



# NATIONAL REPORT

on schooling in Australia

2013



## National Report on Schooling in Australia 2013

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## Overview

The *National Report on Schooling in Australia 2013* is the twenty-fifth annual report on Australia's school education sector. It has been produced by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of the Education Council<sup>1</sup>.

The report highlights progress in 2013 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 in Australia* 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 2013 and for the five-year period 2009–2013 is included in the Additional statistics tables.

This is the fifth annual *National Report on Schooling in Australia* to address the Melbourne Declaration and the NEA, and the fifth edition to be compiled by ACARA as required under its charter.

The [National Report on Schooling in Australia 2009, 2010, 2011 and 2012](#) 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 as the ministerial council with responsibility for schooling in Australia. SCSEEC replaced the former Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in January 2012. In this report, references to the council of Australian education ministers in 2013 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.

## Part 1: National policy context

### 1.0 Overview

Within Australia's federal system, constitutional responsibility for school education rests predominantly with the Australian states and territories<sup>3</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 2013, 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>4</sup>.

Membership of the Standing 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](#).

<sup>3</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>4</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.

## SCOTESE

In 2013, the COAG Standing Council on Tertiary Education, Skills and Employment (SCOTESE)<sup>5</sup> 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.

## 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 that seek to drive COAG's national reform agenda and to improve service delivery across the country.

SCSEEC and SCOTESE are standing councils of COAG.

<sup>5</sup> In 2014 SCOTESE was replaced by the COAG Industry and Skills Council.

## National policy context

### 1.1 Educational goals

The [\*Melbourne Declaration on Educational Goals for Young Australians\*](#)<sup>6</sup> sets the directions for Australian schooling for the ten-year period 2009–2018 as agreed to by all Australian education ministers.

The Melbourne Declaration has two overarching educational goals<sup>7</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 socio-economic backgrounds
- strengthening accountability and transparency.

Progress in implementing strategies and initiatives addressing the areas for action in 2013 is outlined in Part 2: National initiatives and achievements.

<sup>6</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>7</sup> For a full explanation of the goals, see the Melbourne Declaration, pp. 6–9.



## National Education Agreement

The Council of Australian Governments (COAG) National Education Agreement (NEA) 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 of 2009–2013. It details roles and responsibilities of the Australian Government, and states and territories, and defines 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 education 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.

## 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, as agreed by education ministers, and is the main 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 these KPMs and outlines the reporting cycle for the period 2012–2017.

The framework was revised during 2012; the revised document replaces the *Measurement Framework for Schooling in Australia 2010*. The revised framework incorporates measures arising from the [Melbourne Declaration on Educational Goals for Young Australians](#) and measures reflecting indicators in the revised National Education Agreement (effective July 2012).

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, attainment and equity
- 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, KPMs for student participation, achievement and attainment are disaggregated by equity measures: Indigenous status; sex; geolocation; socio-economic status and language background; where possible and appropriate.

### [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.

## National School Education Policy Framework

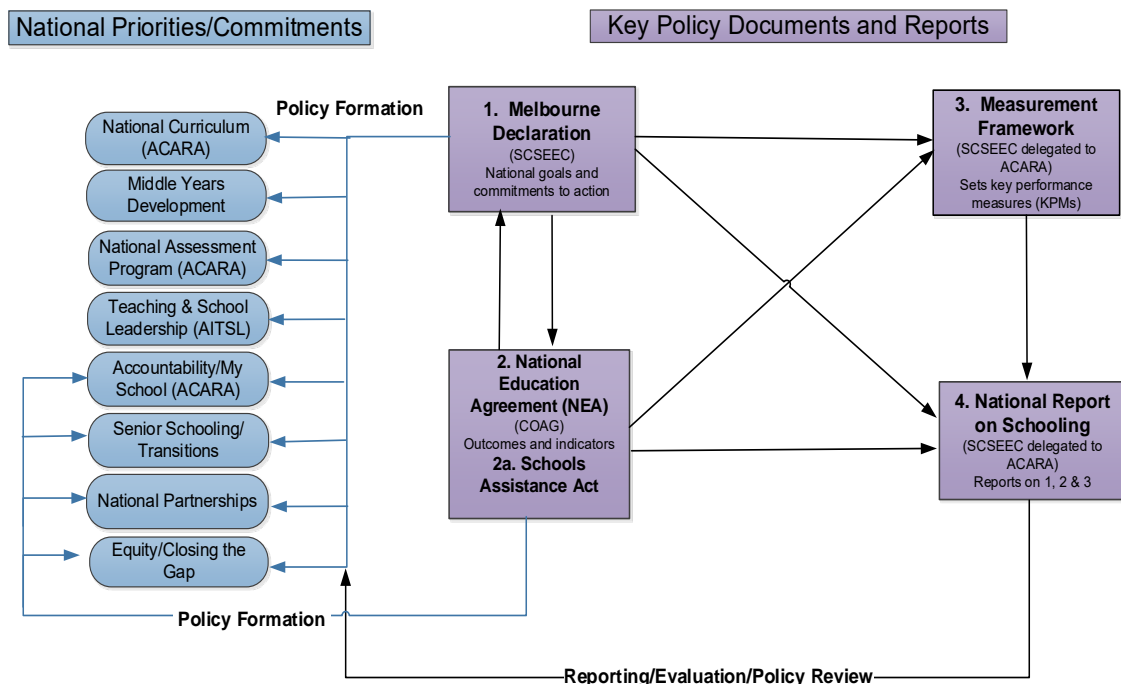


Figure 1.1 National school education policy and reporting framework

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 in Australia*) covering the Melbourne Declaration and the Measurement Framework. The Measurement Framework is included as a schedule of the NEA.

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

## Part 2: National initiatives and achievements

### 2.0 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), including through the National Education Agreement (NEA). It also reports on the implementation of these initiatives in 2013.

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, COAG targets and NEA outcomes on an individual basis. Information on the implementation of these programs within jurisdictions is available through state and territory education authority reports and websites.

## 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).

In line with the commitment reflected in the Melbourne Declaration, 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.

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 contributed to the implementation of national partnerships in money terms and in kind. Participation by non-government schools in these partnerships was determined through collaboration between the non-government sectors and state and territory governments.

#### Improving teacher quality

The [Improving Teacher Quality National Partnership](#) (from 2008–09 to 2012–13) sought to implement a range of initiatives targeting critical points in teachers' careers. Australian government funding of \$550 million was provided to state and territory education authorities to attract, train, place, develop and retain quality teachers and leaders in schools. Other measures were designed to develop effective workforce planning and support, improve teacher pay structures, increase school-based decision-making and improve teacher education and professional development. The Improving Teacher Quality National Partnership ceased in June 2013.

The [Rewards for Great Teachers National Partnership](#) was introduced to implement the Australian Teacher Performance and Development Framework and a nationally

consistent assessment and certification process for highly accomplished and lead teachers. These processes have since been implemented nationally. The Rewards for Great Teachers National Partnership ceased in December 2013.

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

The [Low Socio-economic Status School Communities National Partnership](#) aimed to facilitate progress within targeted schools and communities to improve student learning, engagement and wellbeing, and to foster active participation of the community.

The Low Socio-economic Status School Communities National Partnership was scheduled to run from 2008–09 to 2014–15 and included \$1.5 billion in Australian government funding to be matched by states and territories. Approximately 1,790 schools participated in the program, which ceased in December 2013. Unallocated funds were redirected to needs-based funding arrangements specified in the Australian Education Act 2013, which will apply from January 2014 (see under ‘Funding arrangements from 2014’ later in this section).

More 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](#) (from 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 strategies and approaches for improving literacy and numeracy, submitted by teachers, professional associations, academics and education authorities. Launched in June 2012, ‘Teach, Learn, Share’ provided access to evidence-based research and to strategies and interventions shown to be successful in improving student outcomes in Australian schools and school systems. ‘Teach, Learn, Share’ was incorporated on the [Scootle website](#) in 2014.

The \$243.9 million National Partnership on Improving Literacy and Numeracy aimed to support states and territories to expand the implementation of effective literacy and numeracy strategies in schools during the 2013 school year. Funding was provided over the 2012–13 and 2013–14 financial years. Almost 1,900 schools participated in the initiative, providing coverage for 36 per cent of lower-achieving students across Australia.

The partnership focused on effective school leadership and whole school engagement with literacy and numeracy; monitoring student performance in literacy and numeracy to identify areas needing support; and implementing evidence-based literacy and numeracy teaching approaches.

## National Partnership Agreement on Youth Attainment and Transitions

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

The national partnership included the Compact with Young Australians and the implementation of the National Youth Participation Requirement, which took effect nationally in 2010. Programs implemented to support the achievement of this national partnership included School Business Community Partnership Brokers and Youth Connections.

More 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

The [National Partnership Agreement on Digital Education Revolution](#), provided \$2.1 billion 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. The Digital Education Revolution concluded in June 2013.

More 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 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. The BER program closed on 30 August 2013.

## Empowering Local Schools National Partnership Agreement

The [Empowering Local Schools National Partnership](#) sought to help principals, parents and school communities make decisions that suited the local context of their schools, focusing on governance, funding and infrastructure, and workforce management. Schools from all states and territories participated<sup>8</sup>.

<sup>8</sup> The Empowering Local Schools National Partnership ceased in June 2014.



## Funding arrangements from 2014

A new needs-based funding model for the provision of Australian Government funding for school education, contained in the Australian Education Act 2013, will take effect from January 2014. These funding arrangements provide that schools with students needing extra support will attract additional payment loadings.

The Australian Government's *Students First* policy will focus on four areas intended to improve student outcomes: teacher quality; school autonomy; engaging parents in education; and strengthening the Australian Curriculum. This includes the objective that mainstream schools policy, programs and service delivery contribute to improvements in outcomes for Aboriginal and Torres Strait Islander students.

Information on national partnerships for early childhood education is included in Part 2.3: National initiatives and achievements – strengthening early childhood.

## 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 on Educational Goals for Young Australians 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

The [Australian Institute for Teaching and School Leadership \(AITSL\)](#) was established, with the support of all state and territory education ministers, to provide national leadership for the Australian, state and territory governments in promoting excellence in the profession of teaching and school leadership. AITSL has responsibility for professional standards and for fostering high-quality professional development for teachers and school leaders. AITSL works collaboratively across jurisdictions and engages with key professional bodies.

To support quality teaching, AITSL developed the Australian Professional Standards for Teachers, which were endorsed in December 2010. The standards are a statement of what constitutes teacher quality and defines what teachers should know and be able to do at different stages in their careers ('graduate', 'proficient', 'highly accomplished' and 'lead'). The standards comprise three domains: Professional Knowledge; Professional Practice and Professional Engagement; each with a number of standards that articulate knowledge, skills and attributes required across the four career stages.

The standards are intended as a tool to measure teaching capability at various levels of a teacher's career and to provide a nationally agreed quality assurance mechanism.

As such, they underpin national approaches to accreditation of initial teacher education programs, registration of teachers and formal recognition of highly accomplished and lead teachers. All states and territories have agreed to implement the Australian Professional Standards for Teachers from 2013.

AITSL also developed the Australian Professional Standard for Principals, which was introduced in 2011. This standard complements the professional standards for teachers and is intended to build the capacity of school principals across Australia.

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

### National partnership agreements on teacher quality

The [Improving Teacher Quality National Partnership](#) (from 2008–09 to 2012–13) sought to implement a range of initiatives targeting critical points in teachers' careers. Australian government funding of \$550 million was provided to state and territory education authorities to attract, train, place, develop and retain quality teachers and leaders in schools. Other measures were designed to develop effective workforce planning and support, improve teacher pay structures, increase school-based decision-making and improve teacher education and professional development. The Improving Teacher Quality National Partnership ceased in June 2013.

The [Rewards for Great Teachers National Partnership](#) was introduced to implement the Australian Teacher Performance and Development Framework, and a nationally consistent assessment and certification process for highly accomplished and lead teachers. These processes have since been implemented nationally. The Rewards for Great Teachers National Partnership ceased in December 2013.

### The More Aboriginal and Torres Strait Islander Teachers Initiative

The [More Aboriginal and Torres Strait Islander Teachers Initiative](#) (2011–2015), delivered through the University of South Australia, seeks to increase the number and retention of Aboriginal and Torres Strait Islander teachers working in schools across Australia. Strategies to enhance the professional and leadership capabilities of experienced Aboriginal and Torres Strait Islander teachers form a key component of the initiative.

## National initiatives and achievements

### 2.3 Strengthening early childhood education<sup>9</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 have access to a quality early childhood education program, delivered by a qualified early childhood teacher, for 600 hours in the year before they attend school full time.

The Australian Government's commitment of \$970 million over five years to 30 June 2013 included \$955 million, provided 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.

In April 2013, the National Partnership Agreement on Universal Access to Early Childhood Education was renewed for the period of July–December 2014. A further \$655.6 million was allocated to states and territories to support the maintenance of universal access.

#### National Partnership Agreement on Indigenous Early Childhood Development

Through the [National Partnership Agreement on Indigenous Early Childhood Development](#), the Australian Government provided \$292.6 million for the establishment of 38 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. As at 31 December 2013, 30 of the 38 centres had been completed.

<sup>9</sup> Early childhood education refers to programs that 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*.

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

The Australian Government, together with state and territory governments, has committed to the [National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care](#) that contributes to improving better educational and developmental outcomes for children by using education and care services, including most long day care, family day care, kindergarten/preschool<sup>10</sup> and outside school hours care services in Australia.

Under the agreement, the National Quality Framework was established to provide a national system for regulation and quality assessment of child care and early learning services to ensure children consistently receive a high-quality standard of education and care.

Regulatory authorities in each state and territory are responsible for administration of the National Quality Framework. The Australian Children's Education and Care Quality Authority is a national body that supports regulatory activities under the National Quality Framework.

Since the introduction of the National Quality Framework in 2012, regulatory authorities have been assessing and rating services against the National Quality Standard. As at December 2013, 32 per cent of services had received a quality rating.

## National Information Agreement on Early Childhood Education and Care

The National Information Agreement on Early Childhood Education and Care facilitates 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 Government Department of Education](#) website.

<sup>10</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 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).

States and territories continue to progress work in this area on an individual basis.

In addition, the national partnerships on improving teacher quality and on low socio-economic status school communities have supported a range of strategies to assist schools in engaging students in the middle years of schooling. Information on these partnerships is available in Part 2.1: National initiatives and achievements – developing stronger partnerships.

The development and implementation of the Foundation – Year 10 Australian Curriculum has also catered for 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 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 provision of high-quality pathways to facilitate effective transitions between further study, training and employment ([Melbourne Declaration on Educational Goals for Young Australians](#)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 20–24-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 20–24-year-olds will have achieved Year 12 or equivalent or an AQF Certificate III or above<sup>11</sup>.

#### National Partnership on Youth Attainment and Transitions

To support achievement of the attainment targets, to increase 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 included the Compact with Young Australians. This national partnership ran from July 2009 to December 2013 and provided \$706 million of project and reward funding.

The [Compact with Young Australians](#) included a National Youth Participation Requirement, which required young people to participate in schooling (or an approved equivalent) until they 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. This came into effect nationally in 2010, effectively raising the minimum school (or approved equivalent) leaving age in several jurisdictions and making it consistent across the country. Since that time, there have been overall increases in the apparent rates of student progression and retention to the later years of schooling, and in the proportion of 15–19-year-olds participating in education and training. These developments are reported in Part 4.2: Student participation – progression and retention, and Part 6.2: Senior schooling and youth transitions – participation.

#### Trade Training Centres in Schools Program

The Trade Training Centres in Schools Program, which commenced in 2008, was designed to provide students at eligible secondary schools with access to modern facilities to undertake vocational education and training (VET). The funding was provided to construct new or upgrade existing training facilities and install industry standard equipment. \$1.4 billion funding was approved for 511 projects benefiting over 1,290 schools.

<sup>11</sup> The AQF is the national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. The Senior Secondary Certificate of Education, Certificate II and Certificate III are qualifications within the AQF.

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 provided more than \$2.1 billion from 2008 to 2013 to:

- provide new ICT equipment for all secondary schools with students in Years 9–12 through the National Secondary Schools Computer Fund
- provide technical advice and support for national initiatives through the National Schools Interoperability Program
- support 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 and initiatives

[myfuture](#) is Australia's free online career information service created to assist career planning, career pathways and work transitions. It is accessed by a range of users including secondary school students, school leavers, parents, teachers, career practitioners and adults.

The myfuture website is a joint initiative of the Australian Government, and state and territory governments, which was updated and relaunched in December 2013. The Australian Government provided \$2.1 million for the maintenance and redevelopment of the website during 2013.

The [Job Guide](#) publication helps young people to explore entry level occupations and to make subject choices. The Job Guide also provides information for those who have a role in supporting students, such as teachers, career practitioners in schools, and employment service providers. Job Guide is distributed each year to all Australian schools with Year 10 students. In 2013, the Australian Government provided \$1.4 million for the development, printing and distribution of Job Guide, in both hard copy and online.

To coincide with the release of the National Career Development Strategy in May 2013, eight Making Career Connections initiatives were implemented in July and August 2013, totalling \$6.1 million. The initiatives focussed on four priority areas including:

- involving industry more actively in career development
- building career development skills in individuals



- improving young people's exposure to the world of work
- improving quality and professionalism of the career development industry.

The initiatives were designed to support young people to gain the skills they need to make effective career decisions; and are all due for completion in the 2014–15 financial year.

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 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 an independent statutory authority responsible to the Standing Council on School Education and Early Childhood (SCSEEC)<sup>12</sup>.

In terms of curriculum and assessment, the functions of ACARA<sup>13</sup> 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>14</sup>
- develop and administer national assessments
- provide school curriculum resource services
- provide information, resources, support and guidance to the teaching profession.

The ACARA Charter specifies strategic directions for the authority in the key areas of curriculum and assessment at the national level as:

1. a national curriculum from Foundation<sup>15</sup> to Year 12 in specified learning areas
2. a national assessment program aligned to the national curriculum, that measures students' progress.

<sup>12</sup> From July 2014, SCSEEC is known as Education Council

<sup>13</sup> *Australian Curriculum, Assessment and Reporting Authority Act (2008)*, Section 6. (ACARA's functions in data collection and reporting are outlined in Part 2.8: National initiatives and achievements – strengthening accountability and transparency.)

<sup>14</sup> SCSEEC determines the ACARA Charter and specifies subjects for development within the charter and letter of expectations.

<sup>15</sup> The Foundation year (first year of full-time schooling) 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.

## The Australian Curriculum

There are eight learning areas in the Australian Curriculum, corresponding to those listed by education ministers in the Melbourne Declaration:

- English
- Mathematics
- Sciences (including Physics, Chemistry, Biology)
- Humanities and Social Sciences (including History, Geography, Economics and Business, Civics and Citizenship)
- The Arts (performing and visual)
- Technologies (including Digital Technologies<sup>16</sup>, and Design and Technologies)
- Health and Physical Education
- Languages (especially Asian languages).

In addition to its focus on learning areas, 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 where relevant to the learning area. The Australian Curriculum also focuses on three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; and Sustainability. As with the general capabilities, these are addressed where relevant to the learning area.

### Curriculum development process

The overall development of the Australian Curriculum from Foundation to Year 12 (F–12) is guided by the *Shape of the Australian Curriculum*, first approved by education ministers in 2009. The most recent version, [Shape of the Australian Curriculum version 4.0](#), was published in 2012.

The process and specifications for the development of the Australian Curriculum are described in two key documents: the [Curriculum Development Process v6.0](#) (April 2012) and the [Curriculum Design Paper v3.1](#) (June 2013). Each phase of curriculum development involves substantial consultation with government and non-government education authorities, professional associations, teachers, academics, business, industry, parent and community groups, and comprehensive review and revision processes.

The [Australian Curriculum Consultation portal](#) allows stakeholders and the general public to read and review draft curriculum materials as they become available.

<sup>16</sup> Previously called information and communication technology

Further information on the curriculum development process, including an [infographic summarising the process](#), is available on the [‘Curriculum’ pages](#) of the ACARA website.

Once endorsed by education ministers, curriculum documents are progressively released on the ACARA [Australian Curriculum website](#). In each curriculum, the content descriptions specify what all young people should be taught, and the achievement standards set out the depth of understanding and sophistication of skill expected of students at particular points in their schooling. Other information is provided to support content descriptions and achievement standards. Each endorsed curriculum includes a rationale, aims, year- or band-level descriptions, information on organisation of the curriculum, content elaborations, annotated portfolios of student work samples and a glossary.

The Australian Curriculum Foundation – Year 10 (F–10) for English, mathematics, science and history was endorsed in 2010. Education ministers endorsed the F–10 curriculum for geography in May 2013, and the F–10 curriculum for drama, dance, media arts, music and visual arts in July 2013. In November 2013, ministers noted the F–10 curriculum in economics and business, civics and citizenship, design and technologies, digital technologies, and health and physical education, and agreed that curriculum could be made available for state and territory use. Development and consultation on F–10 curriculum in a number of languages continued during 2013. The draft Australian Curriculum: Work Studies, Years 9–10 also underwent national consultation in late 2013.

Responsibility for implementing the Australian Curriculum lies with each state and territory. Implementation of English, Mathematics, Science and History Australian Curriculum for F–10 commenced in some jurisdictions in 2011 with substantial implementation in 2013 in most states and territories.

In December 2012, education 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 senior secondary geography curriculum was endorsed by ministers in July 2013.

The senior secondary Australian Curriculum for each subject specifies content and achievement standards. The content describes the knowledge, understanding and skills that are to be taught and learnt. The achievement standards describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the subject’s content.

State and territory curriculum, assessment and certification authorities are responsible for determining how the senior secondary Australian Curriculum content and achievement standards are to be integrated into their courses.

### [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 works with states and territories to facilitate this implementation. This includes working with jurisdictions, non-government school sectors and other agencies 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. Major functions of ESA include: to create, publish, disseminate and market curriculum and assessment materials; to research, test and develop technologies and communication systems for use in education; to devise, develop and deliver curriculum and assessment support services.

ACARA collaborates with ESA regarding online resource discovery, development 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 publishes advice and examples on the '[Student diversity](#)' section of the Australian Curriculum website.

### The National Assessment Program

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

### National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9 in the areas of reading, writing, language conventions (spelling, punctuation and grammar) and numeracy.

NAPLAN tests were first conducted in 2008, replacing former state- and territory-based literacy and numeracy tests. ACARA has been responsible for the development and oversight of the delivery of the NAPLAN tests since 2010.

For national reporting purposes, key performance measures (KPMs) have been approved by ministers for reading, writing, numeracy and participation. These KPMs are reported for NAPLAN 2013 in Part 5.1: Student achievement: National Assessment Program – Literacy and Numeracy (NAPLAN).

Further information about the 2013 NAPLAN test results is available in the [NAPLAN National Report](#) for 2013 on the ACARA [National Assessment Program \(NAP\)](#) website. This report provides data on results including breakdowns by state and territory, and by student background characteristics, including sex, language background, Indigenous status, geolocation, and parental education and occupation. The data are also available in interactive form from the '[Results](#)' page of the NAP website.

Further information about NAPLAN for parents, schools and students is also available on the NAP 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 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 literacy (Years 6 and 10) and information and communication technology (ICT) literacy (Years 6 and 10). Sample groups of students participate in these assessments, which are held on a rolling three-yearly basis. Sample assessments began in 2003 with science literacy, followed by civics and citizenship literacy in 2004 and ICT literacy in 2005.

The fourth Civics and Citizenship assessment was undertaken by a more than 11,000 Year 6 and 10 students between October and November 2013. For the first time, the assessment included an online test with multiple-choice and open-ended questions, and an online student questionnaire. The same test was made available to schools on USB drives as a back-up delivery method.

Information on results of the 2013 NAP – Civics and Citizenship assessment, including the key performance measures related to it, is included in Part 5.2: Student Achievement – National Assessment Program – Civics and Citizenship. The report on this sample assessment, [2013 National Assessment Program – Civics and Citizenship public report](#) is available on the ACARA National Assessment Program website.

### National Assessment Program – international assessments

There are two NAP sample assessments, conducted by international organisations, which 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 assessment of a sample of 15-year-old students in reading, mathematical and scientific literacy. The most recent PISA assessment was conducted in 2012 and was reported in the *National Report on Schooling in Australia 2012*. 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 Online Assessment

In July 2013, education ministers agreed to guiding [principles for national online assessment](#) that provide strategic direction to ACARA for online delivery of NAPLAN<sup>17</sup>. This follows SCSEEC's previous commitment to trial an electronic onscreen delivery platform for National Assessment Program – Civics and Citizenship (NAPCC) in 2013.

The principles are grouped under three broad headings that require online assessment to:

- support quality teaching and learning
- deliver better national and assessment information
- broaden the curriculum coverage of assessments.

Ministers noted that: 'A national online assessment capability will enhance the NAP and will provide the opportunity to deliver new, flexible, optional, high quality assessments that support learning.'

There are three components in the program to move NAPLAN online:

- developing the platform, known as the online national assessment platform. This is being developed by Education Services Australia (ESA).
- ensuring NAPLAN and sample assessments ready to run online. ACARA is responsible for this component.
- readiness of schools and school authorities to implement the tests, including devices and training.

ACARA, ESA and the Australian Government Department of Education are working with state and territory school authorities to ensure the three components of the program are fully coordinated.

In August 2013, ACARA investigated the feasibility of proposed multi-stage, branching test design (tailored test design) for the implementation of NAPLAN as a computer-delivered assessment. More than 23,000 tests in reading, numeracy and writing were delivered in 250 schools during the trial period. Studies in 2014 will finalise the measurement aspects of the tailored test design.

In late 2013, the NAP sample assessment in Civics and Citizenship was conducted online for the first time.

Further information on online assessment is available on the ACARA [NAP website](#).

