number of Indigenous students enrolled in Catholic and independent schools.

Due to the relatively low number of enrolled students and high variability between year levels, limited commentary can be provided on Indigenous student attendance rates in Catholic and independent schools (especially for jurisdictions with low enrolment numbers).

## Catholic school sector

For New South Wales, Victoria and Queensland, attendance rates for Indigenous students were largely consistent for all year levels, with five percentage point variations between year levels.

The Northern Territory continues to record the largest gaps between attendance rates for Indigenous students compared to non-Indigenous students for all year levels. Attendance rates for Indigenous students range between 19 and 29 percentage points lower than for non-Indigenous students. The smallest gap was for Years 8 and 10 students where the attendance rate was 19 per cent lower for Indigenous students compared with non-Indigenous students. For Year 10 students, this represents a substantial decrease in the gap

from 2011, due in part to an increase in attendance for Year 10 Indigenous students from 55 per cent in 2011 to 71 per cent in 2012.

#### Independent school sector

Between 2011 and 2012, the gaps between Indigenous and non-Indigenous student attendance rates for Year 10 have improved or remained stable in half of the jurisdictions, including Victoria, South Australia, Tasmania and ACT.



## National Report on Schooling in Australia 2012

### Aboriginal and Torres Strait Islander education

#### 7.4 Literacy and Numeracy

##### NAPLAN

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 [2012 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 2012.

##### 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 2012](#).

##### NAPLAN participation

Key Performance Measure 1(c) in the *Measurement Framework for Schooling in Australia 2012* relates to NAPLAN participation rates. Table 7.7 reports this KPM by Indigenous status.

### Key Performance Measure 1(c)

Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy

**Table 7.7** Number and proportion of students participating in Year 3, 5, 7 and 9 NAPLAN Reading, Persuasive Writing and Numeracy, by Indigenous status, Australia, 2012

Status	Reading		Writing		Numeracy	
	No.	%	No.	%	No.	%
<b>Year 3</b>						
Indigenous	12,584	89.7	12,611	89.9	12,374	88.2
Non-Indigenous	249,109	95.7	248,830	95.6	248,405	95.5
<b>Year 5</b>						
Indigenous	11,500	89.6	11,492	89.5	11,340	88.4
Non-Indigenous	230,565	96.3	230,467	96.2	229,911	96.0
<b>Year 7</b>						
Indigenous	12,346	87.8	12,323	87.6	12,121	86.2
Non-Indigenous	251,066	95.9	251,407	96.1	250,324	95.6
<b>Year 9</b>						
Indigenous	10,273	77.1	10,354	77.7	10,112	75.8
Non-Indigenous	243,105	92.9	243,870	93.2	241,704	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.

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, 2012*

As with previous years, participation rates in NAPLAN in 2012 were lower for Indigenous 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 [2012 NAPLAN National Report](#).

Table 7.8 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 2(a)**  
 Proportion of students achieving at or above the national minimum standard for Reading  
**Key Performance Measure 2(b)**  
 NAPLAN mean scale scores for Reading

**Table 7.8 Achievement in Reading for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2012**

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
<b>Year 3</b>			
Indigenous	74.2	333.3	93.4
	CI± 1.6	4.1	
Non-Indigenous	94.7	424.2	85.2
	CI± 0.2	1	
All students	93.6	419.6	87.9
	CI± 0.2	1.1	
<b>Year 5</b>			
Indigenous	64.7	409	93.3
	CI± 1.9	5.5	
Non-Indigenous	93.1	498	74
	CI± 0.2	1	
All students	91.6	493.6	77.6
	CI± 0.3	1.1	
<b>Year 7</b>			
Indigenous	75.4	474.8	72.5
	CI± 1.6	3.4	
Non-Indigenous	95.1	545	66.1
	CI± 0.2	1.3	
All students	94.1	541.5	68.3
	CI± 0.2	1.3	
<b>Year 9</b>			
Indigenous	67.2	509.8	69.5
	CI± 1.9	3.2	
Non-Indigenous	92.7	578	64.9
	CI± 0.3	1.5	
All students	91.4	574.8	66.8
	CI± 0.4	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 2012 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2012*; ACARA (unpublished)

In 2012, Reading achievement was the highest for Year 7 Indigenous students, with 75.4 per cent achieving at or above the national minimum standard, compared to the lowest achievement of 64.7 per cent for Year 5 Indigenous students.

Further information about student achievement in Reading, by Indigenous status, is available from the [2012 NAPLAN National Report](#).

Table 7.9 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 2(c)**

Proportion of students achieving at or above the national minimum standard for Writing

**Key Performance Measure 2(d)**

NAPLAN mean scale scores for Writing

**Table 7.9 Achievement in Persuasive Writing for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia 2012**

Status		Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
<b>Year 3</b>				
Indigenous		78.3	339.8	96.8
	CI±	1.7	4.8	
Non-Indigenous		96.4	420.1	62
	CI±	0.1	0.8	
All students		95.3	415.8	67.1
	CI±	0.2	0.9	
<b>Year 5</b>				
Indigenous		66.3	398.8	96
	CI±	1.9	5.3	
Non-Indigenous		93.6	481.3	64.2
	CI±	0.2	0.9	
All students		92.1	477	68.9
	CI±	0.3	1	
<b>Year 7</b>				
Indigenous		63.7	442.2	95.5
	CI±	1.8	4.8	
Non-Indigenous		91.4	522.4	71.1
	CI±	0.3	1.3	
All students		89.9	518.3	74.9
	CI±	0.4	1.4	
<b>Year 9</b>				
Indigenous		48.8	469.4	99.8
	CI±	1.7	4.4	
Non-Indigenous		83.4	558.1	82.4
	CI±	0.6	1.9	
All students		81.7	553.7	85.8
	CI±	0.6	2	

**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 2012 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2012*; ACARA (unpublished)

The 2012 Writing outcome for Indigenous students was highest for Year 3 students (78.3 per cent achieving at or above the national minimum standard). The proportion of Year 9 students at or above the national minimum standard in Writing (48.8 per cent) was the lowest for all year levels in Writing. This was also the lowest percentage of Indigenous students at or above the national minimum standard across the three key domains in 2012.

Further information about student achievement in Writing, by Indigenous status, is available from the [2012 NAPLAN National Report](#).

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 Numeracy and the mean scale scores for Numeracy, by Indigenous status.

**Key Performance Measure 3(a)**

Proportion of students achieving at or above the national minimum standard for Numeracy

**Key Performance Measure 3(b)**

NAPLAN mean scale scores for Numeracy

**Table 7.10 Achievement in Numeracy for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia 2012**

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
<b>Year 3</b>			
Indigenous	72.7	320.1	75
CI±	1.6	3.2	
Non-Indigenous	95.1	399.5	70.2
CI±	0.2	0.9	
All students	93.9	395.5	72.6
CI±	0.2	1	
<b>Year 5</b>			
Indigenous	69.2	414	73.6
CI±	1.9	3.7	
Non-Indigenous	94.6	492.6	68.5
CI±	0.2	1	
All students	93.3	488.7	70.9
CI±	0.2	1	
<b>Year 7</b>			
Indigenous	74.4	469.4	66
CI±	1.5	2.6	
Non-Indigenous	94.9	541.8	72.3
CI±	0.2	1.6	
All students	93.8	538.1	73.9
CI±	0.3	1.6	
<b>Year 9</b>			
Indigenous	74.2	518.2	61.3
CI±	1.6	2.4	
Non-Indigenous	94.7	587.5	71.3
CI±	0.3	1.9	
All students	93.7	584.2	72.4
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 2012 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2012*; ACARA (unpublished)

In 2012, Numeracy achievement was the highest for Year 7 Indigenous students, with 74.4 per cent achieving at or above the national minimum standard. Year 9 Indigenous students had a similar level of achievement with 74.2 per cent achieving at or above the national minimum standard. Year 5 Indigenous students obtained the lowest level of achievement in Numeracy, with 69.2 per cent achieving at or above the national minimum standard.

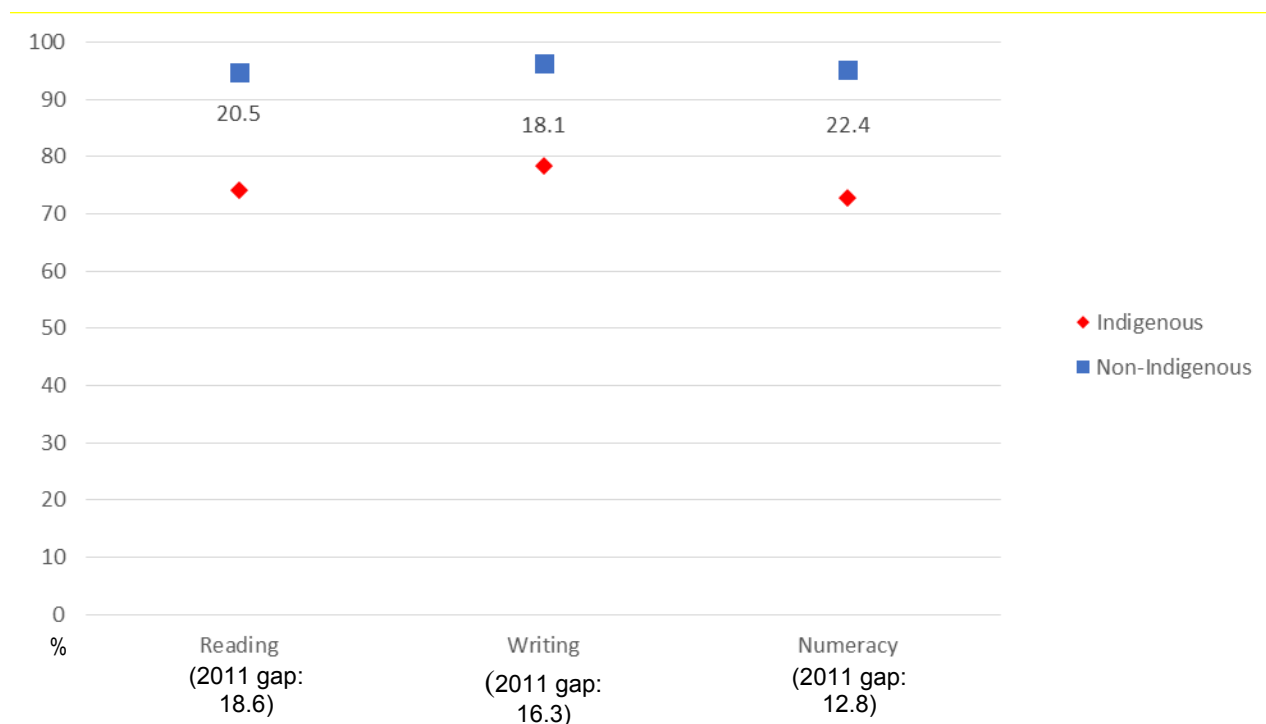
Further information about student achievement in Numeracy, by Indigenous status, is available from the [2012 NAPLAN National Report](#).

### Closing the Gap

The targets for the Closing the Gap strategy are to halve the gap in Reading, Writing and Numeracy achievement between Indigenous students and non-Indigenous students by 2018 and to increase Indigenous student participation rates in the National Assessment Program – Literacy and Numeracy (NAPLAN).

Figures 7.1 to 7.4 depict the gaps between the proportions of Indigenous and non-Indigenous students achieving the minimum standards in each of the NAPLAN key domains in 2012. The number shown between the plot points for each domain is the percentage point difference or ‘gap’ between non-Indigenous and Indigenous achievement.

**Figure 7.1 Achievement of Year 3 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2012**

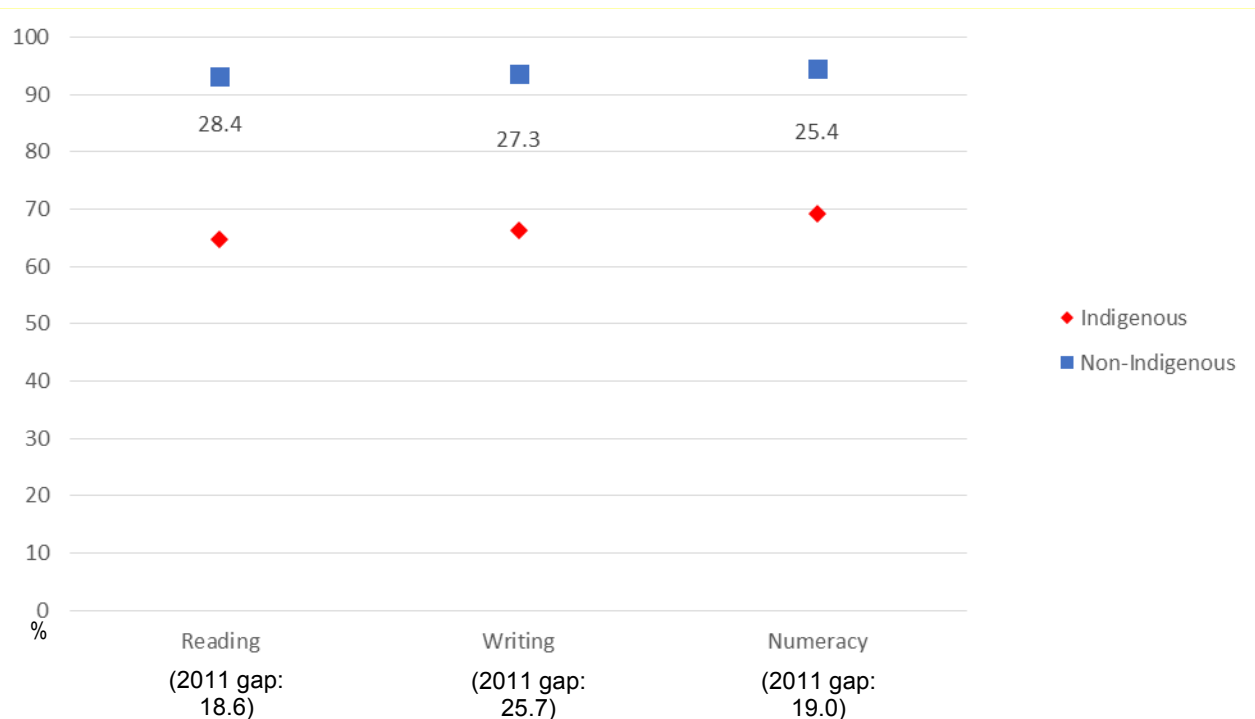


Note: The number shown between the plot points for each domain is the percentage point difference or ‘gap’ between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2012*



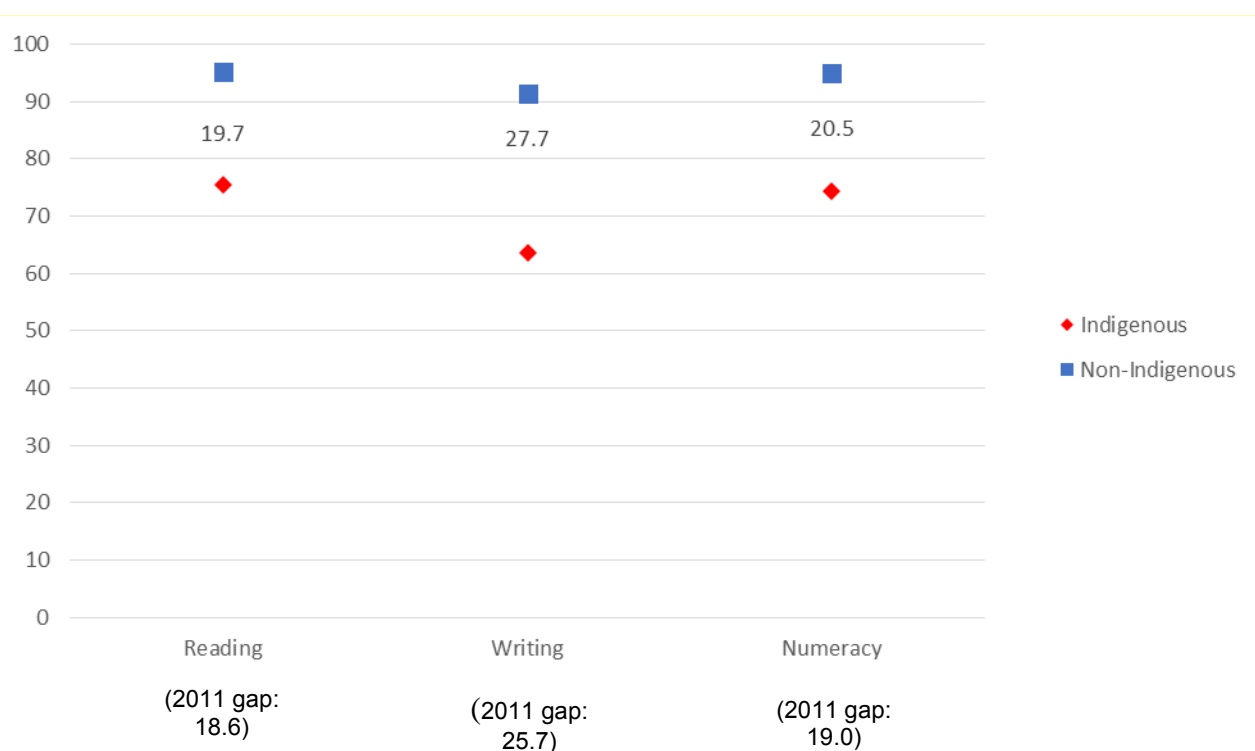
**Figure 7.2 Achievement of Year 5 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2012**



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 2012*

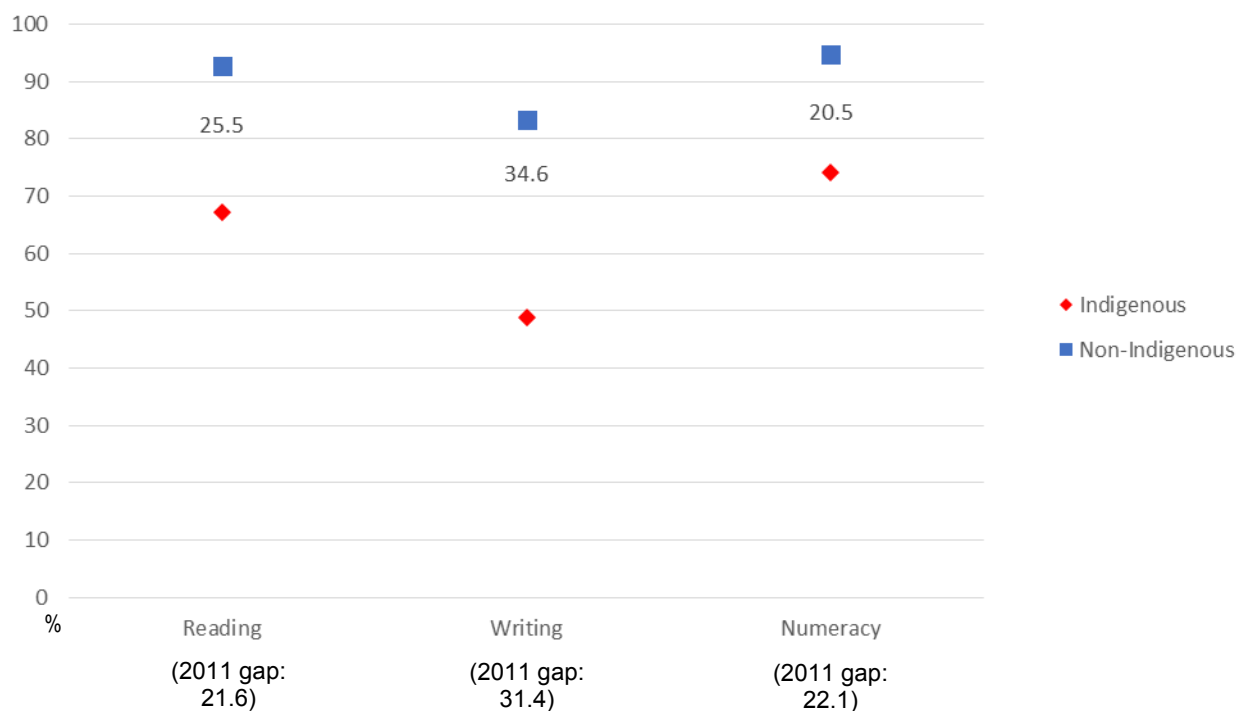
**Figure 7.3 Achievement of Year 7 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2012**



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 2012*

**Figure 7.4 Achievement of Year 9 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2012**



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 2012*

The gaps between the proportions of Indigenous students and non-Indigenous students achieving at or above the national minimum standard in Reading ranged from 19.7 percentage points for the Year 7 cohorts to 28.4 percentage points for the Year 5 cohort. In Reading, relative to the equivalent gaps in 2011, the gaps for all year levels have increased in 2012, except for Year 7 where the gap has decreased by seven percentage points.

The gap between the Indigenous and non-Indigenous students achieving at or above the national minimum standard in Writing ranged from 18.1 percentage points for the Year 3 cohort to 34.6 percentage points for Year 9 cohort. The gap increased for all year levels between 2011 and 2012, with Year 7 showing the smallest increase.

The gaps between the proportions of Indigenous and non-Indigenous students achieving the national minimum standard in Numeracy ranged from 20.5 percentage points for the Years 7 and 9 cohorts to 25.4 percentage points for the Year 5 cohort. In Numeracy, relative to the equivalent gaps in 2011, the gaps for Years 3 and 5 have increased in 2012 and the gaps for Years 7 and 9 have decreased in 2012.

Overall, the gap between Indigenous and non-Indigenous students was larger in Year 9 Writing (34.6 per cent) than the gap in any other year level in any of the key domains, with the smallest gap being in Year 3 Writing (18.1 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 2008–12 in Chapter 4 of the report: *Indigenous Reform 2011–12: Comparing performance across Australia*.<sup>8</sup>

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<sup>8</sup> COAG Reform Council, *Indigenous Reform 2011–12: Comparing performance across Australia*, COAG Reform Council, Sydney, 2013

## National Assessment Program (NAP) – Science Literacy

The [NAP Sample Assessment – Science Literacy](#) (NAP – Science Literacy) tests scientific literacy in the context of a student’s ability to apply broad conceptual understandings of science in order to make sense of the world, to understand natural phenomena and interpret media reports about scientific issues.

In 2012, 13,236 Year 6 students, of which five per cent identified as Aboriginal or Torres Strait Islander, participated in the NAP – Science Literacy assessment.

**Table 7.11 Percentage of students participating in the NAP - Science Literacy assessment by year level, by Indigenous status, Australia, 2011**

Indigenous status	Year 6 (%)
Indigenous	5
Non-Indigenous	90.3
Missing data	4.7

Notes:

Codes used in the NAP – Science 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 – Science Literacy Year Report, 2012*, Table A2.6, p. 104; ACARA, *National Assessment Program – Science Literacy Technical Report, 2012*, Table 4.1, p. 30

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The proportion of students achieving at or above the proficient standard, Level 3.2 for Year 6 students, in Science Literacy is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia 2012](#).

The proportion of students achieving at the proficiency standards by Indigenous status is reported in Table 7.12.

### Key Performance Measure 4(a)

Proportion of students achieving at or above the proficient standard in Science Literacy

**Table 7.12** Proportion of students achieving at or above the proficient standard in Science Literacy by Indigenous status, Australia, 2012 (per cent)

Year 6 – Level 3.2		
	Mean	Percentage
Indigenous	303	20.1
CI±	15.1	5.8
Non-Indigenous	399	52.8
CI±	4.5	2.0
Australia	394	51.4
CI±	4.4	2.0

Notes:

CI± = Confidence Interval (1.96\*SE)

Source: ACARA, *National Assessment Program – Science Literacy Year 6 Report, 2012*, Tables 3.2, 5.2, 6.6, 6.8, pp. 23, 57, 63, 65

Nationally, the performance of non-Indigenous students was higher than that of Indigenous students. Almost 53 per cent of non-Indigenous Year 6 students performed at or above the Proficient Standard compared to 20.1 per cent of Indigenous students.

The NAP – Science Literacy results in 2012 show a substantial gap in performance between Indigenous students and non-Indigenous students. These findings are similar to those in previous assessments.

The *National Assessment Program – Science Literacy Year 6 Report* for 2012 is available on the [National Assessment Program website](#).

## Programme for International Student Assessment

The Programme for International Student Assessment (PISA) compares the performance of 15-year-old students internationally using the same assessment tasks. Three domains are tested: reading literacy, mathematical literacy and scientific literacy.

As was the case with PISA in 2009, in 2012 Aboriginal and Torres Strait Islander students were oversampled so that reliable estimates could be inferred.

Further information about PISA is available in Part 5.3: Student achievement – Programme for International Student Assessment in this report and from the [Australian Council for Educational Research](#) which project manages PISA nationally.

### Key performance measures

The proportion of students in the bottom and top levels of performance in international testing is a performance indicator for schooling in the National Education Agreement. The proportions achieving at or above the proficient standard on the PISA scales are key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia 2012](#).

The proportions achieving at or above the proficient standard (Level 3) on the PISA combined reading, mathematical and scientific literacy scales are reported in Table 7.13.

#### **Key Performance Measures 2(e), 3(c) and 4(b)**

- 2(e) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Reading scale
- 3(c) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Mathematics scale
- 4(b) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Scientific Literacy scale

**Table 7.13 Achievement on OECD PISA scales: Proportion of students achieving at each proficiency level by Indigenous status; proportion of students achieving at or above the proficient standard (Level 3) by Indigenous status; proportion of Australian students achieving at each proficiency level and at or above the proficient standard; proportion of students achieving at or above the proficient standard, OECD average, 2012 (per cent)**

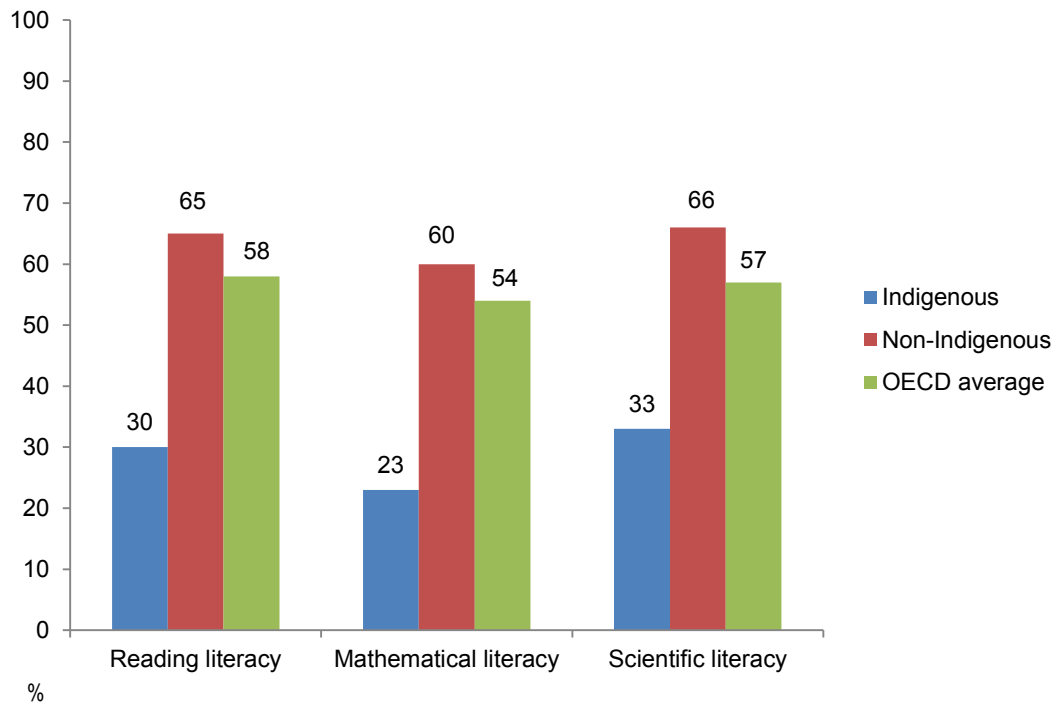
	Proficiency level (%)							At or above the proficient standard: Australia (%)	At or above the proficient standard: OECD average (%)
	Below 1	1	2	3	4	5	6		
<b>Reading literacy</b>									
Indigenous	6	33	30	20	8	2	0	30	
Non-Indigenous	1	13	21	29	24	10	2	65	
Australian students	1	13	22	29	23	10	2	64	58
<b>Mathematical literacy</b>									
Indigenous	26	25	26	15	6	2	0	23	
Non-Indigenous	5	13	22	25	20	11	4	60	
Australian students	6	14	22	25	19	11	4	59	54
<b>Scientific literacy</b>									
Indigenous	14	23	30	22	9	2	0	33	
Non-Indigenous	3	10	21	29	23	11	3	66	
Australian students	3	10	21	29	23	11	3	66	57

Source: Sue Thomson, Lisa De Bortoli, Sarah Buckley, *PISA 2012: How Australia measures up*, Australian Council for Educational Research, 2013

In general, the achievement of Indigenous students at or above the proficient standard in 2012 was below that of other students in all three key literacy areas.

The gap between the percentage of Indigenous students and non-Indigenous students attaining at or above the proficient standard in the three literacy areas is between 33 and 37 percentage points. The gap between the Indigenous students and the OECD average varies between 24 and 31 percentage points.

**Figure 7.5** Proportion (per cent) of students achieving at or above the proficient standard (Level 3) in OECD PISA by Indigenous status, Australia, 2012; PISA OECD average, 2012





## National Report on Schooling in Australia 2012

### 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 ... 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.<sup>9</sup>

The action plan specifies three performance indicators under this domain:

- Number of professional development hours on Aboriginal and Torres Strait Islander education and cultural and linguistic competence training undertaken by principals and teachers.
- Number and full-time equivalents (FTEs) of Aboriginal and Torres Strait Islander principals, teachers and education workers (AIEWs and equivalents).
- Average length of service of principals and teachers in focus schools with high enrolments of Aboriginal and Torres Strait Islander students

There are no national level data for these performance indicators for 2012. The *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014: [2012 Annual Report](#)* provides information on them at state and territory level.

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<sup>9</sup> *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 22

## National Report on Schooling in Australia 2012

### Aboriginal and Torres Strait Islander education

#### 7.6 Pathways to real post-school options

The [Measurement Framework for Schooling in Australia 2012](#) includes several key performance measures (KPMs) relating to the participation and attainment of young Australians in senior schooling, post-school education and employment:

**Key Performance Measure 1(f)**

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 1(g)**

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

**Key Performance Measure 7(a)**

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

**Key Performance Measure 7(b)**

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

These measures 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, and are reported, for the full cohorts of young people, in Part 6: Senior schooling and youth transitions.

KPM 7(a), 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', is also a performance indicator for the domain 'pathways to real post-school options' in the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#).

However, these measures cannot be disaggregated by Indigenous status for 2012 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. As a result, national data for the KPMs and the performance indicator is not available for Aboriginal and Torres Strait Islander young people for 2012.

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.

## National Report on Schooling in Australia 2012

### Part 8

#### Funding Australia's schools

##### Overview

This section provides information on six main areas:

1. Funding arrangements for Australian schools in 2012
2. Funding overview of government and non-government schools in 2012
3. Government school funding and trends
4. Non-government school funding and trends
5. Capital expenditure on government and non-government schools in 2011–12
6. Overview of *My School* financial information for the 2011 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 2011 to 30 June 2012. This is referred to as 2012 funding in this section of the report.

Non-government school funding is reported on a calendar year basis and reflects funding and expenditure for the 2012 calendar year except for data sourced from the Report on Government Services (ROGS), which are calculated for the 2011–12 financial year. (The cost per full time equivalent student derived from these financial year figures uses the average of the full-time equivalent student numbers for the 2011 and 2012 calendar years.)

Part 8.6 of the report provides high-level profiles of recurrent funding information for the 2011 calendar year published for individual schools on the *My School* website. These data were released at the same time (March 2013) as *My School* non-finance data for the 2012 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 2012

### Funding Australia's schools

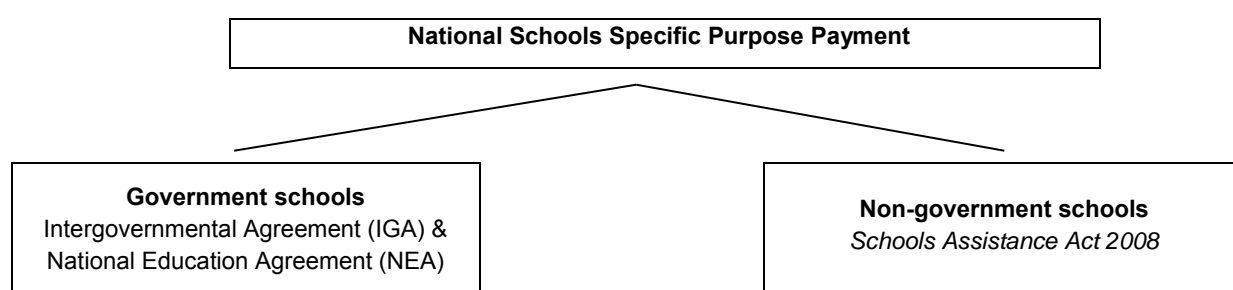
#### 8.1 Funding arrangements in 2012

In 2012 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 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 and 2012. National partnerships funding in 2012 reflects the different funding phases that are inherent in each partnership's aims and objectives

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*.<sup>1</sup>



Other separate components of funding are provided through national partnerships and other school education programs funded by annual appropriations (Commonwealth Own-Purpose Expenses (COPEs)).

<sup>1</sup> Prior to 2009, Australian Government 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.

### 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.

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.

As part of the funding arrangements introduced in 2009, additional funding for government primary school students was incorporated into the SPP. 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 SCSEEC 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 an explanation 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.<sup>2</sup>

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.

<sup>2</sup> 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 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. 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. The report's recommendations were the subject of ongoing review and consideration in 2012



# National Report on Schooling in Australia 2012

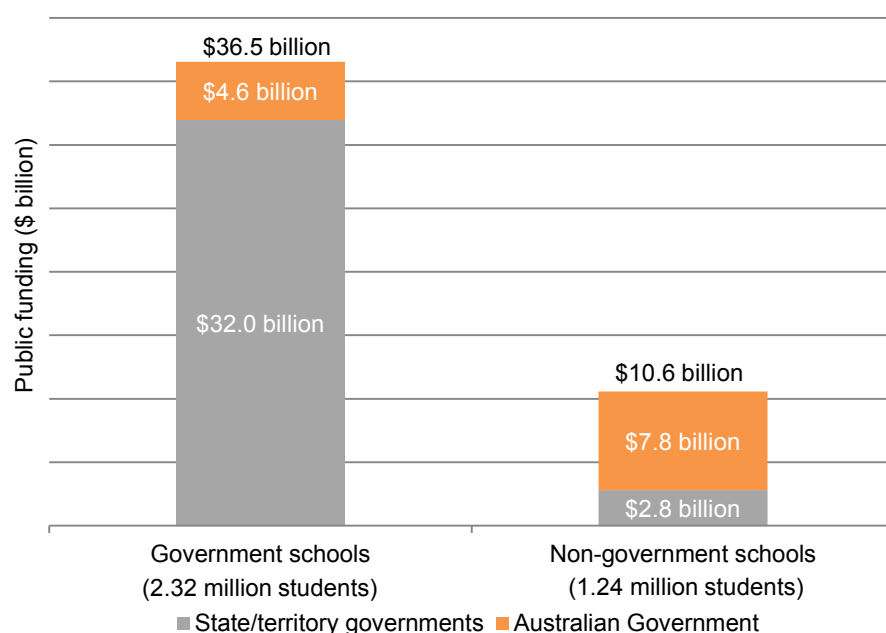
## Funding Australia's schools

### 8.2 An overview of government funding of schools in 2012

The Australian Government funding arrangements applying from 2009 were agreed by all governments under the Council of Australian Governments (COAG). Specified in the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#), these arrangements are outlined in Part 8.1: Funding arrangements in 2012 that detail Australian Government school funding for 2012 (2011–12 expenditure).

Federal and state and territory government recurrent expenditure on school education in Australia for 2012 was \$47.1 billion. This is illustrated in Figure 8.1, broken down by government funding sources.

**Figure 8.1 Recurrent government funding for school education, Australia, 2011–12 (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 2011–12 average full-time equivalent (FTE) student populations.

Totals may not add due to rounding.

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Canberra. Tables 4A. 7; SCSEEC, National Schools Statistics Collection (NSSC), 2012

Growth in recurrent funding between 2011 and 2012 is outlined as follows:

- All schools expenditure increased by 6.3 per cent.  
Operating expenditure rose from \$44.3 billion in 2010–11 to \$47.1 billion in 2011–12, an increase of \$2.8 billion.
- Government school sector expenditure increased by 6.0 per cent.  
Operating expenditure rose from \$34.5 billion in 2010–11 to \$36.5 billion in 2011–12, an increase of \$2.1 billion.
- Non-government school sector expenditure increased by 7.4 per cent.  
Operating expenditure rose from \$9.8 billion in 2010–11 to \$10.6 billion in 2011–12, an increase of \$0.7 billion.

In 2012, the government school sector received 77.6 per cent of recurrent government funding while the non-government sector received 22.4 per cent.

Total government school education funding, on a student per capita basis, was on average \$15,768 for the government sector and \$8,546 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, 2011–12 financial year (accrual basis)**

2012 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	31.954	13,792	2.814	2,276	34.768	9,785
Australian Government	4.579	1,976	7.751	6,270	12.330	3,470
Total Australian/state/territory government funding	36.533	15,768	10.565	8,546	47.098	13,255
Average FTE students <sup>(a)</sup>	2,316,848		1,236,287		3,553,136	

(a) Average number of full-time equivalent (FTE) students, 2011 and 2012 calendar years. See Part 10: Glossary for definition of FTE.

Note:

Components may not add to totals due to rounding.

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on*

See also Part 9: Additional Statistics Table 49, Table 50 and Table 51

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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.