<sup>17</sup> The Education Council has since agreed (2014) that NAPLAN online would be implemented from 2017 on an opt-in basis over two–three years.

## National initiatives and achievements

### 2.7 Improving educational outcomes for Indigenous 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<sup>18</sup> 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 included: 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; these 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

<sup>18</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'.



- 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.

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 a part of the COAG reform agenda to improve life outcomes for Aboriginal and Torres Strait Islander Australians. The action plan was approved by education ministers in 2010 and endorsed by COAG in 2011.

The action 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 seeks to bring together existing commitments made through the National Indigenous Reform Agreement (NIRA) and the National Education Agreement, and builds on commitments by governments for structural reforms in early childhood education, schooling and youth engagement.

Under the Aboriginal and Torres Strait Islander Education Action Plan, a key group of focus schools are identified 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 two-year funding, finishing in 2014, assists 101 schools (selected by states and territories) to address the attendance, engagement and educational achievement of Aboriginal and Torres Strait Islander students.

Annual reports for 2012, 2011 and 2010 on progress against the action plan 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. Information on these partnerships is included in Part 2.1: National initiatives and achievements – 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 2013, 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](#) aimed to facilitate improvements within targeted schools and communities to improve student learning, engagement and wellbeing and to foster active participation of the community.

This national partnership was scheduled to run from 2008-09 to 2014-15 and included \$1.5 billion in Australian government funding, to be matched by states and territories. Approximately 1,790 schools participated in the program, which ceased in December 2013. Unallocated funds were redirected to needs-based funding arrangements in the Australian Education Act 2013, applying from January 2014.

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, have also been addressed in the national partnerships for literacy and numeracy and for improving teacher quality. 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](#), which included the Compact with Young Australians and the National Youth Participation Requirement, also addressed outcomes for educationally disadvantaged young Australians. In particular, the Youth Connections Program provided an individualised 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 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.

This includes reporting to families about student achievement and school performance, as well as to the Australian public on comparative school performance and 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 on the school's achievements and other contextual information must be made publicly available to their school community.

The NEA performance reporting framework also specifies the provision of:

- streamlined and consistent reports on national progress, including an annual national report on the outcomes of schooling in Australia<sup>19</sup>, covering the Melbourne Declaration and the Measurement Framework for Schooling in Australia 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.

<sup>19</sup> The *National Report on Schooling in Australia*, that is, this report.

## 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.

In terms of data collection and reporting the functions of ACARA<sup>20</sup> 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, in consultation with jurisdictions, school sectors and relevant government agencies, conducted a review of the *Measurement Framework for Schooling in Australia*. This review coincided with a review of the NEA performance reporting framework. The revised [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 2013, ACARA published the [National Report on Schooling in Australia 2011](#) on behalf of the Standing Council on School Education and Early Childhood (SCSEEC)<sup>21</sup>, and undertook the preparation of the [National Report on Schooling in Australia 2012](#) in consultation with representatives of state and territory education authorities, other government agencies, and non-government school sectors. The 2012 report was the twenty-fourth annual national report on schooling and the fourth to be published by ACARA.

<sup>20</sup> Australian Curriculum, Assessment and Reporting Authority Act (2008), Section 6. ACARA's role in developing the Australian Curriculum and administering the National Assessment Program is outlined in Part 2.6 National initiatives and achievements: Promoting world-class curriculum and assessment.

<sup>21</sup> from July 2014 known as Education Council.

## Development of national definitions and measures

At the direction of COAG and SCSEEC, ACARA undertook work on new national definitions and measures for senior secondary outcomes. These measures were intended to supplement existing measures of progress towards COAG targets for the completion of Year 12, or equivalent, using administrative data. This work was undertaken in collaboration with jurisdictions and school sectors.

In 2012, SCSEEC acknowledged the importance to schools, schooling systems and jurisdictional authorities of gathering and analysing school opinion information. Ministers approved the use of agreed student and parent survey items, and made provision for a national survey and data collection tool that schools could use to collect responses.

ACARA worked with Education Services Australia (ESA) and representatives of jurisdictions and the non-government school sectors to develop specifications for this tool. The [School Survey website](#) was developed by ESA on behalf of the Australian Government Department of Education and was launched in August 2013.

Nationally agreed parent, staff and student satisfaction surveys are made available to schools by jurisdictions that opt to use them, either via *School Survey* or through locally available data collection processes. Schools and school systems may elect to use responses to these items as a basis for school satisfaction reporting required from 2014.

ACARA has also published the [Data Standards Manual: Student Background Characteristics](#) and the [National Standards for Student Attendance Data Reporting](#) to establish nationally consistent parameters for collection and reporting of education information, and to assist schools and school systems in its collection.

### *My School*

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

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 performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for students in Years 3, 5, 7 and 9. Enhanced versions of *My School*, released in 2011 and 2012, provided additional data on schools' recurrent income and capital expenditure and on Vocational Education and Training (VET) in Schools and depicted students' gains in literacy and numeracy between NAPLAN tests. 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.

The fourth version of *My School* was launched in March 2013, making up to five years of performance data available for each school for the first time.

### 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 2013](#) is published, along with previous reports for 2008–2012, on the ACARA [National Assessment Program](#) website. The report provides disaggregation of NAPLAN results including breakdowns by state and territory, sex, language background, Indigenous status, geolocation and parental education and occupation.

The ['Results' page](#) of the NAPLAN website allows users interactive access to national NAPLAN data for 2008–2013 and the opportunity to download customised tables, including time series. Results may be selected by state and territory, 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.

Further information about NAPLAN for parents, schools and students is also available on the NAPLAN 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.

Public and technical reports for the NAP sample assessments in Science Literacy, Civics and Citizenship, and Information and Communications Technology are also available on the reports page of the National Assessment Program website. The public report on the 2012 NAP – Science Literacy assessment was released in December 2013. Reports for the NAP sample assessment in Civics and Citizenship, conducted in 2013, will be published in 2014.

Further information on the NAP is provided in Part 2.6: National initiatives and achievements – Promoting world-class curriculum and assessment, and Part 5: Student achievement – National Assessment Program.

## Part 3: Schools and schooling

### 3.0 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>22</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 – 71 per cent – of schools 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 Catholic schools (18 per cent) and independent schools (11 per cent). Non-government schools are established and operated under conditions determined by state and territory governments through their registration authorities.

Around 65 per cent of school students are enrolled in government schools; 21 per cent, in Catholic schools; and 14 per cent, in independent schools.

<sup>22</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).

## Schools and schooling

### 3.1 School structures

Differences between Australian states and territories in school structures, and in age requirements for student enrolment 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<sup>23</sup>. The preparatory year has different names in the various jurisdictions<sup>24</sup>.

The age at which schooling becomes compulsory is six years in all states and territories, except Western Australia and 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 years.

All states and territories require 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<sup>25</sup>.

<sup>23</sup> In Western Australia and Queensland, decisions on whether to transition Year 7 to secondary status are pending. These enrolments are counted as primary enrolments in this report.

<sup>24</sup> These are listed in table 3.1. The Australian Curriculum uses the term ‘Foundation’ for this year of schooling.

<sup>25</sup> Up until 2010, the minimum school leaving age in most jurisdictions was 15 or 16. In 2010, the National Youth Participation Requirement, agreed by the Council of Australian Governments (COAG), came into effect across all states and territories, effectively lengthening the period of compulsory education.



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, 2013**

State/territory	Preparatory year (first year of school)	Month of and minimum 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 have been required to 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 years old.

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

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

(d) From 2007, South Australian students who have turned 16 have been 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 have been 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 have been required to continue participating in education, training or full-time employment until they turn 17.

(g) From January 2010, it has been 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 have been 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, Schools Australia, 2013; state and territory education authorities.

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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.)

Students who are geographically isolated, or who are otherwise unable to attend a local school, may study through distance education schools or centres established by state and territory education departments. Distance education is conducted through a variety of means including print and web-based materials and online and satellite technologies. Boarding facilities are available at some schools, mainly in the non-government sectors<sup>26</sup>.

Each state and territory also has an early childhood education sector that is separate from primary and secondary schooling<sup>27</sup>, although early childhood centres are often attached to or accommodated in primary schools. In general, data on early childhood education are excluded from this report.

Data on secondary education provided by adult learning institutions such as institutes of technical and further education (TAFE) are also excluded from this report, except for VET in Schools programs undertaken by secondary school students.

26. Students of compulsory school age may also be home schooled if they have met the criteria set down by the relevant state or territory education authority. However, as these students are not enrolled in a school, they are outside the scope of the National Schools Statistics Collection (NSSC) and are therefore excluded from data in this report.

27. In some jurisdictions, part-time programs that precede the preparatory year and are conducted in primary schools (for example, Kindergarten in Western Australia) are considered to be a part of schooling. However, these programs are outside the scope of the National Schools Statistics Collection (NSSC) and data on them are therefore not included in the data in this report.

## Schools and schooling

### 3.2 School numbers

In 2013 there were 9,393 schools in Australia<sup>28</sup>. This total included primary, secondary, combined (primary and secondary) and special schools, across government (71 per cent) and non-government (29 per cent) school sectors. (See Part 10: Glossary for definitions of school levels, types 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 76 per cent of special schools were in the government sector. The Catholic sector accounted for 20 per cent of primary schools and 22 per cent of secondary schools, while 50 per cent of all combined schools were in the independent sector.

The number and proportion of schools by school type and school sector in 2013 is shown in table 3.2 and figure 3.1.

**Table 3.2** Number and proportion<sup>(a)</sup> of schools by school type and school sector, Australia, 2013

School type	School sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	4,802	51.1	1,226	13.1	228	2.4	6,256	66.6
Secondary	1,025	10.9	303	3.2	57	0.6	1,385	14.7
Combined	505	5.4	155	1.7	661	7.0	1,321	14.1
Special	329	3.5	33	0.4	69	0.7	431	4.6
<b>Total</b>	<b>6,661</b>	<b>70.9</b>	<b>1,717</b>	<b>18.3</b>	<b>1015</b>	<b>10.8</b>	<b>9,393</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.

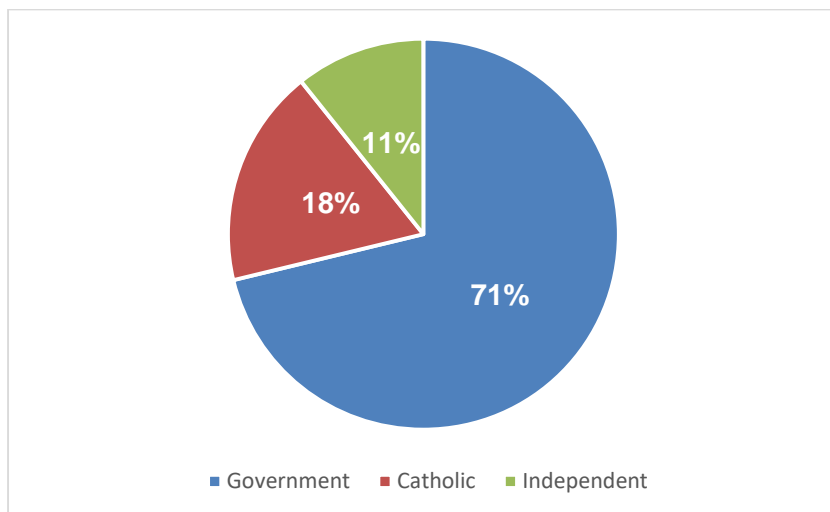
(a) Proportion of all schools

Source: ABS, Cat. No. 4221.0, Schools, Australia, 2013.

See also Additional statistics, table 1.

<sup>28</sup> As at the National Schools Statistics Collection (NSSC) census, August 2013.

**Figure 3.1. Proportion of schools by sector, Australia, 2013**



Source: ABS, Cat. No. 4221.0, Schools, Australia, 2013

For the number of schools by school type and school sector by state and territory 2013, see Part 9: Additional statistics, table 1.

The total number of schools in Australia fell from 9,427 in 2012 to 9,393 in 2013, a net fall of 34. This continued a trend in recent years, driven mainly by school amalgamations<sup>29</sup>.

School numbers have fallen by 136 (1.4 per cent) over the period 2009–2013. This was made up of falls of 2.1 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 0.7 per cent in the number of Catholic schools. The numbers and proportions of schools in the three sectors within this period are shown in table 3.3 and figure 3.2.

<sup>29</sup> ABS, Schools Australia 2013, Summary.

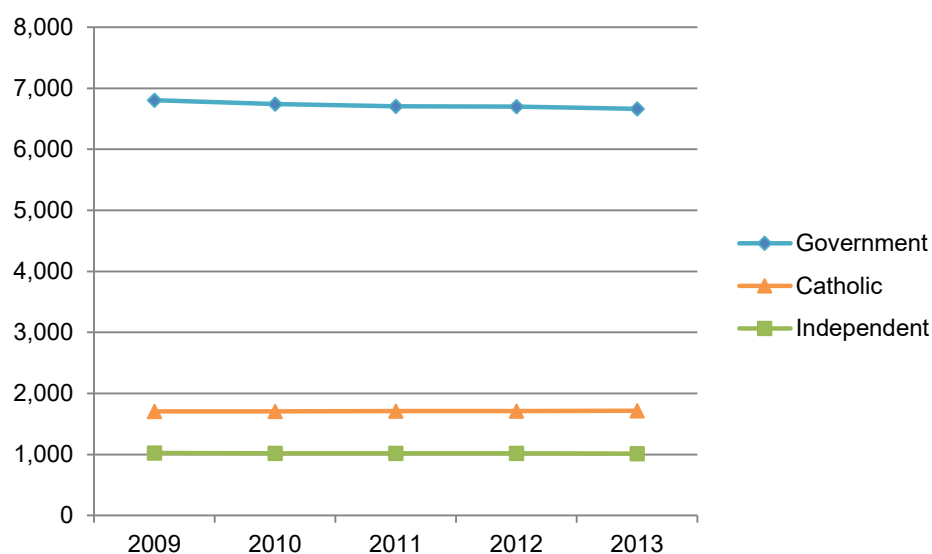
**Table 3.3 Number and proportion of schools by school sector, Australia, 2009–2013**

Year	School sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
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
2013	6,661	70.9	1,717	18.3	1,015	10.8	9,393	100.0

Source: ABS Cat. No. 4221.0, Schools, Australia, 2013

See also Additional statistics, table 1

**Figure 3.2. Number of schools by school sector, Australia, 2009–2013**



Source: ABS, Cat. No. 4221.0, Schools, Australia, 2013.

Some caution is required when interpreting time series for numbers of schools, as changes from year to year may be due to administrative or structural changes in school systems or individual schools, as much as to changes in school populations. For example, primary schools and secondary schools may be amalgamated to create combined schools or secondary schools may be split to create separate junior and senior secondary schools.

## Schools and schooling

### 3.3 Student numbers

#### Enrolments by school level and sector

In total, nearly 3.65 million individual students were enrolled in Australian schools in 2013. Of these, approximately 2.13 million (58.4 per cent) were primary school students, and approximately 1.52 million (41.6 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 2013 are summarised in table 3.4.

**Table 3.4 Number and proportion of students (full-time plus part-time) enrolled in schools by school level and school sector, Australia, 2013**

School level	School sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	1,467,191	69.0	409,939	19.3	250,600	11.8	2,127,730	58.4
Junior secondary	614,898	59.2	242,586	23.4	181,421	17.5	1,038,905	28.5
Senior secondary	292,935	61.2	96,534	20.2	89,415	18.7	478,884	13.1
Total secondary	907,833	59.8	339,120	22.3	270,836	17.8	1,517,789	41.6
<b>Total</b>	<b>2,375,024</b>	<b>65.2</b>	<b>749,059</b>	<b>20.5</b>	<b>521,436</b>	<b>14.3</b>	<b>3,645,519</b>	<b>100.0</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.

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.

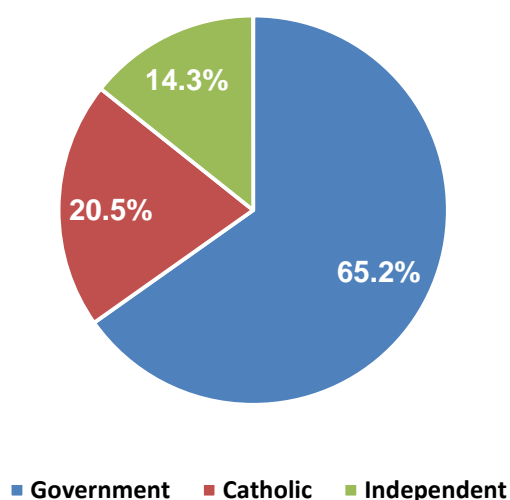
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013.

See also Part 9: Additional statistics, table 10.

Part 9: Additional statistics, table 10 reports the number of students in 2013 by full-time and part-time status, and by state and territory, as well as by school level and sector.

As shown in table 3.4 and figure 3.3, almost two-thirds (65.2 per cent) of Australian school students in 2013 were enrolled in government schools, approximately one-fifth (20.5 per cent) of students were enrolled in Catholic schools and the remainder (14.3 per cent) attended independent schools.

**Figure 3.3** Proportion of students (full-time plus part-time) enrolled in schools by sector, Australia, 2013 (%)



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013.

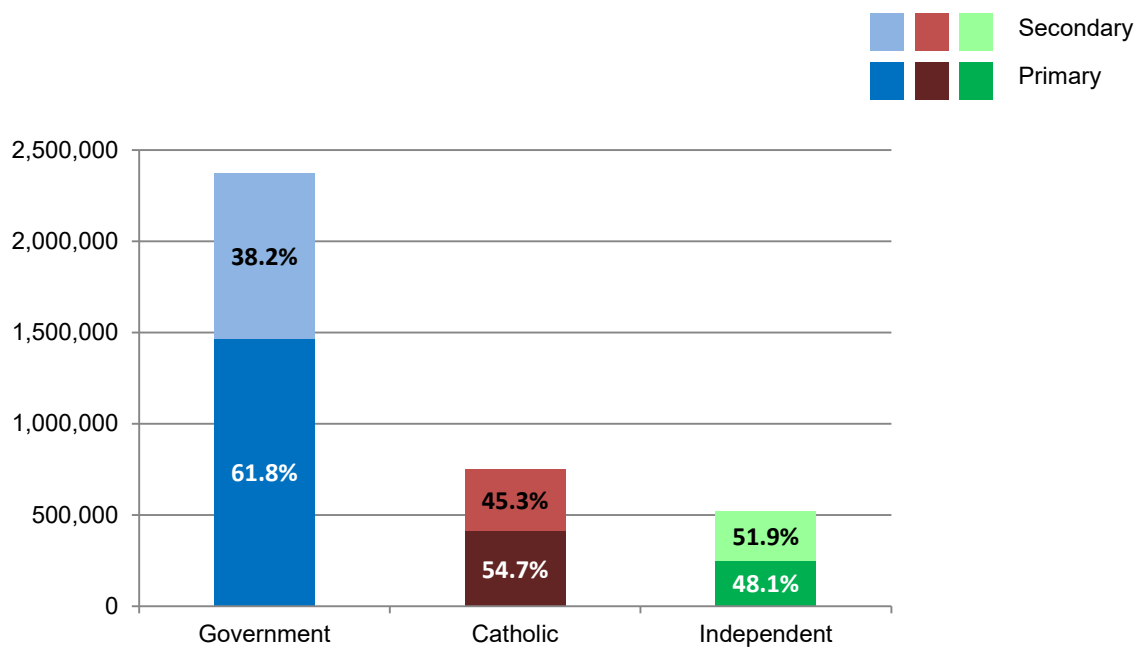
However, as shown in table 3.4, the proportions of students enrolled in each school sector differed between levels of education. The proportion of primary students enrolled in government schools (69.0 per cent) was higher than the proportion of junior secondary students (59.8 per cent). The proportion of primary students enrolled in non-government schools (31.0 per cent) was lower than the proportion of junior secondary students (40.2 per cent).

This implies a movement of students from the government to the non-government sectors, probably 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 3.4, is consistent with higher Year 10–12 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 3.4, more government and Catholic school students were enrolled in primary years than in secondary years, while most independent school students were secondary students.

**Figure 3.4** Number of students (full-time plus part-time) enrolled by school level and sector, Australia, 2013



Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2013*

The numbers of students enrolled in Australian schools grew by 160,715 in the period 2009–2013 and by 55,533 between 2012 and 2013. Enrolments in all three school sectors have risen over the last four years, with growth in enrolments split evenly between government and non-government schools. Growth has been proportionately higher in the non-government sectors, leading to a slight shift in the proportions of total enrolments per school sector over the period 2009–2013, but with little change since 2011. Table 3.5 and figure 3.5 summarise these data.



**Table 3.5 Number and proportion of students (full-time plus part-time) by school sector, Australia, 2009–2013**

Year	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
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
2012	2,342,379	65.2	736,595	20.5	511,012	14.2	3,589,986	100.0
2013	2,375,024	65.2	749,059	20.5	521,436	14.3	3,645,519	100.0

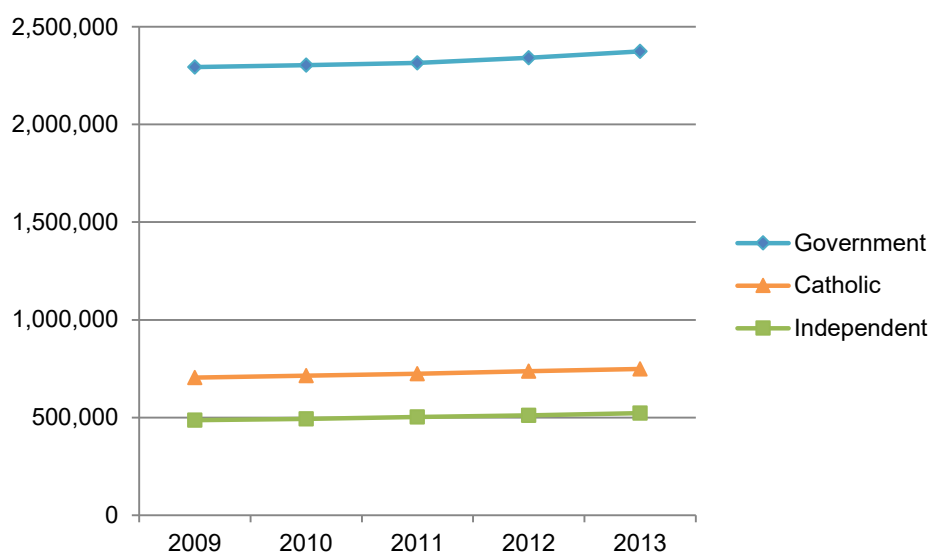
Notes:

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*, 2013

See also Part 9: Additional statistics, table 10.

**Figure 3.5 Number of students enrolled (full-time plus part-time) by school sector, Australia, 2009–13**



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

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.

## Schools and schooling

### 3.4 Staff

#### Staff numbers

In 2013 there were 261,585 full-time equivalent (FTE)<sup>30</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 3.6.

**Table 3.6 Full-time equivalent (FTE) of teaching staff by school sector, school level and sex, Australia, 2013**

School sector	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government	17,755	77,372	95,126	29,205	43,572	72,777	46,959	120,944	167,903
Non-government	8,056	32,835	40,891	22,612	30,179	52,790	30,668	63,014	93,682
Catholic	4,147	19,730	23,877	11,013	15,638	26,651	15,160	35,367	50,527
Independent	3,909	13,105	17,015	11,599	14,541	26,140	15,508	27,646	43,154
<b>All schools</b>	<b>25,811</b>	<b>110,206</b>	<b>136,017</b>	<b>51,817</b>	<b>73,751</b>	<b>125,568</b>	<b>77,628</b>	<b>183,957</b>	<b>261,585</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*, 2013

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. The difference 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 59 per cent of the total.

<sup>30</sup> At the time of the schools census in August 2013. 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.)

Across Australia, 64.2 per cent of FTE teachers were employed by the government school sector, 19.3 per cent by the Catholic school sector and 16.5 per cent by the independent sector.

The numbers of FTE teaching staff by school sector from 2009 to 2013 are shown in table 3.7. Between 2009 and 2013, the total number of FTE teaching staff grew by 12,389 or 5.0 per cent. The growth in teaching staff numbers over the period was concentrated in non-government schools with 7,052 additional teachers (a rise of 8.1 per cent), compared to 5,337 (a rise of 3.3 per cent) in government schools.

**Table 3.7 Full-time equivalent (FTE) of teaching staff by school sector, Australia, 2009–2013**

Sector	2009	2010	2011	2012	2013
Government	162,566	163,697	165,272	167,152	167,903
Non-government	86,630	87,724	89,838	91,834	93,682
Catholic	46,807	47,391	48,393	49,427	50,527
Independent	39,823	40,333	41,445	42,407	43,154
<b>All schools</b>	<b>249,196</b>	<b>251,421</b>	<b>255,110</b>	<b>258,986</b>	<b>261,585</b>

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

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 than secondary schooling.

Table 3.8 summarises average student–teacher ratios in Australia in 2013 across the three school sectors.

**Table 3.8 Full-time equivalent (FTE) student–teacher ratios, by school sector and school level, Australia, 2013**

Sector	Primary	Secondary	All schools
Government	15.4	12.4	14.1
Non-government	16.1	11.5	13.6
Catholic	17.2	12.7	14.8
Independent	14.7	10.4	12.1
<b>All schools</b>	15.6	12.0	13.9

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

See also Part 9: Additional statistics, table 4

For all Australian schools, the average FTE student–teacher ratio in 2013 was 13.9:1, with an overall difference of 0.5 FTE between government schools (14.1) and non-government schools (13.6). However, within the non-government sector, student–teacher ratios for secondary classes in independent schools were noticeably lower than the overall average.

At the primary level in 2013, the average FTE student–teacher ratio was 15.6:1 compared to 12.0:1 at the secondary level, and there were higher ratios for primary than secondary school classes in all three sectors. Overall, the student–teacher ratio was lower in government schools than non-government schools at the primary level, but higher at the secondary level.

As shown in table 3.9, the average student–teacher ratio across all schools of 13.9 students per teacher in 2013 was the same as in 2009.

**Table 3.9 Full-time equivalent (FTE) student–teacher ratios, by school sector and level of education, Australia, 2009–2013**

School sector and level	2009	2010	2011	2012	2013
Government primary	15.5	15.4	15.3	15.2	15.4
Government secondary	12.3	12.3	12.2	12.3	12.4
Catholic primary	17.6	17.6	17.5	17.4	17.2
Catholic secondary	12.8	12.8	12.8	12.7	12.7
Independent primary	14.8	14.9	14.8	14.6	14.7
Independent secondary	10.6	10.5	10.4	10.3	10.4
<b>All schools</b>	<b>13.9</b>	<b>13.9</b>	<b>13.8</b>	<b>13.8</b>	<b>13.9</b>

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

See also Part 9: Additional statistics, table 4

### International comparisons

On average, in Organisation for Economic Co-operation and Development (OECD) member countries in 2012 (the latest year available), there were 15 students for every teacher at primary school level and 13 students per teacher at secondary school 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 2012 of 16:1 (15.5) for primary schooling was slightly above the OECD average. Australia’s average student–teacher ratio of 12:1 (12.0) for secondary schooling was lower than the OECD average.

Student–teacher ratios in Australia were lower than in the United Kingdom (21 primary and 16 secondary), Japan (18 and 13), Germany (16 and 14) and Korea (18 and 17), but higher than ratios in Spain (13 and 10) and Norway (10 and 10)<sup>31</sup>. Australia’s student–teacher ratios were lower than the average for the Group of 20 (G20) nations (19 primary and 15 secondary) for 2012.

A comparison of student–teacher ratios in 2012 in OECD countries and other G20 nations is included as table 5 in Part 9: Additional statistics.

<sup>31</sup> Source: OECD, *Education at a Glance 2014: OECD Indicators*, table D2.2 based on UNESCO Institute for Statistics (World Education Indicators Programme)

## Part 4: Student participation

### 4.0 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>32</sup>

The extent to which young people access and participate in schooling is 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 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>33</sup>, remains as an output of the NEA<sup>34</sup>.

This section provides data and commentary on enrolment and attendance in Australian schools in 2013, including these performance measures. It also includes data and commentary on the apparent progression and retention of students through secondary school.

<sup>32</sup> Melbourne Declaration, p. 7.

<sup>33</sup> Enrolment in school was deleted as a performance indicator from the revised NEA of July 2012.

<sup>34</sup> National Education Agreement, July 2012, p. 5.

## Student participation

### 4.1 Enrolment

The proportion of school-aged children who are enrolled in school is a measure of the reach and coverage of Australian schooling and of the extent to which young people 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 is specified as the number of students aged 6–15 years enrolled in school, expressed as a proportion of the 6–15-year-old population. KPM 1(a) for the period 2009–2013 is reported in table 4.1.

#### Key performance measure 1(a)

Proportion of children aged 6–15 years who are enrolled in school

**Table 4.1** Number and proportion of the population aged 6–15 years enrolled in school, 2009–2013

	2009	2010	2011	2012	2013
School enrolments, Australia (6–15 years) <sup>(a)</sup>	2,748,736	2,755,893	2,768,177	2,801,751	2,844,983
Population, Australia (6–15 years) <sup>(b)(c)</sup>	2,746,766	2,755,102	2,769,311	2,803,166	2,837,141
Proportion of 6–15-year-olds enrolled in school, Australia (%) <sup>(d)</sup>	100.07	100.03	99.96	99.95	100.28

(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 2014. The Australia total includes 'other territories' including Jervis Bay and Norfolk Island.

(c) Estimates for the total population of 6–15-year-olds for, 2009, 2010 and 2011 have been rebased to the 2011 Census of Population and Housing.

(d) Proportions are calculated using a numerator from the National Schools Statistics Collection (published as *Schools Australia*) and a denominator from Estimated Resident Population data (published in *Australian Demographic Statistics*). 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, 2013*; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2014.

See also Part 9: Additional statistics, table 9.

The rate of enrolment in schooling of 6–15-year-olds approximates 100 per cent in each of the five years (2009–2013) 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 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>35</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 years old and over by midway through the calendar year but had not yet completed Year 10<sup>36</sup>.

Second, 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 National Schools Statistics Collection (NSSC), collected in the annual schools census and published by the Australian Bureau of Statistics as *Schools Australia*. The denominator for the 6–15-year-old population is drawn from the Estimated Residential Population (ERP) for this age 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.

For rates of enrolment for 6–15-year-olds by state and territory, see Part 9: Additional statistics, table 9.

In 2013, students in the 6–15 years age group made up 78 per cent of total enrolments in schools. The remaining 22 per cent (approximately 801 thousand students) were either under six, or 16 and over at 1 July 2013, the age reference date for the annual schools census of August 2013.

<sup>35</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, 2013 for a summary of enrolment requirements in each jurisdiction.)

<sup>36</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.



## 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>37</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.

Progression and retention rates are 'apparent' as 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>38</sup>. Apparent progression rates reported in table 4.2 have been rebased to the 2011 Census of Population and Housing.

<sup>37</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>38</sup> For more information, see ABS, Cat. No. 4221.0, *Schools, Australia*, 2013, Explanatory Notes; ABS, Cat. No.4221 *Schools, Australia*, [Alternative Measures of Engagement in Secondary Education, 2009](#)

**Table 4.2 Apparent progression rates<sup>(a)</sup>, Year 9 to Year 10, Year 10 to Year 11 and Year 11 to Year 12, Australia, 2009–2013 (%)**

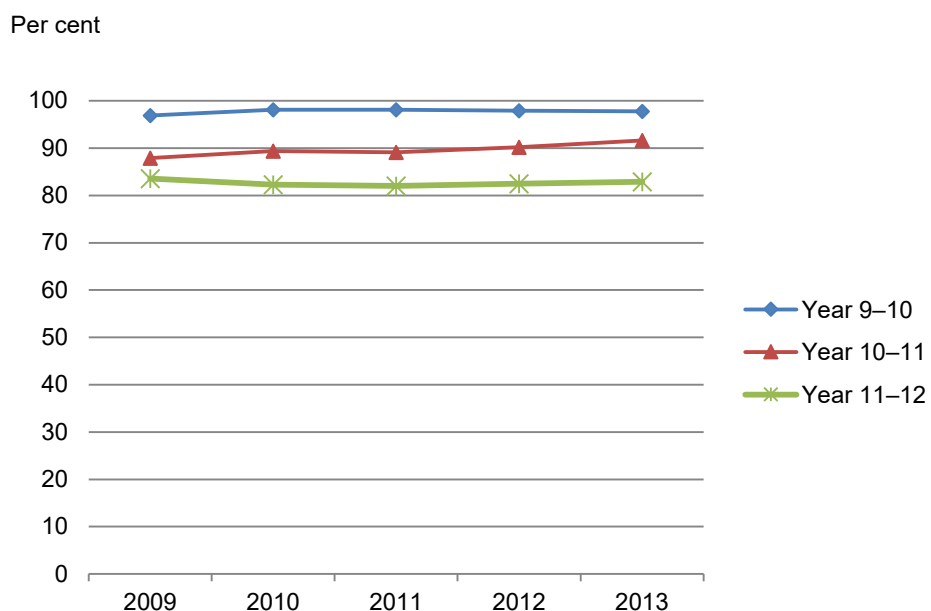
Australia	2009	2010	2011	2012	2013
Year 9 to 10	96.9	98.1	98.1	97.9	97.8
Year 10 to 11	87.9	89.4	89.1	90.2	91.6
Year 11 to 12	83.6	82.3	82.0	82.5	82.9

(a) Apparent progression rates are calculated using Estimated Residential Population (ERP) data based on the Census of Population and Housing. Rates for years prior to 2010 are calculated using ERP data based on the 2006 census. Rates for 2010 onwards are calculated using ERP data based on the 2011 census.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

These data are illustrated in figure 4.1.

**Figure 4.1 Apparent progression rates, Year 9 to Year 10, Year 10 to Year 11 and Year 11 to Year 12, Australia, 2009–2013**



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

As noted in previous reports, this series records upward movements in apparent progression rates from Year 9 to Year 10, from Year 10 to Year 11 and from Year 11 to Year 12<sup>39</sup>, following the implementation of strengthened education participation requirements for 15- and 16-year-olds.

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 4.3 and figure 4.2 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 2009–2013. (Detail from figure 4.2 is also shown below the main graph.)

**Table 4.3** Apparent retention rates, Year 7–8 to Year 10 by sector, Australia, 2009–2013 (%)

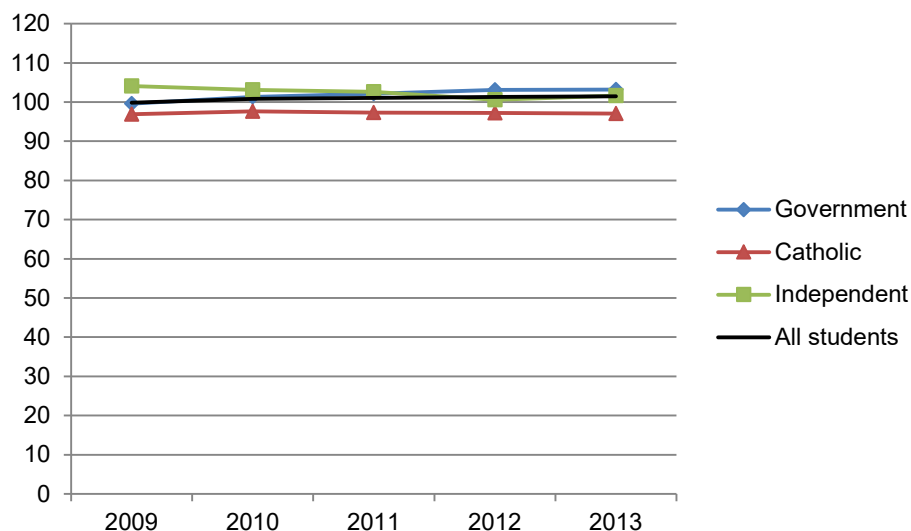
Australia	2009	2010	2011	2012	2013
Government	99.6	101.3	102.1	103.1	103.2
Catholic	96.9	97.6	97.3	97.2	97.1
Independent	104.1	103.1	102.6	100.6	101.6
All students	99.8	100.8	101.1	101.3	101.5

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

<sup>39</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.

**Figure 4.2 Apparent retention rates, Year 7/8 to Year 10 by sector, Australia, 2009–2013**

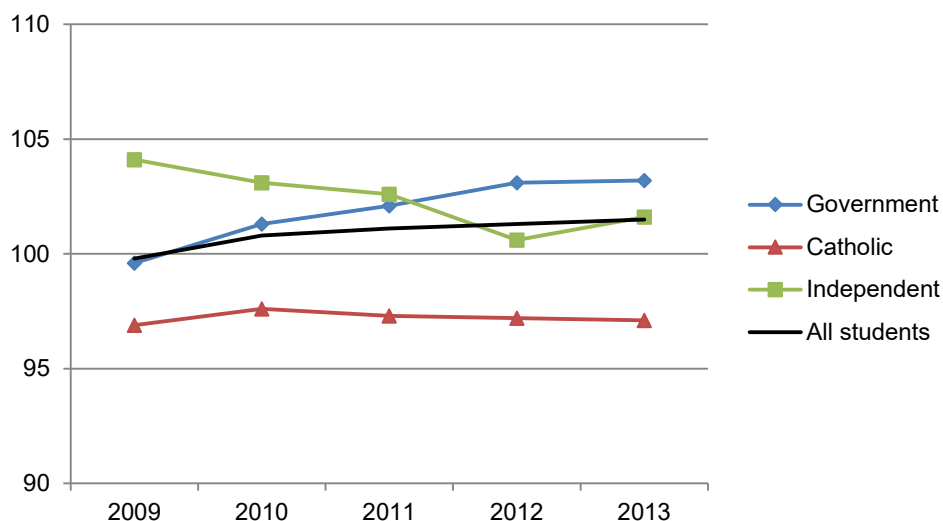
Per cent



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

**Figure 4.2 (Detail)** Data are identical to above – the vertical axis has been truncated for enhanced visibility

Per cent



During this period, the apparent retention rate from Year 7/8 to Year 10 for all students rose from 99.8 per cent to 101.5 per cent. (Percentages exceeding 100 per cent for national apparent retention rates are possible because of net immigration to Australia of secondary students.) This reflected rises in the apparent retention rate in the government school sector,

which followed participation in Year 10 becoming compulsory in the two most populous states, New South Wales and Victoria. The fall-off, in 2009 and 2010, in the apparent Year 7/8 to Year 10 retention rate in the independent school sector may be partly due to a dip in the number of overseas students enrolled<sup>40</sup>.

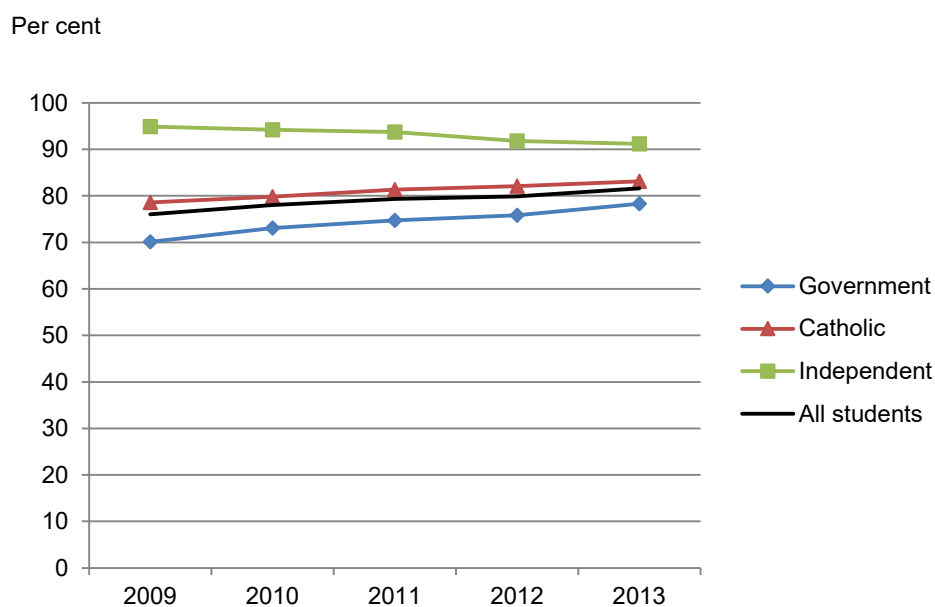
Table 4.4 and figure 4.3 describe national apparent retention rates from the first year of secondary school (Year 7 or Year 8, depending on jurisdiction) to Year 12 over the period 2009–2013.

**Table 4.4 Apparent retention rates, Year 7/8 to Year 12 by sector, Australia, 2009–2013 (%)**

Australia	2009	2010	2011	2012	2013
Government	70.1	73.1	74.7	75.8	78.3
Catholic	78.6	79.8	81.3	82.1	83.1
Independent	94.9	94.2	93.7	91.8	91.2
All students	76.0	78.0	79.3	79.9	81.6

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

**Figure 4.3 Apparent retention rates, Year 7/8 to Year 12 by sector, Australia, 2009–2013**



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

<sup>40</sup> Reported by the Independent Schools Council of Australia

During this period, there was a marked increase in the overall Year 7/8 to Year 12 apparent retention rate, which rose from 76.0 per cent to 81.6 per cent, and a convergence of rates for the three sectors. The greatest rise was of more than 8 percentage points for the government school sector, narrowing the gap in apparent retention to Year 12 between government and non-government schools. The convergence of 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.

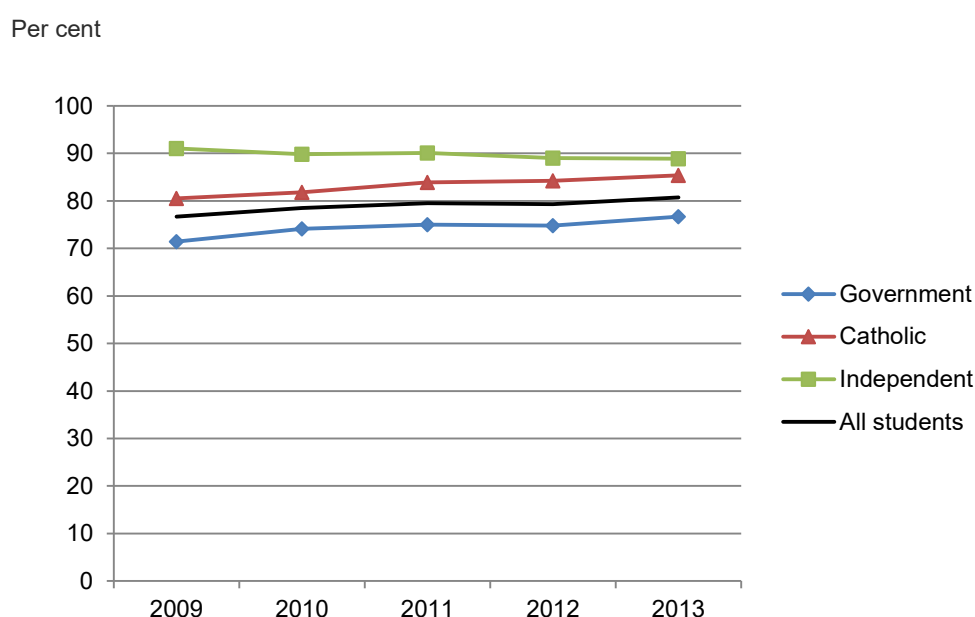
Table 4.5 and figure 4.4 show national apparent retention rates from Year 10 to Year 12 by sector over the period 2009–2013.

**Table 4.5** Apparent retention rates, Year 10 to Year 12 by sector, Australia, 2009–2013 (%)

Australia	2009	2010	2011	2012	2013
Government	71.4	74.1	75	74.8	76.7
Catholic	80.5	81.8	83.9	84.2	85.4
Independent	91	89.8	90.1	89	88.9
All students	76.7	78.5	79.5	79.3	80.7

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

**Figure 4.4** Apparent retention rates, Year 10 to Year 12 by sector, Australia, 2009–2013



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

Apparent retention rates from Year 10 to Year 12 rose by 5.3 percentage points for the government school sector and 4.9 percentage points for the Catholic sector in the period 2009–2013. The overall apparent retention rate rose by 4 percentage points to 80.7 per cent in 2013. The gap between apparent retention from Year 10 to Year 12 for government and independent schools narrowed from 19.6 percentage points in 2009 to 12.2 percentage points in 2013. While data are subject to the caveat that they do not take into account movement of students between sectors, 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.

## Student participation

### 4.3 Attendance

The national key performance measure (KPM) for attendance as agreed to by education ministers is included in the [Measurement Framework for Schooling in Australia 2012](#) as KPM 1(b):

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 National Education Agreement (NEA) and *Schools Assistance Act 2008* also specify this measure as a performance indicator.

From 2013, a consistent reference period of Semester 1 in each school year has been adopted by all school sectors in all states and territories for the collection of these data.

This is consistent with the agreement reached in 2012 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 [National Standards for Student Attendance Data Reporting](#) were published on the ACARA website in December 2012 and updated in December 2013.

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<sup>41</sup> and onwards. The non-government sectors agreed to conform to the national standards from the 2013 data collection period.

For the 2013 national school attendance data collection, there are still some differences in definitions and methodology between sectors and between states and territories. Notes on these differences are included in the glossary of this report.

Because of these residual differences, the 2013 attendance data have not been aggregated or averaged to calculate KPM 1(b) at the national level.

For 2013, attendance rates for government, Catholic and independent school sectors continue to be reported separately in tables 17–19 in Part 9: Additional statistics.

<sup>41</sup> NSW is working towards complying with national standards in 2016.



Each of these tables show attendance rates by:

- state and territory
- year level
- sex.

They also include summary data for 2009–2013 for each school sector by state and territory. The comments below should be read in conjunction with these tables.

Although differences in methodology still prevent full 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 2013, attendance rates for Years 1–7 exceeded 90 per cent in all sectors in all jurisdictions, except for the Northern Territory. Year 10 attendance rates were lower than those for the first year of secondary school in all sectors in all jurisdictions. Comments on attendance rates for each sector are below.

#### Government school sector

For the Semester 1 2013, student attendance rates for all states and the Australian Capital Territory were consistently in the range of 92–95 per cent for Years 1–7, dropping to between 85 and 91 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 percentage points (Victoria) and nine percentage points (Northern Territory).

The attendance rates for male and female government school students during the 2013 collection period were similar within year levels, within jurisdictions. Differences, where they occurred, were no more than three percentage points.

Between 2009 and 2013, there was limited change in student attendance rates for individual year levels in the government sector in most jurisdictions.

#### Catholic school sector

For Semester 1 2013, student attendance rates were consistently in the 93–95 per cent range for Years 1–7, with some decline in junior secondary years. The exception was the Northern Territory, where all rates were lower.

The attendance rates for male and female Catholic school students during the 2013 collection period were similar within year levels, within jurisdictions. Differences, where they occurred, were no more than three percentage points.

Between 2009 and 2013, there was limited change in student attendance rates for individual year levels in the Catholic sector, with changes of up to five percentage points.

## Independent school sector

For Semester 1 2013, student attendance rates were consistently 93–95 per cent for Years 1–7, except for the Northern Territory where rates were slightly lower. Rates for Years 8–10 were 91–95 per cent, except for the Northern Territory where they were below 90 per cent.

The attendance rates for male and female independent school students during the 2013 collection period were similar within year levels in all jurisdictions.

Between 2009 and 2013, there was little change in student attendance rates for individual year levels in the independent sector in most jurisdictions, with variations up to four percentage points. The exceptions were the Northern Territory and the Australian Capital Territory, where some larger variations occurred.

Attendance data by Indigenous status are shown in tables 42–44 in Part 9: Additional statistics and discussed in Part 7 of this report.

## Part 5: Student achievement – National Assessment Program

### 5.0 Overview

The [Melbourne Declaration on Educational Goals for Young Australians](#) describes literacy and numeracy and knowledge of key disciplines, as 'the cornerstone of schooling for young Australians'. As a part of the commitment, within the Melbourne Declaration, to promote world-class curriculum and assessment, education ministers agreed that the curriculum will include a strong focus on literacy and numeracy skills.

The [National Education Agreement \(NEA\)](#) also articulates directions for measuring and improving the literacy and numeracy achievement of young people.

The *Measurement Framework for Schooling in Australia 2012* defines the national key performance measures (KPMs) for 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 NAP.

#### The National Assessment Program

The NAP, as specified in the measurement framework, encompasses all assessments endorsed by education ministers for participation by students nationally:

- the National Assessment Program – Literacy and Numeracy (NAPLAN) – annual, full student cohort literacy and numeracy assessments in Years 3, 5, 7 and 9
- NAP sample assessments – 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 2017)
- Australia's participation in international sample student population assessments, the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS). PISA, which is conducted every three years, assesses reading, mathematical and scientific literacy of a sample of 15-year-old students. TIMSS, which is conducted every four years, assesses the performance of a sample of Year 4 and Year 8 students in mathematics and science.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is delegated to manage the development and oversee the delivery of assessments and reporting for NAPLAN, and for domestic NAP sample assessments, as directed by the Standing Council on School Education and Early Childhood (SCSEEC). PISA is conducted by the Organisation for Economic Co-operation and Development (OECD). TIMSS is conducted by the International Association for the Evaluation of Educational Achievement (IEA).

NAP assessments conducted for 2013 were:

- NAPLAN for Years 3, 5, 7 and 9. Key performance measures for NAPLAN 2013 are reported in Part 5.1: Student achievement – National Assessment Program – Literacy and Numeracy (NAPLAN).
- NAP – civics and citizenship Year 6 and 10 sample assessment. Key performance measures for civics and citizenship 2013 are reported in Part 5.2: Student achievement – National Assessment Program – Civics and Citizenship.

[NAPLAN national reports](#) for each year detail 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 NAP website.

Key performance measures for PISA 2012 are reported in the *National Report on Schooling in Australia 2012*. The national report for PISA 2012 is available on the [Australian Council for Educational Research \(ACER\) website](#). Key performance measures for TIMSS 2011 are reported in the *National Report on Schooling in Australia 2011*.

## Student achievement – National Assessment Program

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

In 2013, the sixth 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 2008.

NAPLAN tests 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, and 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 for Years 3, 5, 7 and 9 in each assessment domain. Each band for each domain has a summary of skills assessed at each year level. The 10 achievement bands for Years 3, 5, 7 and 9 mean 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 writing task. 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 performances in writing 2011–2013 cannot be compared with those from 2008–2010.

#### Key performance measures

NAPLAN participation rates, mean scale scores and proportions of students achieving at or above the national minimum standard in reading, writing and numeracy at each year level 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](#).

Information about how to interpret scales and standards is available on the [NAP website](#).

For 2013, 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.

### 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 5.1 Summary for reading for Years 3, 5, 7 and 9 for Australia (per cent at or above national minimum standards; mean scale scores), 2013**

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.3	96.1	94.2	93.4
CI±	0.2	0.2	0.3	0.3
Mean scale score	419.1	502.3	540.6	580.2
(standard deviation)	(80.6)	(64.7)	(66.3)	(63.4)

**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 2013 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2013*; 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 (per cent at or above national minimum standards; mean scale scores), 2013**

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.0	91.7	89.3	82.6
CI±	0.2	0.3	0.4	0.6
Mean scale score	415.6	477.9	517.0	554.1
(standard deviation)	(70.5)	(70.1)	(76.2)	(87.1)

#### Notes:

Exempt students were not assessed and were 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 2013 only.