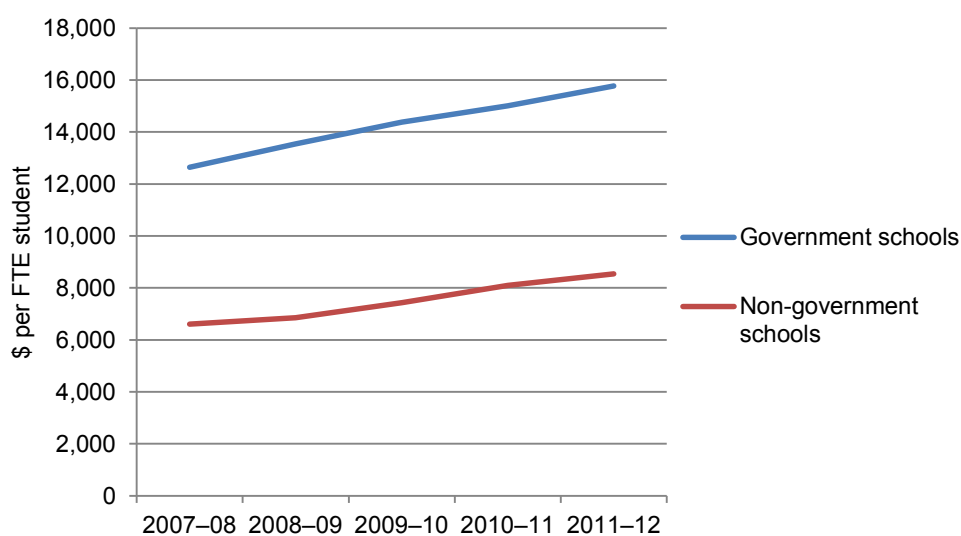
The growth in government school student per capita recurrent funding reflects award increases, government initiatives and also incorporates the changes in funding arrangements under the *Federal Financial Relations Act 2009* by the Australian Government from 1 January 2009 when there was an increase 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<sup>3</sup>.

Funding movements within and between government and non-government schooling also reflect student profiles and related targeted needs funding.

<sup>3</sup> Most national partnerships with primary or secondary school education focus will conclude in 2013. From January 2014, funding will be redirected through the Australian Education Act 2013.

**Figure 8.2 Total government per capita recurrent funding, government and non-government schools, 2007–08 to 2011–12 (actual \$ per FTE)**



<b>Figure 8.2 – source data (\$)</b>	<b>2007–08</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2011–12</b>
Government schools	12,639	13,544	14,380	15,002	15,768
Non-government schools	6,606	6,851	7,427	8,092	8,546

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Canberra., Tables 4A.13, 4A.16; MCEECDYA/SCSEEC, National Schools Statistics Collection (NSSC), 2008, 2009, 2010, 2011, 2012

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 arrangements that 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, 2011–12 financial year (accrual basis) (\$'000)**

	Australia
<b>Government schools</b>	
<b>Recurrent expenditure</b>	
National Schools SPP	3,755,801 (a)
<b>Total recurrent – government schools</b>	<b>3,755,801</b>
<b>Capital expenditure</b>	
<b>Total capital – government schools</b>	<b>0 (a)</b>
<b>Total recurrent &amp; capital – government schools</b>	<b>3,755,801</b>
<b>National partnership payments</b>	
Smarter Schools	
• Improving Teacher Quality	187,336
• Literacy and Numeracy	117,266
• Low SES School Communities	323,788
Digital Education Revolution	126,000
Trade Training Centres in Schools	215,346 (b)
Empowering Local Schools	38,552
Investing in Focus Schools	33,800
More Support for Students with Disabilities	61,662
Rewards for Great Teachers	22,786
Closing the Gap – Northern Territory	
• Teacher Housing	722
• Quality Teaching, Accelerated Literacy	12,289
• Supporting Remote Schools – Additional Teachers	32,300
<b>Total national partnerships</b>	<b>1,171,847</b>
<b>Total national partnerships, recurrent &amp; capital – government schools</b>	<b>4,927,648</b>
<b>Nation Building and Jobs Plan</b>	
Building the Education Revolution	312,217
<b>Total Nation Building &amp; Jobs Plan</b>	<b>312,217</b>
<b>Total Nation Building &amp; Jobs Plan, national partnerships, recurrent &amp; capital – government schools</b>	<b>5,239,865</b>
<b>Non-government schools</b>	
<b>Recurrent expenditure</b>	
National Schools SPP	7,579,385 (a)
<b>Total recurrent – non-government schools</b>	<b>7,579,385</b>
<b>Capital expenditure</b>	
<b>Total capital – non-government schools</b>	<b>0 (a)</b>
<b>Total recurrent &amp; capital – non-government schools</b>	<b>7,579,385</b>
<b>National partnership payments</b>	
Smarter Schools	
• Improving Teacher Quality	43,697
• Literacy and Numeracy	30,068
• Low SES School Communities	47,245
Digital Education Revolution	74,000
Trade Training Centres in Schools	55,022 (b)
Empowering Local Schools	18,615
Investing in Focus Schools	6,200
More Support for Students with Disabilities	17,066

Rewards for Great Teachers	8,730
<b>Total national partnerships</b>	<b>300,643</b>
<b>Total recurrent, capital &amp; national partnerships</b>	<b>7,880,028</b>
<b>Nation Building and Jobs Plan</b>	
Building the Education Revolution	93,419
<b>Total Nation Building and Jobs Plan – non-government schools</b>	<b>93,419</b>
<b>Total recurrent, capital, national partnerships and Nation Building &amp; Jobs Plans – non-government schools</b>	<b>7,973,447</b>
<b>All schools</b>	
<b>Total recurrent</b>	<b>11,335,186</b>
<b>Total national partnership payments</b>	<b>1,472,490</b>
<b>Total Nation Building &amp; Jobs Plan</b>	<b>405,636</b>
<b>Total</b>	<b>13,213,312</b>

(a) From 1 January 2009 capital expenditure for government schools is included in the National Schools SPP. For consistency, capital grants totalling \$137.0m have been rolled into the National Schools SPP for non-government schools.

(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.

Note: 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.

Source: Department of Education, Employment and Workplace Relations (DEEWR); Final Budget Outcome (FBO) 2011–12, pp. 78–9; SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Canberra., Table 4A.9.

See also Part 9: Additional Statistics Table 60

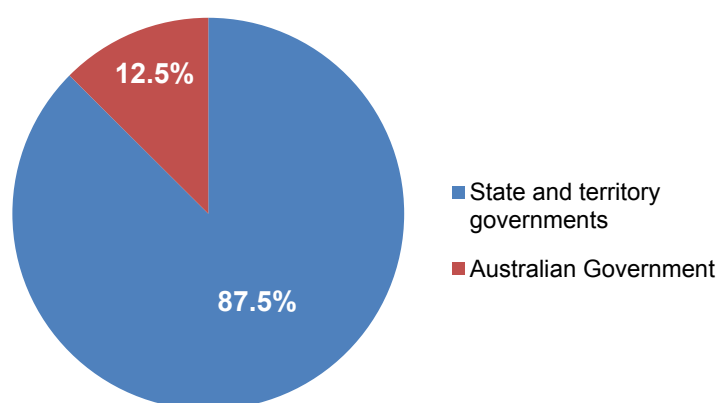
## National Report on Schooling in Australia 2012

### Funding Australia's schools

#### 8.3 Funding for government schools

Within Australia's federal system, responsibility for school education rests predominantly with state and territory governments. They are the major funders of government schools and in 2011–12 contributed 87.5 per cent (\$32.0 b) of total recurrent funding, with the Australian Government contributing the remaining 12.5 per cent (\$4.6 b).

**Figure 8.3** Total government recurrent expenditure per student, government schools, Australia, 2011–12 (%)



Source: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Canberra, Table 4A.7

#### Australian Government funding for government schools

In 2009 the Australian Government committed to new funding arrangements for government schools (outlined in Part 8.1: Funding arrangements in 2012). These incorporated:

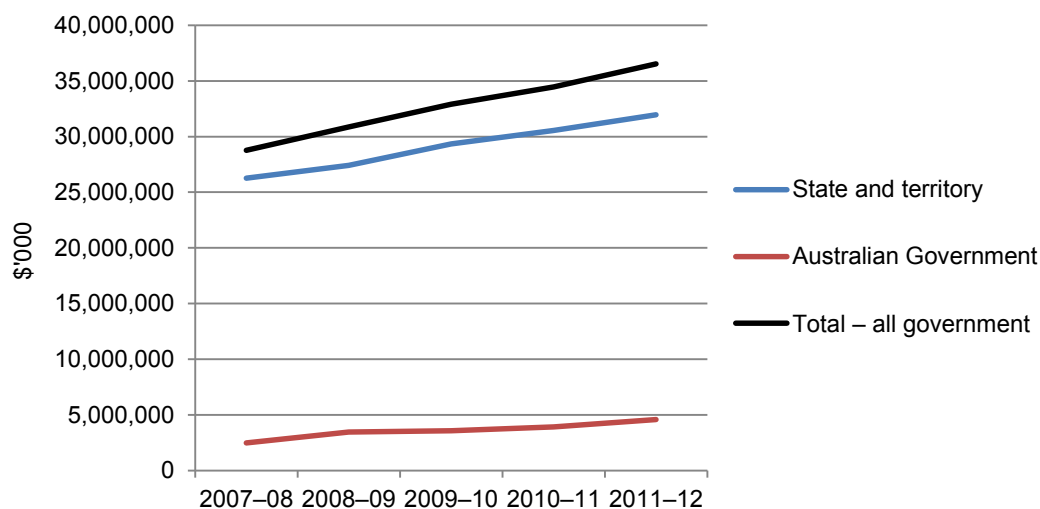
- The National Schools Specific Purpose Payment under the Intergovernmental Agreement (IGA) is based on primary and secondary enrolments and a per capita base amount. This is indexed annually according to increases in the Average Government School Recurrent Costs (AGSRC) and growth in enrolments.
- The 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, 2007–08 to 2011–12**



<b>Figure 8.4 – source data (\$'000)</b>	<b>2007–08</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2011–12</b>
State and territory recurrent expenditure	26,272,069	27,415,480	29,332,876	30,558,097	31,954,218
Australian Government recurrent expenditure	2,485,752	3,440,779	3,561,513	3,912,533	4,578,680
Total – all government recurrent expenditure	28,757,821	30,856,259	32,894,389	34,470,630	36,532,898

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Canberra., Table 4A.8; MCEECDYA/SCSEEC, National Schools Statistics Collection (NSSC) (Finance), 2008, 2009, 2010, 2011, 2012

See also Part 9: Additional Statistics Table 49

Figure 8.4 shows government school recurrent expenditure has increased from \$28.8 billion to \$36.5 billion from 2007–08 to 2011–12, an increase of 27.0 per cent or an annual average increase of 6.2 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 that commenced 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.)

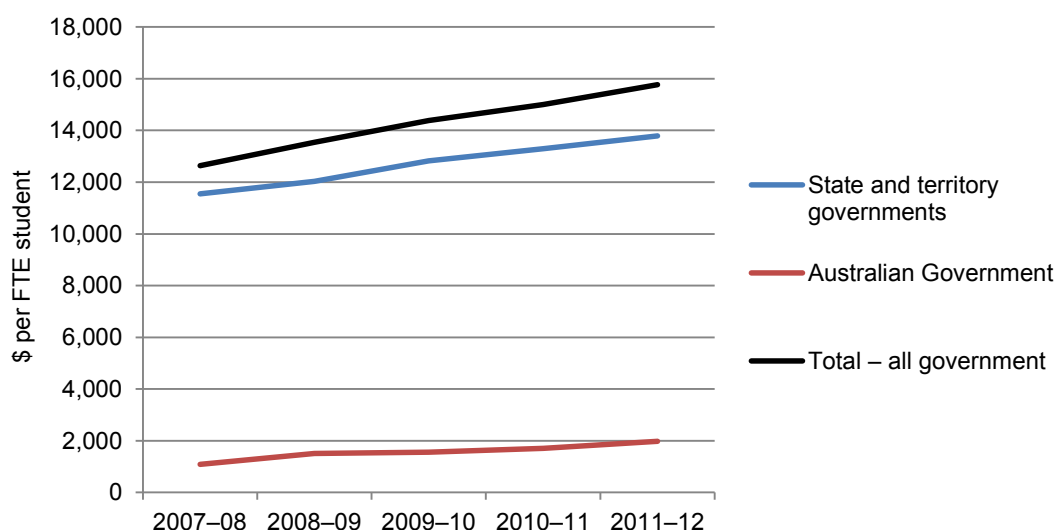


It should be noted that in 2009 the relative funding shares between the Australian and state and territory governments were also impacted by the Australian Government transferring former capital funding into its broadbanded recurrent program (National Schools Specific Purpose Payment). It should also 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 2007–08 to 2011–12 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), 2007–08 to 2011–12**



<b>Figure 8.5 – source data (\$)</b>	<b>2007–08</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2011–12</b>
State and territory recurrent expenditure	11,546	12,034	12,823	13,299	13,792
Australian Government recurrent expenditure	1,092	1,510	1,557	1,703	1,976
Total – all government recurrent expenditure	12,639	13,544	14,380	15,002	15,768

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Canberra., Table 4A.13; MCEECDYA/SCSEEC, National Schools Statistics Collection (NSSC) (Finance), 2008, 2009, 2010, 2011, 2012

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 \$12,639 to \$15,768 from 2007–08 to 2011–12, an increase of 24.8 per cent or an annual average increase of 5.7 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 2011–12 this expenditure reached \$14,515 for primary students and \$17,746 for secondary students.

Table 8.3 also shows a growth of 5.1 per cent in total per capita funding over 2010–11 to 2011–12, from \$15,002 to \$15,768.

**Table 8.3** Recurrent per capita expenditure on government schools, by level of education, Australia, 2007–08 to 2011–12 financial years (accrual basis) (actual \$)

Financial year	Primary	Secondary	Total
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
2011–12	14,515	17,746	15,768

Note: Figures include state/territory and Australian Government contributions.

Sources: SCSEEC, National Schools Statistics Collection (NSSC), 2012; *National Report on Schooling in Australia* (previous years); SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Canberra, Table 4A.13

See also Part 9: Additional Statistics Table 51

Recurrent per capita funding for secondary schools increased by 6.1 per cent from 2010–11 to 2011–12, while funding for primary schools increased by 4.5 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, 2007–08 to 2011–12 financial years (accrual basis) (actual \$'000)**

Area of expenditure	2007–08	2008–09	2009–10	2010–11	2011–12
In-school expenditure	27,343,426	29,328,166	31,251,676	32,807,006	34,722,696
Out-of-school expenditure	1,414,395	1,528,093	1,642,713	1,663,624	1,810,202
<b>Total</b>	<b>28,757,821</b>	<b>30,856,259</b>	<b>32,894,389</b>	<b>34,470,630</b>	<b>36,532,898</b>

Note: Totals may not add due to rounding.

Sources: SCSEEC, National Schools Statistics Collection (NSSC), 2012; *National Report on Schooling in Australia* (previous years)

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, 2007–08 to 2011–12 financial years (accrual basis) (actual \$'000)**

Area of expenditure	2007–08	2008–09	2009–10	2010–11	2011–12
<b>In-school expenditure</b>					
Salaries (teaching)	14,630,448	15,776,884	16,414,504	17,096,556	18,178,507
Salaries (non-teaching)	2,936,764	3,213,061	3,406,772	3,601,442	3,906,268
Redundancies	7,017	588	32,998	16,038	18,327
Non-salary costs	5,519,632	5,915,317	6,649,279	6,922,245	6,996,004
User cost of capital	4,249,565	4,422,316	4,748,122	5,170,725	5,623,590
<b>Subtotal</b>	<b>27,343,426</b>	<b>29,328,166</b>	<b>31,251,676</b>	<b>32,807,006</b>	<b>34,722,696</b>
<b>Out-of-school expenditure</b>					
Salaries (non-teaching)	790,040	884,212	946,314	1,037,481	1,099,922
Redundancies	2,756	2,810	13,866	5,397	17,692
Non-salary costs	598,702	612,934	652,729	587,948	664,627
User cost of capital	22,897	28,137	29,805	32,798	27,961
<b>Subtotal</b>	<b>1,414,395</b>	<b>1,528,093</b>	<b>1,642,713</b>	<b>1,663,624</b>	<b>1,810,202</b>
<b>Total</b>	<b>28,757,821</b>	<b>30,856,259</b>	<b>32,894,389</b>	<b>34,470,630</b>	<b>36,532,898</b>

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: SCSEEC, National Schools Statistics Collection (NSSC), 2012; *National Report on Schooling in Australia* (previous years)

See also Part 9: Additional Statistics Table 49

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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.

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### 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 2012.

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 scores 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	7,128	53.7	5,627	31.1
State/territory grants	2,397	18.1	2,028	11.2
Total government grants	9,525	71.8	7,655	42.3
Private income	3,747	28.2	10,454	57.7
<b>Total</b>	<b>13,272</b>		<b>18,109</b>	

Source: Australian Government DEEWR unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5204.0, *Australian System of National Accounts, 2011–12*.

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, 2012 calendar year**

Affiliation	Per capita expenditure (\$)
<b>Catholic</b>	
Primary	10,229
Secondary	15,353
Combined	15,886
<b>Independent</b>	
Primary	12,764
Secondary	20,605
Combined	18,296

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 2011–12 was approximately \$8,546 per student. Australian Government expenditure was \$6,270 per student, or 73.4 per cent of this total. State and territory recurrent expenditure was \$2,276 per student, or 26.6 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, 2011–12 (%)**

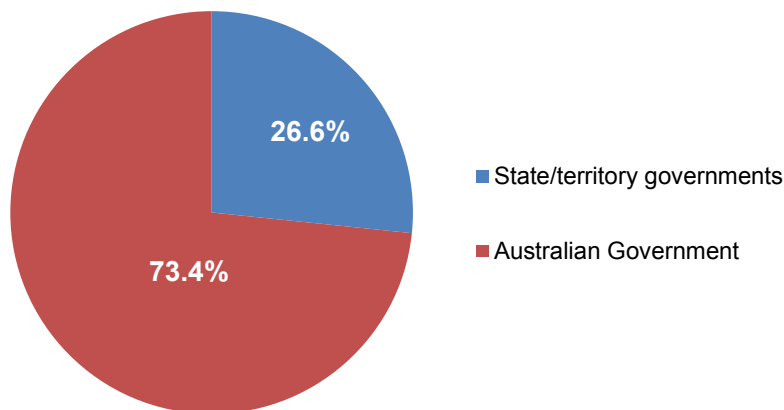


Figure 8.6 – source data	2011–12	Percentage
State and territory governments	2,276	26.6
Australian Government	6,270	73.4
Total – all government	8,546	100.0

Source: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Table 4A.16

### 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 2012.

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 2011–12.

Total recurrent expenditure on non-government school education from the Australian Government and state and territory governments in 2011–12 was approximately \$10.6 billion. Australian Government expenditure was \$7.8 billion, or 73.4 per cent of this total. State and territory recurrent expenditure was \$2.8 billion, or 26.6 per cent of the total.

**Table 8.8 Australian, state and territory government recurrent expenditure, non-government schools (\$'000) (2011–12 \$)**

	Australia
Australian Government specific purpose payments (excluding capital grants and including National Partnership payments – Literacy and numeracy)	7,751,006
State and territory government recurrent expenditure	2,814,064
Total Australian, state and territory government recurrent expenditure	10,565,070

Note: Australian Government specific purpose payments include recurrent, targeted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not separately reported but funds expended on these purposes are included in the total specific purpose payment provision.

Source: SCRGSP (Steering Committee for the Review of Government Service Provision) 2014, *Report on Government Services 2014*, Productivity Commission, Table 4A.8



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#### 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 \$2.7 billion in 2012 (the 2011–12 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 more than 39 per cent over the five-year period 2007–08 to 2011–12.

The increase in capital expenditure reflects both:

- the Australian Government's injection of capital funds in recent years under the Investing in Our Schools Program, Building the Education Revolution (BER), the Trade Training Centres and the Digital Education Revolution National Partnerships. (The National Partnership Agreement on the Nation Building and Jobs Plan, including the BER, expired in December 2012.)
- specific initiatives by various state and territory governments to invest in school infrastructure.

Capital funding and expenditure will, by their nature, reflect the need for capital infrastructure development and building programs associated with 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 reflect the ongoing teaching and curriculum costs associated with schools and be relatively smoother in nature.

**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
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
2011–12	584,824	720,258	434,002	144,570	668,824	36,746	54,187	96,735	2,740,147

Notes:

Figures include Australian Government capital grants contributions.

Components may not add to totals due to rounding.

Sources: SCSEEC, National Schools Statistics Collection, 2012; *National Report on Schooling in Australia*, 2008–12

See also Part 9: Additional Statistics Table 49

### Australian Government capital funding

Table 8.10 provides a summary of Australian Government capital funding in 2012.

The previous Specific Purpose Program capital element was rolled into the National Schools Specific Purpose Payment (recurrent funds) for government schools under the COAG arrangements that commenced in 2009. These funds can now be used flexibly by jurisdictions for either capital or recurrent purposes. Capital funding continues as a separate program for the non-government sector.

There are also National Partnership funded programs and the Nation Building and Jobs Plan, which incorporate 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.

By the close of 2011, the majority of projects funded under the Australian Government's Building the Education Revolution program were completed physically and financially in government and non-government schools. Only a relatively minor level of this program's works required finalisation after 2011.

Under the Building the Education Revolution program 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.

**Table 8.10 Australian Government specific purpose payments for schools by government/non-government, capital, Australia, 2011–12 financial year (accrual basis) (\$'000)**

<b>Australia</b>	
<b>Government schools</b>	
<b>Capital expenditure</b>	
<b>Total capital – government schools</b>	<b>0 (a)</b>
<b>National Partnership payments</b>	
• Digital Education Revolution	126,000
• Trade Training Centres in Schools	215,346 (b)
<b>Closing the Gap – Northern Territory</b>	
• Teacher Housing	722
• Additional Teachers	6,900
<b>Total national partnerships</b>	<b>348,968</b>
<b>Total national partnerships &amp; capital – government schools</b>	<b>348,968</b>
<b>Nation Building &amp; Jobs Plan</b>	
• Building the Education Revolution	312,217
<b>Total Nation Building &amp; Jobs Plan</b>	<b>312,217</b>
<b>Total Nation Building &amp; Jobs Plan, national partnerships, Closing the Gap &amp; capital – government schools</b>	<b>661,185</b>
<b>Non-government schools</b>	
<b>Capital expenditure</b>	
<b>Total capital – non-government schools</b>	<b>0 (a)</b>
<b>National Partnership payments</b>	
• Digital Education Revolution	74,000
• Trade Training Centres in Schools	55,022 (b)
<b>Total national partnerships</b>	<b>129,022</b>
<b>Total national partnerships &amp; capital – non-government schools</b>	<b>129,022</b>
<b>Nation Building &amp; Jobs Plan</b>	
• Building the Education Revolution	93,419
<b>Total Nation Building &amp; Jobs Plan</b>	<b>93,419</b>
<b>Total Nation Building &amp; Jobs Plan, national partnerships, Closing the Gap &amp; capital – non-government schools</b>	<b>222,441</b>
<b>Government and non-government schools</b>	
<b>Total non-government capital</b>	<b>0 (a)</b>
<b>Total national partnership payments</b>	<b>477,990</b>
<b>Total Nation Building &amp; Jobs Plan</b>	<b>405,636</b>
<b>Total</b>	<b>883,626</b>

(a) From 1 January 2009 capital expenditure for government schools is included in the National Schools SPP. Capital grants totalling \$137.0m have been rolled into the National Schools SPP for non-government schools.

(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.

Sources: Department of Education, Employment and Workplace Relations (DEEWR), Final Budget Outcome (FBO) 2011–12, pp. 78–9; SCRGSP (Steering Committee for the Review of Government Service Provision)

2014, *Report on Government Services 2014*, (Productivity Commission,), Table 4A.9.

See also Part 9: Additional Statistics Table 59, 60 and 61

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## National Report on Schooling in Australia 2012

### 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 2011 calendar year based on school financial details published on the *My School* website in March 2013.

*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 systemic schools, where a system' or managing organisation (such as a district, region or state office) other than the school itself, 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 SCSEEC National Schools Statistics Collection (Non-Finance)<sup>4</sup> used for the reporting of school and student data elsewhere in this report.

This section provides summarised NRIPS information based on school size, school location<sup>5</sup> 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 is its NRIPS.

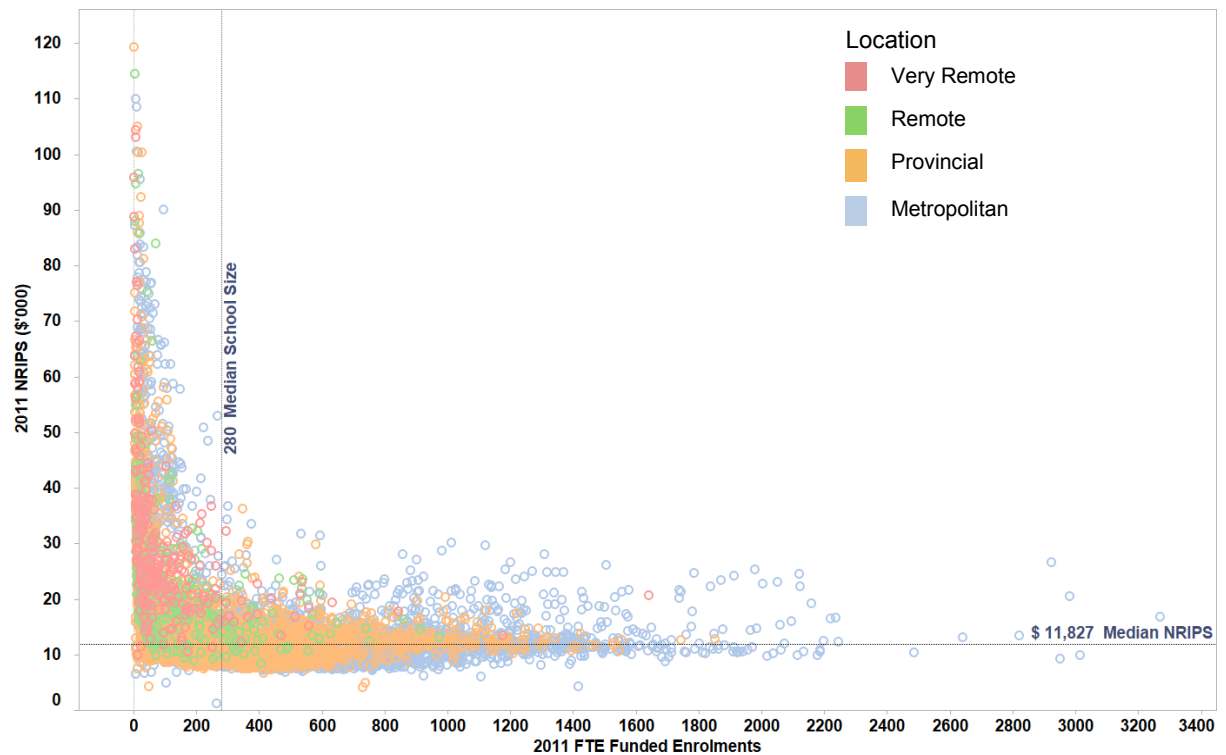
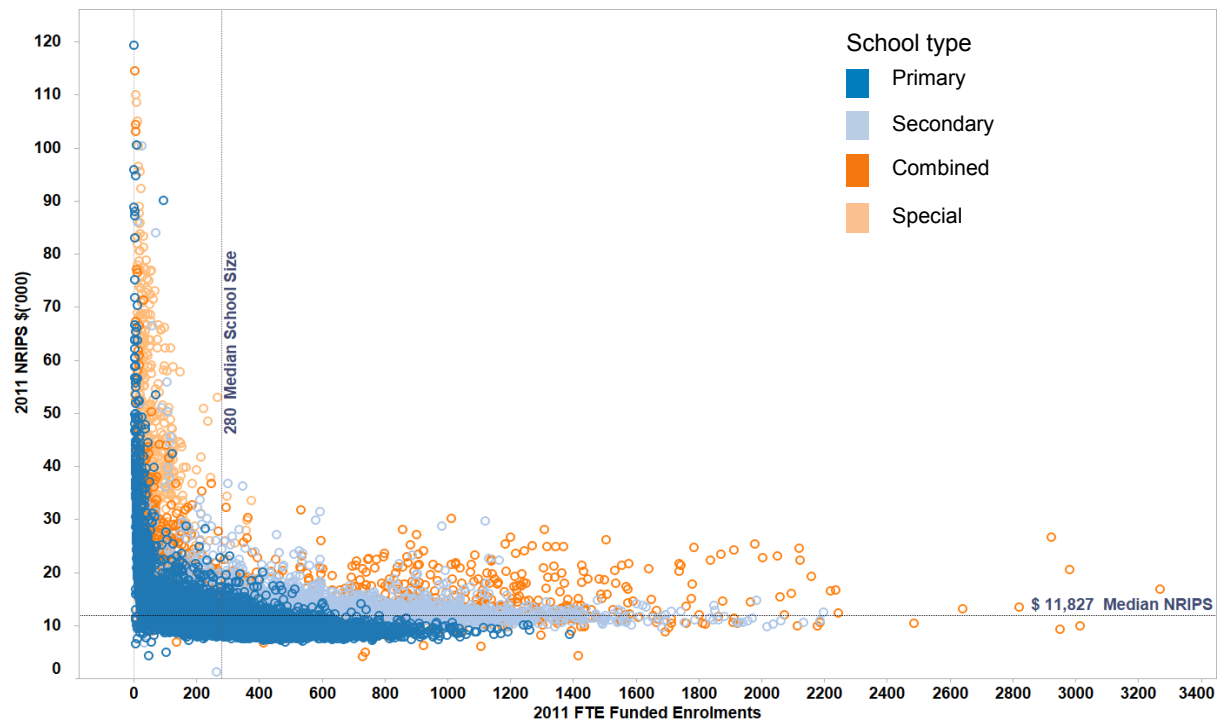
The national median school NRIPS in 2011 was \$11,827 and the median school full-time equivalent (FTE) funded enrolment was 280, based on 2011 FTE funded enrolments reported on *My School*.

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.

<sup>4</sup> The 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 (Non-Finance) is included in Part 10: Glossary.

<sup>5</sup> According to the MCEECDYA/SCSEEC 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), 2011



Source: ACARA

## Net recurrent income per student and school location

**Table 8.11 Median net recurrent income per student by school location, 2011**

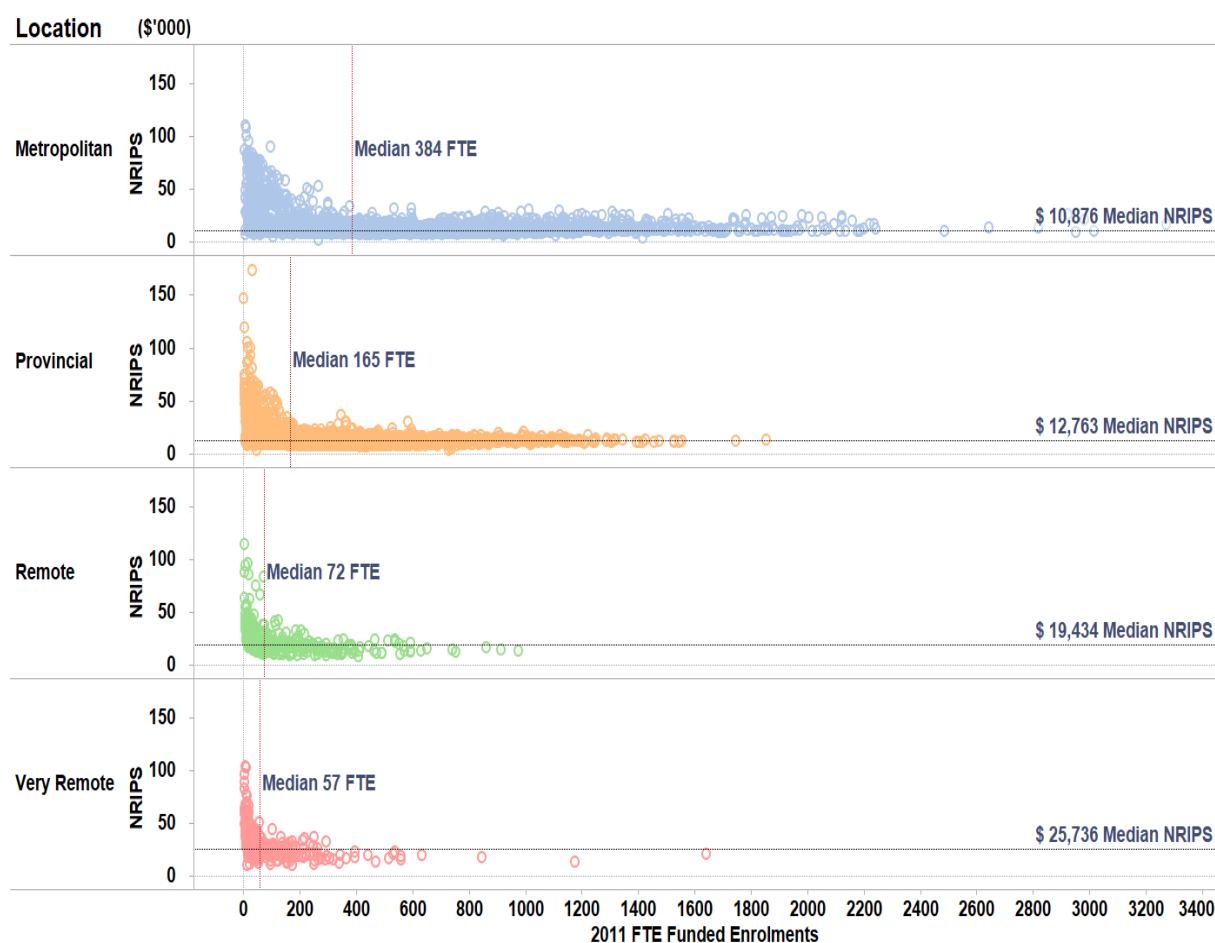
	Location				
	Metropolitan	Provincial	Remote	Very Remote	All locations
2011 median NRIPS (\$)	10,876	12,763	19,434	25,736	11,827
2011 median FTE funded enrolments	384	165	72	57	280

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 57 in very remote and 72 in remote locations while being highest at 384 in metropolitan schools. Median NRIPS is correspondingly high for smaller size schools, at \$25,736 in very remote and \$19,434 in remote locations. Median NRIPS is lowest at \$10,876 in metropolitan schools.

**Figure 8.8 Distribution of school net recurrent income per student by school size, 2011**



Source: ACARA



## Net recurrent income per student and school type

**Table 8.12 Median net recurrent income per student by school type, 2011**

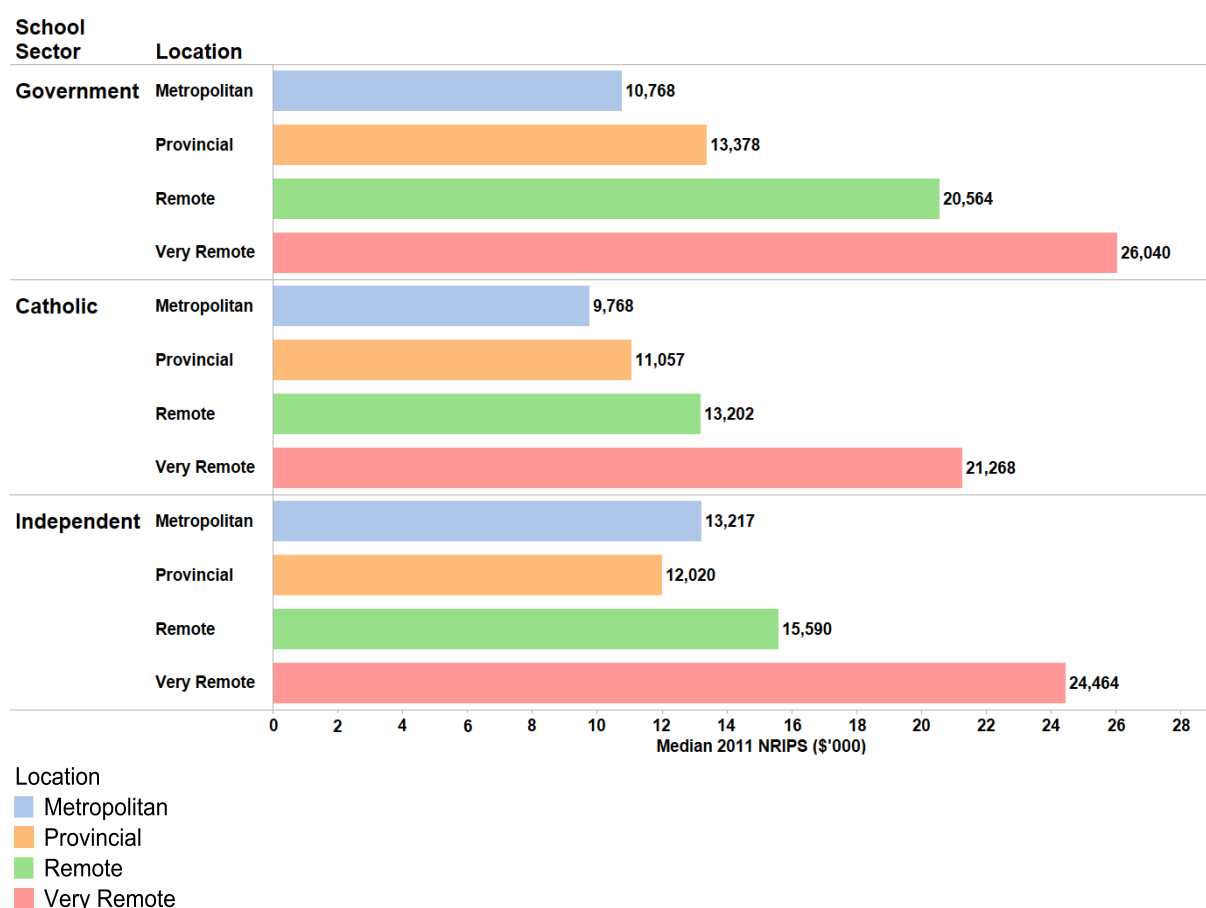
	Primary	Secondary	Combined	Special	All school types
2011 median NRIPS (\$)	10,629	13,168	14,665	43,296	11,827
2011 median FTE funded enrolments	234	730	380	53	280

Source: ACARA

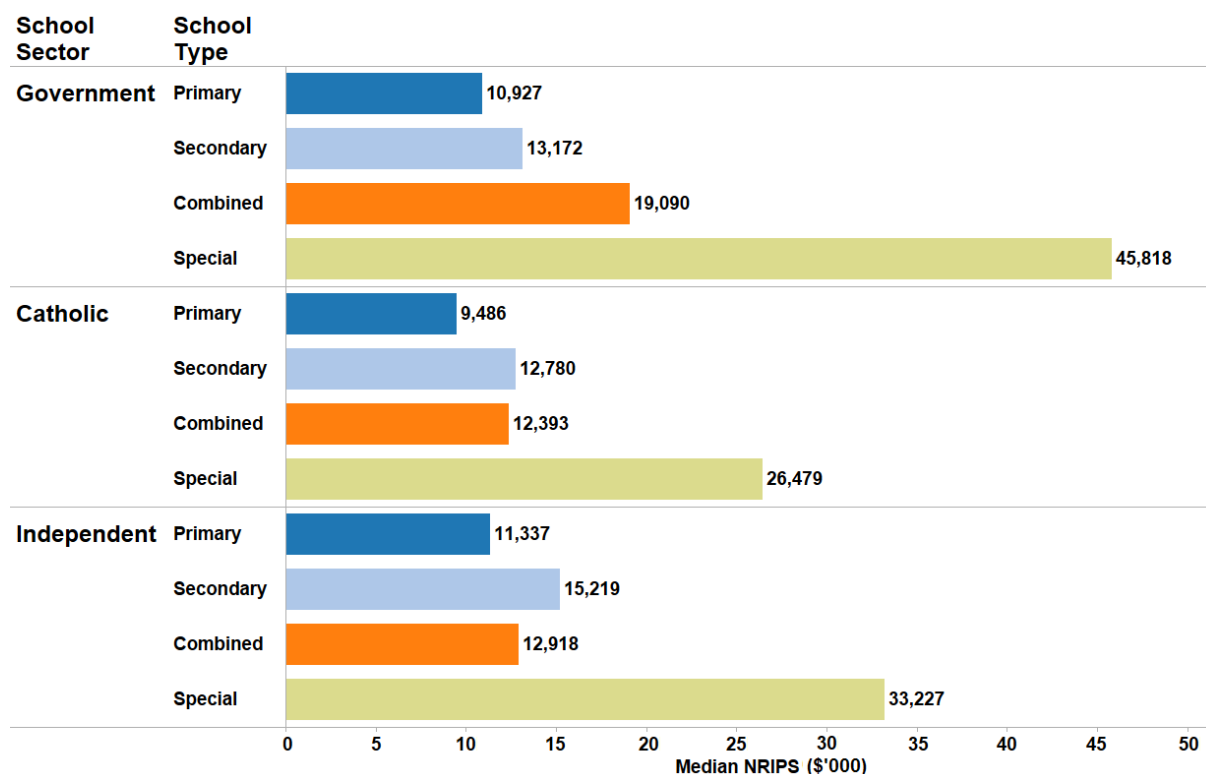
Figure 8.7 and Table 8.12 above also reveal the layered nature of NRIPS according to school type, with primary schools having the lowest levels of NRIPS, followed by secondary, then combined and finally special schools. Table 8.12 provides details of the number and median NRIPS of schools by type.