Results for the persuasive writing task are reported on a separate persuasive writing scale that is not comparable with the narrative writing scale. Student performances in writing 2011–2013 should not be compared with those from 2008–2010.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2013*; 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 (per cent at or above national minimum standards; mean scale scores), 2013**

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.7	93.4	95.0	90.6
CI±	0.2	0.2	0.2	0.4
Mean scale score	396.9	485.8	542.1	583.6
(standard deviation)	(65.8)	(71.5)	(71.4)	(82.2)

**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 2013 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2013*; ACARA (unpublished data)



The proportion of students participating in NAPLAN in Years 3, 5, 7 and 9 for reading, writing and numeracy in 2013 are reported in table 5.4.

### 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, 2013 (per cent)**

	Year 3	Year 5	Year 7	Year 9
Proportion of students participating in reading tests	95.2	95.8	95.5	92.1
Proportion of students participating in persuasive writing tests	95.1	95.7	95.6	92.4
Proportion of students participating in numeracy tests	94.9	95.4	95.1	91.4

**Notes:**

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

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

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2013*

Detailed information on NAPLAN results for 2013 is contained in *NAPLAN Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy: National Report for 2013* (the 2013 NAPLAN national report). The results contained in this report (and previous reports) are also available in interactive form on the results page of the [NAP website](#).

The national NAPLAN results are reported as mean scale scores and by performance in bands, 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, 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](#) and parents receive an individual report on their child’s achievement in the NAPLAN tests. A student report shows student performance against the national average and relative to the achievement band scale.

## Student achievement

### 5.2 NAP – Civics and Citizenship

The [National Sample Assessment in Civics and Citizenship](#) (NAP–CC) commenced in 2004 and is held every three years. It assesses samples of Year 6 and Year 10 students in civics and citizenship education

Civics education focuses on knowledge and understanding of formal institutions and processes of civic life (such as voting in elections). Citizenship education focuses on knowledge and understanding of, and opportunities for, participation and engagement in both civic and civil society. This focus aims to develop students as active and informed citizens, in line with the [Melbourne Declaration on Educational Goals for Young Australians](#)<sup>42</sup>.

In 2013, NAP–CC was trialled and delivered to students online for the first time. The NAP–CC sample assessment was administered to 11,255 students from 671 government, Catholic and independent schools between 9 October and 5 November 2013 in all states and territories. The assessment included an online test with multiple-choice and open-ended questions, and an online student questionnaire. The same test was made available to a small number of schools on USB drives as a back-up delivery method.

The next NAP – Civics and Citizenship will be undertaken in 2016.

#### Proficient Standards for Civics and Citizenship

Proficient standards for Civics and Citizenship were established for both Years 6 and 10 in 2004. Each proficient standard is a point on the NAP – Civics and Citizenship scale that represents ‘a challenging but reasonable’ expectation of student achievement at the respective year level.

Proficiency scores are grouped into six proficiency levels ranging from below Level 1 (comprising the least difficult items) to Level 5 (comprising the most difficult items). Each level represents an equal range of student ability/item difficulty on the scale.

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

The Year 6 Proficient Standard in Civics and Citizenship is set at Level 2. Year 6 students achieving at Level 2 have demonstrated more than minimal or elementary skills; they are considered to have an understanding appropriate to Year 6 and have performed at ‘a challenging but reasonable’ level.

<sup>42</sup> Goal 2 of the Melbourne Declaration is that all young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Year 6 students who reach the proficient standard demonstrate accurate factual responses to relatively simple civics and citizenship concepts or issues in responding to multiple-choice items and show limited interpretation or reasoning in their responses to open-ended items. For example, they recognise the division of governmental responsibilities in a federation, that respecting the right of others to hold differing opinions is a democratic principle, and can identify a link between a change in Australia’s identity and the national anthem.

Year 10 students achieving the proficient standard (Level 3) demonstrate more than minimal or elementary skills; they are considered to have an understanding appropriate to Year 10 and perform at ‘a challenging but reasonable’ level. They demonstrate relatively precise and detailed factual responses to complex key civics and citizenship concepts or issues in multiple-choice items. In responding to open-ended items, they use field-specific language with some fluency and reveal some interpretation of information. For example, they recognise some key functions and features of parliament, and can identify the importance in democracies for citizens to engage with issues.

### Key performance measure

The proportion of students achieving at or above the proficient standard (Level 2 in Year 6 and Level 3 in Year 10) is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia 2012](#).

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

<p><b>Key performance measure 5</b> Proportion of students achieving at or above the proficient standard in Civics and Citizenship</p>
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**Table 5.5 Proportion of students achieving at each proficiency level and at or above the proficient standards (Level 2 in Year 6; Level 3 in Year 10) in Civics and Citizenship, 2013 (per cent)**

	Proficiency level						At or above the proficient standard
	Below 1	1	2	3	4 (or above for Year 6)	5 (for Year 10 only)	
<b>Year 6</b>							
Australia (%)	15	33	38	13	1		52
CI±	(1.5)	(2.3)	(1.9)	(1.6)	(0.4)		(2.4)
<b>Year 10</b>							
Australia (%)	3	16	37	35	9	1	44
CI±	(0.8)	(1.6)	(2.3)	(2.4)	(1.5)	(0.4)	(2.6)

Notes:

CI = Confidence interval

Confidence intervals are reported in brackets. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

Source: ACARA, *National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2013*

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As shown in table 5.5, 52 per cent of Year 6 students and 44 per cent of Year 10 students achieved at or above the Year 6 and Year 10 proficient standards for Civics and Citizenship in 2013.

The detailed [National Assessment Program – Civics and Citizenship Years 6 & 10 Report 2013](#) is available on the [National Assessment Program website](#). A technical report on NAP–CC 2013 is also available on this site.

## Part 6: Senior schooling and youth transitions

### 6.0 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. It outlines participation in VET by secondary students as a 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 on Educational Goals for Young Australians](#) 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. They also reflect the Melbourne Declaration commitment to support the senior years of schooling and the provision of high-quality pathways to facilitate effective transitions between further study, training and employment.

VET participation and attainment are reported in terms of qualifications within the Australian Qualifications Framework (AQF). The AQF is a 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 revised AQF First Edition was released in 2011; and a modified AQF Second Edition, 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 (TAFE) 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](#).

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.

## 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 can undertake VET courses as part of their school program (VET in Schools courses), usually in the senior years of schooling as a 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 15–19-year-old VET students (whether or not they were enrolled in school) as a proportion of the 15–19-year-old population. The specification for participation is the completion of at least one unit of competency in a VET qualification at AQF Certificate II or above<sup>43</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 an institute of technical and further education (TAFE) or other registered training organisation (RTO). Table 6.1 shows the Australian data for this KPM for the period 2009–2013. Part 9: Additional statistics, table 20 shows state and territory data for this KPM for 2013.

<sup>43</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 enrolment, which may not be 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 15–19 years who in the calendar year successfully completed at least one unit of competency as a 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 a part of a VET qualification at AQF Certificate II or above, Australia, 2009–2013

Australia	2009	2010	2011	2012	2013
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	395.9
15–19-year-old population ('000)	1,462.4	1,460.0	1,435.5	1,458.5	1,467.1
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above (per cent)	24.6	25.7	27.5	28.8	27.0

**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.

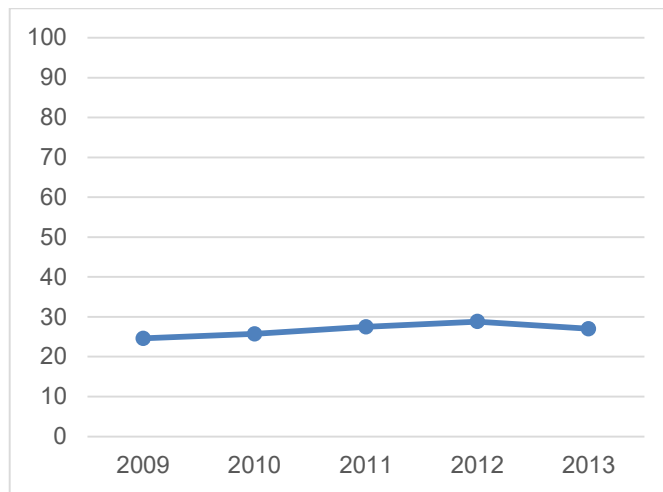
Sources: NCVER, National VET in Schools Collection 2009–13; NCVER, National VET Provider Collection 2009–13; NCVER [Key performance and program measures for school-aged youth in vocational education and training 2013](#); National Report on Schooling in Australia, 2012; ABS, Cat. No. 3101.0, *Australian demographic statistics*, December 2013

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 (per cent)**

Per cent



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 2013 in tables 6.2, 6.3 and 6.4.

### VET program measure 1

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 a 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 a part of a VET qualification at AQF Certificate II or above, by major field of education, Australia, 2013 ('000)

Field of education	Australia
Natural and physical sciences	1.4
Information technology	15.1
Engineering and related technologies	63.3
Architecture and building	38.7
Agriculture, environmental and related studies	12.3
Health	14.4
Education	2.8
Management and commerce	75.2
Society and culture	58.4
Creative Arts	25.0
Food, hospitality and personal services	69.8
Mixed field programs	19.4
<b>Total</b>	<b>395.9</b>

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

Sources: NCVER, *National VET in Schools Collection, 2013*; NCVER, *National VET Provider Collection, 2013*; NCVER, *Key performance and program measures for school-aged youth in vocational education and training 2013*

**Table 6.3** Number of 15–19-year-olds who have successfully completed at least one unit of competency/module as a part of a VET qualification at AQF certificate II or above, by major qualification, Australia, 2013 ('000)

Major qualification	Australia
Diploma or higher	24.3
Certificate IV	29.6
Certificate III	181.9
Certificate II	160.1
<b>Total</b>	<b>395.9</b>

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

Sources: NCVET, *National VET in Schools Collection, 2013*; NCVET, *National VET Provider Collection, 2013*; NCVET, *National VET Provider Collection 2013*; NCVET, *Key performance and program measures for school-aged youth in vocational education and training 2013*

### VET program measure 2

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), 2013

Qualification level	Australia
Diploma or higher	6.3
Certificate IV	10.1
Certificate III	51.4
Certificate II	81.6
<b>Total</b>	<b>186.5</b>

Sources: NCVET, *National VET in Schools Collection, 2013*; NCVET, *National VET Provider Collection, 2013*; NCVET, *Key performance and program measures for school-aged youth in vocational education and training 2013*

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 a part of a Senior Secondary Certificate of Education<sup>44</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 a 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 2009–2013 with school-based apprentices and trainees disaggregated.

**Table 6.5 Number of 15–19-year-old students<sup>(a)</sup> undertaking VET in Schools programs, Australia, 2009–2013**

Australia	2009	2010	2011	2012	2013
School-based apprentices and trainees <sup>(b)</sup> ('000)	20.9	17.3	18.1	22.5	21.7
Other VET in Schools program students ('000)	195.8	203.6	218.3	219.8	218.1
Total VET in Schools students ('000)	216.7	220.9	236.4	242.3	239.7

(a) Approximately 10,000 students recorded in the VET in Schools data collection 2013, who were outside the 15–19-year-old age range, are excluded from these data.

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

Sources: NCVER, National VET in Schools Collection, 2013; NCVER National VET Provider Collection, 2013. NCVER, *Key performance and program measures for school-aged youth in vocational education and training 2013*, NCVER.

See also Part 9: Additional statistics, table 21 and table 22

The VET qualifications attempted by school students are most commonly at AQF Certificate II, but there is a policy emphasis on encouraging participation in AQF Certificate III and above. Between 2012 and 2013, the number of VET in Schools students aged 15–19 years declined by 1.1 per cent. However, the number of 15–19-year-old VET in Schools students enrolled in Certificate III qualifications increased by 12.7 per cent.

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

<sup>44</sup> In most (but not all) states and territories these students are enrolled in secondary schools.

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 2013 and for the period 2009–13. Further detailed information is included in the National Centre for Vocational Education Research (NCVER) publications [\*Australian vocational education and training statistics: young people in education and training 2013\*](#) and [\*Key performance measures and program measures for school-aged youth in vocational education and training 2013\*](#).

## 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. These are indicators of the success of schooling in preparing students for further education and work. As such, they address 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 1(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 15–19, and includes students who are still at school. It also includes 15–19-year-olds who have left school and have moved into tertiary study or the workforce. KPM 1(g) measures the full-time participation of 20–24-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 2009–2013 in table 6.6.

#### **Key performance measure 1(f)**

Proportion of 15–19-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 20–24-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, 2009–2013 (%)**

Year	2009	2010	2011	2012	2013
	%	%	%	%	%
Full-time participation rates for 15–19-year-olds	84.1	84.8	85.3	86.5	86.3
CI±	1.4	1.5	1.4	1.0	1.2
Full-time participation rates for 20–24-year-olds	77.1	77.2	77.0	76.6	73.8
CI±	2.0	1.6	1.5	1.7	1.1

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:

- Formal study, persons aged 15–64 years; and
- Fully engaged through formal study and/or employment, persons aged 15–64 years.

The sample in the Survey of Education and Work was expanded in 2013 to include people who were permanently unable to work. This may result in slightly lower participation rates than would otherwise be the case.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2013

See also Part 9: Additional statistics, table 24 and table 25

As shown in table 6.6, full-time participation rates for young people in their mid–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 were subject to the National Youth

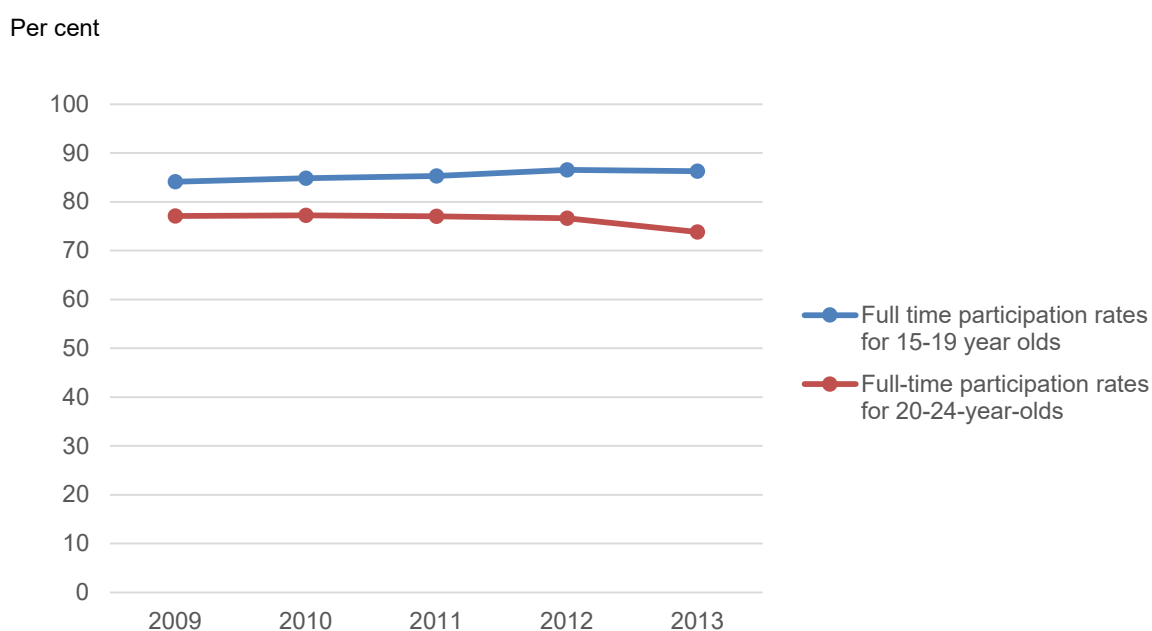
Participation Requirement<sup>45</sup> for all young people to participate in schooling until they complete Year 10, and to participate full-time in education, training or employment, or a combination of these activities, until the age of 17.

Since 2009, there has been an apparent increase in participation for 15–19-year-olds but, based on the Survey of Education and Work, a fall in participation rates for 20–24-year-olds.<sup>46</sup>

Figure 6.2 illustrates KPMs 1(f) and 1(g) over the period 2009–2013.

### 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, 2009–13 (per cent)



Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2013

<sup>45</sup> The National Youth Participation Requirement is a component of [the National Partnership on Youth Attainment and Transitions](#). Further information is provided in Part 2.5: Supporting senior years of schooling and youth transitions.

<sup>46</sup> Falls in participation rates 2012–2013 are partly due to the expansion of the sample population of the Survey of Education and Work in 2013 to include people who were permanently unable to work.



The National Centre for Vocational Education Research (NCVER) has estimated that 81.3 per cent of 15–19-year-olds were engaged in education and training as at August 2013. This included school students (55.4 per cent), higher education students (15.6 per cent), publicly funded VET students (5.3 per cent) and apprentices and trainees (5.1 per cent)<sup>47</sup>. This estimate rose from 75.9 per cent in 2009 to 81.9 per cent in 2012 with a slight fall to 81.3 per cent in 2013<sup>48</sup>.

<sup>47</sup> NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2013*; see also Part 9: Additional statistics, table 21

<sup>48</sup> NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2009; 2010; 2011; 2012*.

## Senior schooling and youth transitions

### 6.2 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 20–24-year-olds who have completed Year 12 or equivalent<sup>49</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.

#### **Key performance measure 7(a)**

Proportion of the 20–24-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 20–24-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 2009–2013. 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.

<sup>49</sup> 'Year 12 or equivalent' includes the attainment of AQF Senior Secondary Certificates of Education issued by 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.

**Table 6.7 Proportion of the 20–24-year-old population that has attained at least Year 12 or equivalent or AQF Certificate II or above; proportion of the 20–24-year-old population that has attained at least Year 12 or equivalent, or AQF Certificate III or above; proportion of the 20–24-year-old population that has attained at least Year 12 or equivalent; Australia, 2009–2013 (per cent)**

Year	2009	2010	2011	2012	2013
	%	%	%	%	%
Proportion of the 20–24-year-old population that has attained at least Year 12 or equivalent, or AQF Certificate II or above	84.5	85.6	84.1	85.9	86.7
CI±	1.6	1.3	1.3	1.3	1.5
Proportion of the 20–24-year-old population that has attained at least Year 12 or equivalent, or AQF Certificate III or above	83.5	84.5	82.7	84.6	85.7
CI±	1.7	1.5	1.3	1.3	1.5
Proportion of the 20–24-year-old population that has attained at least Year 12 or equivalent	77.1	78.0	74.9	76.3	77.5
CI±	1.7	1.7	1.7	1.6	1.5

Notes:

CI = Confidence interval

The percentages reported in this table include 95 per cent confidence intervals. Confidence intervals are a way of expressing the degree of sampling and measurement error associated with survey estimates. For example, an estimate of 80 with a 95 per cent confidence interval of  $\pm 2$  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.

The sample population in the Survey of Education and Work was expanded in 2013 to include people who were permanently unable to work. This may result in slightly lower attainment rates in 2013 than would otherwise be the case.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2013 See also Part 9: Additional statistics, tables 31 and 32

The proportion of 20–24-year-olds, who had attained Year 12 or equivalent or AQF Certificate II or above – KPM 7(a), rose from 84.5 per cent in 2009 to 86.7 per cent in 2013.

The COAG target for this measure is 90 per cent by 2015. Based on 2009–2013 data<sup>50</sup>, it appears unlikely that this target will be met at the national level by 2015. However, since 2009, rises have occurred in both retention to Year 12<sup>51</sup> and in participation in education, training and work by 15–19-year-olds<sup>52</sup>. These rises followed the implementation of the National Youth Participation Requirement<sup>53</sup>, and may translate to increased attainment levels for these students as they move into the 20–24-year-old age bracket from 2015.

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 83.5 per cent to 85.7 per cent between 2009 and 2013.

The COAG target for this measure is 90 per cent by 2020. Based on 2009–2013 data, this target is achievable at the national level by 2020. It is also likely that the increased retention to Year 12, and participation in education and training by 15–19-year-olds since 2009 will lead to higher levels of attainment for these students as 20–24 year-olds in 2020. This would have a positive impact on this measure, enhancing the likelihood that the target is achieved by 2020.

Figure 6.3 depicts the movement in the two attainment measures from 2009 to 2013, along with the proportion of 20–24-year-olds having attained at least Year 12 or equivalent.

<sup>50</sup> The inclusion in the Survey of Education and Work 2013 of people permanently unable to work resulted in slightly lower attainment rates than would otherwise have been the case in 2013.

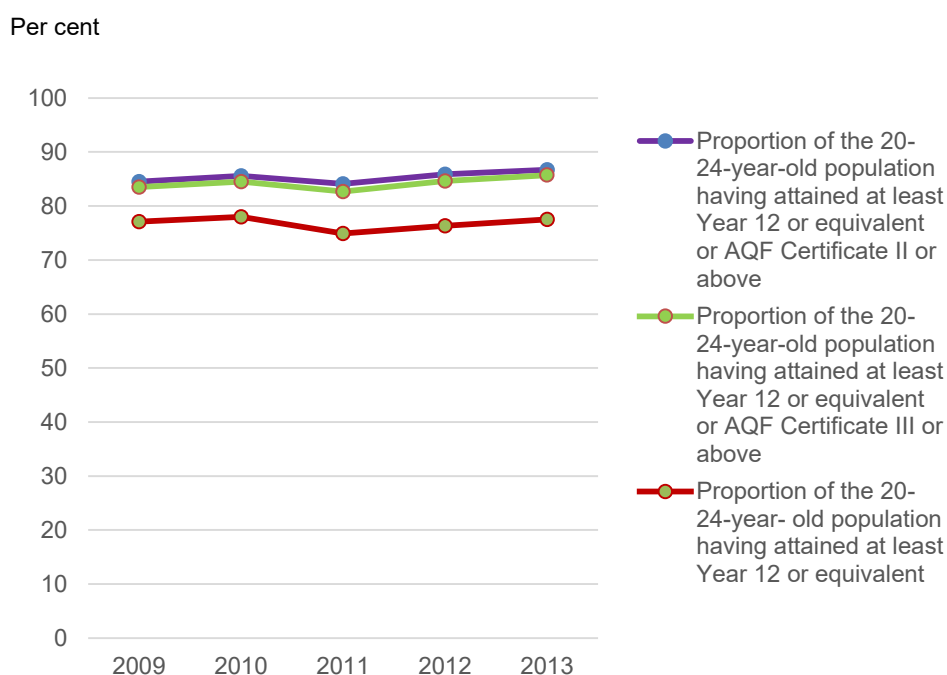
<sup>51</sup> As reported in Part 4.3: Student participation – progression and retention

<sup>52</sup> As reported in Part 6.2: Senior schooling and youth transitions – participation in education and work.

<sup>53</sup> From 2010, 15- and 16-year-olds in all states and territories were subject to the National Youth Participation 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.

## 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-olds having attained at least Year 12 or equivalent; Australia, 2009–2013 (per cent)



Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2013

See also Part 9: Additional statistics, tables 31 and 32

In each of the years 2009–2013, 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>54</sup>.

Both KPMs also closely parallel changes in the proportion of the 20–24-year-olds that has attained at least Year 12 or equivalent, which forms the major component of both measures. In 2013, 77.5 per cent of 20–24-year-olds had attained at least Year 12 or equivalent. A further 8.2 per cent, who had not attained Year 12, had attained Certificate III or above, and a further 1.0 per cent had attained Certificate II or above, but not Year 12 or Certificate III.

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

<sup>54</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.

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 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>55</sup>.

<sup>55</sup> The volume of learning required to attain an AQF Certificate II is typically 0.5–1 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 a part of their Senior Secondary Certificate of Education.

## Part 7 Aboriginal and Torres Strait Islander education<sup>1</sup>

### 7.0 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.

This section reports on school enrolments and on national Key Performance Measures (KPMs) for schooling disaggregated by Indigenous status as provided in the *Measurement Framework for Schooling in Australia 2012*. These include KPMs related to the COAG targets.

### 7.1 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.

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 reliable<sup>2</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 National Schools Statistics Collection NSSC. These figures, which report the number of

<sup>1</sup> The Melbourne Declaration uses the term 'Indigenous' to refer to Australia's Aboriginal and Torres Strait Islander people. This report uses both 'Aboriginal and Torres Strait Islander' and 'Indigenous' in the text but uses the classification Indigenous/non-Indigenous in tables and graphs.

<sup>2</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 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.

Indigenous students (full-time plus 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 36 reports individual enrolments by Indigenous status in 2013 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 plus part-time) enrolled in schools by school level and school sector, Australia, 2013**

	School Sector							
	Government		Catholic		Independent		Total	
	No.	% <sup>(a)</sup>	No.	% <sup>(a)</sup>	No.	% <sup>(a)</sup>	No.	% <sup>(b)</sup>
Primary	100,804	87.1	10,685	9.2	4,242	3.7	115,731	62.8
Junior secondary	41,004	80.6	5,833	11.5	4,066	8.0	50,903	27.6
Senior secondary	13,706	78.0	2,218	12.6	1,655	9.4	17,579	9.5
Total secondary	54,710	79.9	8,051	11.8	5,721	8.4	68,482	37.2
Total	155,514	84.4	18,736	10.2	9,963	5.4	184,213	100.0

#### Notes

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.

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

Senior secondary includes 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 [Glossary](#) for definition of special schools.

(a) Number of Indigenous students (full-time plus part-time) enrolled per sector, as a proportion of all Indigenous students (full-time plus part-time) enrolled at that level.

(b) Proportion of Indigenous students (full-time plus part-time) by school level.

Source: ABS, Cat. No. 4221.0, *Schools, Australia (2013)*

See also Additional Statistics Table 36

As shown in Table 7.1, a total of 184,213 Indigenous students were enrolled in Australian schools in 2013. This represented 5.1 per cent of all students.

Some 84.8 per cent of Indigenous students were enrolled in government schools, 10.2 per cent were enrolled in Catholic schools and 5.4 per cent were enrolled in independent schools. This compares to 65.2 per cent, 20.5 per cent and 14.3 per cent respectively for all students, as reported in Part 3.3: Student numbers, demonstrating the higher concentration of Indigenous students enrolled in the government sector.



The proportion of Indigenous students in Catholic and independent schools was higher at secondary school level than at primary school level. The difference was more pronounced for independent schools, where the proportion of total Indigenous students enrolled in that sector was 3.7 per cent at primary level and 8.4 per cent at secondary level.

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**Table 7.2 Number and proportion of Indigenous students (full-time plus part-time) enrolled by school sector; Indigenous students as a proportion of all students; Australia, 2009–13**

	School sector							Proportion of all students (%) <sup>(b)</sup>
	Government		Catholic		Independent		Total	
	No.	% <sup>(a)</sup>	No.	% <sup>(a)</sup>	No.	% <sup>(a)</sup>	No.	
<b>2009</b>	134,326	85.7	14,270	9.1	8,090	5.2	156,686	4.5
<b>2010</b>	138,954	85.3	15,200	9.3	8,677	5.3	162,831	4.6
<b>2011</b>	143,839	85.2	16,098	9.5	8,866	5.3	168,803	4.8
<b>2012</b>	149,307	84.8	17,355	9.9	9,395	5.3	176,057	4.9
<b>2013</b>	155,514	84.4	18,736	10.2	9,963	5.4	184,213	5.1

(a) Proportion of Indigenous students by sector.

(b) Number of Indigenous students (full-time plus part-time) enrolled, as a proportion of all students (full-time plus part-time) enrolled.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

The number of Indigenous students enrolled in schools has risen by 17.6 per cent over the last four years, with increased enrolments in all school sectors. During this period the number of Indigenous students as a proportion of the school population has increased by 0.6 percentage points from 4.5 per cent to 5.1 per cent. These increases are due to a combination of: population growth in this group; increased retention of Indigenous students to later years of schooling; and higher rates of identification as Aboriginal and/or Torres Strait Islander origin in the collection of enrolment data.

## 7.2 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.

From 2013 a common reference period of Semester 1 in each school year has been adopted by all school sectors in all states and territories for the collection of these data. States and territories and the non-government school sectors have also agreed to the [National Standards for Student Attendance Data Reporting](#), published on the ACARA website in December 2012 and updated in December 2013. These standards will enable consistent and comparable reporting of attendance rates for students in Years 1 to 10 across all school sectors and jurisdictions in Australia for the 2014<sup>3</sup> collection period and onwards.

For the 2013 national school attendance data collection, there are still some differences in definitions and methodology between sectors and between states and territories. Notes on these differences are included in the glossary of this report.

Because of these residual differences, the 2013 attendance data have not been aggregated or averaged to calculate KPM 1(b) at the national level.

For 2013, attendance rates for government, Catholic and independent school sectors continue to be reported separately.

Tables 38, 39 and 40 in Part 9: Additional Statistics show 2013 student attendance data by:

- Indigenous status
- school sector
- state and territory
- year level.

Tables 38, 39 and 40 depict data for the government, Catholic and independent sectors respectively. Extra care should be taken in interpreting student attendance data for Indigenous students due to low student numbers in some jurisdictions, especially for Catholic and independent schools.

The comments below refer to the data in these tables and the corresponding tables in previous editions of the *National Report on Schooling in Australia*. The comments should be read in conjunction with these tables and with the glossary notes for the 2013 student attendance data.

In 2013, the average rate of attendance for Indigenous students in all school sectors was above 80 per cent (in some cases above 90 per cent) in each of Years 1–6 in all jurisdictions except for the Northern Territory (where they were below 80 per cent in all three sectors).

<sup>3</sup> Except for NSW government schools, which are working towards complying with the new standards.

For both Indigenous and non-Indigenous students, attendance rates were typically lower in Years 9 and 10 than in primary years of schooling, but this was more pronounced for Indigenous than non-Indigenous students.

Overall, Indigenous attendance rates were lower in those states and territories where many Indigenous students attend schools in remote Aboriginal communities than in the more urbanised states.

In 2013, the average rate of attendance for Indigenous students was lower than that for non-Indigenous students:

- in the government school sector for all year levels in all states and territories
- in the Catholic school sector for all year levels in all states and territories except for Years 8 and 9 in Tasmania
- in the independent school sector for all year levels in all states and territories except for Years 2 and 4 in Victoria and Years 2 and 4 in Tasmania

This relationship is similar to those recorded in recent previous years.

The gaps between Indigenous and non-Indigenous attendance rates by state, sector and year level varied widely, with most at less than 10 percentage points, but with the Northern Territory, Western Australia and the government sector in South Australia consistently recording double digit percentage point gaps.

### 7.3 Apparent Retention

Apparent retention rates estimate the retention of students at school from one year level to a higher year level over time. An apparent retention rate is calculated as the number of full-time students in a designated year level as a percentage of their cohort group in a base year. The apparent retention rate from Year 10 to Year 12 is the number of Year 12 students in a given year as a proportion of the number of Year 10 students in the corresponding cohort two years earlier.

Apparent retention rates are ‘apparent’ as 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 year 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 reporting year.

The apparent retention rate from Year 10 to Year 12 for Indigenous students compared to non-Indigenous students is specified as a KPM in the *Measurement Framework for Schooling in Australia 2012*.

**Key Performance Measure 1(d)**  
 Apparent retention rates from Year 10 to Year 12  
 (Indigenous school students cf. non-Indigenous school students)

Table 7.3 and Figure 7.1 show comparative apparent retention rates Year 10 to Year 12 for Indigenous and non-Indigenous students for the period 2009–13.

**Table 7.3** **Comparative Indigenous and non-Indigenous apparent retention rates Year 10–12 (per cent) and the gap between Indigenous and non-Indigenous apparent retention rates Year 10–12 (percentage points), Australia, 2009–13**

	2009	2010	2011	2012	2013
<b>ARR Year 10–12</b>					
Indigenous	50.1	52.5	53.5	53.3	55.8
Non-Indigenous	77.7	79.5	80.6	80.4	81.9
Gap (percentage points)	27.6	27.0	27.1	27.1	26.1

Notes: The apparent retention rate measures the number of full-time school students in a designated level/year of schooling as a percentage of their respective cohort group in a base year. The base year for apparent retention rates Year 10-12 is Year 10 two years earlier. Part-time students are not included. Ungraded students are not included.

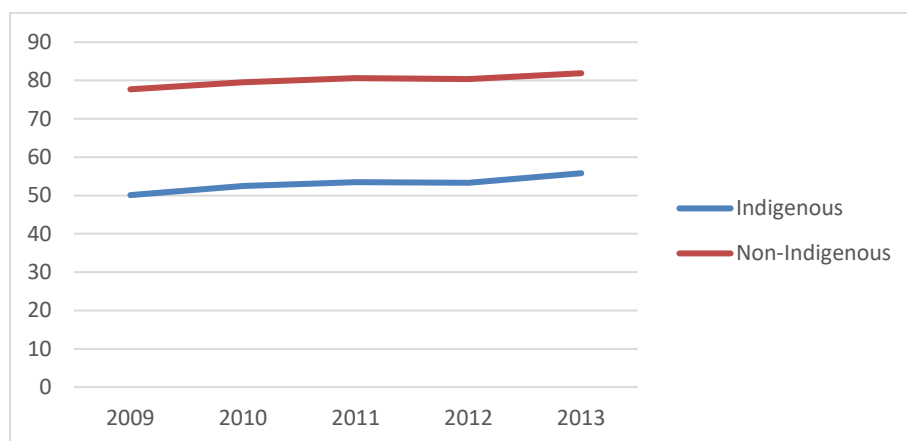
Factors that may affect apparent retention rates at the national level include international migration, students repeating a year of education, students changing between full-time and part-time study and age requirements for participation in education.

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

For additional information on apparent retention rates see the explanatory notes of *Schools, Australia*.

Source: ABS, Cat. No. 4221.0, *Schools, Australia (2013)*.

**Figure 7.1 Apparent retention rates, Year 10 to Year 12, by Indigenous status, Australia, 2009–13 (per cent)**



The Year 10 to 12 apparent retention rate for Indigenous students at the national level rose by 5.7 percentage points from 50.1 per cent in 2009 to 55.8 per cent in 2013. This exceeds the rise for non-Indigenous students of 4.2 percentage points over this period, leading to a narrowing of the gap by 1.5 percentage points. However, at 26.1 percentage points, the gap remains considerable, with Indigenous students still significantly less likely to proceed to Year 12 than other students.

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.

Apparent retention rates from Year 10 to Year 12 do not directly measure progress towards this target but are related to its Year 12 completion component. Progress towards this target in 2013 is reported in Part 7.6 Participation and attainment.

## 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 [2013 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 2013

#### Key performance measures

Participation in NAPLAN, mean scale scores and proportion of students achieving at or above the national minimum standard in reading, writing and numeracy at each 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 7.4 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 7.4** Number and proportion of students participating in Year 3, 5, 7 and 9 NAPLAN Reading, Persuasive Writing and Numeracy, by Indigenous status, Australia, 2013

Status	Reading		Writing		Numeracy	
	No.	%	No.	%	No.	%
<b>Year 3</b>						
Indigenous	13,349	89.4	13,394	89.7	13,229	88.6
Non-Indigenous	251,542	95.7	251,178	95.5	250,773	95.4
<b>Year 5</b>						
Indigenous	13,087	89.7	13,124	90.0	12,908	88.5
Non-Indigenous	247,757	96.2	247,397	96.1	246,749	95.9
<b>Year 7</b>						
Indigenous	12,458	87.7	12,519	88.1	12,296	86.6
Non-Indigenous	249,250	96.0	249,371	96.1	248,144	95.6
<b>Year 9</b>						
Indigenous	10,643	76.8	10,695	77.2	10,488	75.7
Non-Indigenous	243,935	93.0	244,763	93.3	242,186	92.3

**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: *Source: ACARA, NAPLAN National Report 2013*

As with previous years, participation rates in NAPLAN in 2013 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 [2013 NAPLAN National Report](#).

Table 7.5 shows the proportion of Year 3, 5, 7 and 9 students whose results were 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 7.5 Achievement in Reading for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2013**

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
<b>Year 3</b>			
Indigenous	81.5	343.7	82.9
	CI± 1.3	3.3	
Non-Indigenous	96.2	423.4	78.2
	CI± 0.1	1	
All students	95.3	419.1	80.6
	CI± 0.2	1.1	
<b>Year 5</b>			
Indigenous	83.3	439.4	67.4
	CI± 1.7	3.4	
Non-Indigenous	96.9	505.9	62.7
	CI± 0.1	1	
All students	96.1	502.3	64.7
	CI± 0.2	0.9	
<b>Year 7</b>			
Indigenous	73.2	472.4	72.3
	CI± 1.7	3.5	
Non-Indigenous	95.4	544.3	63.8
	CI± 0.2	1.3	
All students	94.2	540.6	66.3
	CI± 0.3	1.3	
<b>Year 9</b>			
Indigenous	73.9	520.1	65.0
	CI± 1.6	2.8	
Non-Indigenous	94.5	583.6	61.4
	CI± 0.3	1.4	
All students	93.4	580.2	63.4
	CI± 0.3	1.4	

**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 2013 only.

Source: ACARA, *NAPLAN National Report 2013*; ACARA, unpublished

In 2013, the proportion of Indigenous students at or above the National Minimum Standard (NMS) in Year 5 Reading was 83.3 rising from 64.7 per cent in 2012. Indigenous student achievement remained lower than non-Indigenous achievement across all Year levels.



Further information about student achievement in Reading, by Indigenous status, is available from the [2013 NAPLAN National Report](#).

Table 7.6 shows the proportion of Year 3, 5, 7 and 9 students whose results were at or above the minimum standard for Writing, and the mean scale scores for Writing, by Indigenous status.

<p style="text-align: center;"><b>Key Performance Measure 2(c)</b></p> <p>Proportion of students achieving at or above the national minimum standard for Writing</p> <p style="text-align: center;"><b>Key Performance Measure 2(d)</b></p> <p>NAPLAN mean scale scores for Writing</p>
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**Table 7.6 Achievement in Persuasive Writing for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia 2013**

Status		Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
<b>Year 3</b>				
Indigenous		78.9	340.7	95.7
	CI±	1.7	4.3	
Non-Indigenous		96.0	420.0	66.2
	CI±	0.2	0.9	
All students		95.0	415.6	70.5
	CI±	0.2	1.0	
<b>Year 5</b>				
Indigenous		65.8	400.2	96.7
	CI±	1.9	5.0	
Non-Indigenous		93.3	482.4	65.5
	CI±	0.2	0.9	
All students		91.7	477.9	70.1
	CI±	0.3	1	
<b>Year 7</b>				
Indigenous		61.4	437.4	100.1
	CI±	1.9	5.3	
Non-Indigenous		90.9	521.4	72.0
	CI±	0.3	1.3	
All students		89.3	517.0	76.2
	CI±	0.4	1.4	
<b>Year 9</b>				
Indigenous		51.2	471.0	103.7
	CI±	1.7	4.3	
Non-Indigenous		84.4	558.7	83.8
	CI±	0.5	1.8	
All students		82.6	554.1	87.1
	CI±	0.6	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 2013 only.

Source: ACARA, *NAPLAN National Report 2013*; ACARA, unpublished

The 2013 Writing outcome for Indigenous students was highest for Year 3 students with 78.9 per cent achieving at or above the national minimum standard. The proportion of Year 9 students at or above the national minimum standard (51.2 per cent) was the lowest for all year levels in Writing.

Further information about student achievement in Writing, by Indigenous status, is available from the [2013 NAPLAN National Report](#).

Table 7.7 shows the proportion of Year 3, 5, 7 and 9 students whose results were 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 7.7 Achievement in Numeracy for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia 2013**

Status		Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
<b>Year 3</b>				
Indigenous		81.6	332.3	65.5
	CI±	1.5	2.6	
Non-Indigenous		96.6	400.6	63.9
	CI±	0.1	0.9	
All students		95.7	396.9	65.8
	CI±	0.2	0.9	
<b>Year 5</b>				
Indigenous		73.0	417.4	66.0
	CI±	1.7	2.9	
Non-Indigenous		94.6	489.8	69.8
	CI±	0.2	1.0	
All students		93.4	485.8	71.5
	CI±	0.2	1.1	
<b>Year 7</b>				
Indigenous		78.1	475.7	63.6
	CI±	1.6	2.7	
Non-Indigenous		96.0	545.8	69.9
	CI±	0.2	1.6	
All students		95.0	542.1	71.4
	CI±	0.2	1.6	
<b>Year 9</b>				
Indigenous		65.7	507.9	72.2
	CI±	1.6	2.2	
Non-Indigenous		92.0	587.8	80.7
	CI±	0.3	2.2	
All students		90.6	583.6	82.2
	CI±	0.4	2.2	

**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 2013 only.

Source: ACARA, *NAPLAN National Report 2013*; ACARA, unpublished

In 2013, Numeracy achievement was the highest for Year 3 Indigenous students, with 81.6 per cent achieving at or above the national minimum standard. Year 9 Indigenous students obtained the lowest level of achievement in Numeracy, with 65.7 per cent achieving at or above the national minimum standard.

Further information about student achievement in Numeracy, by Indigenous status, is available from the [2013 NAPLAN National Report](#).

### Closing the Gap

A target for the COAG Closing the Gap strategy is to halve the gap in NAPLAN Reading, Writing<sup>4</sup> and Numeracy achievement between Indigenous students and non-Indigenous students by 2018.

Figures 7.2 to 7.5 depict the gaps between the proportions of Indigenous and non-Indigenous students achieving the minimum standards in the NAPLAN domains of Reading, Writing and Numeracy in 2013. The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

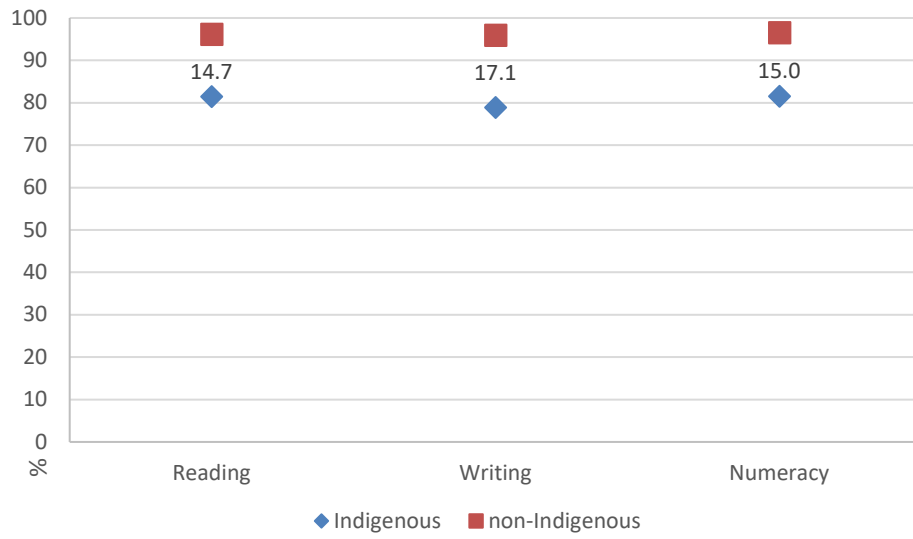
In summary:

- Between 2008 and 2013, the proportion of Indigenous students at or above the minimum standard in reading and numeracy has shown a statistically significant improvement in only two out of eight instances – Years 3 and 5 Reading.
- NAPLAN results for Indigenous students vary sharply by remoteness area. As an example, in 2013, 81 per cent of all Indigenous students in metropolitan areas met or exceeded the minimum standard for Year 9 Reading compared to only 31 per cent of Indigenous students in very remote areas. As results for non-Indigenous students vary much less by remoteness area, the 'gap' is much wider in very remote areas than it is in metropolitan areas.<sup>5</sup>

<sup>4</sup> Results in NAPLAN Writing from 2011 onwards cannot be directly compared to the Writing results from previous years because of a change in genre from narrative to persuasive writing. Writing results are therefore not used to measure progress towards the COAG target.

<sup>5</sup> Closing the Gap – Prime Minister's Report 2014, p10

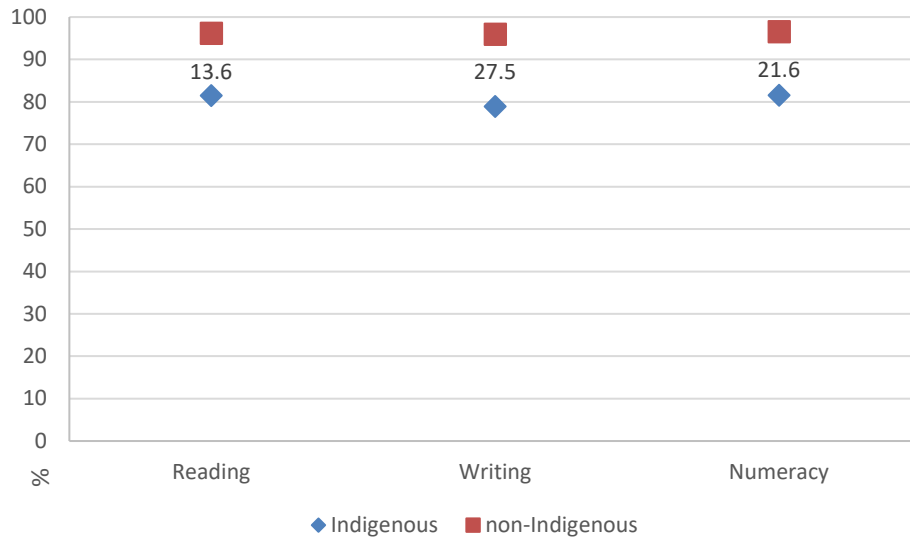
**Figure 7.2 Achievement of Year 3 students at or above minimum standard, by NAPLAN domains, by Indigenous status, Australia, 2013**



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, *NAPLAN National Report 2013*; ACARA, unpublished

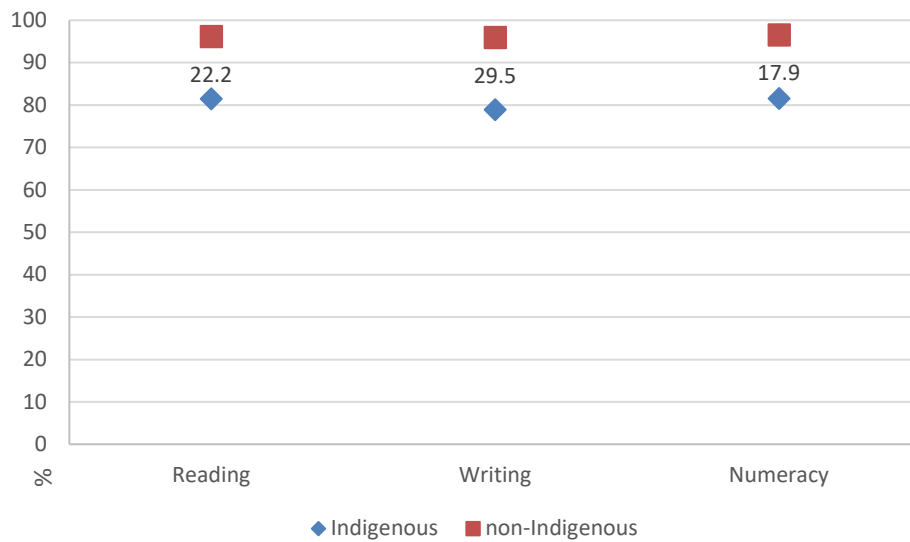
**Figure 7.3 Achievement of Year 5 students at or above minimum standard, by NAPLAN domains, by Indigenous status, Australia, 2013**



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, NAPLAN National Report 2013; ACARA, unpublished

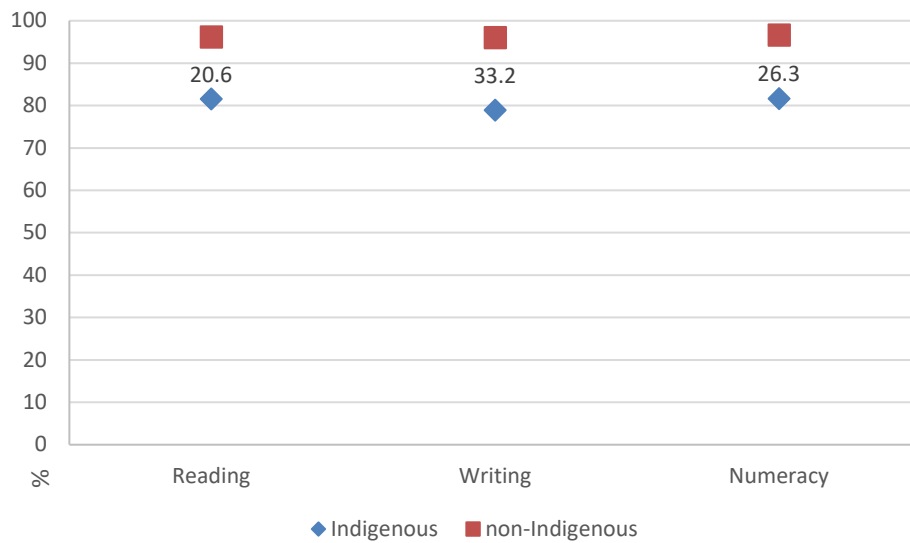
**Figure 7.4 Achievement of Year 7 students at or above minimum standard, by NAPLAN domains, by Indigenous status, Australia, 2013**



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, NAPLAN National Report 2013; ACARA, unpublished

**Figure 7.5 Achievement of Year 9 students at or above minimum standard, by NAPLAN domains, by Indigenous status, Australia, 2013**



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, *NAPLAN National Report 2013*; ACARA, unpublished



## 7.5 National Assessment Program (NAP) – Civics and Citizenship

The NAP Sample Assessment in Civics and Citizenship (NAP – CC) measures samples of Year 6 and Year 10 students' skills, knowledge and understanding of Australia's system of government and civic life and surveys their attitudes, values and participation in civic-related activities at school and in the community.

In 2013, for the first time, NAP-CC was trialled and delivered to students online. This represented a significant milestone for national assessment in Australia, demonstrating both the effectiveness of online assessment as well as the readiness of many schools to participate via this mode of administration.

In 2013, 5.8 per cent of participating Year 6 students identified as Aboriginal or Torres Strait Islander, participated in the NAP-CC assessment. For the Year 10 cohort 4.1 per cent identified as Aboriginal or Torres Strait Islander. The participating students were from both government and non-government schools.

**Table 7.8 Percentage of students participating in the NAP-CC assessment by year level, by Indigenous status, Australia, 2013**

Indigenous status	Year 6 (%)	Year 10 (%)
Indigenous	5.8	4.1
Non-Indigenous	83.8	80.7
Missing data	10.5	15.2

Notes:

Codes used in the NAP-CC 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*

Source: ACARA, *National Assessment Program – Civics and Citizenship Years 6 and 10 Report, 2013*, Table 2.4, p. 20

For 2013, the proportions of missing data were considerably higher than in 2010 for some of the background variables, including Indigenous status.

The proportion of students achieving at or above the proficient standard, Level 2 for Year 6 students and Level 3 for Year 10 students, in Civics and Citizenship is a key performance measure (KPM) in the *Measurement Framework for Schooling in Australia 2012*.

The proportion of students achieving at various proficiency levels by Indigenous status is reported in Table 7.9.