## 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, 2011**



**Figure 8.10** Distribution of school net recurrent income per student for school sectors by school type, 2011



School type  
 ■ Primary  
 ■ Secondary  
 ■ Combined  
 ■ Special

Source: ACARA

Figures 8.9 and 8.10 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, remote and very remote locations. Schools in the independent sector have the highest median NRIPS in metropolitan locations.

## National Report on Schooling in Australia 2012

### Part 10

#### Glossary

**Note on Terms:** The majority of data reported in the National Report on Schooling 2012 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 Standing Council on School Education and Early Childhood (SCSEEC). Data from the collection are published by the ABS in [Schools, Australia, 2012](#) (cat. no. 4221.0). Definitions of terms in this glossary are, for the most part, quoted or adapted from the NSSC Glossary; and the *Notes, Instructions and Tabulations* 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 quarterly using information on births, deaths, interstate migration and net overseas migration provided by state and federal government departments. For further details see ABS, Cat. No. 3101.0, [Australian Demographic Statistics, Jun 2012](#).

#### 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.

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 staff that would be considered full time.

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. This includes staff at combined schools who are allocated to primary or secondary categories.

#### 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. The minimum workload for a full-time student would ensure that a student could complete a given year level in a 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 full 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 administrative arrangements. The FTE of students is calculated by adding the number of full-time students and the FTE value of part-time students.

### **Indigenous status**

For the purposes of the NSSC a student is classified as being of Aboriginal and/or Torres Strait Islander origin based on information provided by the student, or their parent/guardian, on the school enrolment form.

### **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 year<sup>1</sup>, 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 1–7 in Queensland, South Australia and Western Australia.

Junior secondary education 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.

### **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 employed or 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.

<sup>1</sup> 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 in Australia* and data on them are not, in general, 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, other janitorial staff and staff who service equipment. School cleaners, whether salaried or employed on contract, are excluded.

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, and student 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 in state/territory 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 Schools 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. Major activity is based on the activity of students, or where this is not appropriate, for example in administrative offices, on the activity of staff. The statistics in this publication do not include establishments, students or staff engaged in school-level education conducted by other institutions, in particular Technical and Further Education (TAFE) establishments.

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 and be active in a course of study for a minimum of four continuous weeks, excluding breaks for school vacations.

The term 'school' in this publication includes schools in institutions and hospitals, Homeland Learning Centre schools in the Northern Territory 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.

The NSSC uses the term 'affiliation' rather than the term 'school sector' to make these distinctions.

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.

### **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.

Special schools include Special Assistance Schools, as defined under the *Schools Assistance Act 2008*.

### 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:

- 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:

- 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.

### States and territories

Australia has a federal system of government comprising a national government, and the governments of the six states and two territories. In the *National Report on Schooling in Australia*, the national government is generally referred to as either 'the Australian Government' or 'the Commonwealth Government'. The states and territories are listed in the order of New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania, the Northern Territory and the Australian Capital Territory. This is the order used in ABS data collections including Schools Australia and in ABS publications including *Yearbook Australia*.

### Student

A student is a person who, on the census date, is formally enrolled at a school and is active in a primary, secondary and/or special education program at that school. Students may be enrolled at more than one school; however, jurisdictions employ strategies which ensure that, as far as possible, students are reported only once in this collection.



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.

### **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 15–74 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 2012 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 2012, this was the four-week period beginning Monday 30 April and ending Friday 25 May.

### 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 2012 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 1–10 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 Collections Return of Absences website. Absences data are then presented back to schools for review. Schools 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–12, although only the data for students in Years 1–10 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 2012 (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. 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.

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.

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 included as Non-Indigenous 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.

Three new absence codes have been added to schools absence programs for recording absences in relation to the H1N1 virus. These additional absence codes will be made available until the virus threat is no longer present. This information is very important for reporting purposes and also ensures that any student absences relating to the H1N1 virus receives the appropriate recognition, particularly for assessment considerations. Students will be marked absent in the normal manner, when parents have decided to keep the students at home because of a H1N1 threat.

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 ( $\geq 0.89$  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 figures include students in special schools only and they are classified as primary or secondary according to their age. Primary Ungraded are classified as  $< 12$  years of age, while Secondary Ungraded are classified as  $\geq 12$  years of age as at 1 July.

In Queensland, from 2012, 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 secondary students are assigned to 'ungraded secondary' category.

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 were centrally collected and reported in the attendance measures.

In Victoria, both full and half-day absences were 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 were 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 was 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 Years 1–10 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 represented the number of actual full-time equivalent 'student days' attended in Semester 1 2012 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 were 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.

# National Report on Schooling in Australia 2012

## Part 9

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<sup>1</sup> ACARA acknowledges the contribution of data in these tables and in tables in the body of the report by the following agencies:

- Australian Bureau of Statistics (ABS)
- Department of Education, Employment and Workplace Relations (DEEWR)
- National Centre for Vocational Education Research (NCVER)
- Steering Committee for the Review of Government Service Provision (SCRGSP).



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**Table 29** 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, 2008–12 (per cent)

**Table 30** 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, 2012 (per cent)

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**Table 31** 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, 2008–12

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**Table 35** Year 12 attainment rates by socio-economic status and sex, by state and territory, 2012 (per cent); Year 12 attainment rates by socio-economic status and sex, Australia, 2008–12 (per cent)

Tables 36 and 37 have been omitted

## Enrolment

- Table 38** Number of Indigenous full-time and part-time students enrolled by school sector and level, by state and territory, 2012; number of Indigenous full-time and part-time students enrolled by sector, Australia, 2008–12; number of Indigenous full-time plus part-time students enrolled by state and territory, 2008–12
- 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, 2012; number and full-time equivalent (FTE) of Indigenous part-time students, by level of education, 2008–12
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## Attendance

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Tables 36–48 to be added

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## Schools and schooling

### Schools

**Table 1** Number of schools by school sector (and non-government affiliation) and level of education<sup>(a)</sup> by state and territory, 2012; number of schools by school sector, Australia, 2008–12

	Government		Non-government		All schools	
		Catholic	Independent	Total	Total	Per cent
<b>New South Wales</b>						
Primary	1,623	417	73	490	2,113	22.4
Secondary	370	129	16	145	515	5.5
Combined (primary and secondary)	66	32	205	237	303	3.2
Special <sup>(b)</sup>	110	7	34	41	151	1.6
<b>Total</b>	<b>2,169</b>	<b>585</b>	<b>328</b>	<b>913</b>	<b>3,082</b>	<b>32.7</b>
<b>Victoria</b>						
Primary	1,136	381	44	425	1,561	16.6
Secondary	244	85	13	98	342	3.6
Combined (primary and secondary)	79	15	141	156	235	2.5
Special <sup>(b)</sup>	76	6	13	19	95	1.0
<b>Total</b>	<b>1,535</b>	<b>487</b>	<b>211</b>	<b>698</b>	<b>2,233</b>	<b>23.7</b>
<b>Queensland</b>						
Primary	921	197	35	232	1,153	12.2
Secondary	180	62	11	73	253	2.7
Combined (primary and secondary)	92	27	127	154	246	2.6
Special <sup>(b)</sup>	46	8	9	17	63	0.7
<b>Total</b>	<b>1,239</b>	<b>294</b>	<b>182</b>	<b>476</b>	<b>1,715</b>	<b>18.2</b>
<b>South Australia</b>						
Primary	393	68	35	103	496	5.3
Secondary	68	11	8	19	87	0.9
Combined (primary and secondary)	76	22	48	70	146	1.5
Special <sup>(b)</sup>	18	2	1	3	21	0.2
<b>Total</b>	<b>555</b>	<b>103</b>	<b>92</b>	<b>195</b>	<b>750</b>	<b>8.0</b>
<b>Western Australia</b>						
Primary	513	111	38	149	662	7.0
Secondary	96	4	5	9	105	1.1
Combined (primary and secondary)	90	42	90	132	222	2.4
Special <sup>(b)</sup>	66	3	8	11	77	0.8
<b>Total</b>	<b>765</b>	<b>160</b>	<b>141</b>	<b>301</b>	<b>1,066</b>	<b>11.3</b>
<b>Tasmania</b>						
Primary	128	24	4	28	156	1.7
Secondary	38	5	0	5	43	0.5
Combined (primary and secondary)	26	8	23	31	57	0.6
Special <sup>(b)</sup>	5	0	1	1	6	0.1
<b>Total</b>	<b>197</b>	<b>37</b>	<b>28</b>	<b>65</b>	<b>262</b>	<b>2.8</b>
<b>Northern Territory</b>						
Primary	60	7	4	11	71	0.8
Secondary	15	4	5	9	24	0.3
Combined (primary and secondary)	73	5	12	17	90	1.0
Special <sup>(b)</sup>	5	1	0	1	6	0.1
<b>Total</b>	<b>153</b>	<b>17</b>	<b>21</b>	<b>38</b>	<b>191</b>	<b>2.0</b>
<b>Australian Capital Territory</b>						
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 <sup>(b)</sup>	4	0	1	1	5	0.1
<b>Total</b>	<b>84</b>	<b>30</b>	<b>14</b>	<b>44</b>	<b>128</b>	<b>1.4</b>
<b>Australia</b>						
Primary	4,827	1,228	235	1,463	6,290	66.7
Secondary	1,029	305	58	363	1,392	14.8
Combined (primary and secondary)	511	153	657	810	1,321	14.0
Special <sup>(b)</sup>	330	27	67	94	424	4.5
<b>Total</b>	<b>6,697</b>	<b>1,713</b>	<b>1,017</b>	<b>2,730</b>	<b>9,427</b>	<b>100.0</b>
<b>Number of schools by school sector, Australia, 2008–12</b>						
<b>2012</b>	<b>6,697</b>	<b>1,713</b>	<b>1,017</b>	<b>2,730</b>	<b>9,427</b>	
<b>2011</b>	<b>6,705</b>	<b>1,710</b>	<b>1,020</b>	<b>2,730</b>	<b>9,435</b>	
<b>2010</b>	<b>6,743</b>	<b>1,708</b>	<b>1,017</b>	<b>2,725</b>	<b>9,468</b>	
<b>2009</b>	<b>6,802</b>	<b>1,705</b>	<b>1,022</b>	<b>2,727</b>	<b>9,529</b>	
<b>2008</b>	<b>6,833</b>	<b>1,705</b>	<b>1,024</b>	<b>2,729</b>	<b>9,562</b>	

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 Standing Council on School Education and Early Childhood (SCSEEC).

This table has approval under Clause 3 of *Statistics Determination 1983* for publication of cells with values less than 3.

Components may not add to totals due to rounding.

- (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, 2012*

**Table 2 Full-time equivalent (FTE)<sup>(a)</sup> of school staff<sup>(b)</sup> by major function, school sector, school level and sex, Australia, 2012; FTE of school staff by school sector and sex, 2008–12**

Major function	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
<b>Government</b>									
Teaching	17,796	76,107	93,903	29,764	43,485	73,249	47,560	119,592	167,152
Specialist support	570	2,304	2,874	611	1,916	2,527	1,181	4,220	5,401
Administrative & clerical (including teacher aides and assistants)	1,883	31,083	32,966	2,846	19,104	21,950	4,730	50,187	54,917
Building operations, general maintenance & other	2,367	207	2,574	1,610	178	1,788	3,977	384	4,361
<b>Total</b>	<b>22,617</b>	<b>109,700</b>	<b>132,317</b>	<b>34,831</b>	<b>64,682</b>	<b>99,514</b>	<b>57,448</b>	<b>174,383</b>	<b>231,830</b>
<b>Catholic</b>									
Teaching	4,078	19,135	23,212	10,941	15,274	26,215	15,018	34,409	49,427
Specialist support	59	329	387	302	650	952	360	979	1,339
Administrative & clerical (including teacher aides and assistants)	324	6,382	6,705	1,681	6,194	7,875	2,005	12,575	14,580
Building operations, general maintenance & other	499	336	835	1,175	535	1,710	1,674	871	2,545
<b>Total</b>	<b>4,959</b>	<b>26,181</b>	<b>31,139</b>	<b>14,099</b>	<b>22,653</b>	<b>36,752</b>	<b>19,058</b>	<b>48,834</b>	<b>67,891</b>
<b>Independent</b>									
Teaching	3,863	12,812	16,675	11,434	14,298	25,732	15,296	27,110	42,407
Specialist support	184	602	786	612	817	1,429	796	1,419	2,215
Administrative & clerical (including teacher aides and assistants)	1,031	5,737	6,768	1,935	6,263	8,198	2,966	12,001	14,966
Building operations, general maintenance & other	1,075	333	1,408	1,731	564	2,295	2,806	897	3,702
<b>Total</b>	<b>6,152</b>	<b>19,484</b>	<b>25,637</b>	<b>15,711</b>	<b>21,942</b>	<b>37,654</b>	<b>21,864</b>	<b>41,427</b>	<b>63,291</b>
<b>Non-government</b>									
Teaching	7,940	31,947	39,887	22,375	29,572	51,947	30,315	61,519	91,834
Specialist support	243	930	1,173	914	1,467	2,381	1,157	2,398	3,554
Administrative & clerical (including teacher aides and assistants)	1,354	12,119	13,473	3,616	12,457	16,073	4,971	24,576	29,547
Building operations, general maintenance & other	1,574	669	2,243	2,906	1,099	4,004	4,480	1,768	6,247
<b>Total</b>	<b>11,111</b>	<b>45,665</b>	<b>56,776</b>	<b>29,810</b>	<b>44,596</b>	<b>74,406</b>	<b>40,921</b>	<b>90,260</b>	<b>131,182</b>
<b>All schools</b>									
Teaching	25,736	108,054	133,790	52,138	73,058	125,196	77,874	181,111	258,986
Specialist support	813	3,234	4,047	1,525	3,383	4,908	2,338	6,617	8,955
Administrative & clerical (including teacher aides and assistants)	3,238	43,202	46,440	6,463	31,561	38,024	9,700	74,763	84,463
Building operations, general maintenance & other	3,941	875	4,816	4,516	1,276	5,792	8,457	2,152	10,608
<b>Total</b>	<b>33,728</b>	<b>155,365</b>	<b>189,093</b>	<b>64,641</b>	<b>109,278</b>	<b>173,919</b>	<b>98,369</b>	<b>264,643</b>	<b>363,012</b>
<b>FTE of school staff by school sector and sex, 2008–12</b>									
<b>Total 2012</b>	<b>33,728</b>	<b>155,365</b>	<b>189,093</b>	<b>64,641</b>	<b>109,278</b>	<b>173,919</b>	<b>98,369</b>	<b>264,643</b>	<b>363,012</b>
<b>Total 2011</b>	<b>32,834</b>	<b>150,806</b>	<b>183,640</b>	<b>64,375</b>	<b>107,265</b>	<b>171,640</b>	<b>97,209</b>	<b>258,071</b>	<b>355,280</b>
<b>Total 2010</b>	<b>32,362</b>	<b>147,041</b>	<b>179,403</b>	<b>64,010</b>	<b>105,679</b>	<b>169,689</b>	<b>96,372</b>	<b>252,720</b>	<b>349,092</b>
<b>Total 2009</b>	<b>31,731</b>	<b>143,861</b>	<b>175,592</b>	<b>63,632</b>	<b>104,413</b>	<b>168,045</b>	<b>95,363</b>	<b>248,273</b>	<b>343,636</b>
<b>Total 2008</b>	<b>31,363</b>	<b>141,513</b>	<b>172,876</b>	<b>62,836</b>	<b>102,161</b>	<b>164,997</b>	<b>94,199</b>	<b>243,674</b>	<b>337,873</b>

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, 2012* and earlier publications

**Table 3 Full-time equivalent (FTE)<sup>(a)</sup> of school staff (teaching and non-teaching)<sup>(b)</sup>, by school sector and level of education, by state and territory, and by sex, Australia, 2012; FTE staff by state and territory, 2008–12**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia	Males	Females
<b>Government</b>											
<b>Teaching</b>											
Primary	28,406	21,473	21,021	7,051	10,676	2,196	1,637	1,443	93,903	17,796	76,107
Secondary	24,729	18,924	14,152	4,645	6,479	1,968	1,031	1,321	73,249	29,764	43,485
<b>Total</b>	<b>53,135</b>	<b>40,397</b>	<b>35,173</b>	<b>11,696</b>	<b>17,156</b>	<b>4,164</b>	<b>2,667</b>	<b>2,765</b>	<b>167,152</b>	<b>47,560</b>	<b>119,592</b>
<b>Non-teaching</b>											
Primary	9,749	7,524	9,224	3,166	6,439	989	837	487	38,414	4,821	33,593
Secondary	7,113	6,754	5,321	1,924	3,318	830	556	448	26,265	5,067	21,197
<b>Total</b>	<b>16,862</b>	<b>14,278</b>	<b>14,545</b>	<b>5,090</b>	<b>9,757</b>	<b>1,819</b>	<b>1,393</b>	<b>935</b>	<b>64,679</b>	<b>9,888</b>	<b>54,791</b>
<b>Total government</b>	<b>69,997</b>	<b>54,674</b>	<b>49,718</b>	<b>16,786</b>	<b>26,913</b>	<b>5,983</b>	<b>4,061</b>	<b>3,700</b>	<b>231,830</b>	<b>57,448</b>	<b>174,383</b>
<b>Catholic</b>											
<b>Teaching</b>											
Primary	6,958	6,630	4,562	1,709	2,278	415	184	478	23,212	4,078	19,135
Secondary	9,279	7,256	4,404	1,644	2,264	543	198	628	26,215	10,941	15,274
<b>Total</b>	<b>16,237</b>	<b>13,885</b>	<b>8,966</b>	<b>3,352</b>	<b>4,541</b>	<b>958</b>	<b>382</b>	<b>1,106</b>	<b>49,427</b>	<b>15,018</b>	<b>34,409</b>
<b>Non-teaching</b>											
Primary	1,937	1,705	1,929	657	1,247	201	147	105	7,927	881	7,046
Secondary	2,957	3,089	2,181	687	1,029	250	111	233	10,537	3,158	7,379
<b>Total</b>	<b>4,894</b>	<b>4,794</b>	<b>4,111</b>	<b>1,344</b>	<b>2,276</b>	<b>451</b>	<b>258</b>	<b>337</b>	<b>18,464</b>	<b>4,039</b>	<b>14,425</b>
<b>Total Catholic</b>	<b>21,130</b>	<b>18,679</b>	<b>13,076</b>	<b>4,696</b>	<b>6,818</b>	<b>1,409</b>	<b>640</b>	<b>1,443</b>	<b>67,891</b>	<b>19,058</b>	<b>48,834</b>
<b>Independent</b>											
<b>Teaching</b>											
Primary	4,835	3,943	3,429	1,669	2,031	323	152	293	16,675	3,863	12,812
Secondary	7,351	7,732	4,664	1,815	2,906	507	312	444	25,732	11,434	14,298
<b>Total</b>	<b>12,186</b>	<b>11,676</b>	<b>8,093</b>	<b>3,485</b>	<b>4,937</b>	<b>830</b>	<b>464</b>	<b>737</b>	<b>42,407</b>	<b>15,296</b>	<b>27,110</b>
<b>Non-teaching</b>											
Primary	2,261	1,876	2,363	737	1,322	185	110	109	8,962	2,290	6,672
Secondary	3,075	3,339	2,657	825	1,341	279	225	182	11,922	4,278	7,644
<b>Total</b>	<b>5,336</b>	<b>5,215</b>	<b>5,020</b>	<b>1,561</b>	<b>2,662</b>	<b>464</b>	<b>335</b>	<b>291</b>	<b>20,884</b>	<b>6,567</b>	<b>14,317</b>
<b>Total independent</b>	<b>17,522</b>	<b>16,890</b>	<b>13,113</b>	<b>5,046</b>	<b>7,599</b>	<b>1,294</b>	<b>799</b>	<b>1,028</b>	<b>63,291</b>	<b>21,864</b>	<b>41,427</b>
<b>Total non-government</b>											
<b>Teaching</b>											
Primary	11,793	10,573	7,991	3,378	4,309	738	336	771	39,887	7,940	31,947
Secondary	16,630	14,988	9,068	3,459	5,169	1,050	510	1,072	51,947	22,375	29,572
<b>Total</b>	<b>28,422</b>	<b>25,561</b>	<b>17,059</b>	<b>6,837</b>	<b>9,478</b>	<b>1,788</b>	<b>846</b>	<b>1,843</b>	<b>91,834</b>	<b>30,315</b>	<b>61,519</b>
<b>Non-teaching</b>											
Primary	4,198	3,581	4,292	1,393	2,569	386	257	214	16,889	3,171	13,718
Secondary	6,032	6,428	4,839	1,512	2,370	528	336	414	22,459	7,436	15,023
<b>Total</b>	<b>10,230</b>	<b>10,009</b>	<b>9,131</b>	<b>2,905</b>	<b>4,939</b>	<b>914</b>	<b>593</b>	<b>628</b>	<b>39,348</b>	<b>10,607</b>	<b>28,741</b>
<b>Total non-government</b>	<b>38,652</b>	<b>35,570</b>	<b>26,189</b>	<b>9,742</b>	<b>14,417</b>	<b>2,702</b>	<b>1,439</b>	<b>2,471</b>	<b>131,182</b>	<b>40,921</b>	<b>90,260</b>
<b>All schools</b>											
<b>Teaching</b>											
Primary	40,198	32,046	29,012	10,429	14,985	2,934	1,972	2,214	133,790	25,736	108,054
Secondary	41,359	33,912	23,220	8,104	11,649	3,018	1,541	2,393	125,196	52,138	73,058
<b>Total</b>	<b>81,557</b>	<b>65,958</b>	<b>52,232</b>	<b>18,533</b>	<b>26,634</b>	<b>5,952</b>	<b>3,513</b>	<b>4,608</b>	<b>258,986</b>	<b>77,874</b>	<b>181,111</b>
<b>Non-teaching</b>											
Primary	13,947	11,105	13,516	4,560	9,007	1,375	1,094	701	55,303	7,992	47,311
Secondary	13,145	13,182	10,160	3,435	5,688	1,358	893	862	48,723	12,503	36,220
<b>Total</b>	<b>27,092</b>	<b>24,286</b>	<b>23,676</b>	<b>7,995</b>	<b>14,696</b>	<b>2,733</b>	<b>1,987</b>	<b>1,563</b>	<b>104,026</b>	<b>20,495</b>	<b>83,532</b>
<b>Total all schools 2008–12</b>											
<b>2012</b>	<b>108,649</b>	<b>90,244</b>	<b>75,907</b>	<b>26,528</b>	<b>41,329</b>	<b>8,685</b>	<b>5,500</b>	<b>6,171</b>	<b>363,012</b>	<b>98,369</b>	<b>264,643</b>
<b>2011</b>	<b>107,160</b>	<b>88,093</b>	<b>73,783</b>	<b>25,950</b>	<b>40,180</b>	<b>8,832</b>	<b>5,275</b>	<b>6,006</b>	<b>355,280</b>	<b>97,209</b>	<b>258,071</b>
<b>2010</b>	<b>105,558</b>	<b>86,014</b>	<b>72,250</b>	<b>25,651</b>	<b>39,585</b>	<b>8,784</b>	<b>5,191</b>	<b>6,060</b>	<b>349,092</b>	<b>96,372</b>	<b>252,720</b>
<b>2009</b>	<b>104,097</b>	<b>84,803</b>	<b>70,739</b>	<b>25,381</b>	<b>38,919</b>	<b>8,640</b>	<b>5,069</b>	<b>5,989</b>	<b>343,636</b>	<b>95,363</b>	<b>248,273</b>
<b>2008</b>	<b>103,681</b>	<b>83,281</b>	<b>69,170</b>	<b>25,187</b>	<b>37,585</b>	<b>8,437</b>	<b>4,846</b>	<b>5,688</b>	<b>337,873</b>	<b>94,199</b>	<b>243,674</b>

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, 2012* and earlier publications

**Table 4 Full-time equivalent (FTE)<sup>(a)</sup> student–teaching staff<sup>(b)</sup> ratios, by level of education, school sector (and non-government affiliation), by state and territory, 2012; FTE student–teaching staff ratios by state and territory, 2008–12**

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Government</b>									
Primary	15.5	15.0	15.4	14.9	15.9	14.5	11.5	13.8	15.2
Secondary	12.4	11.9	12.5	13.2	11.7	13.1	10.3	11.8	12.3
<b>Total</b>	14.1	13.5	14.2	14.2	14.3	13.9	11.0	12.9	13.9
<b>Non-government</b>									
Primary	16.5	14.8	17.4	15.9	17.1	15.6	15.7	17.0	16.2
Secondary	11.8	11.1	12.2	11.7	10.8	11.6	10.3	12.5	11.5
<b>Total</b>	13.7	12.6	14.6	13.8	13.7	13.2	12.4	14.4	13.6
<b>Catholic</b>									
Primary	18.2	16.0	18.0	16.4	17.9	18.1	15.3	18.5	17.4
Secondary	13.0	12.6	12.8	12.4	11.9	13.1	9.2	13.8	12.7
<b>Total</b>	15.2	14.2	15.4	14.4	14.9	15.3	12.1	15.8	14.9
<b>Independent</b>									
Primary	14.0	12.7	16.7	15.3	16.2	12.5	16.3	14.6	14.6
Secondary	10.3	9.6	11.6	11.0	9.9	9.9	11.0	10.8	10.3
<b>Total</b>	11.8	10.6	13.8	13.1	12.5	10.9	12.7	12.3	12.0
<b>All schools</b>									
Primary	15.8	14.9	16.0	15.2	16.2	14.8	12.2	14.9	15.5
Secondary	12.2	11.5	12.4	12.6	11.3	12.6	10.3	12.1	12.0
<b>Total</b>	14.0	13.2	14.4	14.1	14.1	13.7	11.4	13.5	13.8
<b>FTE student–teaching staff ratios by state and territory, 2008–12</b>									
<b>2012</b>	14.0	13.2	14.4	14.1	14.1	13.7	11.4	13.5	13.8
<b>2011</b>	14.0	13.3	14.4	14.1	13.9	13.6	11.6	13.5	13.8
<b>2010</b>	14.1	13.4	14.4	14.2	13.8	13.7	11.9	13.4	13.9
<b>2009</b>	14.1	13.4	14.4	14.2	13.8	13.8	11.8	13.5	13.9
<b>2008</b>	14.1	13.4	14.5	14.2	13.9	14.2	12.6	13.6	13.9

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, 2012* and earlier publications



**Table 5 Ratio of primary and secondary students to teaching staff in OECD and other G20 countries, by level of education, 2011**

	Primary	Secondary
<b>OECD countries</b>		
Australia <sup>(a)(b)</sup>	15.6	12.0
Austria	12.1	9.4
Belgium <sup>(c)</sup>	12.4	9.4
Canada <sup>(b)(d)</sup>	x(4)	15.3
Chile	23.1	24.8
Czech Republic	18.7	11.4
Denmark	x(4)	m
Estonia	13.2	11.9
Finland	13.7	13.1
France <sup>(c)</sup>	18.4	12.3
Germany	16.3	14.0
Greece	m	m
Hungary	10.7	11.5
Iceland	10.2	11.1
Ireland <sup>(b)</sup>	15.7	14.4
Israel <sup>(b)</sup>	15.9	12.2
Italy <sup>(b)</sup>	11.7	12.2
Japan	18.1	13.1
Korea	19.6	17.2
Luxembourg	9.9	9.6
Mexico	28.1	29.9
Netherlands	15.8	16.7
New Zealand	16.3	15.1
Norway <sup>(b)</sup>	10.4	9.8
Poland	11.0	10.6
Portugal <sup>(e)</sup>	11.2	7.7
Slovak Republic	16.9	13.7
Slovenia	16.0	11.0
Spain	13.2	10.1
Sweden	11.3	12.2
Switzerland	m	m
Turkey	21.0	17.8
United Kingdom	19.9	16.3
United States	15.3	15.2
<b>OECD average</b>	<b>15.4</b>	<b>13.6</b>
<b>EU21 average</b>	<b>14.1</b>	<b>12.0</b>
<b>Other G20</b>		
Argentina	m	m
Brazil	22.5	18.5
China	17.1	16.3
India	m	m
Indonesia	20.3	19.1
Russian Federation <sup>(b)</sup>	20.0	8.7
Saudi Arabia	11.0	10.3
South Africa <sup>(d)</sup>	m	m
<b>G20 average</b>	<b>18.3</b>	<b>15.5</b>

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, tertiary level only; in Italy, from pre-primary to secondary levels; in the Russian Federation, at primary and secondary levels only).

(c) Excludes independent private institutions

(d) Year of reference 2010

(e) Data refer to teachers (head count) in primary, secondary and post-secondary non-tertiary education.

Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013* Table D2.2 based on UNESCO Institute for Statistics (World Education Indicators Programme). See *Education at a Glance 2013: OECD Indicators*, Annex 3 for extra notes.

## Teacher education

**Table 6** Domestic enrolments in teacher education courses, by course level and field of education, Australia, 2012; domestic enrolments in teacher education courses, by course level, Australia, 2008–12

Field of education	Higher degree <sup>(a)</sup>	Other postgraduate <sup>(b)</sup>	Bachelor <sup>(c)</sup>	Other undergraduate <sup>(d)</sup>	Enabling and non-award	Total
<b>Initial teacher training<sup>(e)</sup></b>						
Teacher education	1,158	2,271	9,809	0	0	13,238
Teacher education: early childhood	238	209	10,945	0	0	11,392
Teacher education: primary	2,188	1,405	25,110	0	0	28,703
Teacher education: secondary	2,334	2,932	14,781	13	0	20,060
Teacher education: vocational education and training	0	97	364	87	0	548
Teacher education: higher education	0	np	< 5	0	0	26
Teacher education: special education	34	0	91	0	0	125
English as a second language teaching	40	56	0	0	0	96
Teacher education not elsewhere classified	506	np	np	0	0	1,876
<b>Total<sup>(f)</sup></b>	<b>6,498</b>	<b>7,257</b>	<b>62,197</b>	<b>100</b>	<b>0</b>	<b>76,052</b>
<b>Other than initial teacher training</b>						
Teacher education	1,982	1,026	2,835	24	0	5,867
Teacher education: early childhood	317	399	1,651	38	0	2,405
Teacher education: primary	116	617	842	0	0	1,575
Teacher education: secondary	218	852	782	88	0	1,940
Teacher-librarianship	0	46	0	0	0	46
Teacher education: vocational education and training	55	223	np	< 5	0	504
Teacher education: higher education	101	np	< 5	0	0	1,132
Teacher education: special education	1,330	np	245	np	40	2,043
English as a second language teaching	549	553	6	0	0	1,108
Teacher education not elsewhere classified	1,844	1,684	701	145	0	4,374
<b>Total<sup>(f)</sup></b>	<b>6,512</b>	<b>6,840</b>	<b>7,288</b>	<b>312</b>	<b>40</b>	<b>20,992</b>
<b>All teacher courses</b>						
Teacher education	3,140	3,297	12,644	24	0	19,105
Teacher education: early childhood	555	608	12,596	38	0	13,797
Teacher education: primary	2,304	2,022	25,952	0	0	30,278
Teacher education: secondary	2,552	3,784	15,563	101	0	22,000
Teacher-librarianship	0	46	0	0	0	46
Teacher education: vocational education and training	55	320	589	88	0	1,052
Teacher education: higher education	101	1,052	5	0	0	1,158
Teacher education: special education	1,364	412	336	16	40	2,168
English as a second language teaching	589	609	6	0	0	1,204
Teacher education not elsewhere classified	2,350	1,947	1,808	145	0	6,250
<b>Total<sup>(f)</sup></b>	<b>13,010</b>	<b>14,097</b>	<b>69,485</b>	<b>412</b>	<b>40</b>	<b>97,044</b>
<b>Total enrolments 2008–12</b>						
<b>2008</b>	7,413	12,060	60,865	329	–	80,667
<b>2009</b>	9,083	12,993	62,251	320	–	84,647
<b>2010</b>	10,936	14,071	63,854	402	20	89,283
<b>2011</b>	12,073	13,854	65,504	407	56	91,894
<b>2012</b>	13,010	14,097	69,485	412	40	97,044

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: Australian Government Department of Education, Higher Education Student Statistics

**Table 7** Number of students graduating in teacher education courses, by course level and field of education, Australia, 2012; number of students graduating in teacher education courses, by course level, Australia, 2008–12

Field of education	Higher degree <sup>(a)</sup>	Other postgraduate <sup>(b)</sup>	Bachelor <sup>(c)</sup>	Other undergraduate <sup>(d)</sup>	Total
<b>Initial teacher training<sup>(e)</sup></b>					
Teacher education	288	787	1,526	0	2,601
Teacher education: early childhood	65	88	1,617	0	1,770
Teacher education: primary	956	913	np	< 5	5,925
Teacher education: secondary	737	2,040	2,076	0	4,853
Teacher education: vocational education and training	0	np	58	np	116
Teacher education: higher education	0	np	< 5	0	20
Teacher education: special education	9	0	25	0	34
English as a second language teaching	17	14	0	0	31
Teacher education not elsewhere classified	77	253	156	0	486
<b>Total<sup>(f)</sup></b>	<b>2,149</b>	<b>4,142</b>	<b>9,504</b>	<b>32</b>	<b>15,827</b>
<b>Other than initial teacher training</b>					
Teacher education	324	529	338	11	1,202
Teacher education: early childhood	109	222	263	6	600
Teacher education: primary	38	371	69	0	478
Teacher education: secondary	59	1,287	171	12	1,529
Teacher-librarianship	0	35	0	0	35
Teacher education: vocational education and training	20	75	np	< 5	127
Teacher education: higher education	np	323	< 5	0	342
Teacher education: special education	np	148	46	< 5	600
English as a second language teaching	151	332	0	0	483
Teacher education not elsewhere classified	428	757	224	21	1,430
<b>Total<sup>(f)</sup></b>	<b>1,551</b>	<b>4,079</b>	<b>1,143</b>	<b>53</b>	<b>6,826</b>
<b>All teacher courses</b>					
Teacher education	612	1,316	1,864	11	3,803
Teacher education: early childhood	174	310	1,880	6	2,370
Teacher education: primary	np	1,284	4,123	< 5	6,403
Teacher education: secondary	796	3,327	2,247	12	6,382
Teacher-librarianship	0	35	0	0	35
Teacher education: vocational education and training	20	103	88	32	243
Teacher education: higher education	np	342	< 5	0	362
Teacher education: special education	414	148	np	< 5	634
English as a second language teaching	168	346	0	0	514
Teacher education not elsewhere classified	505	1,010	380	21	1,916
<b>Total<sup>(f)</sup></b>	<b>3,700</b>	<b>8,221</b>	<b>10,647</b>	<b>85</b>	<b>22,653</b>
<b>Total course completions 2008–12</b>					
<b>2008</b>	2,028	6,785	11,853	50	20,716
<b>2009</b>	2,540	7,218	11,889	69	21,716
<b>2010</b>	3,097	7,473	11,507	127	22,204
<b>2011</b>	3,448	7,846	10,777	121	22,192
<b>2012</b>	3,700	8,221	10,647	85	22,653

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: Australian Government Department of Education, Higher Education Student Statistics

## Student participation

### Enrolment

**Table 8** Estimated resident population by age group, by state and territory, 2012; estimated resident population by age group, Australia, 2008–12<sup>(a)</sup>

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
NSW	474,553	900,842	462,503	1,027,162	1,010,205	1,002,019	937,016	1,486,834	7,301,134
Vic.	359,097	670,951	355,117	845,542	797,463	789,679	704,493	1,106,780	5,629,122
Qld	309,542	597,493	304,865	662,314	623,960	639,546	573,969	853,840	4,565,529
SA	99,212	194,229	105,055	229,383	208,500	229,936	221,123	368,861	1,656,299
WA	162,243	305,025	156,630	379,514	347,579	348,956	306,337	426,422	2,432,706
Tas.	31,719	63,577	33,804	62,064	59,256	69,901	73,193	118,819	512,333
NT	18,764	34,425	16,187	41,582	37,995	34,040	28,299	23,890	235,182
ACT	25,004	43,547	24,124	67,231	57,914	51,945	45,346	59,801	374,912
<b>Australia<sup>(a)</sup></b>	<b>1,480,283</b>	<b>2,810,437</b>	<b>1,458,453</b>	<b>3,315,513</b>	<b>3,143,423</b>	<b>3,166,479</b>	<b>2,890,170</b>	<b>4,445,594</b>	<b>22,710,352</b>
<b>Estimated resident population by age group, Australia, 2008–12<sup>(b)(c)</sup></b>									
<b>Total 2012</b>	1,480,283	2,810,437	1,458,453	3,315,513	3,143,423	3,166,479	2,890,170	4,445,594	22,710,352
<b>Total 2011</b>	1,458,114	2,775,499	1,453,459	3,269,833	3,110,071	3,129,081	2,830,056	4,313,911	22,340,024
<b>Total 2010</b>	1,461,088	2,769,525	1,501,010	3,314,922	3,150,094	3,127,719	2,796,389	4,221,651	22,342,398
<b>Total 2009</b>	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
<b>Total 2008</b>	1,378,228	2,752,276	1,479,674	3,081,079	3,082,984	3,070,041	2,695,846	3,958,412	21,498,540

- (a) Estimates for the total population are sourced from the most recently available ABS, Cat. No. 3101.0, *Australian Demographic Statistics* (June 2012). 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 are based on the June 2012 release of ABS, Cat. No. 3101.0, *Australian Demographic Statistics*.
- (c) Estimated residential populations by age group for 2008, 2009, 2010 and 2011 have been rebased to the 2011 Census of Population and Housing. As such, these estimates for these calendar years differ from those published in previous editions of the *National Report on Schooling in Australia*.

Source: ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2012

**Table 9** Number<sup>(a)</sup> and proportion<sup>(b)</sup> of children aged 6 to 15 years enrolled in school, by state and territory, 2008–12<sup>(c)</sup>

	Unit	NSW	Vic.	Qld	SA	WA	Tas.	NT <sup>(e)</sup>	ACT	Australia
<b>2008</b>										
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 <sup>(d)</sup>	no.	886,833	655,162	570,501	196,228	285,815	65,901	33,624	42,333	2,736,802
<b>Proportion of 6 to 15-year-old population enrolled in school</b>	%	99.4	100.6	100.5	100.3	99.7	100.1	94.0	107.7	100.1
<b>2009</b>										
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 <sup>(d)</sup>	no.	887,203	656,640	575,982	195,271	289,629	65,518	33,905	42,215	2,746,766
<b>Proportion of 6 to 15-year-old population enrolled in school</b>	%	99.3	100.8	100.6	100.4	99.6	99.7	93.0	108.6	100.1
<b>2010</b>										
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 <sup>(d)</sup>	no.	888,390	658,249	580,096	195,045	291,926	65,002	33,843	42,154	2,755,102
<b>Proportion of 6 to 15-year-old population enrolled in school</b>	%	99.4	100.7	100.4	100.4	99.0	99.5	94.6	109.2	100.0
<b>2011</b>										
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 <sup>(d)</sup>	no.	890,885	661,142	586,089	194,304	296,067	64,476	33,632	42,350	2,769,311
<b>Proportion of 6 to 15-year-old population enrolled in school</b>	%	99.4	100.8	100.2	100.4	98.7	99.3	94.9	109.0	100.0
<b>2012</b>										
Number of children aged 6 to 15 years enrolled in school	no.	890,756	673,020	599,700	195,582	299,686	63,229	32,420	47,358	2,801,751
Total 6 to 15-year-old population	no.	897,744	668,723	596,011	194,839	303,523	63,941	33,991	43,233	2,802,367
<b>Proportion of 6 to 15-year-old population enrolled in school</b>	%	99.2	100.6	100.6	100.4	98.7	98.9	95.4	109.5	100.0

(a) 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) Proportions are calculated using a numerator from the National Schools Statistics Collection and a denominator from Estimated Resident Population data. When developing an indicator using data from different sources, significant data comparability issues can emerge that will affect the accuracy of the indicator. These differences can have unexpected effects such as producing an estimate greater than 100% of the population. These effects are particularly apparent where a cohort is small or where the rate being measured is close to 100% of the population. 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 significantly exceed 100%.

(c) 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.

(d) Estimates for the total populations of 6 to 15-year-olds for 2008, 2009, 2010 and 2011 have been rebased to the 2011 Census of Population and Housing. As such, these estimates and the proportions of 6 to 15-year-olds enrolled in schools for these calendar years differ from those published in previous editions of the *National Report on Schooling in Australia*.

(e) The Northern Territory reports that some students may be counted more than once in school data if enrolled at more than one school. This is particularly relevant in remote and very remote areas where there is a highly mobile population.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia, 2012*, data cube NSSC Table 42b: Full-time and part-time students 2008–12; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2012

**Table 10** Number of full-time and part-time students enrolled by school sector and level<sup>(a)(b)(c)(d)</sup>, by state and territory, 2012; number of full-time and part-time students enrolled by sector, Australia, 2008–12; number of full-time plus part-time students enrolled by state and territory, 2008–12

	Government			Non-government									All schools			
	FT	PT	Total	Catholic			Independent			Total			FT	PT	Total	
				FT	PT	Total	FT	PT	Total	FT	PT	Total				
<b>New South Wales</b>																
Primary	440,549	0	440,549	126,818	21	126,839	67,778	44	67,822	194,596	65	194,661	635,145	65	635,210	
Junior Secondary	220,528	0	220,528	86,029	0	86,029	52,827	224	53,051	138,856	224	139,080	359,384	224	359,608	
Senior Secondary	85,797	2,288	88,085	34,557	62	34,619	22,468	76	22,544	57,025	138	57,163	142,822	2,426	145,248	
Total Secondary	306,325	2,288	308,613	120,586	62	120,648	75,295	300	75,595	195,881	362	196,243	502,206	2,650	504,856	
<b>Total</b>	<b>746,874</b>	<b>2,288</b>	<b>749,162</b>	<b>247,404</b>	<b>83</b>	<b>247,487</b>	<b>143,073</b>	<b>344</b>	<b>143,417</b>	<b>390,477</b>	<b>427</b>	<b>390,904</b>	<b>1,137,351</b>	<b>2,715</b>	<b>1,140,066</b>	
<b>Victoria</b>																
Primary	321,752	464	322,216	106,056	166	106,222	49,882	59	49,941	155,938	225	156,163	477,690	689	478,379	
Junior Secondary	156,824	357	157,181	64,580	12	64,592	50,244	30	50,274	114,824	42	114,866	271,648	399	272,047	
Senior Secondary	66,430	2,025	68,455	27,114	21	27,135	23,963	71	24,034	51,077	92	51,169	117,507	2,117	119,624	
Total Secondary	223,254	2,382	225,636	91,694	33	91,727	74,207	101	74,308	165,901	134	166,035	389,155	2,516	391,671	
<b>Total</b>	<b>545,006</b>	<b>2,846</b>	<b>547,852</b>	<b>197,750</b>	<b>199</b>	<b>197,949</b>	<b>124,089</b>	<b>160</b>	<b>124,249</b>	<b>321,839</b>	<b>359</b>	<b>322,198</b>	<b>866,845</b>	<b>3,205</b>	<b>870,050</b>	
<b>Queensland</b>																
Primary	323,014	4,754	327,768	81,890	69	81,959	57,215	102	57,317	139,105	171	139,276	462,119	4,925	467,044	
Junior Secondary	111,792	1,222	113,014	35,511	3	35,514	33,119	64	33,183	68,630	67	68,697	180,422	1,289	181,711	
Senior Secondary	63,207	2,679	65,886	20,806	31	20,837	21,128	55	21,183	41,934	86	42,020	105,141	2,765	107,906	
Total Secondary	174,999	3,901	178,900	56,317	34	56,351	54,247	119	54,366	110,564	153	110,717	285,563	4,054	289,617	
<b>Total</b>	<b>498,013</b>	<b>8,655</b>	<b>506,668</b>	<b>138,207</b>	<b>103</b>	<b>138,310</b>	<b>111,462</b>	<b>221</b>	<b>111,683</b>	<b>249,669</b>	<b>324</b>	<b>249,993</b>	<b>747,682</b>	<b>8,979</b>	<b>756,661</b>	
<b>South Australia</b>																
Primary	104,917	28	104,945	28,060	9	28,069	25,558	49	25,607	53,618	58	53,676	158,535	86	158,621	
Junior Secondary	37,180	150	37,330	12,379	0	12,379	12,009	16	12,025	24,388	16	24,404	61,568	166	61,734	
Senior Secondary	23,030	2,654	25,684	7,879	80	7,959	7,979	116	8,095	15,858	196	16,054	38,888	2,850	41,738	
Total Secondary	60,210	2,804	63,014	20,258	80	20,338	19,988	132	20,120	40,246	212	40,458	100,456	3,016	103,472	
<b>Total</b>	<b>165,127</b>	<b>2,832</b>	<b>167,959</b>	<b>48,318</b>	<b>89</b>	<b>48,407</b>	<b>45,546</b>	<b>181</b>	<b>45,727</b>	<b>93,864</b>	<b>270</b>	<b>94,134</b>	<b>258,991</b>	<b>3,102</b>	<b>262,093</b>	
<b>Western Australia</b>																
Primary	169,443	0	169,443	40,815	11	40,826	32,737	224	32,961	73,552	235	73,787	242,995	235	243,230	
Junior Secondary	45,001	1,096	46,097	16,589	0	16,589	17,475	3	17,478	34,064	3	34,067	79,065	1,099	80,164	
Senior Secondary	30,430	775	31,205	10,284	0	10,284	11,428	6	11,434	21,712	6	21,718	52,142	781	52,923	
Total Secondary	75,431	1,871	77,302	26,873	0	26,873	28,903	9	28,912	55,776	9	55,785	131,207	1,880	133,087	
<b>Total</b>	<b>244,874</b>	<b>1,871</b>	<b>246,745</b>	<b>67,688</b>	<b>11</b>	<b>67,699</b>	<b>61,640</b>	<b>233</b>	<b>61,873</b>	<b>129,328</b>	<b>244</b>	<b>129,572</b>	<b>374,202</b>	<b>2,115</b>	<b>376,317</b>	
<b>Tasmania</b>																
Primary	31,863	12	31,875	7,488	3	7,491	4,026	43	4,069	11,514	46	11,560	43,377	58	43,435	
Junior Secondary	17,218	66	17,284	5,394	0	5,394	3,577	34	3,611	8,971	34	9,005	26,189	100	26,289	
Senior Secondary	7,312	2,278	9,590	1,742	0	1,742	1,409	12	1,421	3,151	12	3,163	10,463	2,290	12,753	
Total Secondary	24,530	2,344	26,874	7,136	0	7,136	4,986	46	5,032	12,122	46	12,168	36,652	2,390	39,042	
<b>Total</b>	<b>56,393</b>	<b>2,356</b>	<b>58,749</b>	<b>14,624</b>	<b>3</b>	<b>14,627</b>	<b>9,012</b>	<b>89</b>	<b>9,101</b>	<b>23,636</b>	<b>92</b>	<b>23,728</b>	<b>80,029</b>	<b>2,448</b>	<b>82,477</b>	
<b>Northern Territory</b>																
Primary	18,768	42	18,810	2,813	0	2,813	2,470	0	2,470	5,283	0	5,283	24,051	42	24,093	
Junior Secondary	7,745	87	7,832	1,413	0	1,413	2,698	0	2,698	4,111	0	4,111	11,856	87	11,943	
Senior Secondary	2,833	120	2,953	401	3	404	718	3	721	1,119	6	1,125	3,952	126	4,078	
Total Secondary	10,578	207	10,785	1,814	3	1,817	3,416	3	3,419	5,230	6	5,236	15,808	213	16,021	
<b>Total</b>	<b>29,346</b>	<b>249</b>	<b>29,595</b>	<b>4,627</b>	<b>3</b>	<b>4,630</b>	<b>5,886</b>	<b>3</b>	<b>5,889</b>	<b>10,513</b>	<b>6</b>	<b>10,519</b>	<b>39,859</b>	<b>255</b>	<b>40,114</b>	
<b>Australian Capital Territory</b>																
Primary	19,963	18	19,981	8,836	0	8,836	4,267	23	4,290	13,103	23	13,126	33,066	41	33,107	
Junior Secondary	9,782	6	9,788	6,239	0	6,239	3,450	14	3,464	9,689	14	9,703	19,471	20	19,491	
Senior Secondary	5,839	41	5,880	2,411	0	2,411	1,319	0	1,319	3,730	0	3,730	9,569	41	9,610	
Total Secondary	15,621	47	15,668	8,650	0	8,650	4,769	14	4,783	13,419	14	13,433	29,040	61	29,101	
<b>Total</b>	<b>35,584</b>	<b>65</b>	<b>35,649</b>	<b>17,486</b>	<b>0</b>	<b>17,486</b>	<b>9,036</b>	<b>37</b>	<b>9,073</b>	<b>26,522</b>	<b>37</b>	<b>26,559</b>	<b>62,106</b>	<b>102</b>	<b>62,208</b>	
<b>Australia</b>																
Primary	1,430,269	5,318	1,435,587	402,776	279	403,055	243,933	544	244,477	646,709	823	647,532	2,076,978	6,141	2,083,119	
Junior Secondary	606,070	2,984	609,054	228,134	15	228,149	175,399	385	175,784	403,533	400	403,933	1,009,603	3,384	1,012,987	
Senior Secondary	284,878	12,860	297,738	105,194	197	105,391	90,412	339	90,751	195,606	536	196,142	480,484	13,396	493,880	
Total Secondary	890,948	15,844	906,792	333,328	212	333,540	265,811	724	266,535	599,139	936	600,075	1,490,087	16,780	1,506,867	
<b>Total</b>	<b>2,321,217</b>	<b>21,162</b>	<b>2,342,379</b>	<b>736,104</b>	<b>491</b>	<b>736,595</b>	<b>509,744</b>	<b>1,268</b>	<b>511,012</b>	<b>1,245,848</b>	<b>1,759</b>	<b>1,247,607</b>	<b>3,567,065</b>	<b>22,921</b>	<b>3,589,986</b>	
<b>Number of full-time and part-time students enrolled by sector, Australia, 2008–12</b>																
<b>Total 2012</b>	2,321,217	21,162	2,342,379	736,104	491	736,595	509,744	1,268	511,012	1,245,848	1,759	1,247,607	3,567,065	22,921	3,589,986	
<b>Total 2011</b>	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	
<b>Total 2010</b>	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	
<b>Total 2009</b>	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	
<b>Total 2008</b>	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	
<b>Number of full-time plus part-time students enrolled by State and Territory, 2008–12</b>																
	NSW	Vic.	Qld	SA	WA	Tas.	NT <sup>(a)</sup>	ACT	Australia							
<b>Total 2012</b>	1,140,066	870,050	756,661	262,093	376,317	82,477	40,114	62,208	3,589,986							
<b>Total 2011</b>	1,130,656	859,308	740,774	261,246	366,000	83,294	39,598	60,933	3,541,809							
<b>Total 2010</b>	1,121,435	852,599	731,617	261,596	360,762	83,082	39,391	60,393	3,510,875							
<b>Total 2009</b>	1,113,216	847,825	724,426	260,474	357,172	82,955	38,818	59,918	3,484,804							
<b>Total 2008</b>	1,111,004	841,580	712,434	258,377	351,724	83,138	39,492	59,301	3,457,050							

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 Standing Council on School Education and Early Childhood (SCSEEC).

- (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 becoming part of secondary education. This change affects some comparisons of school, student and staff data from 2008 onwards with previous years.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2012*

**Table 11 Number and full-time equivalent (FTE)<sup>(a)</sup> of part-time students, by level of education<sup>(b)(c)(d)(e)</sup> and school sector, by state and territory, 2012; number and full-time equivalent (FTE) of part-time students, by sector, 2008–12**

	Government		Non-government				All schools			
	PT	FTE	Catholic		Independent		Total			
			PT	FTE	PT	FTE	PT	FTE		
<b>New South Wales</b>										
Primary	0	0.0	21	9.2	44	26.2	65	35.4	65	35.4
Junior Secondary	0	0.0	0	0.0	224	169.3	224	169.3	224	169.3
Senior Secondary	2,288	1,360.1	62	30.1	76	44.4	138	74.5	2,426	1,434.6
Total Secondary	2,288	1,360.1	62	30.1	300	213.7	362	243.8	2,650	1,603.9
<b>Total</b>	<b>2,288</b>	<b>1,360.1</b>	<b>83</b>	<b>39.3</b>	<b>344</b>	<b>239.9</b>	<b>427</b>	<b>279.2</b>	<b>2,715</b>	<b>1,639.3</b>
<b>Victoria</b>										
Primary	464	233.3	166	74.9	59	32.1	225	107.0	689	340.3
Junior Secondary	357	154.4	12	5.3	30	12.4	42	17.7	399	172.1
Senior Secondary	2,025	916.8	21	11.2	71	34.9	92	46.1	2,117	962.9
Total Secondary	2,382	1,071.2	33	16.5	101	47.3	134	63.8	2,516	1,135.0
<b>Total</b>	<b>2,846</b>	<b>1,304.5</b>	<b>199</b>	<b>91.4</b>	<b>160</b>	<b>79.4</b>	<b>359</b>	<b>170.8</b>	<b>3,205</b>	<b>1,475.3</b>
<b>Queensland</b>										
Primary	4,754	1,256.6	69	35.2	102	51.0	171	86.2	4,925	1,342.8
Junior Secondary	1,222	404.8	3	1.6	64	32.2	67	33.8	1,289	438.6
Senior Secondary	2,679	951.4	31	19.1	55	32.8	86	51.9	2,765	1,003.3
Total Secondary	3,901	1,356.2	34	20.7	119	65.0	153	85.7	4,054	1,441.9
<b>Total</b>	<b>8,655</b>	<b>2,612.8</b>	<b>103</b>	<b>55.9</b>	<b>221</b>	<b>116.0</b>	<b>324</b>	<b>171.9</b>	<b>8,979</b>	<b>2,784.7</b>
<b>South Australia</b>										
Primary	28	17.9	9	5.0	49	35.6	58	40.6	86	58.5
Junior Secondary	150	41.7	0	0.0	16	3.4	16	3.4	166	45.1
Senior Secondary	2,654	1,292.4	80	52.5	116	61.2	196	113.7	2,850	1,406.1
Total Secondary	2,804	1,334.1	80	52.5	132	64.6	212	117.1	3,016	1,451.2
<b>Total</b>	<b>2,832</b>	<b>1,352.0</b>	<b>89</b>	<b>57.5</b>	<b>181</b>	<b>100.2</b>	<b>270</b>	<b>157.7</b>	<b>3,102</b>	<b>1,509.7</b>
<b>Western Australia</b>										
Primary	0	0.0	11	6.8	224	129.1	235	135.9	235	135.9
Junior Secondary	1,096	224.5	0	0.0	3	1.8	3	1.8	1,099	226.3
Senior Secondary	775	406.5	0	0.0	6	4.4	6	4.4	781	410.9
Total Secondary	1,871	631.0	0	0.0	9	6.2	9	6.2	1,880	637.2
<b>Total</b>	<b>1,871</b>	<b>631.0</b>	<b>11</b>	<b>6.8</b>	<b>233</b>	<b>135.3</b>	<b>244</b>	<b>142.1</b>	<b>2,115</b>	<b>773.1</b>
<b>Tasmania</b>										
Primary	12	7.0	3	1.4	43	19.6	46	21.0	58	28.0
Junior Secondary	66	23.3	0	0.0	34	15.2	34	15.2	100	38.5
Senior Secondary	2,278	1,280.1	0	0.0	12	5.5	12	5.5	2,290	1,285.6
Total Secondary	2,344	1,303.4	0	0.0	46	20.7	46	20.7	2,390	1,324.1
<b>Total</b>	<b>2,356</b>	<b>1,310.4</b>	<b>3</b>	<b>1.4</b>	<b>89</b>	<b>40.3</b>	<b>92</b>	<b>41.7</b>	<b>2,448</b>	<b>1,352.1</b>
<b>Northern Territory</b>										
Primary	42	20.3	0	0.0	0	0.0	0	0.0	42	20.3
Junior Secondary	87	34.9	0	0.0	0	0.0	0	0.0	87	34.9
Senior Secondary	120	44.5	3	2.1	3	2.1	6	4.2	126	48.7
Total Secondary	207	79.4	3	2.1	3	2.1	6	4.2	213	83.6
<b>Total</b>	<b>249</b>	<b>99.7</b>	<b>3</b>	<b>2.1</b>	<b>3</b>	<b>2.1</b>	<b>6</b>	<b>4.2</b>	<b>255</b>	<b>103.9</b>
<b>Australian Capital Territory</b>										
Primary	18	8.9	0	0.0	23	15.0	23	15.0	41	23.9
Junior Secondary	6	1.9	0	0.0	14	6.7	14	6.7	20	8.6
Senior Secondary	41	17.0	0	0.0	0	0.0	0	0.0	41	17.0
Total Secondary	47	18.9	0	0.0	14	6.7	14	6.7	61	25.6
<b>Total</b>	<b>65</b>	<b>27.8</b>	<b>0</b>	<b>0.0</b>	<b>37</b>	<b>21.7</b>	<b>37</b>	<b>21.7</b>	<b>102</b>	<b>49.5</b>
<b>Australia</b>										
Primary	5,318	1,544.0	279	132.5	544	308.6	823	441.1	6,141	1,985.1
Junior Secondary	2,984	885.5	15	6.9	385	241.0	400	247.9	3,384	1,133.4
Senior Secondary	12,860	6,268.8	197	115.0	339	185.3	536	300.3	13,396	6,569.1
Total Secondary	15,844	7,154.3	212	121.9	724	426.3	936	548.2	16,780	7,702.5
<b>Total</b>	<b>21,162</b>	<b>8,698.3</b>	<b>491</b>	<b>254.4</b>	<b>1,268</b>	<b>734.9</b>	<b>1,759</b>	<b>989.3</b>	<b>22,921</b>	<b>9,687.6</b>
<b>Number and full-time equivalent (FTE) of part-time students, by sector, 2008–12</b>										
<b>Total 2012</b>	<b>21,162</b>	<b>8,698.3</b>	<b>491</b>	<b>254.4</b>	<b>1,268</b>	<b>734.9</b>	<b>1,759</b>	<b>989.3</b>	<b>22,921</b>	<b>9,687.6</b>
<b>Total 2011</b>	<b>20,295</b>	<b>8,823.5</b>	<b>578</b>	<b>302.9</b>	<b>1,404</b>	<b>860.5</b>	<b>1,982</b>	<b>1,163.4</b>	<b>22,277</b>	<b>9,986.9</b>
<b>Total 2010</b>	<b>21,902</b>	<b>9,441.0</b>	<b>622</b>	<b>334.5</b>	<b>1,472</b>	<b>912.8</b>	<b>2,094</b>	<b>1,247.3</b>	<b>23,996</b>	<b>10,688.3</b>
<b>Total 2009</b>	<b>20,732</b>	<b>9,335.8</b>	<b>741</b>	<b>408.9</b>	<b>1,858</b>	<b>1,167.4</b>	<b>2,599</b>	<b>1,576.3</b>	<b>23,331</b>	<b>10,912.1</b>
<b>Total 2008</b>	<b>20,247</b>	<b>8,698.4</b>	<b>777</b>	<b>436.6</b>	<b>1,736</b>	<b>1,048.6</b>	<b>2,513</b>	<b>1,485.2</b>	<b>22,760</b>	<b>10,183.6</b>

(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, 2012*

**Table 12** Proportion of full-time equivalent (FTE)<sup>(a)</sup> of students enrolled in schools by sector and level of education<sup>(b)(c)(d)(e)</sup>, by state and territory, 2008 and 2012 (per cent)

	2008			2012		
	Government	Catholic	Independent	Government	Catholic	Independent
<b>New South Wales</b>						
Primary	69.6	20.1	10.3	69.4	20.0	10.7
Junior Secondary	63.1	23.0	13.9	61.3	23.9	14.7
Senior Secondary	59.5	24.1	16.4	60.4	24.0	15.6
Total Secondary	62.1	23.3	14.6	61.1	23.9	15.0
<b>Total</b>	<b>66.3</b>	<b>21.5</b>	<b>12.2</b>	<b>65.7</b>	<b>21.7</b>	<b>12.6</b>
<b>Victoria</b>						
Primary	68.3	21.8	9.9	67.4	22.2	10.4
Junior Secondary	59.4	22.6	17.9	57.8	23.8	18.5
Senior Secondary	56.7	22.0	21.3	56.8	22.9	20.3
Total Secondary	58.6	22.5	18.9	57.5	23.5	19.0
<b>Total</b>	<b>63.9</b>	<b>22.1</b>	<b>14.0</b>	<b>62.9</b>	<b>22.8</b>	<b>14.3</b>
<b>Queensland</b>						
Primary	71.4	16.9	11.7	70.0	17.7	12.4
Junior Secondary	63.7	18.5	17.8	62.0	19.6	18.3
Senior Secondary	60.5	19.1	20.4	60.4	19.6	19.9
Total Secondary	62.6	18.7	18.7	61.4	19.6	18.9
<b>Total</b>	<b>68.0</b>	<b>17.6</b>	<b>14.4</b>	<b>66.7</b>	<b>18.4</b>	<b>14.9</b>
<b>South Australia</b>						
Primary	67.2	17.9	14.8	66.2	17.7	16.1
Junior Secondary	62.3	19.3	18.3	60.4	20.1	19.5
Senior Secondary	59.2	19.4	21.4	60.4	19.7	20.0
Total Secondary	61.2	19.3	19.5	60.4	19.9	19.7
<b>Total</b>	<b>64.9</b>	<b>18.5</b>	<b>16.6</b>	<b>63.9</b>	<b>18.6</b>	<b>17.5</b>
<b>Western Australia</b>						
Primary	70.7	17.2	12.1	69.7	16.8	13.5
Junior Secondary	58.8	20.3	21.0	57.0	20.9	22.0
Senior Secondary	59.1	20.1	20.8	58.7	19.6	21.8
Total Secondary	58.9	20.2	20.9	57.7	20.4	21.9
<b>Total</b>	<b>66.1</b>	<b>18.4</b>	<b>15.6</b>	<b>65.5</b>	<b>18.1</b>	<b>16.5</b>
<b>Tasmania</b>						
Primary	74.8	16.4	8.8	73.4	17.3	9.3
Junior Secondary	67.7	18.6	13.7	65.7	20.6	13.7
Senior Secondary	69.2	15.6	15.2	73.1	14.8	12.0
Total Secondary	68.1	17.8	14.1	68.0	18.8	13.2
<b>Total</b>	<b>71.7</b>	<b>17.1</b>	<b>11.2</b>	<b>70.9</b>	<b>18.0</b>	<b>11.1</b>
<b>Northern Territory</b>						
Primary	79.1	11.7	9.3	78.1	11.7	10.3
Junior Secondary	66.2	13.4	20.5	65.4	11.9	22.7
Senior Secondary	75.3	12.5	12.2	71.9	10.1	18.0
Total Secondary	68.4	13.1	18.4	67.1	11.4	21.5
<b>Total</b>	<b>74.8</b>	<b>12.3</b>	<b>13.0</b>	<b>73.7</b>	<b>11.6</b>	<b>14.7</b>
<b>Australian Capital Territory</b>						
Primary	60.2	28.6	11.2	60.4	26.7	12.9
Junior Secondary	51.3	31.8	17.0	50.2	32.0	17.7
Senior Secondary	61.2	25.4	13.5	61.1	25.2	13.8
Total Secondary	54.4	29.7	15.8	53.8	29.8	16.4
<b>Total</b>	<b>57.4</b>	<b>29.2</b>	<b>13.4</b>	<b>57.3</b>	<b>28.1</b>	<b>14.6</b>
<b>Australia</b>						
Primary	69.7	19.3	11.0	68.9	19.4	11.7
Junior Secondary	61.7	21.6	16.7	60.1	22.6	17.4
Senior Secondary	59.3	21.4	19.3	59.8	21.6	18.6
Total Secondary	61.0	21.5	17.5	60.0	22.3	17.8
<b>Total</b>	<b>66.0</b>	<b>20.2</b>	<b>13.8</b>	<b>65.1</b>	<b>20.6</b>	<b>14.3</b>

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, 2012*



**Table 13 Full-time equivalent (FTE)<sup>(a)</sup> of students, by level of education<sup>(b)(c)(d)(e)</sup>, school sector (and non-government affiliation), and sex, by state and territory, 2012; full-time equivalent (FTE) of students by school sector (and non-government affiliation) and sex, Australia, 2008–12; full-time equivalent (FTE) of students enrolled by state and territory, 2008–12**

	Government			Non-government									All schools			
	Males	Females	Total	Catholic			Independent			Total			Males	Females	Total	
				Males	Females	Total	Males	Females	Total	Males	Females	Total				
<b>New South Wales</b>																
Primary	227,422	213,127	440,549	64,286	62,541	126,827	35,114	32,691	67,804	99,400	95,232	194,631	326,822	308,359	635,180	
Junior Secondary	114,223	106,305	220,528	43,620	42,409	86,029	26,904	26,092	52,996	70,524	68,501	139,025	184,747	174,806	359,553	
Senior Secondary	42,163	44,994	87,157	16,918	17,669	34,587	11,185	11,327	22,512	28,103	28,996	57,100	70,267	73,990	144,257	
Total Secondary	156,386	151,299	307,685	60,538	60,078	120,616	38,090	37,419	75,509	98,628	97,497	196,125	255,014	248,796	503,810	
<b>Total</b>	<b>383,808</b>	<b>364,426</b>	<b>748,234</b>	<b>124,824</b>	<b>122,619</b>	<b>247,443</b>	<b>73,203</b>	<b>70,110</b>	<b>143,313</b>	<b>198,027</b>	<b>192,729</b>	<b>390,756</b>	<b>581,836</b>	<b>557,155</b>	<b>1,138,990</b>	
<b>Victoria</b>																
Primary	167,217	154,769	321,985	53,599	52,532	106,131	24,460	25,454	49,914	78,059	77,986	156,045	245,276	232,754	478,030	
Junior Secondary	82,808	74,170	156,978	31,893	32,692	64,585	24,879	25,377	50,256	56,772	58,069	114,842	139,581	132,239	271,820	
Senior Secondary	33,157	34,190	67,347	12,973	14,152	27,125	11,602	12,396	23,998	24,575	26,548	51,123	57,732	60,738	118,470	
Total Secondary	115,965	108,360	224,325	44,866	46,844	91,711	36,481	37,774	74,254	81,347	84,618	165,965	197,312	192,978	390,290	
<b>Total</b>	<b>283,182</b>	<b>263,129</b>	<b>546,311</b>	<b>98,466</b>	<b>99,376</b>	<b>197,841</b>	<b>60,941</b>	<b>63,228</b>	<b>124,168</b>	<b>159,407</b>	<b>162,603</b>	<b>322,010</b>	<b>442,588</b>	<b>425,732</b>	<b>868,320</b>	
<b>Queensland</b>																
Primary	168,551	155,720	324,271	42,005	39,920	81,925	28,225	28,541	57,266	70,729	68,462	139,191	239,280	224,182	463,462	
Junior Secondary	57,822	54,375	112,197	18,178	17,335	35,513	16,716	16,936	33,151	34,393	34,271	68,664	92,215	88,645	180,861	
Senior Secondary	31,814	32,345	64,158	10,231	10,594	20,825	10,506	10,655	21,161	20,737	21,249	41,986	52,551	53,594	106,144	
Total Secondary	89,636	86,719	176,355	28,408	27,929	56,338	26,722	27,590	54,312	55,130	55,520	110,650	144,766	142,239	287,005	
<b>Total</b>	<b>258,187</b>	<b>242,439</b>	<b>500,626</b>	<b>70,413</b>	<b>67,850</b>	<b>138,263</b>	<b>55,446</b>	<b>56,132</b>	<b>111,578</b>	<b>125,859</b>	<b>123,982</b>	<b>249,841</b>	<b>384,046</b>	<b>366,421</b>	<b>750,467</b>	
<b>South Australia</b>																
Primary	54,343	50,592	104,935	14,170	13,895	28,065	12,788	12,806	25,594	26,958	26,701	53,659	81,301	77,293	158,594	
Junior Secondary	19,523	17,699	37,222	5,971	6,408	12,379	5,968	6,045	12,012	11,939	12,453	24,391	31,461	30,152	61,613	
Senior Secondary	11,914	12,408	24,322	4,019	3,913	7,932	3,891	4,149	8,040	7,910	8,062	15,972	19,824	20,470	40,294	
Total Secondary	31,437	30,107	61,544	9,990	10,321	20,311	9,859	10,193	20,053	19,849	20,514	40,363	51,286	50,622	101,907	
<b>Total</b>	<b>85,780</b>	<b>80,699</b>	<b>166,479</b>	<b>24,160</b>	<b>24,216</b>	<b>48,376</b>	<b>22,647</b>	<b>22,999</b>	<b>45,646</b>	<b>46,807</b>	<b>47,215</b>	<b>94,022</b>	<b>132,587</b>	<b>127,914</b>	<b>260,501</b>	
<b>Western Australia</b>																
Primary	87,615	81,828	169,443	20,487	20,335	40,822	16,426	16,440	32,866	36,913	36,775	73,688	124,528	118,603	243,131	
Junior Secondary	23,835	21,390	45,225	8,303	8,286	16,589	8,895	8,582	17,477	17,198	16,868	34,066	41,033	38,258	79,291	
Senior Secondary	15,711	15,126	30,837	4,974	5,310	10,284	5,655	5,777	11,432	10,629	11,087	21,716	26,340	26,213	52,553	
Total Secondary	39,546	36,516	76,062	13,277	13,596	26,873	14,550	14,359	28,909	27,827	27,955	55,782	67,373	64,471	131,844	
<b>Total</b>	<b>127,161</b>	<b>118,344</b>	<b>245,505</b>	<b>33,764</b>	<b>33,931</b>	<b>67,695</b>	<b>30,976</b>	<b>30,799</b>	<b>61,775</b>	<b>64,740</b>	<b>64,730</b>	<b>129,470</b>	<b>191,901</b>	<b>183,074</b>	<b>374,975</b>	
<b>Tasmania</b>																
Primary	16,547	15,323	31,870	3,762	3,727	7,489	2,074	1,971	4,046	5,837	5,698	11,535	22,384	21,021	43,405	
Junior Secondary	8,949	8,292	17,241	2,642	2,752	5,394	1,831	1,761	3,592	4,473	4,513	8,986	13,423	12,805	26,228	
Senior Secondary	4,230	4,382	8,592	796	946	1,742	710	704	1,415	1,506	1,650	3,157	5,736	6,013	11,749	
Total Secondary	13,179	12,654	25,833	3,438	3,698	7,136	2,542	2,465	5,007	5,980	6,163	12,143	19,159	18,818	37,976	
<b>Total</b>	<b>29,726</b>	<b>27,977</b>	<b>57,703</b>	<b>7,200</b>	<b>7,425</b>	<b>14,625</b>	<b>4,616</b>	<b>4,436</b>	<b>9,052</b>	<b>11,816</b>	<b>11,861</b>	<b>23,678</b>	<b>41,543</b>	<b>39,839</b>	<b>81,381</b>	
<b>Northern Territory</b>																
Primary	9,597	9,191	18,788	1,430	1,383	2,813	1,217	1,253	2,470	2,647	2,636	5,283	12,244	11,827	24,071	
Junior Secondary	4,149	3,631	7,780	707	706	1,413	1,300	1,398	2,698	2,007	2,104	4,111	6,156	5,735	11,891	
Senior Secondary	1,471	1,407	2,878	204	199	403	362	358	720	566	557	1,123	2,037	1,964	4,001	
Total Secondary	5,620	5,038	10,657	911	905	1,816	1,662	1,756	3,418	2,573	2,661	5,234	8,193	7,699	15,892	
<b>Total</b>	<b>15,217</b>	<b>14,229</b>	<b>29,446</b>	<b>2,341</b>	<b>2,288</b>	<b>4,629</b>	<b>2,879</b>	<b>3,009</b>	<b>5,888</b>	<b>5,220</b>	<b>5,297</b>	<b>10,517</b>	<b>20,437</b>	<b>19,526</b>	<b>39,963</b>	
<b>Australian Capital Territory</b>																
Primary	10,272	9,700	19,972	4,570	4,266	8,836	2,115	2,167	4,282	6,685	6,433	13,118	16,957	16,133	33,090	
Junior Secondary	5,066	4,718	9,784	3,102	3,137	6,239	1,724	1,733	3,457	4,826	4,870	9,696	9,892	9,588	19,480	
Senior Secondary	2,974	2,882	5,856	1,223	1,188	2,411	652	667	1,319	1,875	1,855	3,730	4,849	4,737	9,586	
Total Secondary	8,040	7,600	15,640	4,325	4,325	8,650	2,376	2,400	4,776	6,701	6,725	13,426	14,741	14,325	29,066	
<b>Total</b>	<b>18,312</b>	<b>17,300</b>	<b>35,612</b>	<b>8,895</b>	<b>8,591</b>	<b>17,486</b>	<b>4,491</b>	<b>4,567</b>	<b>9,058</b>	<b>13,386</b>	<b>13,158</b>	<b>26,544</b>	<b>31,698</b>	<b>30,457</b>	<b>62,156</b>	
<b>Australia</b>																
Primary	741,564	690,249	1,431,813	204,309	198,599	402,909	122,919	121,323	244,242	327,228	319,922	647,150	1,068,792	1,010,171	2,078,963	
Junior Secondary	316,375	290,580	606,955	114,416	113,725	228,141	87,717	87,924	175,640	202,132	201,649	403,781	518,508	492,229	1,010,736	
Senior Secondary	143,434	147,713	291,147	51,338	53,971	105,309	44,564	46,033	90,597	95,902	100,005	195,906	239,336	247,718	487,053	
Total Secondary	459,809	438,293	898,102	165,754	167,696	333,450	132,281	133,957	266,237	298,034	301,653	599,887	757,843	739,946	1,497,789	
<b>Total</b>	<b>1,201,373</b>	<b>1,128,542</b>	<b>2,329,915</b>	<b>370,063</b>	<b>366,295</b>	<b>736,358</b>	<b>255,199</b>	<b>255,280</b>	<b>510,479</b>	<b>625,262</b>	<b>621,575</b>	<b>1,246,837</b>	<b>1,826,635</b>	<b>1,750,117</b>	<b>3,576,753</b>	
<b>Full-time equivalent (FTE) of students by school sector and non-government affiliation and sex, Australia, 2008–12</b>																
<b>Total 2012</b>	<b>1,201,373</b>	<b>1,128,542</b>	<b>2,329,915</b>	<b>370,063</b>	<b>366,295</b>	<b>736,358</b>	<b>255,199</b>	<b>255,280</b>	<b>510,479</b>	<b>625,262</b>	<b>621,575</b>	<b>1,246,837</b>	<b>1,826,635</b>	<b>1,750,117</b>	<b>3,576,753</b>	
<b>Total 2011</b>	<b>1,187,519</b>	<b>1,116,282</b>	<b>2,303,782</b>	<b>363,131</b>	<b>361,188</b>	<b>724,319</b>	<b>250,356</b>	<b>251,062</b>	<b>501,419</b>	<b>613,487</b>	<b>612,250</b>	<b>1,225,737</b>	<b>1,801,007</b>	<b>1,728,512</b>	<b>3,529,519</b>	
<b>Total 2010</b>	<b>1,180,259</b>	<b>1,111,539</b>	<b>2,291,798</b>	<b>357,539</b>	<b>356,085</b>	<b>713,624</b>	<b>245,910</b>	<b>246,236</b>	<b>492,146</b>	<b>603,449</b>	<b>602,321</b>	<b>1,205,769</b>	<b>1,783,707</b>	<b>1,713,860</b>	<b>3,497,567</b>	
<b>Total 2009</b>	<b>1,175,566</b>	<b>1,107,676</b>	<b>2,283,242</b>	<b>352,512</b>	<b>351,993</b>	<b>704,505</b>	<b>242,088</b>	<b>242,550</b>	<b>484,638</b>	<b>594,600</b>	<b>594,544</b>	<b>1,189,143</b>	<b>1,770,166</b>	<b>1,702,219</b>	<b>3,472,385</b>	
<b>Total 2008</b>	<b>1,168,005</b>	<b>1,105,247</b>	<b>2,273,252</b>	<b>348,778</b>	<b>348,236</b>	<b>697,014</b>	<b>236,785</b>	<b>237,423</b>	<b>474,208</b>	<b>585,563</b>	<b>585,659</b>	<b>1,171,221</b>	<b>1,753,568</b>	<b>1,690,906</b>	<b>3,444,474</b>	
<b>Full-time equivalent (FTE) of students enrolled by state and territory, 2008–12</b>																
	<b>NSW</b>	<b>Vic.</b>	<b>Qld</b>	<b>SA</b>	<b>WA</b>	<b>Tas.</b>	<b>NT</b>	<b>ACT</b>								
<b>Total 2012</b>	<b>1,138,990</b>	<b>868,320</b>	<b>750,467</b>	<b>260,501</b>	<b>374,975</b>	<b>81,381</b>	<b>39,963</b>	<b>62,1</b>								