<p><b>Key Performance Measure 4</b></p> <p>Proportion of students achieving at or above the proficient standard in Civics and Citizenship</p>
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**Table 7.9 Proportion of students achieving at each proficiency level and at or above the proficient standards in Civics and Citizenship, by Indigenous status, Australia, 2013 (per cent)**

	Proficiency level (%)					At or above the Proficient Standard
	Year 6					
	Below Level 1	Level 1	Level 2	Level 3	Level 4 or above	
Indigenous	38	40	19	2	0	22
CI±	8.2	9.4	8.6	3.5	0	8.1
Non-Indigenous	15	34	38	12	1	51
CI±	1.7	2.3	2.1	1.5	0.3	2.6
Australia	15	33	38	13	1	52
CI±	1.5	2.3	1.9	1.6	0.4	2.4

	Proficiency level (%)						At or above the Proficient Standard
	Year 10						
	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 5 or above	
Indigenous	13	29	41	17	0	–	17
CI±	5.5	10.7	10.8	10.3	0.5	–	10.4
Non-Indigenous	3	15	37	36	9	1	45
CI±	0.9	1.8	2.7	2.7	1.6	0.5	3.1
Australia	3	16	37	35	9	1	44
CI±	0.8	1.6	2.3	2.4	1.5	0.4	2.6

Notes:

The figures between the double lines indicate at or above the Proficient Standard.

Results are rounded to the nearest whole number.

CI± = Confidence Interval (1.96\*SE)

– Not one Indigenous student received a score at this level.

Source: ACARA, *National Assessment Program – Civics and Citizenship Years 6 and 10 Report, 2013*, Table 4.6-7, p. 54-56, Table 4.11, p. 61.

Nationally, the performance of non-Indigenous students was higher than that of Indigenous students at both year levels.

The proportion of Indigenous students achieving at or above the proficient standard, Level 2 for Year 6 students was 22 per cent and Level 3 for Year 10 students was 17 per cent, in Civics and Citizenship. It should be noted that there is a low percentage of Indigenous students participating in the NAP-CC assessment, therefore these results should be treated with caution.

The *National Assessment Program – Civics and Citizenship Years 6 and 10 Report* for 2013 is available on the [National Assessment Program website](#).

## 7.6 Participation and attainment

The [Measurement Framework for Schooling in Australia 2012](#) includes four key KPMs relating to the participation and attainment of young people 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 for all young Australians and to examine the longer-term outcomes of schooling for students. They are reported, for the full cohorts of young people, in Part 6: Senior schooling and youth transitions.

However, the measures cannot be disaggregated by Indigenous status, as the source data specified for the KPMs, the ABS Survey of Education and Work (SEW), is not suitable for this purpose.

The COAG target to at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020 corresponds to KPM 7(a) i.e. Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above.

Using the National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) to supplement data from the Census of Population and Housing, the [Closing the Gap – Prime Minister's Report 2014](#) reports that this target is ahead of schedule:

The main data source used to assess progress against this target is the Census. Data from the 2011 Census show that 53.9 per cent of Indigenous Australians aged between 20 and 24 had attained a Year 12 or equivalent qualification, which is up from 47.4 per cent in 2006.

Progress is currently ahead of schedule to meet this target as the proportion of Indigenous 20–24-year-olds with a Year 12 or equivalent qualification is higher than the 2011 trajectory point (52.8 per cent).

While not directly comparable with Census data, the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) provides a secondary source of data for this target. According to the AATSIHS, 59.1 per cent of Indigenous 20–24-year-olds had a Year 12 or equivalent qualification in 2012–13, which represents a rise of 13.7 percentage points from 45.4 per cent in 2008<sup>6</sup>.

<sup>6</sup> *Closing the Gap – Prime Minister’s Report 2014*, p11 Source: ABS, NATSISS 2008; ABS, AATSIHS 2012-13 (unpublished).

## Part 8: Funding Australia's schools

### 8.0 Overview

This section provides information on six main areas:

1. Funding arrangements for Australian schools in 2013
2. Funding overview of government and non-government schools in 2013
3. Government school funding and trends
4. Non-government school funding and trends
5. Capital expenditure on government and non-government schools in 2012–13
6. Overview of *My School* financial information for the 2012 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 2012 to 30 June 2013. This is referred to as 2013 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 2013 calendar year except for data sourced from the Report on Government Services (ROGS), which are calculated for the 2012–13 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 2012 and 2013 calendar years.)

Part 8.6 of the report provides high-level profiles of recurrent funding information for the 2012 calendar year published for individual schools on the *My School* website. These data were released at the same time (March 2014) as *My School* non-finance data for the 2013 school year. *My School* calendar year finance data will always lag by one year relative to most *My School* non-finance data.

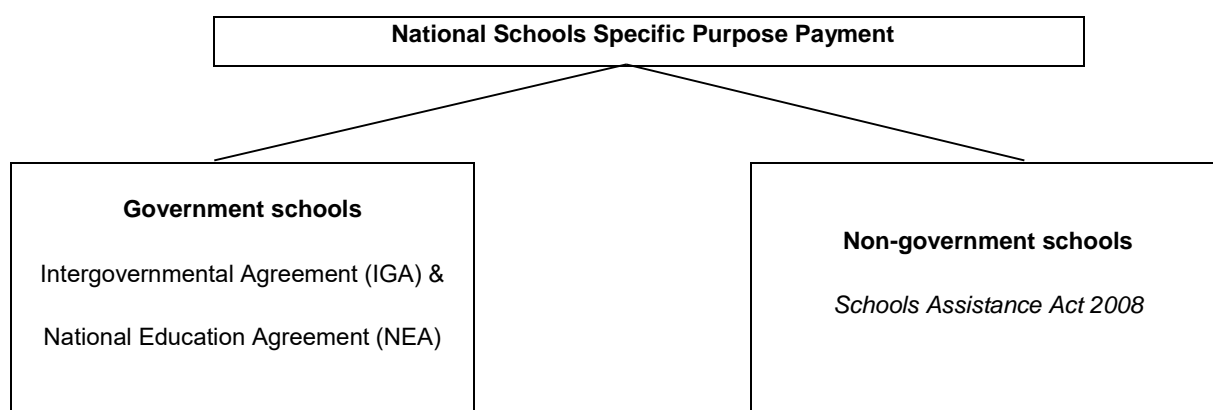
## 8.1 Funding arrangements in 2013

In 2013 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 continued to provide school funding through the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#); national partnerships, including the Digital Education Revolution and [Trade Training Centres in Schools](#), and the *Schools Assistance Act 2008*. National partnerships funding in 2013 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>56</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>56</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.

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 over the period 2009–2013 included:

- 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>57</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 Australian Government Department of Education 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

<sup>57</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.

schools.

National partnership payments are paid by the Commonwealth Treasury primarily to state and territory treasuries according to the terms of the individual partnership agreements.

#### Funding arrangements from 2014

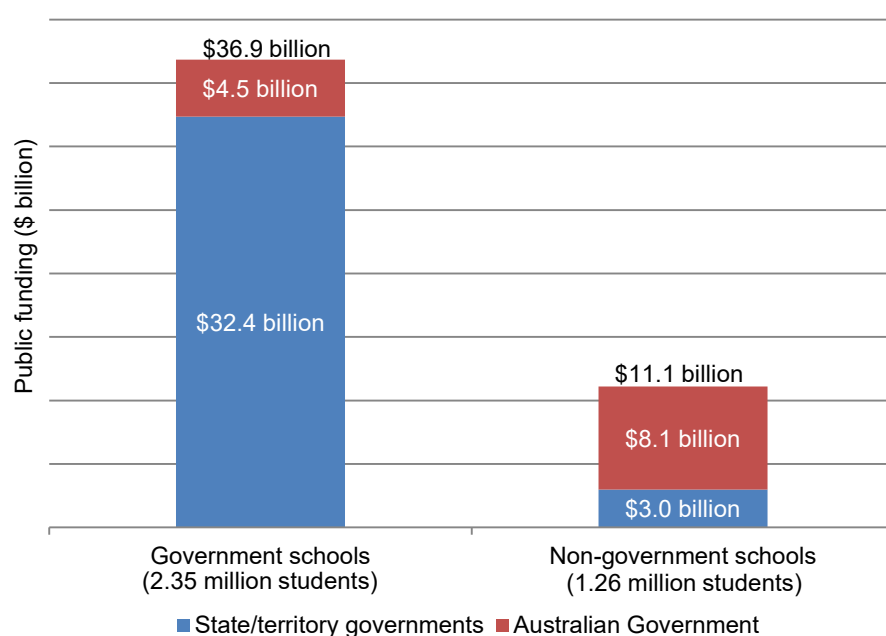
A new needs-based funding model for the provision of Australian Government funding for school education, contained in the Australian Education Act 2013, will take effect from January 2014. These funding arrangements provide that schools with students needing extra support will attract additional payment loadings.

## 8.2 An overview of government funding of schools in 2013

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 2013 that detail Australian Government school funding for 2013 (2012–13 expenditure).

Federal and state and territory government recurrent expenditure on school education in Australia for 2013 was \$48.0 billion. This is illustrated in Figure 8.1, broken down by government funding sources.

**Figure 8.1** Recurrent government funding for school education, Australia, 2012–13 (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 2012–13 average full-time equivalent (FTE) student populations.

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, Productivity Commission, Canberra. Table 4A. 7; SCSEEC, National Schools Statistics Collection (NSSC), 2013

See also Part 9: Additional Statistics Table 49, Table 55 and Table 60

- Growth in recurrent funding between 2012 and 2013 is outlined as follows:
- **All schools** expenditure increased by 1.8 per cent.
  - Operating expenditure rose from \$47.1 billion in 2011–12 to \$48.0 billion in 2012–13, an increase of \$0.8 billion.
- **Government school sector** expenditure increased by 0.9 per cent.
  - Operating expenditure rose from \$36.5 billion in 2011–12 to \$36.9 billion in 2012–13, an increase of \$0.3 billion.
- **Non-government school sector** expenditure increased by 5.0 per cent.
  - Operating expenditure rose from \$10.6 billion in 2011–12 to \$11.1 billion in 2012–13, an increase of \$0.5 billion.

In 2013, the government school sector received 76.9 per cent of recurrent government funding while the non-government sector received 23.1 per cent.

Total government school education funding, on a student per capita basis, was on average \$15,703 for the government sector and \$8,812 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, 2012–13 financial year (accrual basis)**

2013 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	32.358	13,788	2.992	2,378	35.350	9,805
Australian Government	4.495	1,915	8.096	6,434	12.592	3,493
Total Australian/state/territory government funding	36.853	15,703	11.088	8,812	47.941	13,298
Average FTE students <sup>(a)</sup>	2,346,798		1,258,298		3,605,096	

(a) Average number of full-time equivalent (FTE) students, 2012 and 2013 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) 2015, *Report on Government Services 2015*, Productivity Commission, Canberra., Tables 4A.6, 4A.8, 4A.13, 4A.16 and 4A.18; SCSEEC, National Schools Statistics Collection (NSSC), 2013

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

Total government funding per student over the past five years is outlined in the graph and table, Figure 8.2. This shows government school per student recurrent funding increasing over the period from 2008-09 to 2011-12 at a greater rate than for the non-government school sector and then levelling out in 2011-12 as the Building Education Revolution and the Digital Education Revolution National Partnerships reached its completion.

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.

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

**Figure 8.2 Total government per capita recurrent funding, government and non-government schools, 2008-09 to 2012-13 (actual \$ per FTE)**

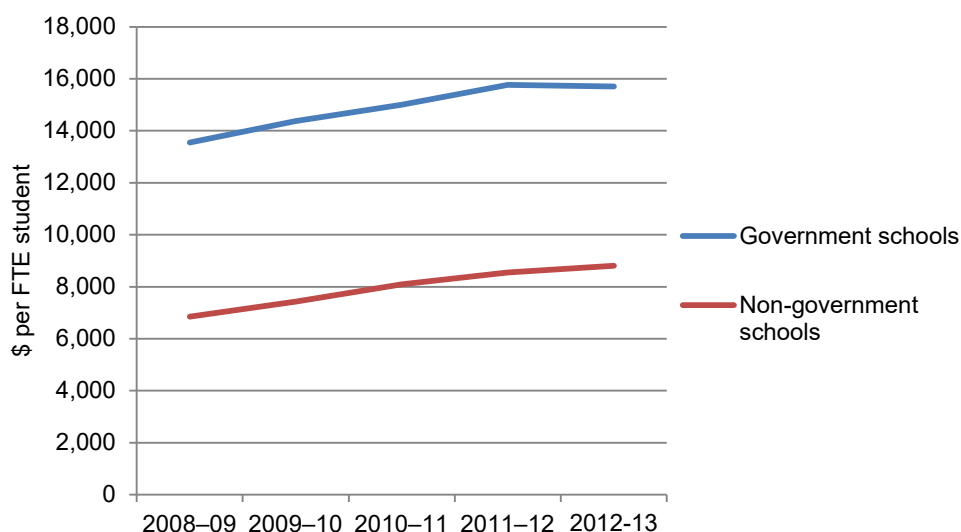


Figure 8.2 - source data (\$)	2008-09	2009-10	2010-11	2011-12	2012-13
Government schools	13,544	14,380	15,002	15,768	15,703
Non-government schools	6,852	7,428	8,093	8,547	8,812

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, Productivity Commission, Canberra., Tables 4A.13, 4A.16; MCEECDYA/SCSEEC, National Schools Statistics Collection (NSSC), 2009, 2010, 2011, 2012, 2013

See also Part 9: Additional Statistics Table 49, Table 50 and Table 51 for government school data.

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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. This then levels out in 2011-12 as the Building Education Revolution reached completion. 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, 2012–13 financial year (accrual basis) (\$'000)**

<b>Australia</b>	
<b>Government schools</b>	
<b>Recurrent expenditure</b>	
National Schools SPP	3,944,991 <sup>(a)</sup>
<b>Total recurrent – government schools</b>	<b>3,944,991</b>
<b>Capital expenditure</b>	
Capital allocation	<sup>(a)</sup>
<b>Total capital – government schools</b>	<b>0</b>
<b>Total recurrent &amp; capital – government schools</b>	<b>3,944,991</b>
<b>National Partnership payments</b>	
More support for students with disabilities	61,658
Rewards for Great Teachers	4,558
Improving Literacy and Numeracy	125,020
Smarter Schools	
• Improving Teacher Quality	9,810
• Low SES School Communities	311,272
Digital Education Revolution	126,001
Trade Training Centres in Schools	130,013 <sup>(b)</sup>
Stronger Futures in the Northern Territory	
• Quality Teaching	12,550
• Additional Teachers	23,450
• Expansion of school enrolment and attendance measure	1,769
<b>Total National Partnerships</b>	<b>806,101</b>
<b>Total National Partnerships, recurrent &amp; capital – government schools</b>	<b>4,751,092</b>
<b>Non-government schools</b>	
<b>Recurrent expenditure</b>	
National Schools SPP	7,980,359 <sup>(a)</sup>
<b>Total recurrent – non-government schools</b>	<b>7,980,359</b>

<b>Capital expenditure</b>	
Capital allocation	0 <sup>(a)</sup>
<b>Total capital – non-government schools</b>	<b>0</b>
<b>Total recurrent &amp; capital – non-government schools</b>	<b>7,980,359</b>
<b>National Partnership payments</b>	
More support for students with disabilities	17,065
Rewards for Great Teachers	3,046
Improving Literacy and Numeracy	36,178
Smarter Schools	
• Improving Teacher Quality	8,190
• Low SES School Communities	51,636
Digital Education Revolution	73,998
Trade Training Centres in Schools	51,887 <sup>(b)</sup>
<b>Total National Partnerships</b>	<b>242,000</b>
<b>Total recurrent, capital &amp; National Partnerships</b>	<b>8,222,359</b>
<b>All schools</b>	
<b>Total recurrent</b>	<b>11,925,350</b>
<b>Total National Partnership payments</b>	<b>1,048,101</b>
<b>Total Nation Building &amp; Jobs Plan</b>	<b>0</b>
<b>Total</b>	<b>12,973,451</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 \$135.0m.

(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.

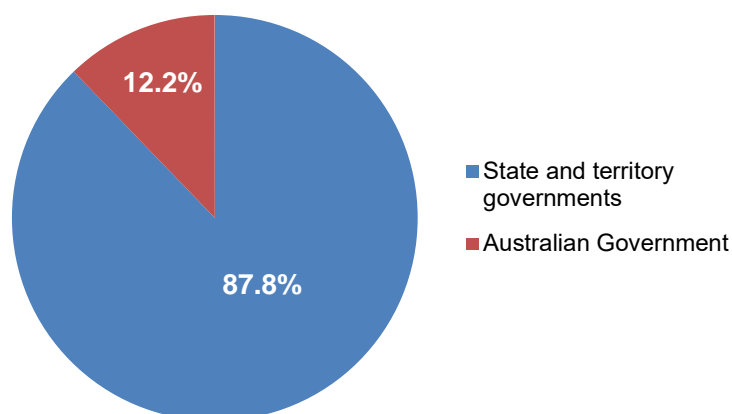
Source: Australian Government Department of Education and Training ; Final Budget Outcome (FBO) 2012–13, pp. 82–3; SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015 (ROGS)* table 4A.9.



### 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 2012–13 contributed 87.8 per cent (\$32.4 b) of total recurrent funding, with the Australian Government contributing the remaining 12.2 per cent (\$4.5 b).

**Figure 8.3** Total government recurrent expenditure per student, government schools, Australia, 2012–13 (%)



Source: SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, 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 2013). These incorporated:

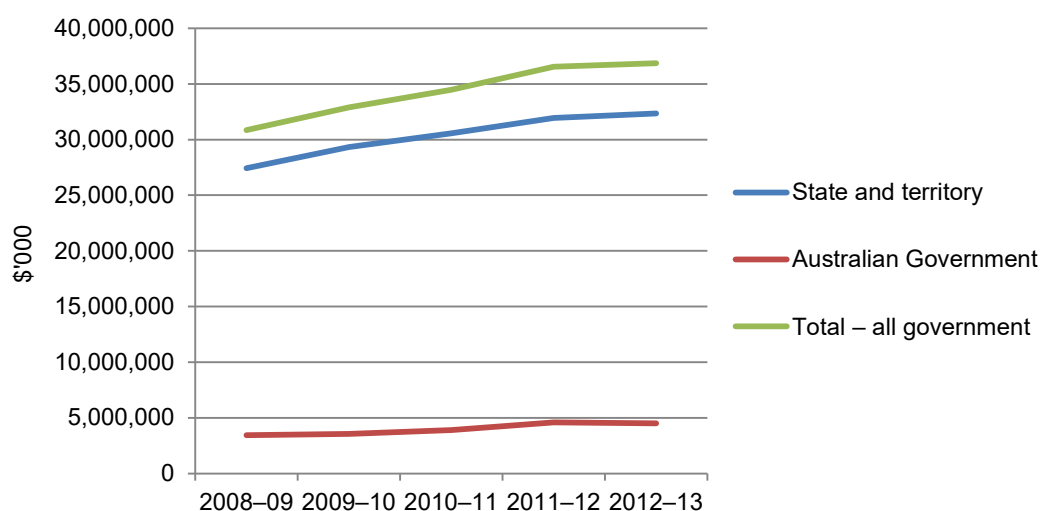
- **The National Schools Specific Purpose Payment** under the Intergovernmental Agreement (IGA) is based on primary and secondary enrolments and a per capita base amount. This is indexed annually according to increases in the Average Government School Recurrent Costs (AGSRC) and growth in enrolments.
- 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, 2008–09 to 2012–13**



<b>Figure 8.4 - source data (\$'000)</b>	2008–09	2009–10	2010–11	2011–12	2012–13
State and territory	27,415,480	29,332,876	30,558,097	31,954,218	32,357 724
Australian Government	3,440,779	3,561,513	3,912,533	4,578,680	4,495 078
Total – all government	30,856,259	32,894,389	34,470,630	36,532,898	36,852 802

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, Productivity Commission, Canberra., Table 4A.8; MCEECDYA/SCSEEC, National Schools Statistics Collection (NSSC) (Finance), 2009, 2010, 2011, 2012, 2013

See also Part 9: Additional Statistics Table 49

Figure 8.4 shows government school recurrent expenditure has increased from \$30.9 billion to \$36.9 billion from 2008–09 to 2012–13, an increase of 19.4 per cent or an annual average increase of 4.6 per cent.

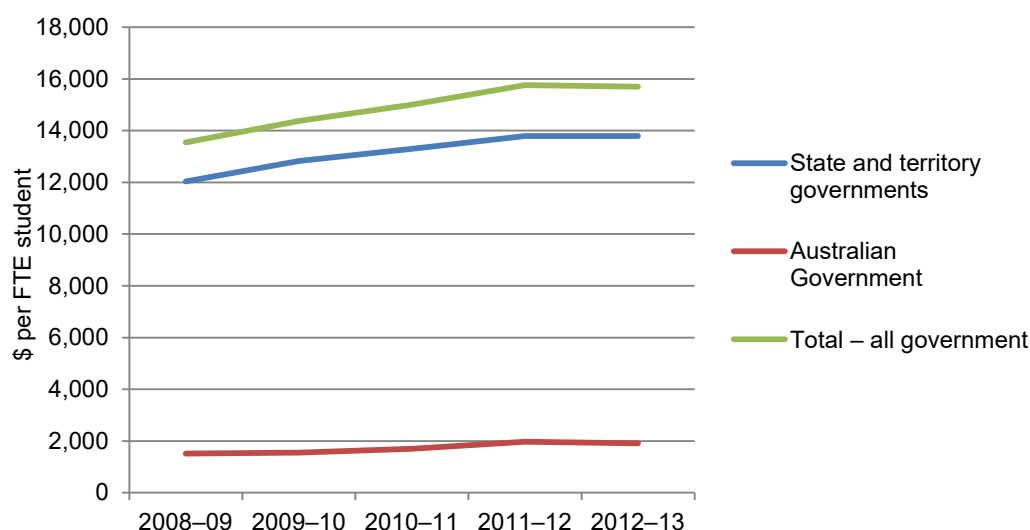
In 2011 the primary and secondary student government funding is set at 10.0 per cent of the AGSRC. (Primary funding increased from 8.9 per cent to 10.0 per cent of the AGSRC in 2009 to be in line with government secondary schools per capita funding.)

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 2008–09 to 2012–13 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), 2008–09 to 2012–13



<b>Figure 8.5 - source data (\$)</b>	<b>2008–09</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2011–12</b>	<b>2012–13</b>
State and territory governments	12,034	12,823	13,299	13,792	13,788
Australian Government	1,510	1,557	1,703	1,976	1,915
Total – all government	13,544	14,380	15,002	15,768	15,703

Sources: SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, Productivity Commission, Canberra., Table 4A.13; MCEECDYA/SCSEEC, National Schools Statistics Collection (NSSC) (Finance), 2009, 2010, 2011, 2012, 2013

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 \$13,544 to \$15,703 from 2008–09 to 2012–13, an increase of 15.9 per cent or an annual average increase of 3.8 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 2012–13 this expenditure reached \$14,520 for primary students and \$17,608 for secondary students.

**Table 8.3** Recurrent per capita expenditure on government schools, by level of education, Australia, 2008–09 to 2012–13 financial years (accrual basis) (actual \$)

Financial year	Primary	Secondary	Total
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
2012–13	14,520	17,608	15,703

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

Sources: SCSEEC, National Schools Statistics Collection (NSSC), 2013; *National Report on Schooling in Australia* (previous years); SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, Productivity Commission, Canberra. Table 4A.13

See also Part 9: Additional Statistics Table 51

Table 8.3 shows consistent growth over five years with a slight drop of 0.4 per cent in total per capita funding over 2011-12 to 2012-13 from \$15,768 to \$15,703.

Recurrent per capita funding for secondary schools decreased by 0.8 per cent from 2011-12 to 2012-13, while funding for primary school remained generally consistent 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, 2008–09 to 2012–13 financial years (accrual basis) (actual \$'000)**

Area of expenditure	2008–09	2009–10	2010–11	2011–12	2012–13
In-school expenditure	29,328,166	31,251,676	32,807,006	34,722,696	35,076,410
Out-of-school expenditure	1,528,093	1,642,713	1,663,624	1,810,202	1,776,393
<b>Total</b>	<b>30,856,259</b>	<b>32,894,389</b>	<b>34,470,630</b>	<b>36,532,898</b>	<b>36,852,802</b>

Note: Totals may not add due to rounding.

Sources: SCSEEC, National Schools Statistics Collection (NSSC), 2013; *National Report on Schooling in Australia* (previous years); SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, Report on Government Services 2015, Productivity Commission, Canberra, Table 4A.10

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, 2008–09 to 2012–13 financial years (accrual basis) (actual \$'000)**

Area of expenditure	2008–09	2009–10	2010–11	2011–12	2012-13
<b>In-school expenditure</b>					
Salaries (teaching)	15,776,884	16,414,504	17,096,556	18,178,507	18,260,491
Salaries (non-teaching)	3,213,061	3,406,772	3,601,442	3,906,268	4,065,443
Redundancies	588	32,998	16,038	18,327	39,721
Non-salary costs	5,915,317	6,649,279	6,922,245	6,996,004	7,145,009
User cost of capital	4,422,316	4,748,122	5,170,725	5,623,590	5,565,745
<b>Subtotal</b>	<b>29,328,166</b>	<b>31,251,676</b>	<b>32,807,006</b>	<b>34,722,696</b>	<b>35,076,409</b>
<b>Out-of-school expenditure</b>					
Salaries (non-teaching)	884,212	946,314	1,037,481	1,099,922	1,021,658
Redundancies	2,810	13,866	5,397	17,692	50,933
Non-salary costs	612,934	652,729	587,948	664,627	669,869
User cost of capital	28,137	29,805	32,798	27,961	33,932
Subtotal	1,528,093	1,642,713	1,663,624	1,810,202	1,776,393
<b>Total</b>	<b>30,856,259</b>	<b>32,894,389</b>	<b>34,470,630</b>	<b>36,532,898</b>	<b>36,852,802</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), 2013; *National Report on Schooling in Australia* (previous years); Steering Committee for the Review of Government Service Provision (SCRGSP), Report on Government Services 2015, Productivity Commission, Canberra, Table 4A.10

See also Part 9: Additional Statistics Table 49

In-school expenditure substantially reflects teacher salaries expenditure, which accounts for some 63 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 24 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.