**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 <sup>(b)</sup>			Secondary <sup>(b)</sup>			Total		
	Govt	Non-govt	Total	Govt	Non-govt	Total	Govt	Non-govt	Total
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	1,430,269	646,709	2,076,978	890,948	599,139	1,490,087	2,321,217	1,245,848	3,567,065
2013 <sup>(a)</sup>	1,465,988	662,143	2,128,131	888,239	607,786	1,496,025	2,354,227	1,269,929	3,624,156
2014	1,511,441	679,905	2,191,346	884,470	616,435	1,500,905	2,395,911	1,296,340	3,692,251
2015 <sup>(c)</sup>	1,505,251	667,622	2,172,873	928,623	659,773	1,588,396	2,433,874	1,327,395	3,761,269
2016	1,543,208	681,828	2,225,036	929,905	671,083	1,600,988	2,473,113	1,352,911	3,826,024
2017	1,580,189	696,851	2,277,040	935,855	681,743	1,617,598	2,516,044	1,378,594	3,894,638
2018	1,612,681	710,381	2,323,062	951,555	694,512	1,646,067	2,564,236	1,404,893	3,969,129
2019	1,640,269	722,660	2,362,929	978,476	711,774	1,690,250	2,618,745	1,434,434	4,053,179
2020	1,663,847	732,858	2,396,705	1,022,515	738,341	1,760,856	2,686,362	1,471,199	4,157,561
2021	1,686,357	742,272	2,428,629	1,060,757	761,927	1,822,684	2,747,114	1,504,199	4,251,313
2022	1,718,201	755,909	2,474,110	1,090,850	779,686	1,870,536	2,809,051	1,535,595	4,344,646

Note: Components may not add to totals due to rounding.

(a) Figures for 2013 and beyond are projections based on 2011 and 2012 actual enrolments and the maintenance of 2011–12 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, 2012*

**Table 15** Number and percentage of Year 12 students enrolled<sup>(a)</sup> in tertiary-recognised subjects<sup>(b)</sup>, by learning area<sup>(c)</sup>, by sex, Australia, 2012

Learning area	Males		Females		Total	
	Students	% <sup>(d)</sup>	Students	% <sup>(d)</sup>	Students	% <sup>(d)</sup>
English	82,261	76	97,738	85	179,999	81
Mathematics	82,055	76	79,797	70	161,852	73
Humanities and social sciences	57,651	54	74,914	66	132,565	60
Sciences	52,673	49	59,766	52	112,439	51
The arts	23,854	22	42,956	38	66,810	30
Languages	9,043	8	15,268	13	24,311	11
Information and Communication Technology and design and technology	45,800	43	33,707	29	79,507	36
Health and physical education	28,282	26	35,478	31	63,760	29
<b>Total subject enrolment</b>	<b>381,619</b>		<b>439,624</b>		<b>821,243</b>	
<b>Total Year 12 full-time students</b>	<b>107,684</b>		<b>114,353</b>		<b>222,037</b>	
<b>Total Year 12 FTE<sup>(e)</sup></b>	<b>109,293</b>		<b>116,364</b>		<b>225,657</b>	

- (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, 2012*

**Table 16** Year 12 enrolments<sup>(a)</sup> in tertiary-recognised<sup>(b)</sup> languages, Australia, 2008–12 (per cent)

Language	2008	2009	2010	2011	2012
Japanese	19	19	20	20	20
French	19	18	20	21	22
German	9	8	8	8	8
Chinese	20	22	20	19	18
Italian	8	9	9	10	10
Indonesian	5	5	5	5	4
Greek	2	2	2	2	2
Vietnamese	3	3	3	3	3
Spanish	3	3	3	3	3
Arabic	2	2	2	2	2
Other	10	9	9	9	9
<b>Total</b>	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

## Attendance

**Table 17 Student attendance rates, government schools, by year level, sex and state and territory, 2012 (per cent); student attendance rates, government schools, by year level and state and territory, 2008–11 (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
<b>2012</b>												
<b>New South Wales</b>												
Male	94	94	94	94	94	94	92	90	89	87	91	83
Female	94	94	94	94	94	94	93	90	89	87	91	83
<b>Total</b>	94	94	94	94	94	94	92	90	89	87	91	83
<b>Victoria</b>												
Male	94	94	94	94	94	94	94	92	91	92	91	87
Female	94	94	94	94	94	94	94	92	91	91	90	88
<b>Total</b>	94	94	94	94	94	94	94	92	91	91	90	88
<b>Queensland</b>												
Male	92	92	93	93	92	92	92	90	88	87	N/A	N/A
Female	92	93	93	93	93	93	93	91	88	87	N/A	N/A
<b>Total</b>	92	93	93	93	93	93	92	91	88	87	N/A	N/A
<b>South Australia</b>												
Male	92	92	93	92	92	92	91	90	88	87	91	89
Female	92	92	92	92	92	92	92	90	87	86	91	89
<b>Total</b>	92	92	93	92	92	92	92	90	88	86	91	89
<b>Western Australia</b>												
Male	92	92	93	92	92	92	91	89	87	86	N/A	94
Female	92	92	93	93	93	93	92	90	86	86	N/A	96
<b>Total</b>	92	92	93	93	93	93	92	89	87	86	N/A	95
<b>Tasmania</b>												
Male	94	94	94	94	94	94	92	90	88	87	N/A	N/A
Female	94	94	94	94	94	94	92	89	86	85	N/A	N/A
<b>Total</b>	94	94	94	94	94	94	92	89	87	86	N/A	N/A
<b>Northern Territory</b>												
Male	82	81	81	80	81	81	78	77	76	74	33	91
Female	80	81	84	82	83	82	80	77	75	74	100	93
<b>Total</b>	81	81	82	81	82	81	79	77	76	74	60	92
<b>Australian Capital Territory</b>												
Male	93	93	93	93	93	92	91	89	88	87	N/A	N/A
Female	93	93	93	92	93	93	92	89	88	87	N/A	N/A
<b>Total</b>	93	93	93	93	93	92	92	89	88	87	N/A	N/A
<b>2011</b>												
NSW	94	94	94	94	94	94	92	90	89	87		
Vic.	94	94	94	94	94	94	93	91	90	90		
Qld	92	92	92	92	93	92	92	91	88	87		
SA	92	92	92	92	92	92	92	89	87	85		
WA	92	93	93	93	93	93	92	90	87	86		
Tas.	94	94	94	94	94	94	92	90	88	86		
NT	81	83	83	83	83	84	81	79	77	76		
ACT	93	93	94	93	93	93	91	89	87	86		
<b>2010</b>												
NSW	94	94	94	94	94	94	93	91	89	88		
Vic.	94	94	94	94	94	94	93	91	90	90		
Qld	92	93	93	93	93	93	92	90	88	87		
SA	92	92	92	93	92	92	92	89	87	85		
WA	92	93	93	93	93	93	92	90	88	86		
Tas.	94	94	95	95	95	94	93	91	89	87		
NT	83	83	83	84	84	85	81	79	77	77		
ACT	94	94	94	94	94	93	92	89	87	86		
<b>2009</b>												
NSW	94	94	94	94	94	94	92	90	89	89		
Vic.	93	94	94	94	94	94	93	91	90	90		
Qld	92	92	93	93	93	93	92	90	88	86		
SA	92	92	92	92	92	92	92	89	87	85		
WA	92	93	93	93	93	93	93	90	88	86		
Tas.	94	94	95	94	95	94	92	90	88	86		
NT	82	83	84	85	86	85	83	80	80	81		
ACT	94	94	94	94	93	93	91	88	87	87		
<b>2008</b>												
NSW	94	94	94	94	94	94	92	90	89	89		
Vic.	94	94	94	94	94	94	93	91	90	90		
Qld	92	93	93	93	93	93	93	90	88	86		
SA	92	93	93	93	93	93	92	90	87	86		
WA	92	92	93	93	93	93	93	90	88	86		
Tas.	94	95	95	95	95	95	93	91	89	87		
NT	82	83	84	85	84	85	82	81	81	82		
ACT	93	94	94	94	94	93	91	89	88	87		

Notes: N/A – not applicable

For further information, see [Explanatory notes for the 2012 student attendance data](#).

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: *National Report on Schooling in Australia*, 2008; ACARA, Student Attendance Data Collections 2009–12

**Table 18 Student attendance rates, Catholic schools, by year level, sex and state and territory, 2012 (per cent); student attendance rates, Catholic schools, by year level and state and territory, 2008–11 (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
<b>2012</b>												
<b>New South Wales</b>												
Male	94	94	95	95	95	94	94	93	93	92	93	N/A
Female	94	94	95	94	95	94	95	93	93	91	91	N/A
<b>Total</b>	94	94	95	94	95	94	94	93	93	92	92	N/A
<b>Victoria</b>												
Male	94	94	95	94	95	94	94	93	93	93	95	99
Female	94	95	95	94	95	94	94	93	92	92	95	91
<b>Total</b>	94	94	95	94	95	94	94	93	92	93	95	94
<b>Queensland</b>												
Male	93	94	94	94	94	94	94	94	93	92	N/A	67
Female	93	94	94	93	94	93	94	94	93	92	N/A	76
<b>Total</b>	93	94	94	94	94	94	94	94	93	92	N/A	69
<b>South Australia</b>												
Male	94	94	95	94	94	93	93	92	91	91	95	96
Female	94	94	95	94	94	94	94	93	92	91	93	92
<b>Total</b>	94	94	95	94	94	94	93	93	91	91	94	94
<b>Western Australia</b>												
Male	93	94	95	94	95	95	95	94	94	94	N/A	N/A
Female	94	93	94	94	95	95	95	94	93	92	N/A	N/A
<b>Total</b>	94	94	94	94	95	95	95	94	93	93	N/A	N/A
<b>Tasmania</b>												
Male	94	95	94	94	95	94	93	92	91	91	N/A	N/A
Female	94	94	94	94	95	94	93	92	90	88	N/A	N/A
<b>Total</b>	94	94	94	94	95	94	93	92	91	90	N/A	N/A
<b>Northern Territory</b>												
Male	79	82	78	82	84	83	80	84	82	82	N/A	N/A
Female	82	80	83	84	82	85	83	85	82	85	N/A	N/A
<b>Total</b>	80	81	81	83	83	84	82	85	82	84	N/A	N/A
<b>Australian Capital Territory</b>												
Male	93	95	94	95	94	93	92	89	91	92	N/A	N/A
Female	93	94	95	94	94	93	91	89	88	87	N/A	N/A
<b>Total</b>	93	94	94	94	94	93	92	89	90	89	N/A	N/A
<b>2011</b>												
NSW	94	94	94	94	94	94	94	92	92	91		
Vic.	94	94	95	94	95	94	94	93	93	92		
Qld	94	94	94	94	94	94	94	94	93	92		
SA	94	94	95	95	95	95	95	94	93	93		
WA	93	93	94	94	94	94	95	94	94	94		
Tas.	93	94	94	94	94	94	94	93	92	92		
NT	82	79	83	86	87	83	81	84	82	74		
ACT	94	93	94	94	94	94	94	91	91	90		
<b>2010</b>												
NSW	94	94	95	94	95	94	95	93	93	92		
Vic.	94	94	94	94	94	94	96	94	94	94		
Qld	94	94	94	94	95	95	95	95	94	93		
SA	94	94	95	95	95	94	94	94	92	92		
WA	92	93	94	94	94	94	95	94	94	94		
Tas.	94	95	95	95	95	94	95	94	93	92		
NT	82	81	83	83	82	83	84	84	84	82		
ACT	94	94	95	94	93	94	92	89	90	89		
<b>2009</b>												
NSW	94	94	95	94	95	94	94	93	93	92		
Vic.	93	93	94	93	94	93	94	93	92	91		
Qld	93	93	94	93	94	93	94	93	92	91		
SA	93	94	94	94	94	94	94	94	93	92		
WA	91	93	93	93	93	94	93	94	94	93		
Tas.	95	95	96	95	95	94	95	94	93	93		
NT	81	80	84	83	84	84	88	83	84	83		
ACT	94	93	94	93	94	94	93	91	91	90		
<b>2008</b>												
NSW	94	94	95	94	95	94	94	93	93	92		
Vic.	92	93	93	93	93	93	94	92	92	91		
Qld	93	94	94	95	95	95	94	93	93	91		
SA	94	94	95	94	95	94	94	94	92	92		
WA	91	91	92	92	93	91	93	93	92	92		
Tas.	93	93	94	94	93	94	94	93	92	91		
NT	82	84	84	86	86	85	85	82	84	83		
ACT	94	93	94	93	93	92	93	91	90	89		

Notes: N/A – not applicable

For further information, see [Explanatory notes for the 2012 student attendance data](#).

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: *National Report on Schooling in Australia*, 2008; ACARA, Student Attendance Data Collections 2009–12

**Table 19 Student attendance rates, independent schools, by year level, sex and state and territory, 2012 (per cent); student attendance rates, independent schools, by year level and state and territory, 2008–11 (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
<b>2012</b>												
<b>New South Wales</b>												
Male	95	95	96	95	95	94	95	95	94	93	92	94
Female	94	95	95	95	95	95	95	94	93	92	91	97
<b>Total</b>	94	95	95	95	95	95	95	94	94	93	92	95
<b>Victoria</b>												
Male	94	95	95	95	95	94	95	93	94	94	86	82
Female	95	94	95	95	95	94	95	94	93	93	94	79
<b>Total</b>	94	95	95	95	95	94	95	94	93	93	89	81
<b>Queensland</b>												
Male	94	94	95	94	95	95	95	94	94	93	93	70
Female	94	94	94	94	95	94	95	94	94	93	91	70
<b>Total</b>	94	94	95	94	95	94	95	94	94	93	92	70
<b>South Australia</b>												
Male	94	94	95	95	94	94	94	94	94	94	91	95
Female	94	94	95	94	95	94	94	94	93	92	86	98
<b>Total</b>	94	94	95	95	94	94	94	94	93	93	89	95
<b>Western Australia</b>												
Male	94	94	94	95	95	94	95	95	94	92	100	30
Female	94	94	94	94	95	94	95	94	93	92	N/A	24
<b>Total</b>	94	94	94	94	95	94	95	94	94	92	100	27
<b>Tasmania</b>												
Male	94	95	95	93	94	94	93	93	94	93	84	99
Female	93	93	94	95	94	96	94	92	93	92	100	100
<b>Total</b>	94	94	94	94	94	95	94	93	94	92	86	99
<b>Northern Territory</b>												
Male	90	91	91	93	92	92	88	87	87	86	N/A	43
Female	89	93	92	93	91	92	89	89	88	85	N/A	51
<b>Total</b>	89	92	92	93	91	92	89	88	88	85	N/A	48
<b>Australian Capital Territory</b>												
Male	94	93	94	95	95	95	96	95	94	95	N/A	N/A
Female	92	93	92	90	91	87	94	81	91	78	N/A	N/A
<b>Total</b>	93	93	93	93	93	91	95	88	92	86	N/A	N/A
<b>2011</b>												
NSW	94	94	95	94	95	94	95	94	94	93		
Vic.	95	94	95	95	95	95	95	94	94	93		
Qld	94	94	95	94	95	94	95	94	93	92		
SA	95	95	95	94	95	94	94	94	94	93		
WA	93	94	94	94	95	94	95	94	93	93		
Tas.	94	94	94	94	95	94	93	93	92	91		
NT	91	90	91	91	90	88	91	90	91	88		
ACT	94	95	94	94	95	94	95	94	94	93		
<b>2010</b>												
NSW	94	94	95	95	95	94	95	94	94	93		
Vic.	94	94	95	94	95	94	94	94	93	93		
Qld	93	94	94	94	94	94	94	94	94	93		
SA	94	94	94	94	94	94	94	94	93	93		
WA	93	94	95	94	95	94	94	94	94	93		
Tas.	95	95	96	95	94	95	94	95	94	94		
NT	91	92	89	91	92	90	94	93	94	94		
ACT	93	94	95	93	96	94	95	94	94	94		
<b>2009</b>												
NSW	94	94	95	94	95	94	95	94	93	93		
Vic.	93	94	94	94	94	94	94	94	93	93		
Qld	93	92	93	93	94	93	93	92	91	91		
SA	93	93	93	94	94	93	94	93	93	92		
WA	93	94	94	94	95	94	94	94	94	93		
Tas.	94	95	95	96	94	95	96	94	94	94		
NT	86	89	90	89	89	92	91	90	90	90		
ACT	93	95	94	94	95	93	95	94	94	94		
<b>2008</b>												
NSW	95	94	95	95	95	95	95	94	94	93		
Vic.	93	94	95	94	94	94	94	94	93	93		
Qld	93	93	93	93	94	94	93	93	93	92		
SA	93	94	95	95	95	95	94	94	94	93		
WA	93	93	94	94	94	94	95	94	93	93		
Tas.	92	92	94	93	94	94	94	93	93	93		
NT	88	91	93	93	92	91	91	90	87	89		
ACT	95	94	94	94	95	94	93	95	94	94		

Notes: N/A – not applicable

For further information, see [Explanatory notes for the 2012 student attendance data](#).

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: *National Report on Schooling in Australia*, 2008; ACARA, Student Attendance Data Collections 2009–12

## Senior school and transitions

### Participation in VET

**Table 20** 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, 2012

State/Territory	NSW	Vic.	Qld	SA	WA	Tas.	NT <sup>(a)</sup>	ACT	Aust.
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above ('000) <sup>(b)</sup>	109.3	137.3	87.1	24.4	40.8	11.7	2.6	6.2	419.4
15 to 19-year-old population ('000)	462.5	355.1	304.9	105.1	156.6	33.8	16.2	24.1	1,458.5
Proportion of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (%) <sup>(b, c)</sup>	23.6	38.7	28.6	23.2	26.0	34.7	15.8	25.9	28.8

(a) Includes enrolments that contribute to the successful completion of the Northern Territory Certificate of Education and Training.

(b) The data in this table may not be comparable across states and territories due to compilation issues with the VET in Schools Collection.

(c) 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 age group. Population figures are based on ABS, Cat. No. 3101.0, *Australian Demographic Statistics*.

Sources: NCVER, National VET in Schools Collection, 2012; NCVER, National VET Provider Collection, 2012; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, December 2012*



**Table 21** Estimate of participation of Australians<sup>(a)</sup> aged 15 to 19 years in education and training by education and training activity, August 2012<sup>(b)(c)</sup>

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
<b>Attending school</b>												
School-based apprenticeship or traineeship <sup>(d)</sup>	3.2	1.1	8.0	2.8	7.2	2.4	1.4	0.5	0.1	0.0	19.8	1.4
Other VET in Schools programs	38.5	13.6	82.4	28.8	67.2	22.9	14.6	5.0	1.8	0.6	204.6	14.0
School without participation in VET in Schools <sup>(e)</sup>	237.3	83.7	170.3	59.5	132.6	45.2	35.5	12.0	3.8	1.3	579.5	39.7
<b>Not attending school</b>												
Higher education <sup>(f)</sup>	0.3	0.1	1.4	0.5	40.1	13.6	86.6	29.4	92.4	30.7	220.8	15.1
Trade apprenticeship or traineeship <sup>(g)</sup>	0.4	0.2	3.8	1.3	10.7	3.7	19.6	6.6	24.4	8.1	59.0	4.0
Non-trade apprenticeship or traineeship <sup>(h)</sup>	0.3	0.1	1.2	0.4	3.5	1.2	9.2	3.1	12.1	4.0	26.2	1.8
Other publicly funded VET <sup>(i)</sup>	3.1	1.1	7.8	2.7	14.7	5.0	28.4	9.6	30.1	10.0	84.1	5.8
Education and training subtotal	283.2	99.8	275.0	96.1	275.9	94.0	195.3	66.3	164.7	54.8	1,194.1	81.9
<b>Total persons 15 to 19 years</b>	<b>283.7</b>	<b>100.0</b>	<b>286.0</b>	<b>100.0</b>	<b>293.5</b>	<b>100.0</b>	<b>294.7</b>	<b>100.0</b>	<b>300.5</b>	<b>100.0</b>	<b>1,458.5</b>	<b>100.0</b>

- (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 2012. If this was not possible, the closest date to 31 August 2012 was selected. The number of school students is as at 5 August 2012, the number of apprentices and trainees is as at 30 September 2012 and the number of total persons is as at 30 June 2012. 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 2012 (inclusive). Most of these higher education students were enrolled in units with a census date of 31 August 2012, as this was the census date for semester two subjects.
- (c) This estimate was based on various data collections. Alternative estimates can be obtained from ABS data, which are based on weighted survey data and cannot be broken down to the same level of activities as the administrative data collections shown in this table.
- (d) School-based apprentices and trainees include students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship.
- (e) Derived by subtracting the total number of VET in Schools students (excluding those with an overseas postal address) as at 31 August 2012 in the VET in Schools Collection from the total number of school students in the National Schools Statistics Collection.
- (f) 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.
- (g) Trade occupations are defined as all major occupation group 3 – Technicians and trades workers (ANZSCO 1st edition, revision 1). This figure excludes trade apprentices and trainees who are attending school or undertaking a school-based apprenticeship or located outside Australia.
- (h) Non-trade occupations are defined as all ANZSCO 1st edition, revision 1 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.
- (i) This figure excludes students who are attending school, undertaking a VET in Schools subject or undertaking an apprenticeship or traineeship.

**Sources:** Derived from ABS, Cat. No. 4221.0, *Schools, Australia*, 2012; NCVER, National VET in Schools Collection; NCVER, National Apprentice and Trainee Collection, based on June 2013 estimates; NCVER, National VET Provider Collection; Higher Education Statistics Collection; ABS, Cat. No. 3101.0, *Australian Demographic Statistics December 2012*, Table 59.

**Note on data sources:** Data on school-based apprentices and trainees and other VET in Schools Programs in Table 21 do not match data in Table 22 because the statistics in Table 21 only include students as at 31 August 2012 whereas the VET in Schools data in Table 22 are based on all students who enrolled in VET in Schools programs during the 2012 calendar year.

Table 22

**VET in Schools students aged 15 to 19 years by state and territory and by selected student and course characteristics, 2008–12<sup>(a)</sup>**

	2008 <sup>(b)</sup> (‘000)	2009 <sup>(c)</sup> (‘000)	2010 (‘000)	2011 (‘000)	2012 (‘000)	%	2011–12 % change
<b>State/Territory</b>							
New South Wales	54.0	54.2	59.7	63.4	60.9	25.1	-4.0
Victoria	42.0	42.9	44.9	46.8	48.4	20.0	3.5
Queensland	73.0	79.1	74.3	80.3	83.3	34.4	3.7
South Australia	11.5	11.2	11.2	11.3	11.6	4.8	2.8
Western Australia	19.4	21.2	22.5	23.6	24.6	10.1	4.1
Tasmania <sup>(c)</sup>	2.9	2.0	2.4	5.4	7.0	2.9	30.8
Northern Territory <sup>(d)</sup>	1.9	2.0	1.8	1.7	1.6	0.7	-3.2
Australian Capital Territory <sup>(e)</sup>	4.0	4.0	4.2	3.9	4.9	2.0	24.7
<b>Sex<sup>(f)</sup></b>							
Males	106.4	112.4	116.1	124.7	127.6	52.6	2.3
Females	102.2	104.1	104.8	111.7	114.7	47.3	2.7
<b>Age</b>							
15 years	37.9	41.4	42.1	44.2	46.4	19.2	5.1
16 years	86.0	87.1	90.3	97.3	97.3	40.1	0.0
17 years	68.8	69.6	71.2	76.3	79.5	32.8	4.2
18 years	14.1	16.2	15.2	16.5	17.1	7.0	3.4
19 years	1.9	2.4	2.1	2.1	2.0	0.8	-2.8
<b>AQF qualification level</b>							
Diploma or higher	0.7	1.5	1.0	1.1	1.4	0.6	28.2
Certificate IV	2.0	2.3	2.3	2.8	3.8	1.6	35.5
Certificate III	39.2	40.5	38.4	43.9	59.9	24.7	36.4
Certificate II	121.4	122.1	129.2	144.9	144.1	59.5	-0.6
Certificate I	37.6	43.9	44.9	40.6	31.0	12.8	-23.5
Other <sup>(g)</sup>	7.8	6.5	5.1	3.1	2.1	0.9	-30.6
<b>Total Australia</b>							
School-based apprentices and trainees <sup>(h)</sup>	25.2	20.9	17.3	18.1	22.5	9.3	24.4
Other VET in Schools program students	183.5	195.8	203.6	218.3	219.8	90.7	0.7
<b>Total</b>	<b>208.6</b>	<b>216.7</b>	<b>220.9</b>	<b>236.4</b>	<b>242.3</b>	<b>100.0</b>	<b>2.5</b>

- (a) Data in this table may not be comparable across states and territories due to compilation issues.
- (b) 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.
- (c) 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 and 2012 can be attributed to refinements to the Tasmanian Certificate of Education and improved reporting through new reporting requirements of the Tasmanian Qualification Authority.
- (d) Data from the Northern Territory include enrolments that contribute to the successful completion of the Northern Territory Certificate of Education.
- (e) 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.
- (f) The National VET Provider Collection and the National VET in Schools Collection contain students whose 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.
- (g) ‘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.
- (h) ‘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 2012*, Tables 2 and 3

Note on data sources: Data on school-based apprentices and trainees and other VET in Schools programs in Table 21 do not match data in Table 22 because the statistics in Table 21 only include students as at 31 August 2012 whereas the VET in Schools data in Table 22 are based on all students who enrolled in VET in Schools programs during the 2012 calendar year.

## Participation in education and work

**Table 23 Proportion of 15 to 19-year-olds participating in education and training, by state and territory, 2008–12**

State/Territory	2008	2009	2010	2011	2012
	%	%	%	%	%
New South Wales	78.4	79.4	81.1	78.9	82.8
CI±	3.4	3.4	3.0	2.0	2.8
Victoria	84.8	81.9	84.6	85.7	84.3
CI±	2.5	3.2	3.1	2.7	1.9
Queensland	73.7	67.2	70.0	71.4	73.5
CI±	3.1	4.0	3.4	3.3	3.4
South Australia	78.9	76.4	73.3	80.0	80.8
CI±	3.8	3.6	4.3	3.7	4.3
Western Australia	71.5	72.7	70.2	73.4	77.2
CI±	4.5	6.6	4.8	5.0	4.7
Tasmania	76.0	77.3	76.8	83.6	80.4
CI±	4.9	6.9	4.8	4.2	4.3
Northern Territory	75.7	62.9	72.5	63.6	70.5
CI±	7.4	7.3	11.4	6.7	9.9
Australian Capital Territory	80.2	83.0	86.7	83.4	81.3
CI±	6.4	8.1	4.1	5.5	5.3
<b>Australia</b>	<b>78.3</b>	<b>76.4</b>	<b>77.8</b>	<b>78.6</b>	<b>80.3</b>
CI±	1.4	1.6	1.5	1.2	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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study. For this reason, participation rates for 15 to 19-year-olds in education and training shown in this table for the calendar years 2008–11 are, in most cases, lower than those reported in previous editions of this report.

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

**Table 24 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, 2008–12**

State/Territory	2008	2009	2010	2011	2012
	%	%	%	%	%
New South Wales	86.0	83.9	86.9	84.9	87.7
CI±	2.6	3.3	2.5	2.2	2.5
Victoria	91.1	86.9	87.9	88.6	87.8
CI±	2.1	3.4	2.7	3.2	1.9
Queensland	85.9	79.7	79.6	80.8	83.1
CI±	2.7	4.1	2.8	3.2	3.0
South Australia	86.4	84.1	81.4	85.1	84.5
CI±	3.2	4.1	3.7	3.3	4.3
Western Australia	86.4	85.7	82.7	86.9	87.8
CI±	3.1	4.8	4.7	3.9	3.7
Tasmania	82.5	84.5	84.5	88.9	87.2
CI±	4.3	6.4	4.8	3.7	4.6
Northern Territory	86.0	81.0	87.3	75.9	86.3
CI±	6.2	6.8	6.1	8.0	8.1
Australian Capital Territory	91.8	93.7	90.6	89.6	87.3
CI±	5.0	4.6	3.5	4.6	5.4
<b>Australia</b>	<b>87.3</b>	<b>84.1</b>	<b>84.8</b>	<b>85.3</b>	<b>86.5</b>
CI±	1.1	1.4	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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study. For this reason, participation rates for 15 to 19-year-olds in education and training shown in this table for the calendar years 2008–11 are, in most cases, lower than those reported in previous editions of this report.

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

**Table 25 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, 2008–12**

State/Territory	2008	2009	2010	2011	2012
	%	%	%	%	%
New South Wales	80.7	77.9	75.5	76.9	80.0
CI±	2.6	3.5	3.7	3.0	3.2
Victoria	82.3	77.3	80.7	78.5	76.1
CI±	2.4	4.1	2.2	3.4	3.4
Queensland	77.9	76.3	75.1	74.9	72.5
CI±	3.8	3.7	4.2	3.3	3.4
South Australia	74.6	74.4	75.3	76.1	75.1
CI±	4.0	4.0	4.8	3.6	4.7
Western Australia	81.6	77.9	78.3	77.6	76.8
CI±	4.1	4.6	3.6	3.4	3.9
Tasmania	72.0	73.5	69.4	76.8	66.9
CI±	6.6	7.8	6.9	7.2	8.3
Northern Territory	72.7	77.0	70.6	74.7	70.1
CI±	10.8	8.4	9.0	10.7	7.5
Australian Capital Territory	92.1	81.8	91.1	84.6	86.0
CI±	3.8	8.7	4.3	6.2	5.3
<b>Australia</b>	<b>80.1</b>	<b>77.1</b>	<b>77.2</b>	<b>77.0</b>	<b>76.6</b>
CI±	1.4	2.0	1.6	1.5	1.7

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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study. For this reason, full-time participation rates for 20 to 24-year-olds shown in this table for the calendar years 2008–11 are, in most cases, marginally lower than those reported in previous editions of this report.

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

**Table 26 Proportion of 15 to 19-year-olds who have left school and are fully participating in education, training or employment, by highest level of schooling, by state and territory, 2008–12**

		Participation by level of school completed	NSW %	Vic. %	Qld %	SA %	WA %	Tas. %	NT %	ACT %	Aust. %
<b>2008</b>											
<b>Completed Year 12</b>	Fully participating in education and/or training		52.3	66.5	40.8	55.2	47.6	44.9	*41.6	46.4	52.4
	Fully participating in education, training and/or employment		82.0	85.5	81.8	79.8	79.5	68.8	81.8	83.1	82.1
<b>Completed Year 11</b>	Fully participating in education and/or training		*18.6	*8.3	*13.9	**6.6	*15.9	..C	..C	0.0	12.9
	Fully participating in education, training and/or employment		54.2	68.3	68.9	59.1	67.1	57.9	74.9	..C	63.2
<b>Completed Year 10 or below</b>	Fully participating in education and/or training		*9.9	*10.6	*4.6	..C	**4.6	*9.9	..C	0.0	8.2
	Fully participating in education, training and/or employment		54.9	69.4	48.8	51.3	73.5	59.4	52.1	71.1	58.3
<b>All 15 to 19-year-old school leavers</b>	Fully participating in education and/or training		35.1	48.0	29.8	37.0	34.2	25.4	*20.9	37.6	36.6
		CI±	4.4	4.6	5.2	6.4	6.5	9.7	10.6	16.8	2.1
	Fully participating in education, training and/or employment	CI±	70.3	80.1	72.9	70.7	76.5	63.5	69.0	81.7	73.9
			4.7	4.2	4.7	6.4	5.5	8.0	13.0	10.7	2.0
<b>2009</b>											
<b>Completed Year 12</b>	Fully participating in education and/or training		60.0	61.8	42.7	51.1	56.5	51.5	..C	58.3	54.3
	Fully participating in education, training and/or employment		78.1	78.2	75.3	78.4	79.1	75.1	57.9	94.0	77.6
<b>Completed Year 11</b>	Fully participating in education and/or training		**10.1	*23.0	..C	*22.0	*18.6	..C	0.0	0.0	15.1
	Fully participating in education, training and/or employment		46.5	66.0	52.6	68.7	59.5	*69.7	*62.4	..C	57.9
<b>Completed Year 10 or below</b>	Fully participating in education and/or training		**4.2	*16.4	*4.7	*9.6	..C	**11.0	0.0	..C	7.1
	Fully participating in education, training and/or employment		49.4	46.3	41.2	41.4	72.8	52.4	57.8	*52.9	49.5
<b>All 15 to 19-year-old school leavers</b>	Fully participating in education and/or training		37.9	45.8	29.6	35.9	36.4	*29.8	..C	48.3	36.9
		CI±	6.3	7.3	5.9	7.6	8.3	14.6	..C	13.6	2.8
	Fully participating in education, training and/or employment	CI±	66.1	69.0	64.4	67.5	74.7	65.5	58.7	85.8	67.6
			6.2	7.1	6.1	8.7	7.8	12.8	13.6	9.8	2.7
<b>2010</b>											
<b>Completed Year 12</b>	Fully participating in education and/or training		61.8	65.7	39.2	46.1	46.2	38.9	*32.0	61.6	53.4
	Fully participating in education, training and/or employment		80.7	84.0	68.0	69.2	76.1	64.9	73.4	81.3	76.6
<b>Completed Year 11</b>	Fully participating in education and/or training		..C	*14.6	*26.6	..C	*7.7	0.0	..C	0.0	13.3
	Fully participating in education, training and/or employment		75.8	53.3	66.1	44.6	67.3	64.8	*48.6	..C	61.9
<b>Completed Year 10 or below</b>	Fully participating in education and/or training		**14.2	*8.3	*10.0	*10.1	*12.4	..C	0.0	..C	11.3
	Fully participating in education, training and/or employment		55.8	45.1	46.4	49.7	53.5	58.6	84.6	57.1	52.0
<b>All 15 to 19-year-old school leavers</b>	Fully participating in education and/or training		43.5	47.4	32.5	31.0	32.0	19.2	*18.8	51.9	38.8
		CI±	7.1	6.5	5.2	6.7	5.6	7.8	15.1	14.0	2.6
	Fully participating in education, training and/or employment	CI±	72.7	72.1	63.8	60.7	69.0	62.3	74.3	76.7	69.0
			5.5	5.5	4.8	7.4	7.7	11.0	11.7	8.3	2.9
<b>2011</b>											
<b>Completed Year 12</b>	Fully participating in education and/or training		61.9	67.5	42.6	50.9	52.8	56.1	*27.5	50.7	55.6
	Fully participating in education, training and/or employment		78.2	80.1	70.1	77.3	85.1	86.4	68.7	79.6	77.4
<b>Completed Year 11</b>	Fully participating in education and/or training		**13.4	*21.5	**8.7	*18.5	*16.1	0.0	..C	..C	15.0
	Fully participating in education, training and/or employment		51.2	68.7	43.7	58.4	76.1	*61.1	52.9	..C	59.1
<b>Completed Year 10 or below</b>	Fully participating in education and/or training		11.4	19.9	**7.1	..C	*14.9	**10.1	0.0	..C	12.9
	Fully participating in education, training and/or employment		53.9	55.4	49.2	*24.1	61.7	62.4	*31.7	*46.4	53.4
<b>All 15 to 19-year-old school leavers</b>	Fully participating in education and/or training		40.7	51.4	33.0	41.7	39.0	28.3	*13.2	44.9	40.6
		CI±	4.5	5.7	6.0	6.1	5.9	9.6	8.7	13.9	2.8
	Fully participating in education, training and/or employment	CI±	67.8	73.0	63.9	68.0	78.0	72.6	51.9	74.8	69.4
			4.7	7.0	5.3	5.9	6.1	8.3	13.7	10.5	2.7
<b>2012</b>											
<b>Completed Year 12</b>	Fully participating in education and/or training		59.1	66.0	47.3	52.4	59.2	61.1	..C	45.5	56.6
	Fully participating in education, training and/or employment		81.0	79.5	76.3	75.4	84.1	81.9	75.8	76.7	79.3
<b>Completed Year 11</b>	Fully participating in education and/or training		*19.0	*26.5	..C	**14.6	*24.5	..C	0.0	..C	18.3
	Fully participating in education, training and/or employment		58.2	62.0	62.6	51.2	73.3	74.6	*68.1	..C	62.7
<b>Completed Year 10 or below</b>	Fully participating in education and/or training		18.4	*11.6	*15.6	..C	*17.7	**11.0	0.0	0.0	15.0
	Fully participating in education, training and/or employment		58.4	48.7	43.8	*38.2	61.9	51.4	*50.8	..C	52.0
<b>All 15 to 19-year-old school leavers</b>	Fully participating in education and/or training		45.4	51.0	38.5	38.6	46.0	34.8	..C	39.5	43.9
		CI±	5.5	4.9	5.2	9.0	8.1	8.2	..C	15.1	2.6
	Fully participating in education, training and/or employment	CI±	73.4	71.5	69.5	65.1	78.0	69.3	66.6	69.6	71.8
			4.9	4.4	4.8	9.0	6.2	9.2	17.9	11.7	2.0

Notes:

..C = value suppressed due to confidentiality requirements

\* = estimate has a relative standard error of 25 per cent to 50 per cent and should be used with caution

\*\* = estimate has a relative standard error greater than 50 per cent 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 in education, training and/or employment 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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study. For this reason, full-time participation rates for 15 to 19-year-olds shown in this table for the calendar years 2008–11 are, in most cases, marginally lower than those reported in previous editions of this report.

Source:

ABS, Cat. No. 6227.0, *Education and Work, Australia*

**Table 27 Proportion of 17 to 24-year-olds who have left school and are fully participating in employment, education or training, by state and territory, 2008–12**

State/Territory	2008	2009	2010	2011	2012
	%	%	%	%	%
New South Wales	78.3	75.0	74.8	74.6	78.2
CI±	2.4	3.1	3.3	2.5	2.8
Victoria	81.7	75.1	78.9	77.1	75.4
CI±	2.3	4.0	2.5	2.8	2.9
Queensland	76.9	72.8	71.8	72.0	72.2
CI±	3.6	3.6	3.4	3.0	3.2
South Australia	73.5	72.7	70.7	74.0	72.7
CI±	4.1	4.3	3.9	3.5	3.6
Western Australia	79.9	76.7	75.5	77.9	77.3
CI±	3.1	4.6	3.5	2.9	3.2
Tasmania	69.1	71.3	67.7	75.6	67.5
CI±	5.6	7.0	6.1	5.5	6.2
Northern Territory	71.8	71.3	72.1	68.7	69.2
CI±	8.5	7.1	6.1	9.2	7.6
Australian Capital Territory	89.1	82.6	88.0	82.3	82.6
CI±	4.7	7.6	4.2	6.3	5.5
<b>Australia</b>	<b>78.6</b>	<b>74.6</b>	<b>75.0</b>	<b>75.1</b>	<b>75.5</b>
CI±	1.3	1.7	1.5	1.4	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).

Fully participating in education, training or work is defined as participation in full-time education or training or full-time work or a combination of part-time education or training and part-time work. Data exclude 17 to 24-year-olds who are enrolled in school.

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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study.

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

**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 state and territory, Australia, 2012 (per cent)**

Age (years)		15	16	17	18	19	20	21	22	23	24	15–19	20–24	18–24	15–24
NSW		na	97.4	86.8	78.5	78.5	79.2	85.2	77.6	79.8	78.4	87.7	80.0	79.6	83.7
	CI±	na	2.5	5.2	7.1	7.4	7.7	5.8	6.7	7.0	5.4	2.5	3.2	2.7	2.1
Vic.		100.0	93.1	96.9	73.4	76.8	83.9	75.0	66.0	82.3	73.8	87.8	76.1	75.8	81.5
	CI±	na	4.5	2.8	7.5	7.5	7.4	7.3	6.6	6.2	6.8	1.9	3.4	2.8	2.1
Qld		96.9	90.4	82.3	72.8	73.7	69.9	72.6	70.8	75.1	74.0	83.1	72.5	72.7	77.6
	CI±	3.0	6.7	7.2	7.8	7.4	10.7	8.6	6.9	8.0	7.4	3.0	3.4	3.4	2.6
SA		100.0	96.4	88.6	73.0	67.6	79.9	76.5	70.3	73.7	75.9	84.5	75.1	73.7	79.6
	CI±	na	4.0	6.4	11.2	9.7	9.4	10.0	8.4	11.5	8.5	4.3	4.7	3.6	2.8
WA		100.0	96.4	83.5	80.2	80.7	71.8	77.0	82.3	79.5	72.8	87.8	76.8	77.8	81.9
	CI±	na	4.3	9.5	8.7	9.2	8.9	8.3	6.9	8.0	7.1	3.7	3.9	3.0	2.6
Tas.		100.0	na	92.7	71.2	76.1	66.8	62.9	71.7	56.6	75.1	87.2	66.9	68.9	77.2
	CI±	na	na	7.4	12.8	10.3	13.8	15.2	18.3	15.5	16.6	4.6	8.3	6.1	4.2
NT		100.0	100.0	na	68.2	76.8	75.9	62.8	49.1	75.7	84.7	86.3	70.1	70.8	77.8
	CI±	na	na	na	23.4	26.9	13.6	16.4	17.4	16.4	14.7	8.1	7.5	7.9	5.5
ACT		100.0	na	na	77.2	74.8	82.2	91.4	89.2	90.2	77.4	87.3	86.0	83.5	86.6
	CI±	na	na	na	15.2	15.7	11.7	9.0	7.8	10.1	14.8	5.4	5.3	5.5	4.3
Australia		98.9	94.7	88.3	75.6	76.4	77.5	78.0	73.1	78.8	75.6	86.5	76.6	76.4	81.2
	CI±	0.8	2.0	2.2	3.2	3.7	4.1	3.8	2.9	3.2	2.8	1.0	1.7	1.3	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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study.

na – not applicable

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



**Table 29 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, 2008–12 (per cent)**

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	18–24	15–24
2008	98.9	93.8	85.4	79.4	79.5	80.8	81.4	80.6	78.8	79.3	87.3	80.1	79.9	83.7
CI±	0.7	2.1	3.1	3.0	2.8	3.5	2.7	3.8	2.9	2.6	1.1	1.4	1.1	1.0
2009	97.2	94.4	83.2	74.1	73.0	80.1	79.6	75.6	77.2	73.4	84.1	77.1	76.1	80.5
CI±	1.6	1.9	3.2	4.0	3.7	3.3	3.4	3.0	3.9	3.6	1.4	2.0	1.9	1.3
2010	98.4	94.1	84.9	73.4	74.6	77.5	76.5	79.6	75.2	77.1	84.8	77.2	76.3	80.8
CI±	0.9	1.8	3.5	3.5	3.7	3.3	2.7	2.6	3.6	3.1	1.5	1.6	1.5	1.2
2011	98.4	94.3	87.1	71.4	76.5	77.4	76.6	79.3	77.5	74.5	85.3	77.0	76.2	80.9
CI±	0.8	2.0	1.9	4.6	3.5	3.5	3.6	3.2	2.8	3.0	1.4	1.5	1.4	1.1
2012	98.9	94.7	88.3	75.6	76.4	77.5	78	73.1	78.8	75.6	86.5	76.6	76.4	81.2
CI±	0.8	2.0	2.2	3.2	3.7	4.1	3.8	2.9	3.2	2.8	1.0	1.7	1.3	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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study. For this reason, full-time participation rates for 15 to 24-year-olds shown in this table for the calendar years 2008–11 are, in most cases, marginally lower than those reported in previous editions of this report.

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

**Table 30 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, 2012 (per cent)**

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	18–24	15–24
Males	98.9	95.1	88.8	76.4	75.7	79.7	80.2	76.1	84.9	81.4	86.7	80.5	79.3	83.4
CI±	1.2	2.4	3.1	4.1	5.5	5.0	5.1	4.3	3.7	3.5	1.5	2.2	1.8	1.3
Females	98.9	94.3	87.8	74.8	77.1	75.3	75.8	69.9	72.5	69.3	86.3	72.5	73.5	79.0
CI±	1.2	3.0	3.1	4.5	4.1	5.1	5.7	4.5	4.2	4.0	1.6	1.9	1.4	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.

From 2012, data cubes on participation and engagement published by ABS to report the results of the Survey of Education and Work have been limited to study for a qualification only, instead of all study.

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

## Student attainment

**Table 31** 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, 2008–12

State/Territory		2008	2009	2010	2011	2012
		%	%	%	%	%
New South Wales		83.4	86.2	86.0	83.5	87.9
	CI±	2.8	2.4	2.4	2.7	2.4
Victoria		88.7	86.8	88.1	86.1	88.0
	CI±	2.3	4.2	2.1	2.8	2.4
Queensland		84.3	85.6	87.9	83.0	85.8
	CI±	2.8	3.4	2.5	3.4	3.0
South Australia		82.1	79.4	80.2	84.0	81.0
	CI±	4.9	3.5	4.2	3.3	3.6
Western Australia		80.0	77.3	79.4	83.8	81.3
	CI±	5.8	6.1	4.6	3.2	2.8
Tasmania		72.0	70.7	77.0	78.2	71.2
	CI±	6.2	7.8	8.0	5.9	7.9
Northern Territory		64.9	69.0	73.2	72.8	68.8
	CI±	12.4	9.9	6.9	8.4	8.1
Australian Capital Territory		90.4	95.1	89.4	90.1	93.7
	CI±	4.2	3.9	4.5	4.3	4.0
<b>Australia</b>		<b>84.2</b>	<b>84.5</b>	<b>85.6</b>	<b>84.1</b>	<b>85.9</b>
	CI±	1.2	1.6	1.3	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*

**Table 32 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, 2008–12**

State/Territory	2008	2009	2010	2011	2012
	%	%	%	%	%
New South Wales	82.2	84.9	84.7	82.5	87.0
CI±	2.9	2.6	2.8	3.0	2.4
Victoria	88.2	86.3	87.7	84.3	87.3
CI±	2.3	4.2	2.2	3.0	2.6
Queensland	83.4	84.7	87.3	82.3	83.3
CI±	2.9	3.8	2.6	3.3	3.9
South Australia	79.6	78.4	78.6	82.4	78.7
CI±	5.0	3.8	4.3	3.8	4.2
Western Australia	78.8	76.5	77.5	82.4	80.4
CI±	6.0	6.0	4.7	3.0	2.9
Tasmania	70.3	68.8	73.3	73.8	68.4
CI±	6.8	8.0	7.7	7.7	7.8
Northern Territory	64.1	66.7	70.4	69.7	68.2
CI±	12.8	9.6	7.1	8.2	7.9
Australian Capital Territory	90.4	94.6	88.5	90.1	92.9
CI±	4.2	4.0	5.0	4.3	4.2
<b>Australia</b>	83.2	83.5	84.5	82.7	84.6
CI±	1.3	1.7	1.5	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*

**Table 33 Population aged 25 to 64 that has attained tertiary education, OECD and other G20 countries, 2011**

Age group	25–64 %	25–34 %	35–44 %	45–54 %	55–64 %	25–64 ('000)
<b>OECD countries</b>						
Australia	38	45	41	35	30	4,491
Austria	19	21	21	19	16	901
Belgium	35	42	39	31	25	2,041
Canada	51	57	58	48	43	9,677
Chile	29	41	30	23	21	2,490
Czech Republic	18	25	18	17	12	1,111
Denmark	34	39	37	31	28	953
Estonia	37	39	35	37	35	267
Finland	39	39	47	41	31	1,132
France	30	43	36	22	19	9,711
Germany	28	28	29	27	26	12,308
Greece	26	33	28	24	19	1,601
Hungary	21	28	21	18	16	1,178
Iceland	34	39	39	31	24	55
Ireland	38	47	43	31	23	904
Israel	46	45	50	45	45	1,673
Italy	15	21	17	11	11	5,019
Japan	46	59	51	47	31	29,520
Korea	40	64	49	28	13	11,885
Luxembourg	37	47	40	31	28	104
Mexico	17	23	15	16	12	9,036
Netherlands	32	40	34	29	26	2,852
New Zealand	39	46	41	37	33	851
Norway	38	47	42	34	29	973
Poland	24	39	24	16	13	5,150
Portugal	17	27	19	11	11	1,027
Slovak Republic	19	26	17	16	14	595
Slovenia	25	34	28	22	16	298
Spain	32	39	37	27	19	8,350
Sweden	35	43	39	31	28	1,702
Switzerland	35	40	39	33	27	1,545
Turkey	14	19	13	10	10	4,709
United Kingdom	39	47	43	36	31	12,958
United States	42	43	45	41	41	68,921
<b>OECD average</b>	32	39	34	28	24	
<b>OECD total</b>						215,988
<b>EU21 average</b>	29	36	31	25	21	
<b>Other G20</b>						
Argentina <sup>(a)</sup>	14	m	m	m	m	m
Brazil	12	13	12	11	9	11,671
China <sup>(b)</sup>	4	m	m	m	m	m
India	m	m	m	m	m	m
Indonesia <sup>(c)</sup>	8	m	m	m	m	m
Russian Federation	53	56	55	52	49	43,576
Saudi Arabia <sup>(d)</sup>	15	m	m	m	m	m
South Africa	6	m	m	m	m	m
<b>G20 average</b>	26	m	m	m	m	
<b>G20 total</b>						m

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) Data from 2003
- (b) Data from 2010
- (c) Data from 2009
- (d) Data from 2004

Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2013*, Table A1.3a. See *Education at a Glance 2013: OECD Indicators*, Annex 3 for notes.

**Table 34** Year 12 certification rates<sup>(a)</sup>, by locality<sup>(b)</sup> and sex, by state and territory, 2012 (per cent); Year 12 certification rates, by locality and sex, Australia, 2008–12 (per cent)<sup>(c)</sup>

State/Territory	Metropolitan zone			Provincial zone			Remote zone <sup>(i)</sup>			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	
New South Wales	70	78	74	58	72	65	55	71	63	67	77	72	
Victoria <sup>(d)</sup>	79	84	81	69	80	74	np	np	np	76	83	80	
Queensland	67	75	71	61	76	68	50	68	58	65	75	70	
South Australia <sup>(e)</sup>	80	87	83	70	93	81	np	np	np	77	89	83	
Western Australia	70	75	72	70	81	75	67	72	70	70	76	73	
Tasmania <sup>(f)</sup>	47	58	52	38	50	44	34	38	35	42	53	47	
Northern Territory <sup>(g)</sup>	np	np	np	46	59	52	20	27	23	34	44	38	
Australian Capital Territory <sup>(h)</sup>	81	82	82	np	np	np	np	np	np	81	82	82	
<b>Australia</b>	<b>2008</b>	65	76	70	56	73	64	41	58	49	63	75	69
	<b>2009</b>	66	74	70	57	73	65	43	56	49	63	74	68
	<b>2010</b>	68	77	72	58	73	65	44	57	50	65	75	70
	<b>2011</b>	71	78	74	60	76	68	47	62	54	68	77	72
	<b>2012</b>	72	79	76	61	75	68	50	61	55	69	78	73

Note: np – not provided

- (a) Year 12 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 applied to the ABS census geography.
- (c) The Estimated Resident Population data for 2012 have been revised in line with the 2011 ABS Census of Population and Housing.
- (d) Data for Victoria includes students completing the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) at the intermediate or senior levels.
- (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.
- (i) The populations for the Remote regions of Victoria and South Australia do not give meaningful results.

Source: Australian Government DEEWR, derived from data supplied by state/territory secondary accreditation authorities and ABS, Cat. No. 3101.0, *Australian Demographic Statistics*

**Table 35** Year 12 certification rates<sup>(a)</sup> by socio-economic status<sup>(b)</sup> and sex, by state and territory, 2012 (per cent); Year 12 certification rates by socio-economic status and sex, Australia, 2008–12 (per cent)<sup>(c)</sup>

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	62	74	68	65	74	70	76	83	80	67	77	72	
Victoria <sup>(d)</sup>	68	77	72	75	83	79	84	88	86	76	83	80	
Queensland	59	71	65	66	77	71	71	75	73	65	75	70	
South Australia <sup>(e)</sup>	71	85	78	79	89	84	86	93	90	77	89	83	
Western Australia	60	69	64	70	79	74	73	77	75	70	76	73	
Tasmania <sup>(f)</sup>	34	47	40	45	56	50	60	69	64	42	53	47	
Northern Territory <sup>(g)</sup>	15	21	18	42	57	49				34	44	39	
Australian Capital Territory <sup>(g)</sup>							81	84	82	82	84	83	
<b>Australia</b>	<b>2008</b>	54	68	61	61	74	68	73	82	77	63	75	69
	<b>2009</b>	55	67	61	62	73	68	72	80	76	63	74	68
	<b>2010</b>	56	69	62	65	75	70	74	81	78	65	75	70
	<b>2011</b>	59	73	66	67	78	72	76	82	79	68	77	72
	<b>2012</b>	61	73	67	69	78	73	77	82	80	69	78	73

- (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 2012 have been revised in line with the 2011 ABS Census of Population and Housing.
- (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.
- (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, Cat. No. 3101.0, *Australian Demographic Statistics*

Aboriginal and Torres Strait Islander education

Enrolment

**Table 38** Number of Indigenous full-time and part-time students enrolled by school sector and level<sup>(a)(b)(c)(d)</sup>, by state and territory, 2012; number of Indigenous full-time and part-time students enrolled by sector, Australia, 2008–12; number of Indigenous full-time plus part-time students enrolled by state and territory, 2008–12

	Government			Non-government									All schools		
	FT	PT	Total	Catholic			Independent			Total			Total		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
<b>New South Wales</b>															
Primary	27,836	0	27,836	3,404	3	3,407	876	0	876	4,280	3	4,283	32,116	3	32,119
Junior secondary	15,485	0	15,485	1,870	0	1,870	876	79	955	2,746	79	2,825	18,231	79	18,310
Senior secondary	3,658	187	3,845	540	3	543	233	6	239	773	9	782	4,431	196	4,627
Total secondary	19,143	187	19,330	2,410	3	2,413	1,109	85	1,194	3,519	88	3,607	22,662	275	22,937
<b>Total</b>	<b>46,979</b>	<b>187</b>	<b>47,166</b>	<b>5,814</b>	<b>6</b>	<b>5,820</b>	<b>1,985</b>	<b>85</b>	<b>2,070</b>	<b>7,799</b>	<b>91</b>	<b>7,890</b>	<b>54,778</b>	<b>278</b>	<b>55,056</b>
<b>Victoria</b>															
Primary	5,928	13	5,941	559	6	565	163	0	163	722	6	728	6,650	19	6,669
Junior secondary	3,030	32	3,062	434	0	434	266	0	266	700	0	700	3,730	32	3,762
Senior secondary	749	13	762	113	0	113	86	0	86	199	0	199	948	13	961
Total secondary	3,779	45	3,824	547	0	547	352	0	352	899	0	899	4,678	45	4,723
<b>Total</b>	<b>9,707</b>	<b>58</b>	<b>9,765</b>	<b>1,106</b>	<b>6</b>	<b>1,112</b>	<b>515</b>	<b>0</b>	<b>515</b>	<b>1,621</b>	<b>6</b>	<b>1,627</b>	<b>11,328</b>	<b>64</b>	<b>11,392</b>
<b>Queensland</b>															
Primary	29,517	387	29,904	2,608	0	2,608	1,400	3	1,403	4,008	3	4,011	33,525	390	33,915
Junior secondary	9,717	182	9,899	1,479	0	1,479	1,086	7	1,093	2,565	7	2,572	12,282	189	12,471
Senior secondary	3,993	183	4,176	793	3	796	702	0	702	1,495	3	1,498	5,488	186	5,674
Total secondary	13,710	365	14,075	2,272	3	2,275	1,788	7	1,795	4,060	10	4,070	17,770	375	18,145
<b>Total</b>	<b>43,227</b>	<b>752</b>	<b>43,979</b>	<b>4,880</b>	<b>3</b>	<b>4,883</b>	<b>3,188</b>	<b>10</b>	<b>3,198</b>	<b>8,068</b>	<b>13</b>	<b>8,081</b>	<b>51,295</b>	<b>765</b>	<b>52,060</b>
<b>South Australia</b>															
Primary	5,876	3	5,879	363	0	363	313	0	313	676	0	676	6,552	3	6,555
Junior secondary	2,045	12	2,057	146	0	146	145	3	148	291	3	294	2,336	15	2,351
Senior secondary	1,055	50	1,105	85	0	85	64	0	64	149	0	149	1,204	50	1,254
Total secondary	3,100	62	3,162	231	0	231	209	3	212	440	3	443	3,540	65	3,605
<b>Total</b>	<b>8,976</b>	<b>65</b>	<b>9,041</b>	<b>594</b>	<b>0</b>	<b>594</b>	<b>522</b>	<b>3</b>	<b>525</b>	<b>1,116</b>	<b>3</b>	<b>1,119</b>	<b>10,092</b>	<b>68</b>	<b>10,160</b>
<b>Western Australia</b>															
Primary	14,697	0	14,697	1,558	0	1,558	656	0	656	2,214	0	2,214	16,911	0	16,911
Junior secondary	3,722	0	3,722	498	0	498	467	0	467	965	0	965	4,687	0	4,687
Senior secondary	1,628	18	1,646	223	0	223	346	0	346	569	0	569	2,197	18	2,215
Total secondary	5,350	18	5,368	721	0	721	813	0	813	1,534	0	1,534	6,884	18	6,902
<b>Total</b>	<b>20,047</b>	<b>18</b>	<b>20,065</b>	<b>2,279</b>	<b>0</b>	<b>2,279</b>	<b>1,469</b>	<b>0</b>	<b>1,469</b>	<b>3,748</b>	<b>0</b>	<b>3,748</b>	<b>23,795</b>	<b>18</b>	<b>23,813</b>
<b>Tasmania</b>															
Primary	2,665	3	2,668	408	0	408	124	4	128	532	4	536	3,197	7	3,204
Junior secondary	1,602	9	1,611	208	0	208	87	3	90	295	3	298	1,897	12	1,909
Senior secondary	457	224	681	65	0	65	20	0	20	85	0	85	542	224	766
Total secondary	2,059	233	2,292	273	0	273	107	3	110	380	3	383	2,439	236	2,675
<b>Total</b>	<b>4,724</b>	<b>236</b>	<b>4,960</b>	<b>681</b>	<b>0</b>	<b>681</b>	<b>231</b>	<b>7</b>	<b>238</b>	<b>912</b>	<b>7</b>	<b>919</b>	<b>5,636</b>	<b>243</b>	<b>5,879</b>
<b>Northern Territory</b>															
Primary	8,935	15	8,950	1,075	0	1,075	330	0	330	1,405	0	1,405	10,340	15	10,355
Junior secondary	3,282	30	3,312	536	0	536	848	0	848	1,384	0	1,384	4,666	30	4,696
Senior secondary	837	55	892	105	0	105	147	0	147	252	0	252	1,089	55	1,144
Total secondary	4,119	85	4,204	641	0	641	995	0	995	1,636	0	1,636	5,755	85	5,840
<b>Total</b>	<b>13,054</b>	<b>100</b>	<b>13,154</b>	<b>1,716</b>	<b>0</b>	<b>1,716</b>	<b>1,325</b>	<b>0</b>	<b>1,325</b>	<b>3,041</b>	<b>0</b>	<b>3,041</b>	<b>16,095</b>	<b>100</b>	<b>16,195</b>
<b>Australian Capital Territory</b>															
Primary	708	0	708	124	0	124	34	0	34	158	0	158	866	0	866
Junior secondary	316	0	316	113	0	113	21	0	21	134	0	134	450	0	450
Senior secondary	153	0	153	33	0	33	0	0	0	33	0	33	186	0	186
Total secondary	469	0	469	146	0	146	21	0	21	167	0	167	636	0	636
<b>Total</b>	<b>1,177</b>	<b>0</b>	<b>1,177</b>	<b>270</b>	<b>0</b>	<b>270</b>	<b>55</b>	<b>0</b>	<b>55</b>	<b>325</b>	<b>0</b>	<b>325</b>	<b>1,502</b>	<b>0</b>	<b>1,502</b>
<b>Australia</b>															
Primary	96,162	421	96,583	10,099	9	10,108	3,896	7	3,903	13,995	16	14,011	110,157	437	110,594
Junior secondary	39,199	265	39,464	5,284	0	5,284	3,796	92	3,888	9,080	92	9,172	48,279	357	48,636
Senior secondary	12,530	730	13,260	1,957	6	1,963	1,598	6	1,604	3,555	12	3,567	16,085	742	16,827
Total secondary	51,729	995	52,724	7,241	6	7,247	5,394	98	5,492	12,635	104	12,739	64,364	1,099	65,463
<b>Total</b>	<b>147,891</b>	<b>1,416</b>	<b>149,307</b>	<b>17,340</b>	<b>15</b>	<b>17,355</b>	<b>9,290</b>	<b>105</b>	<b>9,395</b>	<b>26,630</b>	<b>120</b>	<b>26,750</b>	<b>174,521</b>	<b>1,536</b>	<b>176,057</b>
<b>Number of Indigenous full-time and part-time students enrolled by sector, Australia, 2008–12</b>															
	Government			Catholic			Independent			Total			Total		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
<b>Total 2012</b>	147,891	1,416	149,307	17,340	15	17,355	9,290	105	9,395	26,630	120	26,750	174,521	1,536	176,057
<b>Total 2011</b>	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
<b>Total 2010</b>	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
<b>Total 2009</b>	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
<b>Total 2008</b>	130,587	841	131,428	13,506	#####	13,536	7,575	69	7,644	21,081	99	21,180	151,668	940	152,608
<b>Number of Indigenous full-time plus part-time students enrolled by state and territory, 2008–12</b>															
	NSW	Vic.	Qld	SA	WA	Tas.	NT <sup>(e)</sup>	ACT							
<b>Total 2012</b>	55,056	11,392	52,060	10,160	23,813	5,879	16,195	1,502							
<b>Total 2011</b>	52,443	10,659	49,420	9,821	23,140	5,770	16,162	1,388							
<b>Total 2010</b>	49,469	9,875	48,205	9,487	22,835	5,587	16,020	1,353							
<b>Total 2009</b>	46,659	9,260	46,572	9,117	22,834	5,591	15,366	1,287							
<b>Total 2008</b>	44,758	8,871	45,037	8,745	22,893	5,092	16,033	1,179							

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, the Australian Bureau of Statistics (ABS) and the Standing Council on School Education and Early Childhood (SCSEEC).

- (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*



Table 39

Number and full-time equivalent (FTE)<sup>(a)</sup> of Indigenous part-time students, by level of education<sup>(b)(c)(d)</sup>, category of school (government and non-government), and sex, by state and territory, 2012; number and full-time equivalent (FTE) of Indigenous part-time students, by level of education, 2008–12<sup>(e)</sup>

	Primary <sup>(b)</sup>		Junior secondary <sup>(c)</sup>		Senior secondary <sup>(d)</sup>		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
<b>Government</b>										
New South Wales	0	0.0	-	0.0	187	107.8	187	107.8	187	107.8
Victoria	13	6.9	32	9.4	13	6.7	45	16.1	58	23.0
Queensland	387	114.4	182	56.1	183	66.5	365	122.6	752	237.0
South Australia	3	1.4	12	2.6	50	26.3	62	28.9	65	30.3
Western Australia	0	0.0	-	0.0	18	7.7	18	7.7	18	7.7
Tasmania	3	1.8	9	4.3	224	132.4	233	136.7	236	138.5
Northern Territory	15	6.6	30	12.8	55	20.9	85	33.7	100	40.3
Australian Capital Territory	0	0.0	-	0.0	-	0.0	-	0.0	-	0.0
<b>Australia</b>	<b>421</b>	<b>131.1</b>	<b>265</b>	<b>85.2</b>	<b>730</b>	<b>368.3</b>	<b>995</b>	<b>453.5</b>	<b>1,416</b>	<b>584.6</b>
<i>Males</i>	248	81.6	128	39.8	309	150.2	437	190.0	685	271.6
<i>Females</i>	173	49.5	137	45.4	421	218.1	558	263.5	731	313.0
<b>Non-government</b>										
New South Wales	3	2.0	79	61.6	9	6.3	88	67.9	91	69.9
Victoria	6	3.4	-	0.0	-	0.0	-	0.0	6	3.4
Queensland	3	1.1	7	4.4	3	2.5	10	6.9	13	8.0
South Australia	0	0.0	3	1.6	-	0.0	3	1.6	3	1.6
Western Australia	0	0.0	-	0.0	-	0.0	-	0.0	-	0.0
Tasmania	4	2.2	3	1.6	-	0.0	3	1.6	7	3.8
Northern Territory	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
<b>Australia</b>	<b>16</b>	<b>8.7</b>	<b>92</b>	<b>69.2</b>	<b>12</b>	<b>8.8</b>	<b>104</b>	<b>78.0</b>	<b>120</b>	<b>86.7</b>
<i>Males</i>	9	4.5	45	35.2	3	1.8	48	37.0	57	41.5
<i>Females</i>	7	4.2	47	34.0	9	7.0	56	41.0	63	45.2
<b>All schools</b>										
New South Wales	3	2.0	79	61.6	196	114.1	275	175.7	278	177.7
Victoria	19	10.3	32	9.4	13	6.7	45	16.1	64	26.4
Queensland	390	115.5	189	60.5	186	69.0	375	129.5	765	245.0
South Australia	3	1.4	15	4.2	50	26.3	65	30.5	68	31.9
Western Australia	-	0.0	-	0.0	18	7.7	18	7.7	18	7.7
Tasmania	7	4.0	12	5.9	224	132.4	236	138.3	243	142.3
Northern Territory	15	6.6	30	12.8	55	20.9	85	33.7	100	40.3
Australian Capital Territory	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
<b>Total Australia</b>	<b>437</b>	<b>139.8</b>	<b>357</b>	<b>154.4</b>	<b>742</b>	<b>377.1</b>	<b>1,099</b>	<b>531.5</b>	<b>1,536</b>	<b>671.3</b>
<i>Males</i>	257	86.1	173	75.0	312	152.0	485	227.0	742	313.1
<i>Females</i>	180	53.7	184	79.4	430	225.1	614	304.5	794	358.2
<b>Number and full-time equivalent (FTE) of Indigenous part-time students, by level of education, 2008–12</b>										
<b>Total 2012</b>	<b>421</b>	<b>131.1</b>	<b>265</b>	<b>85.2</b>	<b>730</b>	<b>368.3</b>	<b>995</b>	<b>453.5</b>	<b>1,416</b>	<b>584.6</b>
<b>Total 2011</b>	<b>282</b>	<b>107.9</b>	<b>321</b>	<b>131.1</b>	<b>653</b>	<b>347.7</b>	<b>974</b>	<b>478.8</b>	<b>1,256</b>	<b>586.7</b>
<b>Total 2010</b>	<b>296</b>	<b>113.1</b>	<b>212</b>	<b>111.3</b>	<b>543</b>	<b>288.1</b>	<b>755</b>	<b>399.4</b>	<b>1,051</b>	<b>512.5</b>
<b>Total 2009</b>	<b>358</b>	<b>155.9</b>	<b>196</b>	<b>108.5</b>	<b>599</b>	<b>321.4</b>	<b>795</b>	<b>429.9</b>	<b>1,153</b>	<b>585.8</b>
<b>Total 2008</b>	<b>277</b>	<b>108.1</b>	<b>198</b>	<b>90.4</b>	<b>465</b>	<b>253.7</b>	<b>663</b>	<b>344.1</b>	<b>940</b>	<b>452.2</b>

(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*

**Table 40** Proportion of full-time equivalent (FTE)<sup>(a)</sup> Indigenous students enrolled, by sector, by level of education<sup>(b)(c)(d)(e)</sup>, by state and territory, 2008 and 2012 (per cent)<sup>(f)</sup>

	2008			2012		
	Government	Catholic	Independent	Government	Catholic	Independent
<b>New South Wales</b>						
Primary	88.4	9.3	2.3	86.7	10.6	2.7
Junior secondary	87.6	8.8	3.6	84.7	10.2	5.1
Senior secondary	83.5	13.0	3.5	82.9	11.9	5.2
Total secondary	87.0	9.4	3.6	84.3	10.6	5.1
<b>Total</b>	<b>87.8</b>	<b>9.3</b>	<b>2.8</b>	<b>85.7</b>	<b>10.6</b>	<b>3.7</b>
<b>Victoria</b>						
Primary	90.9	7.4	1.7	89.1	8.4	2.4
Junior secondary	85.5	9.2	5.3	81.3	11.6	7.1
Senior secondary	83.5	11.7	4.8	79.2	11.8	9.0
Total secondary	85.1	9.7	5.2	80.8	11.7	7.5
<b>Total</b>	<b>88.6</b>	<b>8.3</b>	<b>3.1</b>	<b>85.7</b>	<b>9.8</b>	<b>4.5</b>
<b>Queensland</b>						
Primary	90.0	6.2	3.7	88.1	7.8	4.2
Junior secondary	80.0	10.6	9.4	79.2	12.0	8.8
Senior secondary	76.5	11.2	12.3	73.1	14.3	12.6
Total secondary	79.0	10.8	10.2	77.3	12.7	10.0
<b>Total</b>	<b>86.2</b>	<b>7.8</b>	<b>6.0</b>	<b>84.3</b>	<b>9.5</b>	<b>6.2</b>
<b>South Australia</b>						
Primary	89.6	4.7	5.6	89.7	5.5	4.8
Junior secondary	89.6	5.6	4.8	87.5	6.2	6.3
Senior secondary	84.2	10.0	5.8	87.9	6.9	5.2
Total secondary	88.0	6.9	5.1	87.6	6.5	5.9
<b>Total</b>	<b>89.1</b>	<b>5.4</b>	<b>5.5</b>	<b>89.0</b>	<b>5.9</b>	<b>5.2</b>
<b>Western Australia</b>						
Primary	85.4	10.1	4.5	86.9	9.2	3.9
Junior secondary	81.9	9.5	8.6	79.4	10.6	10.0
Senior secondary	81.2	8.3	10.5	74.2	10.1	15.7
Total secondary	81.7	9.1	9.1	77.7	10.5	11.8
<b>Total</b>	<b>84.2</b>	<b>9.8</b>	<b>6.1</b>	<b>84.3</b>	<b>9.6</b>	<b>6.2</b>
<b>Tasmania</b>						
Primary	86.9	10.2	3.0	83.3	12.7	3.9
Junior secondary	85.9	10.1	4.0	84.4	10.9	4.7
Senior secondary	89.7	7.9	2.4	87.4	9.6	3.0
Total secondary	86.6	9.7	3.7	85.2	10.6	4.2
<b>Total</b>	<b>86.8</b>	<b>10.0</b>	<b>3.3</b>	<b>84.2</b>	<b>11.8</b>	<b>4.1</b>
<b>Northern Territory</b>						
Primary	87.1	9.5	3.4	86.4	10.4	3.2
Junior secondary	71.3	10.9	17.8	70.4	11.5	18.1
Senior secondary	72.3	17.4	10.3	77.3	9.5	13.2
Total secondary	71.5	12.2	16.3	71.7	11.1	17.2
<b>Total</b>	<b>81.3</b>	<b>10.5</b>	<b>8.2</b>	<b>81.2</b>	<b>10.6</b>	<b>8.2</b>
<b>Australian Capital Territory</b>						
Primary	79.0	18.0	3.0	81.8	14.3	3.9
Junior secondary	71.5	21.3	7.2	70.2	25.1	4.7
Senior secondary	72.4	24.5	3.1	82.3	17.7	0.0
Total secondary	71.7	22.0	6.3	73.7	23.0	3.3
<b>Total</b>	<b>76.2</b>	<b>19.5</b>	<b>4.3</b>	<b>78.4</b>	<b>18.0</b>	<b>3.7</b>
<b>Australia</b>						
Primary	88.4	8.2	3.4	87.3	9.2	3.5
Junior secondary	82.9	9.6	7.5	81.1	10.9	8.0
Senior secondary	79.7	11.6	8.7	78.4	11.9	9.7
Total secondary	82.2	10.1	7.8	80.4	11.2	8.4
<b>Total</b>	<b>86.1</b>	<b>8.9</b>	<b>5.0</b>	<b>84.8</b>	<b>9.9</b>	<b>5.3</b>

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.