## 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 2013.

The SES approach to school funding involves linking student address data to Australian Bureau of Statistics Census of Population and Housing data to obtain a measure of the capacity of the school community to support its school.

Schools with SES scores of 85 and below are funded by the Australian Government at 70 per cent of Average Government School Recurrent Costs (AGSRC). Schools with scores of 130 or above receive 13.7 per cent of AGSRC. Funding for schools with SES scores within this range receive proportional funding based on their individual SES scores.

Those non-government schools, which, because of their SES score, were entitled to less funding under the SES system when it was introduced in 2001, had their general recurrent funding maintained at their year 2000 per student funding rate. This funding is indexed each year according to increases in AGSRC.

For each new funding period, all non-government schools have their SES scores recalculated according to updated student address data and the information in the latest Census of Population and Housing. Schools therefore had their SES scores recalculated for the 2005–08 and 2009–13 funding periods.

Those year 2000 'funding maintained' (FM) schools that still had an SES score with a funding entitlement less than their current level of funding continued to have their funding maintained at their year 2000 per student funding rate with indexation.

Catholic systemic schools did not join the SES system until 2005. As a result of the 'no losers' commitment, FM arrangements were also created for these schools. Therefore, those Catholic systemic schools that had an SES score with a lower entitlement than previously funded had their funding maintained at their 2004 per student funding rates. This funding is indexed each year according to increases in AGSRC.

A transitional funding guarantee was made available under SES arrangements to schools that experienced a rise in their SES score between the 2005–08 and 2009–13 funding periods. These schools have had their funding frozen (with no adjustment for inflation) until the dollar amount associated with the school's new (higher) SES score is equal to or greater than the dollar amount it received at its lower SES score. This additional measure, defined as a funding guarantee, is separate to funding maintained schools arrangements. Therefore, under the SES funding arrangements, non-government schools are funded on their SES score, are funding maintained or are funding guaranteed.

The non-government sector also receives funding for National Partnerships associated with the National Education Agreement (NEA) under the Intergovernmental Agreement (IGA).

## 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.

**Table 8.6** Non-government school per capita incomes, by source, Australia, 2013 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	7,392	53.6	5,844	31.5
State/Territory grants	2,427	17.6	2,032	10.9
Total government grants	9,819	71.2	7,876	42.4
Private income	3,966	28.8	10,703	57.6
<b>Total</b>	<b>13,786</b>		<b>18,579</b>	

Notes:

Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.

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

Source: Australian Government Department of Education and Training unpublished data..

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, 2013 calendar year**

Affiliation	Per capita expenditure (\$)
<b>Catholic</b>	
Primary	10,396
Secondary	16,175
Combined	16,467
<b>Independent</b>	
Primary	13,971
Secondary	21,661
Combined	18,506

Notes:

Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.

Includes debt servicing of loans for capital and operating purposes.

Where applicable, expenditure of system offices is allocated across the schools in proportion to enrolments.

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

Source: Australian Government Department of Education and Training 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 2012–13 was approximately \$8,812 per student. Australian Government expenditure was \$6,434 per student, or 73.0 per cent of this total. State and territory recurrent expenditure was \$2,378 per student, or 27.0 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, 2012–13 (%)

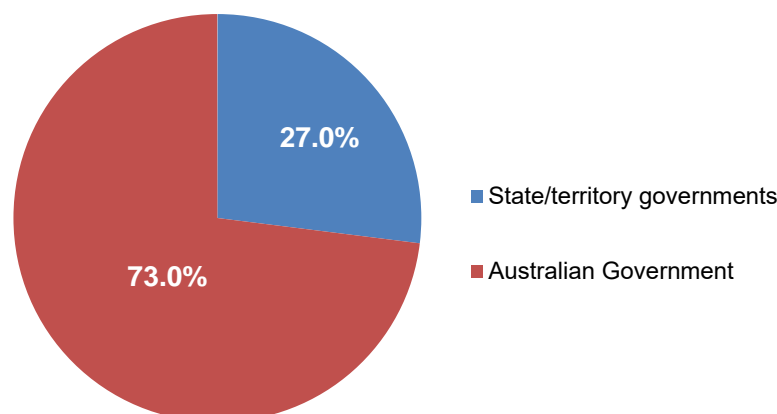


Figure 8.6 - source data	2012-13	Percentage
State and territory governments	2,378	27.0
Australian Government	6,434	73.0
Total - all government	8,812	100.0

Source: SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, Productivity Commission, Canberra, 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 2012–13.

Total recurrent expenditure on non-government school education from the Australian Government and state and territory governments in 2012–13 was approximately \$11.1 billion. Australian Government expenditure was \$8.1 billion, or 73.0 per cent of this total. State and territory recurrent expenditure was \$3.0 billion, or 27.0 per cent of the total.

**Table 8.8 Australian, state and territory government recurrent expenditure, non-government schools (\$'000) (2012–13 \$)**

	Australia
Australian Government specific purpose payments (excluding capital grants and including National Partnership payments – Literacy and numeracy)	8,096,474
State and territory government recurrent expenditure	2,991,789
Australian, state and territory government recurrent expenditure	11,088,263

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) 2015, *Report on Government Services 2015*, Productivity Commission, Table 4A.8

## 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 \$1.9 billion in 2013 (the 2012–13 financial year).

This table combines funding provided from the Australian Government and state and territory sourced funding. It should be noted that it is not possible to separate this funding following the Australian Government's decision in 2009 to amalgamate specific purpose capital funding with a broad recurrent specific purpose payment under the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#).

As Table 8.9 shows, there was an increased level of capital expenditure over the period 2008-09 to 2010-11. This expenditure has since dropped, as 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 part of this program's works required finalisation after 2011.

The variations in capital expenditure reflect both:

- the Australian Government's injection of capital funds 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, 2008–09 to 2012–13 financial years (accrual basis) (\$'000)**

Financial year	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
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
2012-13	426,911	444,307	345,810	106,720	465,354	8,356	19,416	74,055	1,890,928

Notes:

Figures include Australian Government capital grants contributions.

Components may not add to totals due to rounding.

Sources: SCSEEC, National Schools Statistics Collection, 2013; *National Report on Schooling in Australia*, 2009–13

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 which incorporate programs of a capital nature. The Trade Training Centres and Digital Education Revolution Australian Government capital-funded programs are appropriated under the Federal Financial Relations Act 2009 and expended by states and territories through both recurrent and capital accounts based on the nature of the expenditure and the capitalisation thresholds that apply.

**Table 8.10 Australian Government specific purpose payments for schools by government/non-government, capital, Australia, 2012–13 financial year (accrual basis) (\$'000)**

<b>Australia</b>	
<b>Government schools</b>	
<b>Capital expenditure</b>	
Capital allocation	(a)
<b>Total capital – government schools</b>	<b>0</b>
<b>National Partnership payments</b>	
Digital Education Revolution	126,001
Trade Training Centres in Schools	130,013
<b>Total National Partnerships</b>	<b>256,014</b>
<b>Total National Partnerships &amp; capital – government schools</b>	<b>256,014</b>
<b>Non-government schools</b>	
<b>Capital expenditure</b>	
Capital allocation	(a)
<b>Total capital – non-government schools</b>	<b>0</b>
<b>National Partnership payments</b>	
Digital Education Revolution	73,998
Trade Training Centres in Schools	51,887
<b>Total National Partnerships</b>	<b>125,885</b>
<b>Total National Partnerships &amp; capital – non-government schools</b>	<b>125,885</b>
<b>Government and non-government schools</b>	
<b>Total non-government capital</b>	<b>0</b> (a)
<b>Total National Partnership payments</b>	<b>381,899</b>
<b>Total</b>	<b>381,899</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 grants totalling \$135.0m.

(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: Australian Government Department of Education and Training (formerly Department of Education, Employment and Workplace Relations (DEEWR)), Final Budget Outcome (FBO) 2012–13, pp. 82–3; SCRGSP (Steering Committee for the Review of Government Service Provision) 2015, *Report on Government Services 2015*, (ROGS), Table 4A.9.

## 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 2012 calendar year based on school financial details published on the *My School* website in March 2014.

*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>58</sup> used for the reporting of school and student data elsewhere in this report.

This section provides summarised national recurrent income information by source and NRIPS information by school size and school sector derived from My School information.

## Recurrent Income

For 2012, the Australian Government funding comprised 16 per cent of the total gross recurrent income for government schools with the majority 79 per cent being funded by the state governments.

For non-government schools the Australian Government contributed 55 per cent of Catholic sector gross recurrent income and 31 per cent of independent sector gross recurrent income. Income from fees, charges and parent contributions contributed to 52 per cent of independent sector recurrent income and 23 per cent of Catholic sector recurrent income.

Table 8.11 below shows the movements in recurrent income between 2011 and 2012 by funding source.

**Table 8.11 Movements in recurrent income between 2011 and 2012**

Source	2011 (\$billion)	2012 (\$billion)	Change
Australian Government	11.355	12.332	8.6%
State Government	24.800	25.588	3.2%
Fees, Charges and Parental Contributions	7.625	8.150	6.9%
Other Private Sources	1.546	1.617	4.6%
Total Gross Income	45.326	47.687	5.2%
Deductions (from Recurrent to Capital Services)	1.779	1.805	1.5%
Total Net Recurrent Income	43.547	45.882	5.4%
CPI change <sup>59</sup>			2.2

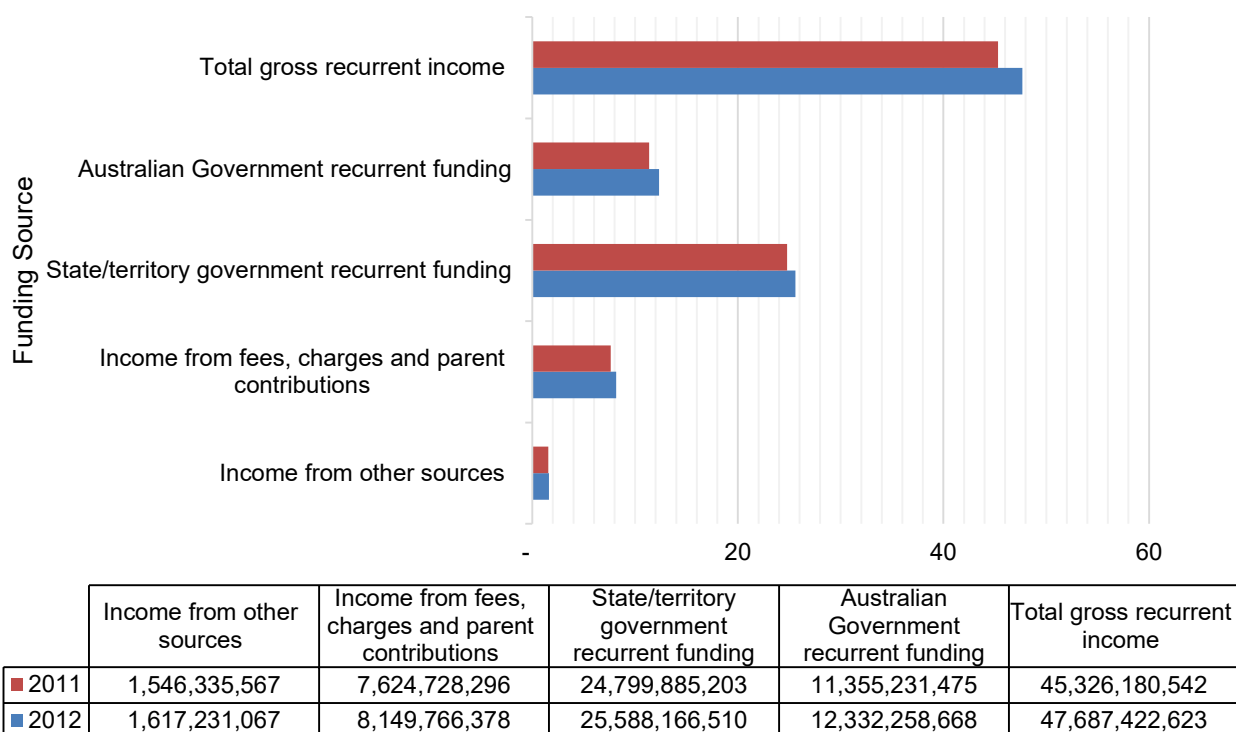
<sup>58</sup> The National Schools Statistics Collection (NSSC) (Non-Finance) is published by the Australian Bureau of Statistics (ABS) as Cat. No. 4221.0, *Schools, Australia* and is the source of school number and student enrolment data reported elsewhere in this report, including in the Additional 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>59</sup> CPI changes used in this and subsequent tables represent changes from December quarter to December quarter, as per ABS cat. No. 6401.0, series ID A2325847F



These data are depicted graphically in Figure 8.7 below.

**Figure 8.7: Total recurrent Income between 2011 and 2012, by funding source (billions)**



Source: ACARA

### Net Recurrent Income per Student (NRIPS)

As the number of students varies across years, showing income per student allows for a more informative comparison, particularly between sectors. Table 8.12 below depicts income per student.

**Table 8.12 Movements in income per student between 2011 and 2012**

Source	2011	2012	Change
Australian Government	3,219	3,438	6.8%
State Government	7,031	7,134	1.5%
Fees, Charges and Parental Contributions	2,162	2,272	5.1%
Other Private Sources	438	451	2.9%
Total Gross Income	12,850	13,296	3.5%
Deductions	504	503	-0.2%
Total NRIPS	12,345	12,793	3.6%
FTE student numbers	3,527,396	3,586,605	1.7%
CPI change			2.2
NRIPS (Govt.)	12,048	12,370	2.7%
NRIPS (Catholic)	11,079	11,648	5.1%
NRIPS (Independent)	15,181	15,996	5.4%

Notes:

1. Deductions from Recurrent to Capital Services.
2. NRIPS (Net Recurrent Income Per Student) = Total Gross Income per student minus Deductions per

Source: ACARA

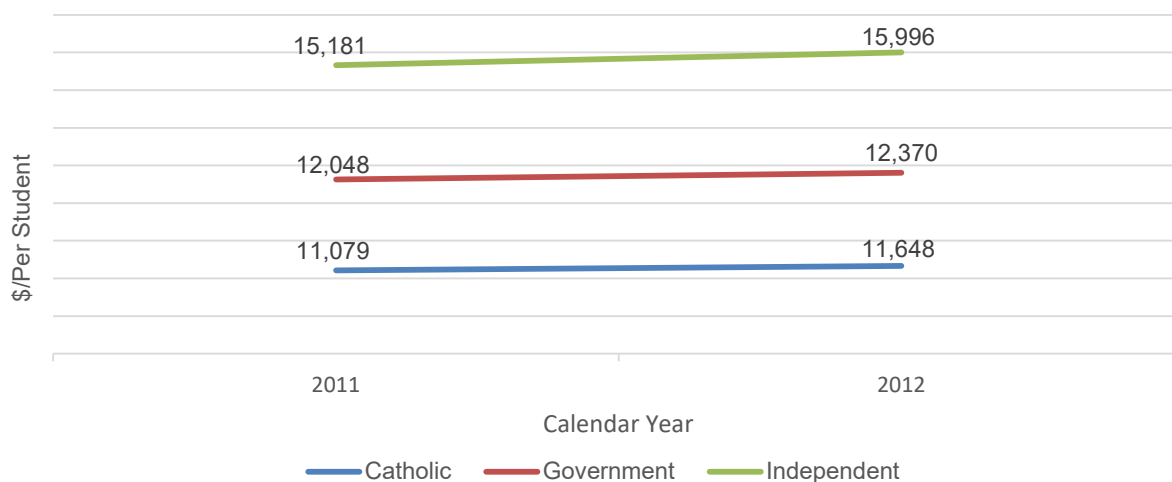
In 2012, the net recurrent income per student (NRIPS) was \$12,793. This is an increase of 3.62% over 2011.

Between 2011 and 2012, there was 2.68% increase for the government sector (to \$12,370), a 5.14% increase for the Catholic sector (to \$11,647), and a 5.37% increase for the independent sector (to \$15,996).

In both 2011 and 2012, NRIPS is highest for the independent sector, followed by the government sector, and then the Catholic sector. However, growth in the Catholic sector rate has significantly outpaced the other sectors to the point that Catholic sector NRIPS is just below that of the government sector in 2012.

Figure 8.8 shows that the NRIPS gap between the government and Catholic sectors is narrowing, however the gap between the independent sector and the other two sectors remains fairly constant.

**Figure 8.8: Trend in NRIPS between 2011 and 2012, by Sector (\$/Per Student)**



Source: ACARA

### 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.

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 average school NRIPS in 2012 was \$12,793 compared to \$12,345 in 2011, an increase of 3.62 per cent, and the average school full-time equivalent (FTE) funded enrolment was 356, based on 2012 FTE funded enrolments reported on *My School*.

As school size progressively increases above the average 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 average school size, per student income rises markedly due to factors such as diseconomies of small scale and remote and very remote locations.

## Net recurrent income per student and school type

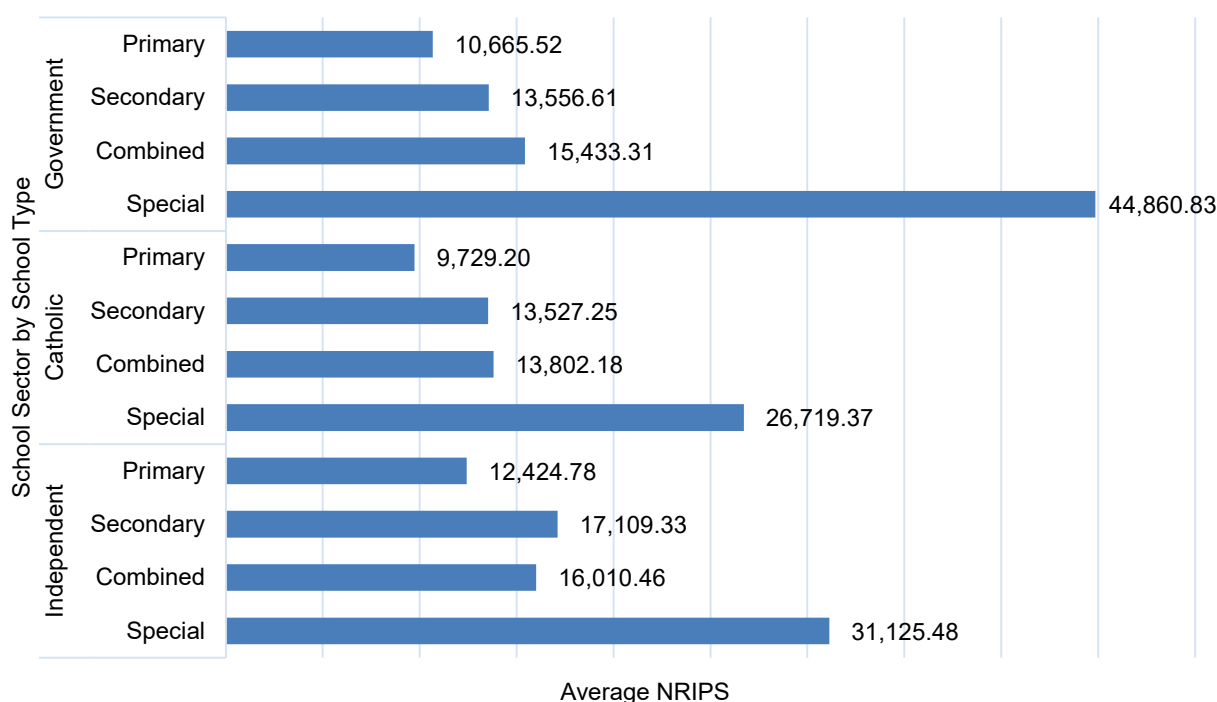
**Table 8.13 Average net recurrent income per student by school type, 2012**

	Primary	Secondary	Combined	Special	All school types
2012 Average NRIPS (\$)	10,508	13,684	15,581	41,923	12,793
2012 Average FTE funded enrolments	272	730	380	53	280

Source: ACARA

Table 8.13 above provides details of the average number and NRIPS of schools by type and also reveals 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.

**Figure 8.9 Distribution of school net recurrent income per student for school sectors by school type, 2012**



Source: ACARA

Figure 8.9 highlights the relatively high costs of operating 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.

## Part 10: Glossary

**Note on terms:** A major source of data reported in the *National Report on Schooling in Australia 2013* is the National Schools Statistics Collection (NSSC). The NSSC includes statistics on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools, for all Australian states and territories. 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 Australian Government Department of Education, 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, 2013* (cat. no. 4221.0). Definitions of terms in this glossary are, for the most part, quoted or adapted from the NSSC glossary and explanatory notes; and from the *Notes, Instructions and Tabulations* document, which is available on request from the ABS.

### Apparent progression rates and apparent retention rates

As direct measurement of the change in circumstances of individual students progressing through the education system is not currently possible, apparent measures, based on aggregate student data, have been developed to provide indicative measurements of student engagement in secondary education.

Apparent progression rates measure the proportion of a cohort of full-time students that moves from one grade to the next at an expected rate of progression of one grade per year. See [Schools, Australia explanatory notes](#) for further information.

Apparent retention rates provide an indicative measure of the number of school students who have stayed in school, as at a designated grade and year. It is calculated by dividing the number of students in a cohort in a specific calendar year by the number of students in the same cohort in a previous reference year. It is expressed as a percentage of the respective cohort group against the cohort that those students would be expected to have come from, assuming an expected rate of progression of one grade a year. See [Schools, Australia explanatory notes](#) for further information.

### 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, June 2014](#).

## Full-time equivalent student

A full-time student is one who undertakes a workload equivalent to, or greater than, what is 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 what is specified as full-time. The full-time equivalent (FTE) value of a part-time student is calculated by dividing a student's workload into what is considered by the state or territory to be the minimum full workload for a full-time student. Methods for estimating the FTE value of part-time students vary between states and territories due to different policy and administrative arrangements. The recorded FTE value for a student is capped at 1. The FTE of students is calculated by adding the number of full-time students and the FTE value of part-time students.

## Full-time equivalent teaching staff

The full-time equivalent (FTE) value of staff is a measure of the level of staffing resources. Staff who are employed full-time and engaged solely on activities that fall within the scope of the NSSC 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 who 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.

## 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. The Melbourne Declaration and national data collections use the term 'Indigenous' to refer to Australia's Aboriginal and Torres Strait Islander Peoples. Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to 'Indigenous'.

## Grade and school level

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>60</sup>, lasts for either seven or eight years and is followed by secondary education of six or five years respectively.

<sup>60</sup> The preparatory year (first year of full-time schooling) is known as Preparatory in Victoria, Queensland and Tasmania, Kindergarten in New South Wales and the Australian Capital Territory, Reception in South

For national reporting purposes, primary education comprises a pre-Year 1 grade followed by Years 1–6 in New South Wales, Victoria, Tasmania, the 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 schooling 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.
- (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.
- (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

Australia, Pre-primary in Western Australia and Transition in the Northern Territory. 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 data on them are not, in general, included in this report.

services, other janitorial staff and staff who service equipment. School cleaners, whether salaried or employed on contract, are excluded.

## National Schools Statistics Collection

The scope of the National Schools Statistics Collection (NSSC) consists of all establishments that 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). 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*.

## Primary education

See *Grade and school level*.

## 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, mission schools and similar establishments.

The term 'school' in this publication excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in, or attached to, non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.



Multi-campus arrangements are counted as one school. Multiple schools that amalgamate into a single multi-campus school 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 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/Schools Australia 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 *Schools Australia* and in this publication, Catholic non-systemic schools are counted as Catholic rather than as independent.

### **Secondary education**

See *Grade and school level*.

### **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 before enrolment is allowed:

- mental or physical disability or impairment
- slow learning ability
- social or emotional problems
- in custody, on remand or in hospital.

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.

For further details on the definition of staff, see [Schools, Australia 2013 – Glossary](#)

## 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 ‘the Australian Government’. The states and territories are listed in the order of New South Wales (NSW), Victoria (Vic.), Queensland (Qld), South Australia (SA), Western Australia (WA), Tasmania (Tas.), the Northern Territory (NT) and the Australian Capital Territory (ACT). 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 school 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 that 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 VET in Schools (including through TAFE), school-based apprenticeships or traineeships, work placements or tertiary extension studies as a part of the student’s school enrolment are in scope for the NSSC. The workload of these subjects/programs (which may take place outside the school premises) is included in a student’s aggregate workload to determine whether a student is classified as full-time or part-time, and in calculating the full-time equivalent for part-time students.

## Student attendance

The National Student Attendance Data Collection is undertaken by ACARA in collaboration with state and territory education departments (which collect and collate attendance data from government schools in each jurisdiction), the non-government school sectors and the Australian Department of Education (which collects and collates attendance data from non-government schools). The collection is conducted for students in Years 1–10 over the Semester 1 period in each school year.

The agreed national key performance measure (KPM) in 2013 for the rate of student attendance is:

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

ACARA has developed the [National Standards for Student Attendance Data Reporting](#) to establish a nationally consistent set of parameters for the collection and reporting of student attendance data across jurisdictions and school sectors. The national standards have been endorsed by all states and territories and are published on the ACARA website.