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

**Table 41** Number of Indigenous students (full-time and part-time), and FTE, by level of education<sup>(b)(c)(d)(e)</sup>, category of school and non-government affiliation, and sex, by state and territory, 2012

	Primary		Junior secondary		Senior secondary		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
<b>Government</b>										
New South Wales	27,836	27,836.0	15,485	15,485.0	3,845	3,765.8	19,330	19,250.8	47,166	47,086.8
Victoria	5,941	5,934.9	3,062	3,039.4	762	755.7	3,824	3,795.1	9,765	9,730.0
Queensland	29,904	29,631.4	9,899	9,773.1	4,176	4,059.5	14,075	13,832.6	43,979	43,464.0
South Australia	5,879	5,877.4	2,057	2,047.6	1,105	1,081.3	3,162	3,128.9	9,041	9,006.3
Western Australia	14,697	14,697.0	3,722	3,722.0	1,646	1,635.7	5,368	5,357.7	20,065	20,054.7
Tasmania	2,668	2,666.8	1,611	1,606.3	681	589.4	2,292	2,195.7	4,960	4,862.5
Northern Territory	8,950	8,941.6	3,312	3,294.8	892	857.9	4,204	4,152.7	13,154	13,094.3
Australian Capital Territory	708	708.0	316	316.0	153	153.0	469	469.0	1,177	1,177.0
<b>Australia</b>	<b>96,583</b>	<b>96,293.1</b>	<b>39,464</b>	<b>39,284.2</b>	<b>13,260</b>	<b>12,898.3</b>	<b>52,724</b>	<b>52,182.5</b>	<b>149,307</b>	<b>148,475.6</b>
<i>Males</i>	49,483	49,316.6	20,349	20,260.8	6,416	6,257.2	26,765	26,518.0	76,248	75,834.6
<i>Females</i>	47,100	46,976.5	19,115	19,023.4	6,844	6,641.1	25,959	25,664.5	73,059	72,641.0
<b>Catholic</b>										
New South Wales	3,407	3,406.0	1,870	1,870.0	543	542.5	2,413	2,412.5	5,820	5,818.5
Victoria	565	562.4	434	434.0	113	113.0	547	547.0	1,112	1,109.4
Queensland	2,608	2,608.0	1,479	1,479.0	796	795.5	2,275	2,274.5	4,883	4,882.5
South Australia	363	363.0	146	146.0	85	85.0	231	231.0	594	594.0
Western Australia	1,558	1,558.0	498	498.0	223	223.0	721	721.0	2,279	2,279.0
Tasmania	408	408.0	208	208.0	65	65.0	273	273.0	681	681.0
Northern Territory	1,075	1,075.0	536	536.0	105	105.0	641	641.0	1,716	1,716.0
Australian Capital Territory	124	124.0	113	113.0	33	33.0	146	146.0	270	270.0
<b>Australia</b>	<b>10,108</b>	<b>10,104.4</b>	<b>5,284</b>	<b>5,284.0</b>	<b>1,963</b>	<b>1,962.0</b>	<b>7,247</b>	<b>7,246.0</b>	<b>17,355</b>	<b>17,350.4</b>
<i>Males</i>	5,065	5,062.4	2,605	2,605.0	965	965.0	3,570	3,570.0	8,635	8,632.4
<i>Females</i>	5,043	5,042.0	2,679	2,679.0	998	997.0	3,677	3,676.0	8,720	8,718.0
<b>Independent</b>										
New South Wales	876	876.0	955	937.6	239	236.8	1,194	1,174.4	2,070	2,050.4
Victoria	163	163.0	266	266.0	86	86.0	352	352.0	515	515.0
Queensland	1,403	1,401.1	1,093	1,090.4	702	702.0	1,795	1,792.4	3,198	3,193.5
South Australia	313	313.0	148	146.6	64	64.0	212	210.6	525	523.6
Western Australia	656	656.0	467	467.0	346	346.0	813	813.0	1,469	1,469.0
Tasmania	128	126.2	90	88.6	20	20.0	110	108.6	238	234.8
Northern Territory	330	330.0	848	848.0	147	147.0	995	995.0	1,325	1,325.0
Australian Capital Territory	34	34.0	21	21.0	0	0.0	21	21.0	55	55.0
<b>Australia</b>	<b>3,903</b>	<b>3,899.3</b>	<b>3,888</b>	<b>3,865.2</b>	<b>1,604</b>	<b>1,601.8</b>	<b>5,492</b>	<b>5,467.0</b>	<b>9,395</b>	<b>9,366.3</b>
<i>Males</i>	1,960	1,958.1	1,796	1,786.2	812	810.8	2,608	2,597.0	4,568	4,555.1
<i>Females</i>	1,943	1,941.2	2,092	2,079.0	792	791.0	2,884	2,870.0	4,827	4,811.2
<b>Total non-government</b>										
New South Wales	4,283	4,282.0	2,825	2,807.6	782	779.3	3,607	3,586.9	7,890	7,868.9
Victoria	728	725.4	700	700.0	199	199.0	899	899.0	1,627	1,624.4
Queensland	4,011	4,009.1	2,572	2,569.4	1,498	1,497.5	4,070	4,066.9	8,081	8,076.0
South Australia	676	676.0	294	292.6	149	149.0	443	441.6	1,119	1,117.6
Western Australia	2,214	2,214.0	965	965.0	569	569.0	1,534	1,534.0	3,748	3,748.0
Tasmania	536	534.2	298	296.6	85	85.0	383	381.6	919	915.8
Northern Territory	1,405	1,405.0	1,384	1,384.0	252	252.0	1,636	1,636.0	3,041	3,041.0
Australian Capital Territory	158	158.0	134	134.0	33	33.0	167	167.0	325	325.0
<b>Australia</b>	<b>14,011</b>	<b>14,003.7</b>	<b>9,172</b>	<b>9,149.2</b>	<b>3,567</b>	<b>3,563.8</b>	<b>12,739</b>	<b>12,713.0</b>	<b>26,750</b>	<b>26,716.7</b>
<i>Males</i>	7,025	7,020.5	4,401	4,391.2	1,777	1,775.8	6,178	6,167.0	13,203	13,187.5
<i>Females</i>	6,986	6,983.2	4,771	4,758.0	1,790	1,788.0	6,561	6,546.0	13,547	13,529.2
<b>All schools</b>										
New South Wales	32,119	32,118.0	18,310	18,292.6	4,627	4,545.1	22,937	22,837.7	55,056	54,955.7
Victoria	6,669	6,660.3	3,762	3,739.4	961	954.7	4,723	4,694.1	11,392	11,354.4
Queensland	33,915	33,640.5	12,471	12,342.5	5,674	5,557.0	18,145	17,899.5	52,060	51,540.0
South Australia	6,555	6,553.4	2,351	2,340.2	1,254	1,230.3	3,605	3,570.5	10,160	10,123.9
Western Australia	16,911	16,911.0	4,687	4,687.0	2,215	2,204.7	6,902	6,891.7	23,813	23,802.7
Tasmania	3,204	3,201.0	1,909	1,902.9	766	674.4	2,675	2,577.3	5,879	5,778.3
Northern Territory	10,355	10,346.6	4,696	4,678.8	1,144	1,109.9	5,840	5,788.7	16,195	16,135.3
Australian Capital Territory	866	866.0	450	450.0	186	186.0	636	636.0	1,502	1,502.0
<b>Total Australia</b>	<b>110,594</b>	<b>110,296.8</b>	<b>48,636</b>	<b>48,433.4</b>	<b>16,827</b>	<b>16,462.1</b>	<b>65,463</b>	<b>64,895.5</b>	<b>176,057</b>	<b>175,192.3</b>
<i>Males</i>	56,508	56,337.1	24,750	24,652.0	8,193	8,033.0	32,943	32,685.0	89,451	89,022.1
<i>Females</i>	54,086	53,959.7	23,886	23,781.4	8,634	8,429.1	32,520	32,210.5	86,606	86,170.2

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*

Attendance

**Table 42 Student attendance rates, government schools, by Indigenous status and state and territory, 2012 (per cent); Indigenous student attendance rates, government school sector, by state and territory, 2008–11 (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
<b>2012</b>												
<b>New South Wales</b>												
Indigenous	90	90	90	90	90	90	85	81	78	75	88	73
Non-Indigenous	94	94	95	95	94	94	93	91	89	88	92	85
<b>Total</b>	94	94	94	94	94	94	92	90	89	87	91	83
<b>Victoria</b>												
Indigenous	89	90	90	90	89	88	89	85	84	83	85	82
Non-Indigenous	94	94	94	94	94	94	94	92	91	92	91	88
<b>Total</b>	94	94	94	94	94	94	94	92	91	91	90	88
<b>Queensland</b>												
Indigenous	86	86	87	87	86	87	86	83	79	77	N/A	N/A
Non-Indigenous	93	93	93	93	93	93	93	91	89	88	N/A	N/A
<b>Total</b>	92	93	93	93	93	93	92	91	88	87	N/A	N/A
<b>South Australia</b>												
Indigenous	80	81	82	81	83	81	81	77	72	73	81	78
Non-Indigenous	92	93	93	93	93	93	92	91	88	87	91	90
<b>Total</b>	92	92	93	92	92	92	92	90	88	86	91	89
<b>Western Australia</b>												
Indigenous	80	81	82	82	82	81	80	72	67	64	N/A	N/A
Non-Indigenous	93	93	94	94	94	94	93	91	89	88	N/A	95
<b>Total</b>	92	92	93	93	93	93	92	89	87	86	N/A	95
<b>Tasmania</b>												
Indigenous	92	93	93	91	92	92	89	84	82	78	N/A	N/A
Non-Indigenous	94	94	94	94	94	94	92	90	88	87	N/A	N/A
<b>Total</b>	94	94	94	94	94	94	92	89	87	86	N/A	N/A
<b>Northern Territory</b>												
Indigenous	68	70	72	71	72	71	68	64	60	55	60	88
Non-Indigenous	91	92	92	92	92	92	90	88	88	85	N/A	92
<b>Total</b>	81	81	82	81	82	81	79	77	76	74	60	92
<b>Australian Capital Territory</b>												
Indigenous	87	87	85	88	87	87	83	76	79	77	N/A	N/A
Non-Indigenous	93	93	94	93	93	93	92	90	88	87	N/A	N/A
<b>Total</b>	93	93	93	93	93	92	92	89	88	87	N/A	N/A
<b>2011</b>												
NSW	90	90	90	90	90	89	86	81	78	74		
Vic.	89	90	89	89	89	89	87	82	80	79		
Qld	86	86	87	86	87	87	86	84	79	77		
SA	80	82	81	82	82	83	82	76	72	70		
WA	80	81	82	82	83	82	81	74	67	64		
Tas.	93	93	92	93	93	93	87	87	81	79		
NT	69	72	72	72	73	74	70	65	61	60		
ACT	89	89	88	87	90	89	82	79	73	72		
<b>2010</b>												
NSW	90	90	90	90	90	89	85	81	78	78		
Vic.	90	89	89	89	89	89	87	82	81	80		
Qld	86	87	87	88	88	88	88	83	79	77		
SA	81	81	83	84	84	84	81	76	70	70		
WA	81	83	83	84	83	84	81	75	68	62		
Tas.	93	93	94	94	93	92	91	85	85	82		
NT	72	72	73	74	74	75	70	65	60	61		
ACT	87	88	91	89	88	89	83	79	75	72		
<b>2009</b>												
NSW	89	89	89	89	89	88	85	80	78	80		
Vic.	88	88	89	89	89	89	86	82	81	81		
Qld	86	86	87	87	87	87	87	82	78	76		
SA	81	81	82	83	83	83	82	77	71	69		
WA	80	80	81	82	82	81	82	74	67	64		
Tas.	92	93	93	93	92	92	88	87	81	78		
NT	71	73	74	75	76	75	72	67	66	67		
ACT	87	90	88	90	89	86	79	80	74	75		
<b>2008</b>												
NSW	89	89	89	89	89	89	84	81	78	81		
Vic.	88	89	89	89	89	89	86	85	82	82		
Qld	85	87	87	87	88	88	87	82	78	76		
SA	80	83	84	83	84	83	83	77	70	70		
WA	78	81	80	82	82	81	81	74	68	64		
Tas.	93	94	93	93	93	92	90	86	83	81		
NT	70	73	73	74	74	74	73	70	70	69		
ACT	87	90	90	90	88	90	85	79	76	80		

Notes:

N/A – not applicable

For further information, see [Explanatory notes for the 2012 student attendance data](#).

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.

Source:

ACARA, Student Attendance Data Collection, 2008-12

**Table 43 Student attendance rates, Catholic schools, by Indigenous status and state and territory, 2012 (per cent); Indigenous student attendance rates, Catholic school sector, by state and territory, 2008–11 (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
<b>2012</b>												
<b>New South Wales</b>												
Indigenous	91	91	91	91	91	90	92	90	89	87	N/A	N/A
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	N/A
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>N/A</b>
<b>Victoria</b>												
Indigenous	85	87	90	89	87	90	88	89	85	85	N/A	N/A
Non-Indigenous	94	95	95	94	95	94	94	93	92	93	95	94
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>93</b>	<b>95</b>	<b>94</b>
<b>Queensland</b>												
Indigenous	87	87	90	89	89	88	90	91	89	86	N/A	69
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	N/A	70
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>N/A</b>	<b>69</b>
<b>South Australia</b>												
Indigenous	90	92	89	90	93	88	86	83	85	84	100	N/A
Non-Indigenous	94	94	95	94	94	94	94	93	92	91	94	94
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>91</b>	<b>94</b>	<b>94</b>
<b>Western Australia</b>												
Indigenous	77	79	81	78	86	81	82	80	82	80	N/A	N/A
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	N/A	N/A
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>N/A</b>	<b>N/A</b>
<b>Tasmania</b>												
Indigenous	95	92	93	92	93	91	91	90	89	88	N/A	N/A
Non-Indigenous	94	94	94	94	95	94	93	92	91	90	N/A	N/A
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>90</b>	<b>N/A</b>	<b>N/A</b>
<b>Northern Territory</b>												
Indigenous	63	66	67	64	66	67	65	73	67	71	N/A	N/A
Non-Indigenous	92	91	92	93	92	93	93	92	92	90	N/A	N/A
<b>Total</b>	<b>80</b>	<b>81</b>	<b>81</b>	<b>83</b>	<b>83</b>	<b>84</b>	<b>82</b>	<b>85</b>	<b>82</b>	<b>84</b>	<b>N/A</b>	<b>N/A</b>
<b>Australian Capital Territory</b>												
Indigenous	89	93	92	91	79	85	87	83	83	84	N/A	N/A
Non-Indigenous	93	94	94	95	94	93	92	89	90	90	N/A	N/A
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>89</b>	<b>90</b>	<b>89</b>	<b>N/A</b>	<b>N/A</b>
<b>2011</b>												
NSW	89	89	90	91	91	90	87	89	87	85		
Vic.	90	90	87	90	91	90	91	91	83	87		
Qld	89	89	91	90	90	90	92	91	89	86		
SA	92	92	90	91	87	92	92	87	85	89		
WA	74	74	81	78	76	82	80	82	78	85		
Tas.	92	94	96	92	93	95	92	90	90	94		
NT	67	65	69	76	79	69	69	75	71	55		
ACT	91	85	90	86	93	95	90	89	88	92		
<b>2010</b>												
NSW	90	90	89	89	90	88	91	89	86	87		
Vic.	89	90	90	87	93	93	88	83	88	87		
Qld	90	90	91	90	89	91	91	91	91	87		
SA	93	92	92	92	90	93	91	89	92	86		
WA	75	78	81	80	81	80	81	83	84	85		
Tas.	90	91	90	93	91	87	93	91	88	90		
NT	69	64	68	68	65	70	72	75	70	68		
ACT	92	88	96	93	93	93	90	85	85	87		
<b>2009</b>												
NSW	89	90	89	88	89	88	90	88	85	86		
Vic.	91	91	92	89	90	91	85	86	85	88		
Qld	89	89	89	88	90	92	87	89	88	88		
SA	92	95	94	92	91	91	91	86	90	90		
WA	72	78	69	76	78	73	73	85	80	79		
Tas.	93	92	94	96	96	95	95	97	92	93		
NT	68	66	74	70	74	68	77	70	71	70		
ACT	87	82	88	88	91	93	89	88	86	91		
<b>2008</b>												
NSW	89	90	90	90	90	91	91	87	87	85		
Vic.	89	90	90	88	88	87	88	84	79	84		
Qld	87	89	87	88	88	88	89	90	88	84		
SA	89	95	92	89	88	90	92	82	89	85		
WA	73	71	77	75	76	76	81	77	79	76		
Tas.	91	94	94	92	93	93	96	92	94	87		
NT	67	72	72	75	77	71	72	69	71	69		
ACT	92	92	87	88	91	87	92	86	87	88		

Notes: N/A –not applicable  
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.

Source: ACARA, Student Attendance Data Collection, 2008-12

Table 44

**Student attendance rates, independent schools, by Indigenous status and state and territory, 2012 (per cent);  
Indigenous student attendance rates, independent school sector, by state and territory, 2008–11 (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
<b>2012</b>												
<b>New South Wales</b>												
Indigenous	91	91	93	91	91	93	91	92	83	79	84	100
Non-Indigenous	95	95	96	95	95	95	95	94	94	93	92	95
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>95</b>
<b>Victoria</b>												
Indigenous	89	92	92	92	94	89	91	91	96	89	97	86
Non-Indigenous	94	95	95	95	95	94	95	94	93	93	88	81
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>89</b>	<b>81</b>
<b>Queensland</b>												
Indigenous	86	88	86	85	87	90	89	88	83	78	N/A	75
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	92	70
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>70</b>
<b>South Australia</b>												
Indigenous	90	78	91	88	89	92	84	83	92	93	100	N/A
Non-Indigenous	94	95	95	95	94	94	94	94	93	93	89	95
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>89</b>	<b>95</b>
<b>Western Australia</b>												
Indigenous	84	85	87	86	87	81	92	85	75	65	N/A	19
Non-Indigenous	94	94	95	94	95	95	95	95	94	93	100	31
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>100</b>	<b>27</b>
<b>Tasmania</b>												
Indigenous	93	84	94	90	96	93	95	93	92	93	N/A	N/A
Non-Indigenous	94	94	94	94	94	95	94	93	94	92	86	99
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>92</b>	<b>86</b>	<b>99</b>
<b>Northern Territory</b>												
Indigenous	77	77	75	85	79	81	76	74	75	71	N/A	48
Non-Indigenous	91	94	94	94	94	93	93	93	93	91	N/A	48
<b>Total</b>	<b>89</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>91</b>	<b>92</b>	<b>89</b>	<b>88</b>	<b>88</b>	<b>85</b>	<b>N/A</b>	<b>48</b>
<b>Australian Capital Territory</b>												
Indigenous	73	94	88	95	94	77	98	76	76	98	N/A	N/A
Non-Indigenous	93	93	93	93	93	91	95	88	92	86	N/A	N/A
<b>Total</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>95</b>	<b>88</b>	<b>92</b>	<b>86</b>	<b>N/A</b>	<b>N/A</b>
<b>2011</b>												
NSW	87	90	90	89	89	92	91	90	87	83		
Vic.	95	95	94	93	92	93	83	84	87	87		
Qld	88	90	93	90	91	88	91	89	83	86		
SA	88	87	88	89	90	90	86	85	90	87		
WA	83	80	82	84	80	85	85	84	78	74		
Tas.	91	97	95	93	97	91	92	91	88	87		
NT	74	65	74	76	68	67	81	82	85	80		
ACT	95	96	94	93	90	99	95	91	100	98		
<b>2010</b>												
NSW	86	90	87	91	90	91	88	88	88	76		
Vic.	94	93	94	93	91	92	88	81	90	80		
Qld	89	87	90	90	90	88	90	89	89	84		
SA	86	80	89	88	91	90	95	94	92	92		
WA	83	82	88	81	87	82	88	79	87	64		
Tas.	90	92	94	94	97	94	92	93	92	86		
NT	69	72	62	78	80	79	88	85	93	92		
ACT	98	87	93	83	33	90	76	73	85	83		
<b>2009</b>												
NSW	90	88	93	91	89	91	91	90	84	80		
Vic.	91	92	88	95	94	96	82	86	87	81		
Qld	83	83	85	83	88	84	88	86	86	81		
SA	87	84	86	84	88	88	87	85	77	78		
WA	80	83	78	85	81	81	84	82	83	79		
Tas.	95	96	94	97	95	93	96	92	94	93		
NT	52	70	73	64	64	68	81	85	84	83		
ACT	83	88	97	87	85	98	90	69	90	71		
<b>2008</b>												
NSW	91	91	92	91	93	94	92	88	84	76		
Vic.	91	93	93	86	95	91	85	93	89	87		
Qld	83	86	86	87	88	89	88	89	85	84		
SA	88	89	88	86	91	94	82	88	84	89		
WA	74	75	75	76	85	83	80	85	85	81		
Tas.	94	95	97	92	94	95	95	91	91	90		
NT	64	71	77	73	67	71	84	84	75	82		
ACT	90	89	95	91	90	86	80	93	75	86		

## Notes:

N/A – not applicable

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.

## Source:

ACARA, Student Attendance Data Collection, 2008- 12

**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, 2008–12 (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
2012	99.6	100.7	1.1	97.1	100.8	3.7	78.3	93.7	15.4	69.6	86.7	17.1
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
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
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
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

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*. 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*. 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*.

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

## 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, 2008–12 (per cent)**

	2008	2009	2010	2011	2012
<b>Year 7/8–10</b>					
Indigenous	89.8	90.9	95.8	98.7	98.4
Non-Indigenous	99.9	100.1	101.0	101.3	101.4
Gap (percentage points)	10.1	9.2	5.2	2.6	3.0
<b>Year 10–12</b>					
Indigenous	51.7	50.1	52.5	53.5	53.3
Non-Indigenous	76.5	77.7	79.5	80.6	80.4
Gap (percentage points)	24.8	27.6	27	27.1	27.1

**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 for Year 7-10 rates 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 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 such 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*.



**Table 47 Comparative Indigenous and non-Indigenous apparent retention rates (Years 7/8–10; 7/8–12, 10–12), by state and territory, 2012 (per cent)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT
<b>Years 7/8–10</b>								
Indigenous	106.6	100.2	97.9	101.1	90.9	101.1	75.9	96.3
Non-Indigenous	100.5	101.3	101.7	103.6	104.8	98.5	94.8	102.6
<b>Years 7/8–12</b>								
Indigenous	47.2	51.1	62.1	69.4	41.2	45.7	32.7	63.1
Non-Indigenous	76.2	82.5	85.2	89.5	82.1	69.2	71.5	90.4
<b>Year 10–12</b>								
Indigenous	48.1	56.3	62.4	70.0	45.4	41.2	40.3	65.4
Non-Indigenous	76.6	81.5	83.6	86.9	79.7	69.2	75.1	89.8

**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*

**Table 48** Comparative Indigenous and non-Indigenous apparent retention rates (Year 7/8–10; 7/8–12), by state and territory, 2008–12 (per cent)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT
<b>2012</b>								
Year 7/8–10								
Indigenous	106.6	100.2	97.9	101.1	90.9	101.1	75.9	96.3
Non-Indigenous	100.5	101.3	101.7	103.6	104.8	98.5	94.8	102.6
Year 7/8–12								
Indigenous	47.2	51.1	62.1	69.4	41.2	45.7	32.7	63.1
Non-Indigenous	76.2	82.5	85.2	89.5	82.1	69.2	71.5	90.4
<b>2011</b>								
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
<b>2010</b>								
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
<b>2009</b>								
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
<b>2008</b>								
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

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*

## Funding Australia's schools

**Table 49 Expenditure by government education systems, by level of education and area of expenditure, by state and territory, 2011–12 financial year; totals 2007–08 to 2011–12 financial years (current and real terms) (accrual basis) (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>In-school, primary education</b>									
Teaching staff salaries	3,346,008	2,059,830	2,144,155	764,717	1,247,597	237,979	173,383	172,060	10,145,729
Non-teaching staff salaries	588,731	376,226	591,614	218,892	369,686	62,589	41,975	40,927	2,290,639
Redundancy payments	2,769	455	169	5,303	1,999	0	0	0	10,694
Non-salary costs	1,189,573	689,804	746,417	330,868	462,572	105,026	110,626	64,935	3,699,821
Recurrent costs excluding notional user cost of capital	5,127,080	3,126,315	3,482,354	1,319,780	2,081,854	405,594	325,984	277,922	16,146,884
Notional user cost of capital	1,060,981	625,621	775,047	193,875	505,515	50,942	47,266	72,320	3,331,567
Recurrent costs including notional user cost of capital	6,188,061	3,751,936	4,257,401	1,513,655	2,587,369	456,536	373,250	350,243	19,478,451
Capital/investing costs	324,024	494,416	329,192	74,848	326,563	23,235	40,077	27,244	1,639,599
<b>In-school, secondary education</b>									
Teaching staff salaries	3,023,913	1,837,067	1,450,033	509,013	747,197	180,494	122,665	162,396	8,032,778
Non-teaching staff salaries	451,748	346,704	346,080	138,594	215,270	48,182	30,423	38,628	1,615,629
Redundancy payments	2,425	316	179	3,524	1,055	52	82	0	7,633
Non-salary costs	949,628	738,014	685,830	247,325	372,717	155,531	82,817	64,321	3,296,183
Recurrent costs excluding notional user cost of capital	4,427,713	2,922,101	2,482,122	898,456	1,336,239	384,259	235,987	265,345	12,952,223
Notional user cost of capital	743,394	457,151	471,411	98,071	370,972	51,498	28,877	70,649	2,292,023
Recurrent costs including notional user cost of capital	5,171,108	3,379,252	2,953,533	996,527	1,707,211	435,757	264,863	335,994	15,244,245
Capital/investing costs	213,462	211,219	91,561	69,722	327,630	13,511	14,059	69,491	1,010,656
<b>Out-of-school</b>									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	285,857	187,740	268,950	123,395	153,300	27,140	35,715	17,825	1,099,922
Redundancy payments	0	493	9,373	5,708	2,049	24	45	0	17,692
Non-salary costs	88,271	175,853	211,903	68,341	67,557	5,480	23,227	23,995	664,627
Recurrent costs excluding notional user cost of capital	374,128	364,087	490,226	197,444	222,906	32,644	58,988	41,820	1,782,242
Notional user cost of capital	5,918	9,002	2,819	5,136	2,514	61	0	2,509	27,961
Recurrent costs including notional user cost of capital	380,046	373,089	493,045	202,580	225,420	32,705	58,988	44,329	1,810,202
Capital/investing costs	47,338	14,624	13,249	0	14,632	0	51	0	89,892
<b>Total – primary, secondary and out-of-school</b>									
Recurrent costs excluding notional user cost of capital	9,928,922	6,412,502	6,454,702	2,415,680	3,640,999	822,497	620,959	585,087	30,881,348
Capital/investing costs	584,824	720,258	434,002	144,570	668,824	36,746	54,187	96,735	2,740,147
<b>Total recurrent costs (current prices) including notional user cost of capital</b>									
<b>2011–12</b>	11,739,215	7,504,276	7,703,979	2,712,763	4,520,000	924,998	697,102	730,566	36,532,898
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
<b>Total real recurrent costs (2011–12 prices) including notional user cost of capital</b>									
<b>2011–12</b>	11,739,215	7,504,276	7,703,979	2,712,763	4,520,000	924,998	697,102	730,566	36,532,898
2010–11	10,944,147	7,398,567	7,410,387	2,632,721	4,441,649	901,544	674,255	699,205	35,102,475
2009–10	11,097,442	7,446,257	7,328,378	2,449,397	4,443,119	887,218	646,664	658,367	34,956,843
2008–09	10,645,379	7,258,314	6,988,642	2,314,123	4,307,490	851,592	633,648	649,949	33,649,137
2007–08	10,288,837	6,955,768	6,773,284	2,343,555	4,144,033	833,276	605,011	624,549	32,568,314

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 2012' 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 adjusted to current year dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011–12 = 100).  
 Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (Finance), 2008–11; SCSEEC, National Schools Statistics Collection (Finance), 2012

**Table 50 Per capita expenditure on government schools by level of education, by state and territory, 2011–12 financial year; 2007–08 to 2011–12 financial years (\$/full-time equivalent student – accrual basis)**

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	14,632	17,258	15,718
Victoria	12,449	15,719	13,801
Queensland	14,286	17,783	15,526
South Australia	15,718	17,347	16,323
Western Australia	16,507	23,648	18,731
Tasmania	14,788	17,334	15,927
Northern Territory	22,000	26,929	23,788
Australian Capital Territory	19,163	22,872	20,806
<b>Australia</b>	<b>14,515</b>	<b>17,746</b>	<b>15,768</b>
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	803	755	783
Victoria	1,577	966	1,325
Queensland	1,055	547	875
South Australia	717	1,128	870
Western Australia	2,026	4,420	2,772
Tasmania	724	520	633
Northern Territory	2,148	1,324	1,849
Australian Capital Territory	1,392	4,469	2,755
<b>Australia</b>	<b>1,195</b>	<b>1,164</b>	<b>1,183</b>
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	15,718	783	
Victoria	13,801	1,325	
Queensland	15,526	875	
South Australia	16,323	870	
Western Australia	18,731	2,772	
Tasmania	15,927	633	
Northern Territory	23,788	1,849	
Australian Capital Territory	20,806	2,755	
<b>Australia</b>	<b>15,768</b>	<b>1,183</b>	
<b>2011–12</b>	<b>15,768</b>	<b>1,183</b>	
2010–11	15,002	2,977	
2009–10	14,380	3,310	
2008–09	13,544	1,006	
2007–08	12,639	865	
<b>2011–12</b>	<b>15,768</b>	<b>1,183</b>	
2010–11 (in \$2011–12)	15,277	3,032	
2009–10 (in \$2011–12)	15,282	3,518	
2008–09 (in \$2011–12)	14,770	1,097	
2007–08 (in \$2011–12)	14,314	980	

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 interest on Commonwealth loans
- teacher housing and student hostel provisions
- funds raised by schools, school councils or community organisations.

Real dollars are previous years expenditure adjusted to current year dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011–12 = 100).

Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (Finance), 2008–11; SCSEEC, National Schools Statistics Collection (Finance), 2012

**Table 51 Australian, state and territory government recurrent expenditure per student in government schools by level of education, by state and territory, 2007–08 to 2011–12 (\$/full-time equivalent student – accrual basis; including user cost of capital)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>2007–08</b>									
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
<b>2008–09</b>									
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
<b>2009–10</b>									
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
<b>2010–11</b>									
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
<b>2011–12</b>									
In-school primary	14,123	11,763	13,292	14,499	15,573	14,225	19,987	17,901	13,734
In-school secondary	16,749	15,032	16,790	16,128	22,714	16,771	24,916	21,610	16,965
Out-of-school	509	686	994	1,219	934	563	2,013	1,262	781
Total primary (in & out)	14,632	12,449	14,286	15,718	16,507	14,788	22,000	19,163	14,515
Total secondary (in & out)	17,258	15,719	17,783	17,347	23,648	17,334	26,929	22,872	17,746
Total primary & secondary (in & out)	15,718	13,801	15,526	16,323	18,731	15,927	23,788	20,806	15,768
<b>2007–08 (in \$2011–12)</b>									
In-school primary	12,143	10,903	12,409	12,166	15,300	12,118	16,579	16,105	12,385
In-school secondary	15,347	14,183	14,924	14,759	20,330	14,507	22,699	18,835	15,497
Out-of-school	482	677	766	1,001	905	849	2,032	841	704
Total primary (in & out)	12,625	11,580	13,174	13,168	16,205	12,967	18,609	16,947	13,088
Total secondary (in & out)	15,829	14,861	15,691	15,760	21,233	15,357	24,730	19,676	16,202
Total primary & secondary (in & out)	13,957	12,958	14,072	14,109	17,954	14,005	20,665	18,189	14,314
<b>2008–09 (in \$2011–12)</b>									
In-school primary	12,640	11,447	12,796	12,097	15,351	12,563	17,665	16,599	12,781
In-school secondary	15,806	14,667	15,088	14,445	21,770	15,311	23,183	19,677	15,967
Out-of-school	505	702	812	1,028	923	697	2,184	1,022	732
Total primary (in & out)	13,145	12,149	13,607	13,124	16,274	13,260	19,850	17,621	13,513
Total secondary (in & out)	16,311	15,370	15,901	15,473	22,692	16,008	25,368	20,699	16,698
Total primary & secondary (in & out)	14,460	13,503	14,431	13,988	18,511	14,458	21,876	19,015	14,770
<b>2009–10 (in \$2011–12)</b>									
In-school primary	13,326	11,726	13,277	12,972	15,650	13,528	18,439	16,603	13,307
In-school secondary	16,085	15,010	15,854	14,920	22,530	15,858	22,721	19,643	16,380
Out-of-school	533	710	829	1,082	1,031	588	2,408	1,157	763
Total primary (in & out)	13,860	12,436	14,106	14,054	16,681	14,116	20,847	17,761	14,070
Total secondary (in & out)	16,618	15,721	16,683	16,001	23,561	16,445	25,129	20,800	17,143
Total primary & secondary (in & out)	15,009	13,816	15,035	14,781	18,973	15,145	22,409	19,132	15,282
<b>2010–11 (in \$2011–12)</b>									
In-school primary	13,273	11,629	13,213	14,277	15,867	13,687	19,127	17,776	13,412
In-school secondary	15,649	14,896	16,188	15,605	22,077	16,276	23,777	20,412	16,289
Out-of-school	450	700	846	1,097	1,015	574	2,323	1,267	737
Total primary (in & out)	13,723	12,329	14,059	15,374	16,882	14,262	21,450	19,043	14,150
Total secondary (in & out)	16,100	15,597	17,036	16,702	23,093	16,851	26,100	21,679	17,026
Total primary & secondary (in & out)	14,713	13,696	15,125	15,872	18,839	15,416	23,144	20,227	15,277
<b>2011–12</b>									
In-school primary	14,123	11,763	13,292	14,499	15,573	14,225	19,987	17,901	13,734
In-school secondary	16,749	15,032	16,790	16,128	22,714	16,771	24,916	21,610	16,965
Out-of-school	509	686	994	1,219	934	563	2,013	1,262	781
Total primary (in & out)	14,632	12,449	14,286	15,718	16,507	14,788	22,000	19,163	14,515
Total secondary (in & out)	17,258	15,719	17,783	17,347	23,648	17,334	26,929	22,872	17,746
Total primary & secondary (in & out)	15,718	13,801	15,526	16,323	18,731	15,927	23,788	20,806	15,768

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 2012' is applied to all jurisdictions. Users wishing to publish this 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 interest on Commonwealth loans
- teacher housing and student hostel provisions
- funds raised by schools, school councils or community organisations.

Real dollars are previous years expenditure adjusted to current year dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011–12 = 100). Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (Finance), 2008–11; SCSEEC, National Schools Statistics Collection (Finance), 2012

**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 2011–12

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
<b>2011–2012</b>	2.6

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, 2012 calendar year; totals 2008–12 (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Primary schools</b>									
Teaching staff salaries	690,178	578,431	321,015	153,348	187,540	27,625	12,260	43,055	2,013,455
Non-teaching staff salaries	172,359	105,579	121,967	43,594	67,872	8,788	6,123	9,379	535,664
Other costs	475,707	391,790	393,448	129,681	161,556	17,940	14,810	26,734	1,611,669
<b>Subtotal</b>	<b>1,338,245</b>	<b>1,075,801</b>	<b>836,431</b>	<b>326,624</b>	<b>416,969</b>	<b>54,354</b>	<b>33,194</b>	<b>79,169</b>	<b>4,160,790</b>
<b>Secondary schools</b>									
Teaching staff salaries	801,880	575,781	275,567	74,154	33,892	29,079	19,767	45,041	1,855,165
Non-teaching staff salaries	210,864	170,914	108,968	24,685	10,882	9,072	9,103	11,674	556,166
Other costs	700,511	551,267	390,271	71,977	41,471	25,216	36,674	48,765	1,866,156
<b>Subtotal</b>	<b>1,713,255</b>	<b>1,297,963</b>	<b>774,807</b>	<b>170,817</b>	<b>86,247</b>	<b>63,368</b>	<b>65,545</b>	<b>105,481</b>	<b>4,277,487</b>
<b>Combined schools</b>									
Teaching staff salaries	1,299,775	1,078,723	829,431	390,400	684,488	100,138	44,341	91,329	4,518,627
Non-teaching staff salaries	363,075	326,636	320,116	125,704	213,739	30,879	21,179	24,150	1,425,481
Other costs	1,317,735	1,217,270	1,072,195	404,406	688,069	91,795	49,586	98,365	4,939,425
<b>Subtotal</b>	<b>2,980,586</b>	<b>2,622,630</b>	<b>2,221,742</b>	<b>920,511</b>	<b>1,586,297</b>	<b>222,813</b>	<b>115,107</b>	<b>213,844</b>	<b>10,883,534</b>
<b>Total expenditure of non-government schools</b>									
Teaching staff salaries	2,791,834	2,232,936	1,426,014	617,903	905,920	156,843	76,369	179,426	8,387,248
Non-teaching staff salaries	746,298	603,130	551,052	193,985	292,495	48,740	36,406	45,203	2,517,312
Other costs	2,493,954	2,160,328	1,855,915	606,065	891,097	134,953	101,071	173,865	8,417,251
<b>Total 2012</b>	<b>6,032,087</b>	<b>4,996,395</b>	<b>3,832,982</b>	<b>1,417,954</b>	<b>2,089,513</b>	<b>340,536</b>	<b>213,847</b>	<b>398,495</b>	<b>19,321,812</b>
<b>Total 2011</b>	<b>6,108,601</b>	<b>4,908,013</b>	<b>3,822,648</b>	<b>1,413,433</b>	<b>2,071,210</b>	<b>364,925</b>	<b>211,428</b>	<b>383,929</b>	<b>19,284,191</b>
<b>Total 2010</b>	<b>6,320,448</b>	<b>5,297,584</b>	<b>3,935,717</b>	<b>1,527,155</b>	<b>2,157,102</b>	<b>393,703</b>	<b>215,188</b>	<b>402,798</b>	<b>20,249,699</b>
<b>Total 2009</b>	<b>5,345,727</b>	<b>4,518,217</b>	<b>3,208,544</b>	<b>1,256,029</b>	<b>1,749,572</b>	<b>312,865</b>	<b>192,737</b>	<b>333,522</b>	<b>16,917,215</b>
<b>Total 2008</b>	<b>4,783,961</b>	<b>3,969,502</b>	<b>2,839,189</b>	<b>1,083,897</b>	<b>1,509,154</b>	<b>295,606</b>	<b>159,465</b>	<b>304,291</b>	<b>14,945,068</b>
<b>Total real expenditure of non-government schools (2012 prices)</b>									
<b>Total 2012</b>	<b>6,032,087</b>	<b>4,996,395</b>	<b>3,832,982</b>	<b>1,417,954</b>	<b>2,089,513</b>	<b>340,536</b>	<b>213,847</b>	<b>398,495</b>	<b>19,321,812</b>
<b>Total 2011</b>	<b>6,200,230</b>	<b>4,981,633</b>	<b>3,879,988</b>	<b>1,434,634</b>	<b>2,102,278</b>	<b>370,399</b>	<b>214,599</b>	<b>389,688</b>	<b>19,573,454</b>
<b>Total 2010</b>	<b>6,803,027</b>	<b>5,702,065</b>	<b>4,236,217</b>	<b>1,643,756</b>	<b>2,321,801</b>	<b>423,763</b>	<b>231,618</b>	<b>433,552</b>	<b>21,795,805</b>
<b>Total 2009</b>	<b>5,815,555</b>	<b>4,915,316</b>	<b>3,490,538</b>	<b>1,366,420</b>	<b>1,903,339</b>	<b>340,362</b>	<b>209,676</b>	<b>362,835</b>	<b>18,404,044</b>
<b>Total 2008</b>	<b>5,499,117</b>	<b>4,562,904</b>	<b>3,263,620</b>	<b>1,245,929</b>	<b>1,734,758</b>	<b>339,796</b>	<b>183,303</b>	<b>349,780</b>	<b>17,179,212</b>

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 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. 5204.0, *Australian System of National Accounts, 2011–12*

**Table 54 Breakdown of 'other costs' component of expenditure of non-government schools, by school level, state and territory, 2012 calendar year; totals 2008–12 (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Primary schools</b>									
Staff related expenditure	124,191	82,491	130,815	39,422	38,858	4,473	2,827	8,436	431,517
Debt servicing	23,596	14,102	10,254	6,001	2,485	983	194	223	57,841
Other operating expenditure	241,739	193,380	136,570	67,513	79,601	8,654	10,135	14,381	751,976
Capital expenditure	86,180	101,816	115,806	16,743	40,610	3,829	1,653	3,693	370,334
<b>Total</b>	<b>475,707</b>	<b>391,790</b>	<b>393,448</b>	<b>129,681</b>	<b>161,556</b>	<b>17,940</b>	<b>14,810</b>	<b>26,734</b>	<b>1,611,669</b>
<b>Secondary schools</b>									
Staff related expenditure	146,074	98,170	89,837	17,269	6,813	4,687	3,639	8,229	374,721
Debt servicing	25,564	20,535	11,413	3,108	1,314	1,206	1181	560	64,885
Other operating expenditure	338,943	259,184	159,547	35,507	16,384	12,949	13,460	18,092	854,069
Capital expenditure	189,928	173,378	129,471	16,091	16,958	6,373	18,393	21,883	572,480
<b>Total</b>	<b>700,511</b>	<b>551,267</b>	<b>390,271</b>	<b>71,977</b>	<b>41,471</b>	<b>25,216</b>	<b>36,674</b>	<b>48,765</b>	<b>1,866,156</b>
<b>Combined schools</b>									
Staff related expenditure	230,664	205,915	194,220	83,828	123,289	19,303	10,919	15,499	883,641
Debt servicing	74,690	36,823	66,056	20,281	31,337	4,172	2,140	6,401	241,903
Other operating expenditure	640,995	593,834	522,488	204,958	326,727	48,964	25,630	43,428	2,407,028
Capital expenditure	371,384	380,697	289,430	95,337	206,715	19,354	10,896	33,035	1,406,852
<b>Total</b>	<b>1,317,735</b>	<b>1,217,270</b>	<b>1,072,195</b>	<b>404,406</b>	<b>688,069</b>	<b>91,795</b>	<b>49,586</b>	<b>98,365</b>	<b>4,939,425</b>
<b>Total 'other costs' for non-government schools</b>									
Staff related expenditure	500,930	386,577	414,873	140,520	168,961	28,464	17,386	32,165	1,689,879
Debt servicing	123,851	71,461	87,725	29,391	35,137	6,362	3,515	7,184	364,629
Other operating expenditure	1,221,678	1,046,398	818,607	307,979	422,713	70,568	49,225	75,902	4,013,074
Capital expenditure	647,493	655,891	534,709	128,173	264,285	29,557	30,943	58,612	2,349,667
<b>Total 2012</b>	<b>2,493,954</b>	<b>2,160,328</b>	<b>1,855,915</b>	<b>606,065</b>	<b>891,097</b>	<b>134,953</b>	<b>101,071</b>	<b>173,865</b>	<b>8,417,251</b>
<b>Total 2011</b>	<b>2,779,465</b>	<b>2,243,893</b>	<b>1,892,550</b>	<b>651,473</b>	<b>955,434</b>	<b>168,505</b>	<b>105,751</b>	<b>174,619</b>	<b>8,971,693</b>
<b>Total 2010</b>	<b>3,155,816</b>	<b>2,759,953</b>	<b>2,132,311</b>	<b>814,882</b>	<b>1,137,449</b>	<b>209,704</b>	<b>113,919</b>	<b>203,221</b>	<b>10,527,258</b>
<b>Total 2009</b>	<b>2,345,731</b>	<b>2,100,363</b>	<b>1,538,529</b>	<b>602,996</b>	<b>817,439</b>	<b>143,878</b>	<b>101,355</b>	<b>148,164</b>	<b>7,798,459</b>
<b>Total 2008</b>	<b>1,984,502</b>	<b>1,728,901</b>	<b>1,293,749</b>	<b>471,254</b>	<b>668,266</b>	<b>136,132</b>	<b>76,907</b>	<b>129,371</b>	<b>6,489,086</b>
<b>Total real 'other costs' for non-government schools (2012 prices)</b>									
<b>Total 2012</b>	<b>2,493,954</b>	<b>2,160,328</b>	<b>1,855,915</b>	<b>606,065</b>	<b>891,097</b>	<b>134,953</b>	<b>101,071</b>	<b>173,865</b>	<b>8,417,251</b>
<b>Total 2011</b>	<b>2,821,157</b>	<b>2,277,551</b>	<b>1,920,938</b>	<b>661,245</b>	<b>969,766</b>	<b>171,033</b>	<b>107,337</b>	<b>177,238</b>	<b>9,106,268</b>
<b>Total 2010</b>	<b>3,396,769</b>	<b>2,970,681</b>	<b>2,295,117</b>	<b>877,100</b>	<b>1,224,296</b>	<b>225,715</b>	<b>122,617</b>	<b>218,737</b>	<b>11,331,036</b>
<b>Total 2009</b>	<b>2,551,894</b>	<b>2,284,961</b>	<b>1,673,748</b>	<b>655,992</b>	<b>889,283</b>	<b>156,523</b>	<b>110,263</b>	<b>161,186</b>	<b>8,483,854</b>
<b>Total 2008</b>	<b>2,281,166</b>	<b>1,987,355</b>	<b>1,487,152</b>	<b>541,702</b>	<b>768,165</b>	<b>156,482</b>	<b>88,404</b>	<b>148,711</b>	<b>7,459,142</b>

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 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. 5204.0, *Australian System of National Accounts*, 2011–12



**Table 55** Income and expenditure per student of non-government schools, by purpose, affiliation, state and territory, 2012 calendar year; total income and expenditure per student 2008–12

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Catholic schools</b>									
Fees and charges	2,974	3,029	3,069	4,106	3,285	2,326	1,779	3,697	3,107
Private donations and income	864	522	613	383	440	373	918	670	640
Total private income	3,838	3,551	3,681	4,489	3,725	2,699	2,697	4,367	3,747
State government grants	2,394	2,210	2,672	1,947	2,797	2,363	2,934	1,890	2,397
Australian Government grants	7,108	7,068	7,183	7,323	6,907	7,284	12,596	6,453	7,129
Total income	13,340	12,829	13,537	13,760	13,429	12,346	18,227	12,710	13,272
Recurrent expenditure	11,658	10,846	11,447	12,749	11,867	10,960	16,196	11,104	11,494
Capital expenditure	1,150	1,505	2,034	1,132	1,400	1,151	4,225	2,270	1,479
Total expenditure	12,808	12,351	13,481	13,881	13,267	12,111	20,422	13,374	12,973
Loans at the end of the year	2,636	3,015	3,175	4,222	4,173	4,233	5,699	1,481	3,112
Loans at the start of the year	2,668	3,012	3,183	4,339	4,023	4,259	2,412	1,276	3,093
Annual movement in borrowing	-33	3	-8	-116	150	-26	3,287	205	20
<b>Independent schools</b>									
Fees and charges	10,213	11,915	7,408	7,112	7,934	7,841	4,416	9,983	9,345
Private donations and income	1,226	1,218	1,175	766	843	774	881	995	1,108
Total private income	11,439	13,133	8,583	7,878	8,777	8,615	5,298	10,979	10,454
State government grants	2,103	1,439	2,417	1,650	2,569	2,076	3,088	1,533	2,028
Australian Government grants	5,531	5,280	5,923	5,997	5,529	5,837	9,239	4,552	5,627
Total income	19,073	19,851	16,923	15,525	16,875	16,527	17,624	17,063	18,109
Recurrent expenditure	16,541	16,961	14,078	13,724	14,621	15,258	16,496	15,139	15,571
Capital expenditure	2,510	2,866	2,262	1,603	2,597	1,360	1,917	2,037	2,436
Total expenditure	19,051	19,827	16,340	15,327	17,218	16,618	18,413	17,176	18,008
Loans at the end of the year	7,875	5,185	8,132	6,246	6,760	3,890	6,811	8,308	6,920
Loans at the start of the year	7,922	5,027	8,146	6,286	6,640	3,918	6,418	8,638	6,889
Annual movement in borrowing	-47	157	-14	-39	119	-28	393	-330	31
<b>All non-government schools</b>									
Fees and charges	5,646	6,467	5,011	5,566	5,490	4,467	3,261	5,878	5,671
Private donations and income	998	791	864	569	632	529	897	783	832
Total private income	6,644	7,259	5,876	6,136	6,122	4,995	4,158	6,661	6,503
State government grants	2,287	1,911	2,558	1,803	2,689	2,252	3,020	1,766	2,245
Australian Government grants	6,526	6,376	6,619	6,679	6,253	6,722	10,709	5,793	6,511
Total income	15,457	15,546	15,053	14,617	15,064	13,969	17,888	14,221	15,260
Recurrent expenditure	13,460	13,212	12,625	13,223	13,174	12,628	16,365	12,504	13,170
Capital expenditure	1,652	2,032	2,136	1,361	1,968	1,232	2,928	2,189	1,872
Total expenditure	15,112	15,244	14,761	14,584	15,142	13,861	19,293	14,693	15,042
Loans at the end of the year	4,570	3,855	5,394	5,206	5,400	4,100	6,324	3,850	4,677
Loans at the start of the year	4,608	3,792	5,405	5,285	5,265	4,127	4,663	3,831	4,653
Annual movement in borrowing	-38	63	-11	-79	136	-27	1,661	19	25
<b>Total expenditure all non-government schools</b>									
<b>2012</b>	15,112	15,244	14,761	14,584	15,142	13,861	19,293	14,693	15,042
<b>2011</b>	15,609	15,284	15,120	14,631	15,263	14,823	19,686	14,203	15,305
<b>2010</b>	16,416	16,761	15,965	16,145	16,491	16,181	19,559	15,301	16,402
<b>2009</b>	14,228	14,653	13,881	13,780	13,914	13,324	19,228	12,993	14,201
<b>2008</b>	12,831	13,038	12,622	12,129	12,365	12,526	16,037	11,989	12,745
<b>Total real expenditure all non-government schools (2012 prices)</b>									
<b>2012</b>	15,112	15,244	14,761	14,584	15,142	13,861	19,293	14,693	15,042
<b>2011</b>	15,843	15,513	15,347	14,850	15,492	15,045	19,981	14,416	15,535
<b>2010</b>	17,669	18,041	17,184	17,378	17,750	17,416	21,052	16,469	17,654
<b>2009</b>	15,478	15,941	15,101	14,991	15,137	14,495	20,918	14,135	15,449
<b>2008</b>	14,749	14,987	14,509	13,942	14,213	14,399	18,434	13,781	14,650

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 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. 5204.0, *Australian System of National Accounts*, 2011–12

**Table 56 Expenditure of non-government schools, by affiliation and level of education, by state and territory, 2012 calendar year; 2008–12 (\$ per student) (FTE students)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT <sup>(a)</sup>	Australia
<b>2008</b>									
<b>Catholic</b>									
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
<b>Total</b>	<b>10,895</b>	<b>10,512</b>	<b>11,131</b>	<b>11,279</b>	<b>10,564</b>	<b>10,340</b>	<b>13,291</b>	<b>10,556</b>	<b>10,826</b>
<b>Independent</b>									
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
<b>Total</b>	<b>16,279</b>	<b>16,997</b>	<b>14,476</b>	<b>13,074</b>	<b>14,503</b>	<b>15,779</b>	<b>18,606</b>	<b>15,045</b>	<b>15,576</b>
<b>Total non-government</b>									
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
<b>Total</b>	<b>12,830</b>	<b>13,038</b>	<b>12,622</b>	<b>12,129</b>	<b>12,364</b>	<b>12,525</b>	<b>16,037</b>	<b>11,989</b>	<b>12,745</b>
<b>2009</b>									
<b>Catholic</b>									
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
<b>Total</b>	<b>12,103</b>	<b>12,428</b>	<b>11,990</b>	<b>12,569</b>	<b>12,438</b>	<b>12,025</b>	<b>18,081</b>	<b>11,315</b>	<b>12,251</b>
<b>Independent</b>									
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
<b>Total</b>	<b>17,963</b>	<b>18,125</b>	<b>16,237</b>	<b>15,085</b>	<b>15,614</b>	<b>15,318</b>	<b>20,257</b>	<b>16,477</b>	<b>17,042</b>
<b>Total non-government</b>									
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
<b>Total</b>	<b>14,228</b>	<b>14,652</b>	<b>13,881</b>	<b>13,780</b>	<b>13,914</b>	<b>13,324</b>	<b>19,228</b>	<b>12,993</b>	<b>14,201</b>
<b>2010</b>									
<b>Catholic</b>									
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
<b>Total</b>	<b>14,292</b>	<b>14,608</b>	<b>14,687</b>	<b>15,447</b>	<b>15,666</b>	<b>14,908</b>	<b>19,653</b>	<b>13,076</b>	<b>14,675</b>
<b>Independent</b>									
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
<b>Total</b>	<b>20,099</b>	<b>20,134</b>	<b>17,528</b>	<b>16,881</b>	<b>17,435</b>	<b>18,152</b>	<b>19,484</b>	<b>19,775</b>	<b>18,888</b>
<b>Total non-government</b>									
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
<b>Total</b>	<b>16,416</b>	<b>16,761</b>	<b>15,965</b>	<b>16,145</b>	<b>16,491</b>	<b>16,181</b>	<b>19,559</b>	<b>15,301</b>	<b>16,402</b>
<b>2011</b>									
<b>Catholic</b>									
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
<b>Total</b>	<b>13,473</b>	<b>12,432</b>	<b>14,261</b>	<b>14,236</b>	<b>13,876</b>	<b>13,727</b>	<b>21,034</b>	<b>12,675</b>	<b>13,465</b>
<b>Independent</b>									
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
<b>Total</b>	<b>19,305</b>	<b>19,794</b>	<b>16,178</b>	<b>15,056</b>	<b>16,811</b>	<b>16,534</b>	<b>18,615</b>	<b>17,020</b>	<b>17,955</b>
<b>Total non-government</b>									
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
<b>Total</b>	<b>15,609</b>	<b>15,284</b>	<b>15,120</b>	<b>14,631</b>	<b>15,263</b>	<b>14,822</b>	<b>19,686</b>	<b>14,203</b>	<b>15,305</b>
<b>2012</b>									
<b>Catholic</b>									
Primary	10,107	9,795	10,770	11,091	10,572	9,433	13,480	9,276	10,229
Secondary	15,132	14,462	17,220	15,687	16,719	14,137	34,899	15,957	15,353
Combined	15,966	19,247	14,899	15,754	15,573	13,196	18,071	19,549	15,886
<b>Total</b>	<b>12,807</b>	<b>12,351</b>	<b>13,481</b>	<b>13,881</b>	<b>13,267</b>	<b>12,111</b>	<b>20,422</b>	<b>13,374</b>	<b>12,973</b>
<b>Independent</b>									
Primary	14,217	13,275	12,763	11,707	11,349	12,625	12,009	15,078	12,764
Secondary	23,528	18,288	19,961	17,395	25,134	—	22,894	40,080	20,605
Combined	19,234	20,181	16,397	16,021	17,471	16,766	18,186	17,185	18,296
<b>Total</b>	<b>19,051</b>	<b>19,827</b>	<b>16,340</b>	<b>15,327</b>	<b>17,218</b>	<b>16,618</b>	<b>18,413</b>	<b>17,176</b>	<b>18,008</b>
<b>Total non-government</b>									
Primary	10,396	9,969	10,929	11,279	10,669	9,621	13,070	9,415	10,453
Secondary	15,463	14,629	17,496	16,270	20,074	14,137	28,866	16,012	15,722
Combined	18,727	20,092	16,054	15,915	16,752	15,496	18,149	17,727	17,757
<b>Total</b>	<b>15,112</b>	<b>15,244</b>	<b>14,761</b>	<b>14,584</b>	<b>15,142</b>	<b>13,861</b>	<b>19,293</b>	<b>14,693</b>	<b>15,042</b>

(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, 2011–12 financial year (\$'000)**

Program 2.3: Schools support	Actual expenditure
Teach Next	683
Online Diagnostic Tools	14,849
Indigenous Ranger Cadetships	850
National Asian Languages in Schools	4,610
Grants and Awards	3,859
National School Chaplaincy Program	63,886
Helping Children with Autism	5,358
Quality Outcomes	51,374
Framework for Open Learning	2,224
Local Schools Working Together	9,883
Student Resilience and Wellbeing	517
One Laptop per Child	11,700
Indigenous Education	43,743
<b>Subtotal</b>	<b>213,536</b>
<b>Program 2.5: Digital Education Revolution</b>	
Digital Education Revolution Project Pool	9,092
<b>Subtotal</b>	<b>9,092</b>
<b>Program 2.6: National Action Plan on Literacy and Numeracy</b>	
National Action Plan on Literacy and Numeracy (Non-government)	6,328
<b>Subtotal</b>	<b>6,328</b>
<b>Program 2.9: Smarter Schools – Improving Teacher Quality National Partnership</b>	
Teacher Quality (Non-government)	14,800
<b>Subtotal</b>	<b>14,800</b>
<b>Program 2.10: More support for students with disabilities</b>	
Students with disabilities	554
<b>Subtotal</b>	<b>554</b>
<b>Program 2.11: Youth support</b>	
Youth Attainment and Transitions NP	113,393
Youth Engagement	9,019
<b>Subtotal</b>	<b>122,412</b>
<b>Program 2.13: Empowering Local</b>	
Empowering Local Schools	1,250
<b>Subtotal</b>	<b>1,250</b>
<b>Program 2.14: Rewards for School Improvement</b>	
Rewards for School Improvement	3,290
<b>Subtotal</b>	<b>3,290</b>

Notes: Programs listed above are Commonwealth Own Purpose Expenditure payments appropriated under the annual *Appropriation Act Bill 1*.

Source: Australian Government Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)), *DEEWR Annual Report 2011–12*, pp. 283–6

**Table 58** Australian Government student assistance for school-age students, 2011–12 financial year (\$'000)

<b>Program</b>	<b>Amount</b>
Assistance for Isolated Children	59,010
ABSTUDY – Secondary	145,938
<b>Total</b>	<b>204,948</b>

*Source:* Australian Government Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)), *DEEWR Annual Report 2011–12*, p. 285

**Table 59 Summary of Australian Government capital expenditure, all schools, by state and territory, 2007–08 to 2011–12 financial years (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>2007–08</b>									
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
<b>Total</b>	<b>235,763</b>	<b>175,621</b>	<b>130,130</b>	<b>60,219</b>	<b>76,486</b>	<b>20,436</b>	<b>15,444</b>	<b>13,423</b>	<b>727,522</b>
<b>2008–09</b>									
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
<b>Total</b> <sup>(a)</sup>	<b>876,946</b>	<b>653,406</b>	<b>524,026</b>	<b>213,061</b>	<b>260,798</b>	<b>76,500</b>	<b>41,549</b>	<b>49,120</b>	<b>2,695,406</b>
<b>2009–10</b>									
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
<b>Total</b>	<b>3,103,792</b>	<b>2,384,372</b>	<b>1,992,683</b>	<b>898,403</b>	<b>1,118,540</b>	<b>284,242</b>	<b>175,649</b>	<b>143,674</b>	<b>10,101,355</b>
<b>2010–11</b>									
Government	1,266,556	867,184	733,112	382,744	467,560	123,362	79,213	59,540	3,979,271
Non-government	573,021	421,627	316,892	132,168	202,693	37,531	23,343	43,736	1,751,011
<b>Total</b>	<b>1,839,577</b>	<b>1,288,811</b>	<b>1,050,004</b>	<b>514,912</b>	<b>670,253</b>	<b>160,893</b>	<b>102,556</b>	<b>103,276</b>	<b>5,730,282</b>
<b>2011–12</b>									
<b>Government</b>									
Primary Schools for the 21st Century	106,346	92,927	63,816	2,560	40,398	0	6,170	0	312,217
Closing the Gap – Northern Territory	0	0	0	0	0	0	7,622	0	7,622 (a)
Digital Education Revolution	40,245	29,562	27,171	9,364	12,731	3,394	1,344	2,189	126,000
Trade Training Centres in Schools	70,094	64,734	24,839	20,864	26,069	4,852	3,864	30	215,346 (b)
<b>Total government</b>	<b>216,685</b>	<b>187,223</b>	<b>115,826</b>	<b>32,788</b>	<b>79,198</b>	<b>8,246</b>	<b>19,000</b>	<b>2,219</b>	<b>661,185</b>
<b>Non-government</b>									
Primary Schools for the 21st Century	51,093	11,645	8,450	3,391	13,610	2,153	0	3,077	93,419
Closing the Gap – Northern Territory	0	0	0	0	0	0	0	0	0
Digital Education Revolution	23,195	17,967	15,325	5,720	8,150	1,448	580	1,615	74,000
Trade Training Centres in Schools	16,249	17,136	11,214	4,164	3,353	1,307	70	1,529	55,022 (b)
<b>Total non-government</b>	<b>90,537</b>	<b>46,748</b>	<b>34,989</b>	<b>13,275</b>	<b>25,113</b>	<b>4,908</b>	<b>650</b>	<b>6,221</b>	<b>222,441</b>
<b>Grand total</b>	<b>307,222</b>	<b>233,971</b>	<b>150,815</b>	<b>46,063</b>	<b>104,311</b>	<b>13,154</b>	<b>19,650</b>	<b>8,440</b>	<b>883,626</b>

(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 Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)); Final Budget Outcome (FBO) 2011–12, pp. 78–9; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2014* (ROGS), Table 4A.9.



**Table 60 Australian Government specific purpose payments (SPP) for schools by government/non-government, recurrent/capital, by state and territory, 2011–12 financial year (accrual basis) (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Government schools</b>									
<b>Recurrent expenditure</b>									
Recurrent (National Schools SPP)	1,245,221	876,105	759,953	280,422	378,438	99,856	59,625	56,181	3,755,801 (a)
<b>Total recurrent – government schools</b>	<b>1,245,221</b>	<b>876,105</b>	<b>759,953</b>	<b>280,422</b>	<b>378,438</b>	<b>99,856</b>	<b>59,625</b>	<b>56,181</b>	<b>3,755,801</b>
<b>Capital expenditure</b>									
Capital grants allocation	0	0	0	0	0	0	0	0	0 (a)
<b>Total capital – government schools</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total recurrent &amp; capital – government schools</b>	<b>1,245,221</b>	<b>876,105</b>	<b>759,953</b>	<b>280,422</b>	<b>378,438</b>	<b>99,856</b>	<b>59,625</b>	<b>56,181</b>	<b>3,755,801</b>
<b>National Partnership payments</b>									
• Improving Teacher Quality	70,943	34,849	44,035	11,168	16,137	5,455	2,223	2,526	187,336
• Literacy and Numeracy	12,903	36,538	32,780	4,284	21,677	3,013	4,460	1,611	117,266
• Low SES School Communities	131,813	53,673	49,693	36,863	20,175	17,194	13,627	750	323,788
• Digital Education Revolution	40,245	29,562	27,171	9,364	12,731	3,394	1,344	2,189	126,000
• Trade Training Centres in Schools	70,094	64,734	24,839	20,864	26,069	4,852	3,864	30	215,346 (b)
• Empowering Local Schools	12,554	9,350	7,570	4,011	0	2,028	1,723	1,316	38,552
• Investing in Focus Schools	10,200	2,200	10,000	2,000	4,800	1,200	3,200	200	33,800
• More Support for Students with Disabilities	19,182	14,895	13,186	4,795	6,169	1,566	790	1,079	61,662
• Rewards for Great Teachers	12,996	0	0	2,973	4,393	1,014	697	713	22,786
• Closing the Gap – Northern Territory									
Teacher Housing	0	0	0	0	0	0	722	0	722
Quality Teacher, Accelerated Literacy	0	0	0	0	0	0	12,289	0	12,289
Supporting Remote Schools – Additional Teachers	0	0	0	0	0	0	32,300	0	32,300
<b>Total National Partnerships</b>	<b>380,930</b>	<b>245,801</b>	<b>209,274</b>	<b>96,322</b>	<b>112,151</b>	<b>39,716</b>	<b>77,239</b>	<b>10,414</b>	<b>1,171,847</b>
<b>Total National Partnerships, recurrent &amp; capital – government schools</b>	<b>1,626,151</b>	<b>1,121,906</b>	<b>969,227</b>	<b>376,744</b>	<b>490,589</b>	<b>139,572</b>	<b>136,864</b>	<b>66,595</b>	<b>4,927,648</b>
<b>Nation Building &amp; Jobs Plan</b>									
• Building the Education Revolution									
Primary Schools for the 21st Century	106,346	92,927	63,816	2,560	40,398	0	6,170	0	312,217
<b>Total Nation Building &amp; Jobs Plan</b>	<b>106,346</b>	<b>92,927</b>	<b>63,816</b>	<b>2,560</b>	<b>40,398</b>	<b>0</b>	<b>6,170</b>	<b>0</b>	<b>312,217</b>
<b>Total Nation Building &amp; Jobs Plan, National Partnerships, recurrent &amp; capital – government schools</b>	<b>1,732,497</b>	<b>1,214,833</b>	<b>1,033,043</b>	<b>379,304</b>	<b>530,987</b>	<b>139,572</b>	<b>143,034</b>	<b>66,595</b>	<b>5,239,865</b>
<b>Non-government schools</b>									
<b>Recurrent expenditure</b>									
Recurrent (National Schools SPP)	2,347,180	1,937,441	1,543,216	610,986	764,231	156,817	77,054	142,460	7,579,385 (a)
<b>Total recurrent – non-government schools</b>	<b>2,347,180</b>	<b>1,937,441</b>	<b>1,543,216</b>	<b>610,986</b>	<b>764,231</b>	<b>156,817</b>	<b>77,054</b>	<b>142,460</b>	<b>7,579,385</b>
<b>Capital expenditure</b>									
Capital grants allocation	0	0	0	0	0	0	0	0	0 (a)
<b>Total capital – non-government schools</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total recurrent &amp; capital – non-government schools</b>	<b>2,347,180</b>	<b>1,937,441</b>	<b>1,543,216</b>	<b>610,986</b>	<b>764,231</b>	<b>156,817</b>	<b>77,054</b>	<b>142,460</b>	<b>7,579,385</b>
<b>National Partnership payments</b>									
• Improving Teacher Quality	4,416	21,351	2,517	6,036	6,881	139	673	1,684	43,697
• Literacy and Numeracy	0	11,500	8,422	2,110	5,714	523	1,221	578	30,068
• Low SES School Communities	16,500	15,140	4,276	3,075	4,013	337	3,904	0	47,245
• Digital Education Revolution	23,195	17,967	15,325	5,720	8,150	1,448	580	1,615	74,000
• Trade Training Centres in Schools	16,249	17,136	11,214	4,164	3,353	1,307	70	1,529	55,022 (b)
• Empowering Local Schools	5,391	4,272	2,950	1,577	2,136	865	712	712	18,615
• Investing in Focus Schools	1,800	200	1,800	400	1,000	200	800	0	6,200
• More Support for Students with Disabilities	6,038	4,257	3,187	1,012	1,915	281	96	280	17,066
• Rewards for Great Teachers	2,690	2,400	1,623	661	918	170	98	170	8,730
<b>Total National Partnerships</b>	<b>76,279</b>	<b>94,223</b>	<b>51,314</b>	<b>24,755</b>	<b>34,080</b>	<b>5,270</b>	<b>8,154</b>	<b>6,568</b>	<b>300,643</b>
<b>Total recurrent, capital &amp; National Partnerships</b>	<b>2,423,459</b>	<b>2,031,664</b>	<b>1,594,530</b>	<b>635,741</b>	<b>798,311</b>	<b>162,087</b>	<b>85,208</b>	<b>149,028</b>	<b>7,880,028</b>
<b>Nation Building &amp; Jobs Plan</b>									
• Building the Education Revolution									
Primary Schools for the 21st Century	51,093	11,645	8,450	3,391	13,610	2,153	0	3,077	93,419
<b>Total Nation Building &amp; Jobs Plan – non-government schools</b>	<b>51,093</b>	<b>11,645</b>	<b>8,450</b>	<b>3,391</b>	<b>13,610</b>	<b>2,153</b>	<b>0</b>	<b>3,077</b>	<b>93,419</b>
<b>Total recurrent, capital, National Partnerships and Nation Building &amp; Jobs Plan – non-government schools</b>	<b>2,474,552</b>	<b>2,043,309</b>	<b>1,602,980</b>	<b>639,132</b>	<b>811,921</b>	<b>164,240</b>	<b>85,208</b>	<b>152,105</b>	<b>7,973,447</b>
<b>All schools</b>									
<b>Total National Schools SPP</b>	<b>3,592,401</b>	<b>2,813,546</b>	<b>2,303,169</b>	<b>891,408</b>	<b>1,142,669</b>	<b>256,673</b>	<b>136,679</b>	<b>198,641</b>	<b>11,335,186</b>
<b>Total capital</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0 (a)</b>
<b>Total National Partnership payments</b>	<b>457,209</b>	<b>340,024</b>	<b>260,588</b>	<b>121,077</b>	<b>146,231</b>	<b>44,986</b>	<b>85,393</b>	<b>16,982</b>	<b>1,472,490</b>
<b>Total Nation Building &amp; Jobs Plan</b>	<b>157,439</b>	<b>104,572</b>	<b>72,266</b>	<b>5,951</b>	<b>54,008</b>	<b>2,153</b>	<b>6,170</b>	<b>3,077</b>	<b>405,636</b>
<b>Total</b>									

(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 \$137.0 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.

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 Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)); Final Budget Outcome (FBO) 2011–12, pp. 78–9; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2014* (ROGS), Table 4A.9.

**Table 61 Australian Government specific purpose payments (SPP) for schools by sector, by state and territory, 2007–08 to 2011–12 financial years (accrual basis) (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>2007–08 expenditure</b>									
<b>Government schools</b>									
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
<b>Total</b>	<b>773,700</b>	<b>555,807</b>	<b>473,349</b>	<b>175,688</b>	<b>236,913</b>	<b>65,207</b>	<b>35,355</b>	<b>36,776</b>	<b>2,352,795</b>
<b>Non-government schools</b>									
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
<b>Total</b>	<b>1,756,010</b>	<b>1,434,108</b>	<b>1,093,758</b>	<b>437,323</b>	<b>558,188</b>	<b>117,568</b>	<b>54,635</b>	<b>109,275</b>	<b>5,560,865</b>
<b>All schools</b>									
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
<b>Total</b>	<b>2,529,710</b>	<b>1,989,915</b>	<b>1,567,107</b>	<b>613,011</b>	<b>795,101</b>	<b>182,775</b>	<b>89,990</b>	<b>146,051</b>	<b>7,913,660</b>
<b>2008–09 expenditure</b>									
<b>Government schools</b>									
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
<b>Total</b>	<b>1,677,213</b>	<b>1,220,934</b>	<b>1,026,229</b>	<b>398,869</b>	<b>505,572</b>	<b>135,300</b>	<b>98,018</b>	<b>80,953</b>	<b>5,143,088</b>
<b>Non-government schools</b>									
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
<b>Total</b>	<b>2,141,377</b>	<b>1,695,365</b>	<b>1,333,589</b>	<b>531,153</b>	<b>706,434</b>	<b>152,700</b>	<b>89,205</b>	<b>129,933</b>	<b>6,779,756</b>
<b>All schools</b>									
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
<b>Total</b>	<b>3,818,590</b>	<b>2,916,299</b>	<b>2,359,818</b>	<b>930,022</b>	<b>1,212,006</b>	<b>288,000</b>	<b>187,223</b>	<b>210,886</b>	<b>11,922,844</b>
<b>2009–10 expenditure</b>									
<b>Government schools</b>									
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
<b>Total</b>	<b>3,315,230</b>	<b>2,392,115</b>	<b>2,041,177</b>	<b>873,066</b>	<b>1,132,280</b>	<b>312,805</b>	<b>235,152</b>	<b>136,680</b>	<b>10,438,505</b>
<b>Non-government schools</b>									
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
<b>Total</b>	<b>2,953,840</b>	<b>2,440,240</b>	<b>1,909,249</b>	<b>798,232</b>	<b>989,407</b>	<b>205,340</b>	<b>121,657</b>	<b>177,912</b>	<b>9,595,877</b>
<b>All schools</b>									
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
<b>Total</b>	<b>6,269,070</b>	<b>4,832,355</b>	<b>3,950,426</b>	<b>1,671,298</b>	<b>2,121,687</b>	<b>518,145</b>	<b>356,809</b>	<b>314,592</b>	<b>20,034,382</b>
<b>2010–11 expenditure</b>									
<b>Government schools</b>									
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
<b>Total</b>	<b>2,574,334</b>	<b>1,733,136</b>	<b>1,517,720</b>	<b>683,057</b>	<b>846,704</b>	<b>232,065</b>	<b>189,982</b>	<b>114,806</b>	<b>7,891,804</b>
<b>Non-government schools</b>									
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
<b>Total</b>	<b>2,781,955</b>	<b>2,245,434</b>	<b>1,760,595</b>	<b>702,069</b>	<b>927,039</b>	<b>186,446</b>	<b>105,951</b>	<b>178,730</b>	<b>8,888,219</b>
<b>All schools</b>									
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
<b>Total</b>	<b>5,356,289</b>	<b>3,978,570</b>	<b>3,278,315</b>	<b>1,385,126</b>	<b>1,773,743</b>	<b>418,511</b>	<b>295,933</b>	<b>293,536</b>	<b>16,780,023</b>
<b>2011–12 expenditure</b>									
<b>Government schools</b>									
Recurrent	1,515,812	1,027,610	917,217	346,516	451,789	131,326	124,034	64,376	4,578,680 (a)
Capital	216,685	187,223	115,826	32,788	79,198	8,246	19,000	2,219	661,185
<b>Total</b>	<b>1,732,497</b>	<b>1,214,833</b>	<b>1,033,043</b>	<b>379,304</b>	<b>530,987</b>	<b>139,572</b>	<b>143,034</b>	<b>66,595</b>	<b>5,239,865</b>
<b>Non-government schools</b>									
Recurrent	2,384,015	1,996,561	1,567,991	625,857	786,808	159,332	84,558	145,884	7,751,006 (a)
Capital	90,537	46,748	34,989	13,275	25,113	4,908	650	6,221	222,441
<b>Total</b>	<b>2,474,552</b>	<b>2,043,309</b>	<b>1,602,980</b>	<b>639,132</b>	<b>811,921</b>	<b>164,240</b>	<b>85,208</b>	<b>152,105</b>	<b>7,973,447</b>
<b>All schools</b>									
Recurrent	3,899,827	3,024,171	2,485,208	972,373	1,238,597	290,658	208,592	210,260	12,329,686 (a)
Capital	307,222	233,971	150,815	46,063	104,311	13,154	19,650	8,440	883,626
<b>Total</b>	<b>4,207,049</b>	<b>3,258,142</b>	<b>2,636,023</b>	<b>1,018,436</b>	<b>1,342,908</b>	<b>303,812</b>	<b>228,242</b>	<b>218,700</b>	<b>13,213,312</b>

(a) Recurrent expenditure is calculated to include all National Partnership payments excluding Digital Education Revolution, Trade Training Centres in Schools and Closing the Gap – Northern Territory Teacher Housing as they are capital expenses.

Sources: Australian Government Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)); Final Budget Outcome (FBO) 2011–12, pp. 78–9; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2014* (ROGS), Table 4A.9