The national standards are formally due for implementation from the 2014 reporting year. However, advice from jurisdictions and school sectors is that most components of the standards were implemented in most states and territories in 2013.

Key components outlined in the national standards are listed below, together with exceptions to the standards for the 2013 reporting year, identified by school authorities:

- Attendance rate calculation formula

Exceptions 2013:

NT government schools:	Possible school days for the NT may include days where a student is not expected to attend (for example, if a school was temporarily closed due to a natural event). While this is a deviation from the national standards, the impact is minimal and may result in a slight understatement in attendance.  The NT data provided includes a small number of part-time students. This is a deviation from the national standards, where only full-time students are in scope. While this is a deviation from the national standards, the impact is minimal.
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- Actual days in attendance (numerator)

Exceptions 2013:

NSW government schools:	As only full day absences are centrally collected and reported in the attendance measure and part-day absences are not collected, actual days in attendance is overstated.
NT government schools:	The NT data provided includes a small number of part-time students. This is a deviation from the national standards, where only full-time students are in scope. While this is a deviation from the national standards, the impact is minimal.

- Number of possible school days (denominator)

Exceptions 2013:

NSW government schools:	As students who change schools during the term are counted in the <i>number of possible school days</i> at both schools, the total <i>number of possible school days</i> is overstated.
NT government schools:	Possible school days for the NT may include days where a student is not expected to attend (for example, if a school was temporarily closed due to a natural event). While this is a deviation from the national standards, the impact is minimal and may result in a slight understatement in attendance.

- Level of disaggregation

No exceptions identified for 2013:

- Data collection period

No exceptions identified for 2013:

- School types

Exceptions 2013:

NSW government schools:	Schools classified as schools for specific purposes (SSP), intensive English centres (IEC), or distance education schools/centres (DEC) did not provide attendance data.
Tas. government schools	Tasmania has one school of Distance Education and one school that is attached to a Juvenile Justice Centre. The attendance for students at these schools is not reported.
NT government schools	Distance education schools are not included in the NT data. There have been issues in accurately recording attendance for these schools.

- Student enrolment types

Exceptions 2013:

Vic. government schools:	Includes both full- and part-time students. It was not previously possible to remove part-time (Part-time students represent only 0.05% of cohort).
Qld government schools	As noted in the standards, Queensland government schools exclude students enrolled full time at state level but across multiple schools.
SA government schools	Students enrolled full time at state level but across multiple schools in the same sector are excluded.

NT government schools	The NT data provided includes part-time students. This is a deviation from the national standards, where only full-time students are in scope.
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- Movement during collection period

Exceptions 2013:

NSW government schools:	Students who change schools during the term are counted in the <i>number of possible school days</i> at both schools, but absences are recorded only at the school where the absence was incurred.
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- Part-day absences

Exceptions 2013:

NSW government schools:	Only full-day absences were centrally collected and reported in the attendance measure. Part-day absences were not collected.
Tas. government schools:	Only whole day absences are reported in 2013.
NT government schools	Students attending less than half a day are not included in the numerator.

- Ungraded students

Exceptions 2013:

NSW government schools:	Ungraded students enrolled in schools for specific purposes were not included in the absence collections.
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- Treatment of incidents/absences

Exceptions 2013:

NSW government schools:	Extended holidays where students were granted an exemption from attendance were not included in absence counts.
Vic. government schools	Accept school coding for absence reason.

Tas. government schools:	Disciplinary (out-of-school) incidents are treated as present in the 2013 attendance data.
NT government schools:	Possible school days may include days where a student is not expected to attend. For example, student attendance may not be expected if the school is closed due to a natural event; a student is being held at a remand centre; or a student has a dual enrolment at another school. However, these days are included in the possible school days calculations.

## 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 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.

# National Report on Schooling in Australia 2013

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ACARA acknowledges the contribution by the following agencies of data in these tables and in tables in the body of the report:

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

# Schools and schooling

## Schools

**Table 1** Number of schools by school sector and level of education<sup>(a)</sup> by state and territory, 2013; number of schools by school sector, Australia, 2009–13

	Government	Non-government			All schools	
		Catholic	Independent	Total	Total	Per cent <sup>(c)</sup>
<b>New South Wales</b>						
Primary	1,618	417	72	489	2,107	22.4
Secondary	370	129	16	145	515	5.5
Combined (primary and secondary)	66	31	207	238	304	3.2
Special <sup>(b)</sup>	110	9	36	45	155	1.7
<b>Total</b>	<b>2,164</b>	<b>586</b>	<b>331</b>	<b>917</b>	<b>3,081</b>	<b>32.8</b>
<b>Victoria</b>						
Primary	1,130	381	41	422	1,552	16.5
Secondary	239	85	12	97	336	3.6
Combined (primary and secondary)	79	14	140	154	233	2.5
Special <sup>(b)</sup>	78	7	13	20	98	1.0
<b>Total</b>	<b>1,526</b>	<b>487</b>	<b>206</b>	<b>693</b>	<b>2,219</b>	<b>23.6</b>
<b>Queensland</b>						
Primary	920	197	33	230	1,150	12.2
Secondary	182	61	12	73	255	2.7
Combined (primary and secondary)	90	28	130	158	248	2.6
Special <sup>(b)</sup>	46	11	9	20	66	0.7
<b>Total</b>	<b>1,238</b>	<b>297</b>	<b>184</b>	<b>481</b>	<b>1,719</b>	<b>18.3</b>
<b>South Australia</b>						
Primary	368	67	33	100	468	5.0
Secondary	66	11	8	19	85	0.9
Combined (primary and secondary)	75	23	50	73	148	1.6
Special <sup>(b)</sup>	18	2	1	3	21	0.2
<b>Total</b>	<b>527</b>	<b>103</b>	<b>92</b>	<b>195</b>	<b>722</b>	<b>7.7</b>
<b>Western Australia</b>						
Primary	517	111	38	149	666	7.1
Secondary	97	3	4	7	104	1.1
Combined (primary and secondary)	90	43	89	132	222	2.4
Special <sup>(b)</sup>	64	3	8	11	75	0.8
<b>Total</b>	<b>768</b>	<b>160</b>	<b>139</b>	<b>299</b>	<b>1,067</b>	<b>11.4</b>
<b>Tasmania</b>						
Primary	131	24	4	28	159	1.7
Secondary	38	5	0	5	43	0.5
Combined (primary and secondary)	25	8	23	31	56	0.6
Special <sup>(b)</sup>	4	0	1	1	5	0.1
<b>Total</b>	<b>198</b>	<b>37</b>	<b>28</b>	<b>65</b>	<b>263</b>	<b>2.8</b>
<b>Northern Territory</b>						
Primary	63	7	4	11	74	0.8
Secondary	15	4	5	9	24	0.3
Combined (primary and secondary)	71	5	12	17	88	0.9
Special <sup>(b)</sup>	5	1	0	1	6	0.1
<b>Total</b>	<b>154</b>	<b>17</b>	<b>21</b>	<b>38</b>	<b>192</b>	<b>2.0</b>
<b>Australian Capital Territory</b>						
Primary	55	22	3	25	80	0.9
Secondary	18	5	0	5	23	0.2
Combined (primary and secondary)	9	3	10	13	22	0.2
Special <sup>(b)</sup>	4	0	1	1	5	0.1
<b>Total</b>	<b>86</b>	<b>30</b>	<b>14</b>	<b>44</b>	<b>130</b>	<b>1.4</b>
<b>Australia</b>						
Primary	4,802	1,226	228	1,454	6,256	66.6
Secondary	1,025	303	57	360	1,385	14.7
Combined (primary and secondary)	505	155	661	816	1,321	14.1
Special <sup>(b)</sup>	329	33	69	102	431	4.6
<b>Total</b>	<b>6,661</b>	<b>1,717</b>	<b>1,015</b>	<b>2,732</b>	<b>9,393</b>	<b>100.0</b>
<b>Number of schools by school sector, Australia, 2009–13</b>						
<b>2013</b>	<b>6,661</b>	<b>1,717</b>	<b>1,015</b>	<b>2,732</b>	<b>9,393</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>	

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, 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.
- (c) Percentage of all schools

**Table 2** Number of full-time and part-time students enrolled by school sector and level<sup>(a)(b)(c)(d)</sup>, by state and territory, 2013; number of full-time and part-time students enrolled by sector, Australia, 2009–13; number of full-time plus part-time students enrolled by state and territory, 2009–13

	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	448,759	0	448,759	128,755	17	128,772	69,606	50	69,656	198,361	67	198,428	647,120	67	647,187	
Junior secondary	218,843	0	218,843	87,305	3	87,308	54,734	200	54,934	142,039	203	142,242	360,882	203	361,085	
Senior secondary	86,392	2,292	88,684	35,272	57	35,329	22,885	79	22,964	58,157	136	58,293	144,549	2,428	146,977	
Total secondary	305,235	2,292	307,527	122,577	60	122,637	77,619	279	77,898	200,196	339	200,535	505,431	2,631	508,062	
<b>Total</b>	<b>753,994</b>	<b>2,292</b>	<b>756,286</b>	<b>251,332</b>	<b>77</b>	<b>251,409</b>	<b>147,225</b>	<b>329</b>	<b>147,554</b>	<b>398,557</b>	<b>406</b>	<b>398,963</b>	<b>1,152,551</b>	<b>2,698</b>	<b>1,155,249</b>	
<b>Victoria</b>																
Primary	330,272	430	330,702	108,316	172	108,488	51,194	78	51,272	159,510	250	159,760	489,782	680	490,462	
Junior secondary	156,188	307	156,495	65,701	19	65,720	51,039	34	51,073	116,740	53	116,793	272,928	360	273,288	
Senior secondary	66,982	2,146	69,128	27,692	17	27,709	23,766	85	23,851	51,458	102	51,560	118,440	2,248	120,688	
Total secondary	223,170	2,453	225,623	93,393	36	93,429	74,805	119	74,924	168,198	155	168,353	391,368	2,608	393,976	
<b>Total</b>	<b>553,442</b>	<b>2,883</b>	<b>556,325</b>	<b>201,709</b>	<b>208</b>	<b>201,917</b>	<b>125,999</b>	<b>197</b>	<b>126,196</b>	<b>327,708</b>	<b>405</b>	<b>328,113</b>	<b>881,150</b>	<b>3,288</b>	<b>884,438</b>	
<b>Queensland</b>																
Primary	330,001	4,376	334,377	83,518	54	83,572	58,505	98	58,603	142,023	152	142,175	472,024	4,528	476,552	
Junior secondary	112,959	1,284	114,243	36,200	6	36,206	33,553	51	33,604	69,753	57	69,810	182,712	1,341	184,053	
Senior secondary	63,984	2,969	66,953	21,285	42	21,327	21,406	71	21,477	42,691	113	42,804	106,675	3,082	109,757	
Total secondary	176,943	4,253	181,196	57,485	48	57,533	54,959	122	55,081	112,444	170	112,614	289,387	4,423	293,810	
<b>Total</b>	<b>506,944</b>	<b>8,629</b>	<b>515,573</b>	<b>141,003</b>	<b>102</b>	<b>141,105</b>	<b>113,464</b>	<b>220</b>	<b>113,684</b>	<b>254,467</b>	<b>322</b>	<b>254,789</b>	<b>761,411</b>	<b>8,951</b>	<b>770,362</b>	
<b>South Australia</b>																
Primary	106,165	36	106,201	28,287	13	28,300	25,979	6	25,985	54,266	19	54,285	160,431	55	160,486	
Junior secondary	37,175	88	37,263	12,417	0	12,417	12,137	18	12,155	24,554	18	24,572	61,729	106	61,835	
Senior secondary	23,204	2,196	25,400	7,908	57	7,965	7,876	91	7,967	15,784	148	15,932	38,988	2,344	41,332	
Total secondary	60,379	2,284	62,663	20,325	57	20,382	20,013	109	20,122	40,338	166	40,504	100,717	2,450	103,167	
<b>Total</b>	<b>166,544</b>	<b>2,320</b>	<b>168,864</b>	<b>48,612</b>	<b>70</b>	<b>48,682</b>	<b>45,992</b>	<b>115</b>	<b>46,107</b>	<b>94,604</b>	<b>185</b>	<b>94,789</b>	<b>261,148</b>	<b>2,505</b>	<b>263,653</b>	
<b>Western Australia</b>																
Primary	175,826	0	175,826	41,309	11	41,320	33,818	139	33,957	75,127	150	75,277	250,953	150	251,103	
Junior secondary	52,373	936	53,309	18,661	0	18,661	19,781	0	19,781	38,442	0	38,442	90,815	936	91,751	
Senior secondary	25,184	714	25,898	8,574	0	8,574	9,569	8	9,577	18,143	8	18,151	43,327	722	44,049	
Total secondary	77,557	1,650	79,207	27,235	0	27,235	29,350	8	29,358	56,585	8	56,593	134,142	1,658	135,800	
<b>Total</b>	<b>253,383</b>	<b>1,650</b>	<b>255,033</b>	<b>68,544</b>	<b>11</b>	<b>68,555</b>	<b>63,168</b>	<b>147</b>	<b>63,315</b>	<b>131,712</b>	<b>158</b>	<b>131,870</b>	<b>385,095</b>	<b>1,808</b>	<b>386,903</b>	
<b>Tasmania</b>																
Primary	31,801	12	31,813	7,620	3	7,623	4,148	44	4,192	11,768	47	11,815	43,569	59	43,628	
Junior secondary	16,967	15	16,982	5,383	0	5,383	3,564	23	3,587	8,947	23	8,970	25,914	38	25,952	
Senior secondary	6,989	1,154	8,143	1,772	3	1,775	1,388	13	1,401	3,160	16	3,176	10,149	1,170	11,319	
Total secondary	23,956	1,169	25,125	7,155	3	7,158	4,952	36	4,988	12,107	39	12,146	36,063	1,208	37,271	
<b>Total</b>	<b>55,757</b>	<b>1,181</b>	<b>56,938</b>	<b>14,775</b>	<b>6</b>	<b>14,781</b>	<b>9,100</b>	<b>80</b>	<b>9,180</b>	<b>23,875</b>	<b>86</b>	<b>23,961</b>	<b>79,632</b>	<b>1,267</b>	<b>80,899</b>	
<b>Northern Territory</b>																
Primary	18,837	37	18,874	2,800	0	2,800	2,589	0	2,589	5,389	0	5,389	24,226	37	24,263	
Junior secondary	7,733	64	7,797	1,583	0	1,583	2,879	0	2,879	4,462	0	4,462	12,195	64	12,259	
Senior secondary	2,800	70	2,870	428	3	431	760	7	767	1,188	10	1,198	3,988	80	4,068	
Total secondary	10,533	134	10,667	2,011	3	2,014	3,639	7	3,646	5,650	10	5,660	16,183	144	16,327	
<b>Total</b>	<b>29,370</b>	<b>171</b>	<b>29,541</b>	<b>4,811</b>	<b>3</b>	<b>4,814</b>	<b>6,228</b>	<b>7</b>	<b>6,235</b>	<b>11,039</b>	<b>10</b>	<b>11,049</b>	<b>40,409</b>	<b>181</b>	<b>40,590</b>	
<b>Australian Capital Territory</b>																
Primary	20,540	99	20,639	9,064	0	9,064	4,327	19	4,346	13,391	19	13,410	33,931	118	34,049	
Junior secondary	9,959	7	9,966	6,344	0	6,344	3,397	11	3,408	9,741	11	9,752	19,700	18	19,718	
Senior secondary	5,782	77	5,859	2,385	3	2,388	1,411	0	1,411	3,796	3	3,799	9,578	80	9,658	
Total secondary	15,741	84	15,825	8,729	3	8,732	4,808	11	4,819	13,537	14	13,551	29,278	98	29,376	
<b>Total</b>	<b>36,281</b>	<b>183</b>	<b>36,464</b>	<b>17,793</b>	<b>3</b>	<b>17,796</b>	<b>9,135</b>	<b>30</b>	<b>9,165</b>	<b>26,928</b>	<b>33</b>	<b>26,961</b>	<b>63,209</b>	<b>216</b>	<b>63,425</b>	
<b>Australia</b>																
Primary	1,462,201	4,990	1,467,191	409,669	270	409,939	250,166	434	250,600	659,835	704	660,539	2,122,036	5,694	2,127,730	
Junior secondary	612,197	2,701	614,898	233,594	28	233,622	181,084	337	181,421	414,678	365	415,043	1,026,875	3,066	1,029,941	
Senior secondary	281,317	11,618	292,935	105,316	182	105,498	89,061	354	89,415	194,377	536	194,913	475,694	12,154	487,848	
Total secondary	893,514	14,319	907,833	338,910	210	339,120	270,145	691	270,836	609,055	901	609,956	1,502,569	15,220	1,517,789	
<b>Total</b>	<b>2,355,715</b>	<b>19,309</b>	<b>2,375,024</b>	<b>748,579</b>	<b>480</b>	<b>749,059</b>	<b>520,311</b>	<b>1,125</b>	<b>521,436</b>	<b>1,268,890</b>	<b>1,605</b>	<b>1,270,495</b>	<b>3,624,605</b>	<b>20,914</b>	<b>3,645,519</b>	
<b>Number of full-time and part-time students enrolled by sector, Australia, 2009–13</b>																
<b>Total 2013</b>	<b>2,355,715</b>	<b>19,309</b>	<b>2,375,024</b>	<b>748,579</b>	<b>480</b>	<b>749,059</b>	<b>520,311</b>	<b>1,125</b>	<b>521,436</b>	<b>1,268,890</b>	<b>1,605</b>	<b>1,270,495</b>	<b>3,624,605</b>	<b>20,914</b>	<b>3,645,519</b>	
<b>Total 2012</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>Total 2011</b>	<b>2,294,958</b>	<b>20,295</b>	<b>2,315,253</b>	<b>724,016</b>	<b>578</b>	<b>724,594</b>	<b>500,558</b>	<b>1,404</b>	<b>501,962</b>	<b>1,224,574</b>	<b>1,982</b>	<b>1,226,556</b>	<b>3,519,532</b>	<b>22,277</b>	<b>3,541,809</b>	
<b>Total 2010</b>	<b>2,282,357</b>	<b>21,902</b>	<b>2,304,259</b>	<b>713,289</b>	<b>622</b>	<b>713,911</b>	<b>491,233</b>	<b>1,472</b>	<b>492,705</b>	<b>1,204,522</b>	<b>2,094</b>	<b>1,206,616</b>	<b>3,486,879</b>	<b>23,996</b>	<b>3,510,875</b>	
<b>Total 2009</b>	<b>2,273,906</b>	<b>20,732</b>	<b>2,294,638</b>	<b>704,096</b>	<b>741</b>	<b>704,837</b>	<b>483,471</b>	<b>1,858</b>	<b>485,329</b>	<b>1,187,567</b>	<b>2,599</b>	<b>1,190,166</b>	<b>3,461,473</b>	<b>23,331</b>	<b>3,484,804</b>	
<b>Number of full-time plus part-time students enrolled by state and territory, 2009–13</b>																
	NSW	Vic.	Qld	SA	WA	Tas.	NT <sup>(e)</sup>	ACT	Australia							
<b>Total 2013</b>	<b>1,155,249</b>	<b>884,438</b>	<b>770,362</b>	<b>263,653</b>	<b>386,903</b>	<b>80,899</b>	<b>40,590</b>	<b>63,425</b>	<b>3,645,519</b>							
<b>Total 2012</b>	<b>1,140,066</b>	<b>870,050</b>	<b>756,661</b>	<b>262,093</b>	<b>376,317</b>	<b>82,477</b>	<b>40,114</b>	<b>62,208</b>	<b>3,589,986</b>							
<b>Total 2011</b>	<b>1,130,656</b>	<b>859,308</b>	<b>740,774</b>	<b>261,246</b>	<b>366,000</b>	<b>83,294</b>	<b>39,598</b>	<b>60,933</b>	<b>3,541,809</b>							
<b>Total 2010</b>	<b>1,121,435</b>	<b>852,599</b>	<b>731,617</b>	<b>261,596</b>	<b>360,762</b>	<b>83,082</b>	<b>39,391</b>	<b>60,393</b>	<b>3,510,875</b>							
<b>Total 2009</b>	<b>1,113,216</b>	<b>847,825</b>	<b>724,426</b>	<b>260,474</b>	<b>357,172</b>	<b>82,955</b>	<b>38,818</b>	<b>59,918</b>	<b>3,484,804</b>							

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 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, 2013*

**Table 3** 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, 2013; number and full-time equivalent (FTE) of part-time students, by sector, 2009–13

	Government		Non-government				All schools		PT	FTE
	PT	FTE	Catholic		Independent		Total			
	PT	FTE	PT	FTE	PT	FTE	PT	FTE	PT	FTE
<b>New South Wales</b>										
Primary	0	0	17	8	50	28	67	36	67	36
Junior secondary	0	0	3	1	200	144	203	144	203	144
Senior secondary	2,292	1,352	57	30	79	46	136	76	2,428	1,428
Total secondary	2,292	1,352	60	30	279	190	339	220	2,631	1,572
<b>Total</b>	<b>2,292</b>	<b>1,352</b>	<b>77</b>	<b>38</b>	<b>329</b>	<b>219</b>	<b>406</b>	<b>256</b>	<b>2,698</b>	<b>1,608</b>
<b>Victoria</b>										
Primary	430	215	172	76	78	50	250	126	680	341
Junior secondary	307	129	19	9	34	17	53	26	360	155
Senior secondary	2,146	997	17	10	85	45	102	54	2,248	1,051
Total secondary	2,453	1,125	36	19	119	62	155	80	2,608	1,206
<b>Total</b>	<b>2,883</b>	<b>1,340</b>	<b>208</b>	<b>95</b>	<b>197</b>	<b>112</b>	<b>405</b>	<b>206</b>	<b>3,288</b>	<b>1,546</b>
<b>Queensland</b>										
Primary	4,376	1,160	54	28	98	52	152	80	4,528	1,239
Junior secondary	1,284	437	6	3	51	27	57	30	1,341	467
Senior secondary	2,969	1,130	42	15	71	42	113	56	3,082	1,186
Total secondary	4,253	1,568	48	17	122	69	170	86	4,423	1,654
<b>Total</b>	<b>8,629</b>	<b>2,727</b>	<b>102</b>	<b>45</b>	<b>220</b>	<b>121</b>	<b>322</b>	<b>166</b>	<b>8,951</b>	<b>2,893</b>
<b>South Australia</b>										
Primary	36	10	13	9	6	3	19	12	55	23
Junior secondary	88	29	0	0	18	4	18	4	106	33
Senior secondary	2,196	1,031	57	30	91	47	148	77	2,344	1,108
Total secondary	2,284	1,060	57	30	109	51	166	81	2,450	1,141
<b>Total</b>	<b>2,320</b>	<b>1,070</b>	<b>70</b>	<b>39</b>	<b>115</b>	<b>54</b>	<b>185</b>	<b>93</b>	<b>2,505</b>	<b>1,163</b>
<b>Western Australia</b>										
Primary	0	0	11	7	139	68	150	75	150	75
Junior secondary	936	206	0	0	0	0	0	0	936	206
Senior secondary	714	364	0	0	8	4	8	4	722	368
Total secondary	1,650	570	0	0	8	4	8	4	1,658	574
<b>Total</b>	<b>1,650</b>	<b>570</b>	<b>11</b>	<b>7</b>	<b>147</b>	<b>72</b>	<b>158</b>	<b>79</b>	<b>1,808</b>	<b>649</b>
<b>Tasmania</b>										
Primary	12	8	3	1	44	19	47	21	59	28
Junior secondary	15	8	0	0	23	11	23	11	38	19
Senior secondary	1,154	718	3	1	13	8	16	9	1,170	727
Total secondary	1,169	726	3	1	36	19	39	20	1,208	746
<b>Total</b>	<b>1,181</b>	<b>734</b>	<b>6</b>	<b>3</b>	<b>80</b>	<b>38</b>	<b>86</b>	<b>40</b>	<b>1,267</b>	<b>774</b>
<b>Northern Territory</b>										
Primary	37	18	0	0	0	0	0	0	37	18
Junior secondary	64	23	0	0	0	0	0	0	64	23
Senior secondary	70	31	3	2	7	4	10	6	80	36
Total secondary	134	53	3	2	7	4	10	6	144	59
<b>Total</b>	<b>171</b>	<b>71</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>181</b>	<b>77</b>
<b>Australian Capital Territory</b>										
Primary	99	47	0	0	19	14	19	14	118	60
Junior secondary	7	3	0	0	11	6	11	6	18	9
Senior secondary	77	53	3	2	0	0	3	2	80	55
Total secondary	84	56	3	2	11	6	14	8	98	63
<b>Total</b>	<b>183</b>	<b>102</b>	<b>3</b>	<b>2</b>	<b>30</b>	<b>20</b>	<b>33</b>	<b>22</b>	<b>216</b>	<b>124</b>
<b>Australia</b>										
Primary	4,990	1,457	270	129	434	234	704	363	5,694	1,820
Junior secondary	2,701	835	28	12	337	209	365	221	3,066	1,056
Senior secondary	11,618	5,674	182	89	354	195	536	284	12,154	5,958
Total secondary	14,319	6,509	210	101	691	404	901	505	15,220	7,014
<b>Total</b>	<b>19,309</b>	<b>7,966</b>	<b>480</b>	<b>229</b>	<b>1,125</b>	<b>638</b>	<b>1,605</b>	<b>868</b>	<b>20,914</b>	<b>8,834</b>
<b>Number and full-time equivalent (FTE) of part-time students, by sector, 2009–13</b>										
<b>Total 2013</b>	19,309	7,966	480	229	1,125	638	1,605	868	20,914	8,834
<b>Total 2012</b>	21,162	8,698.3	491	254.4	1,268	734.9	1,759	989.3	22,921	9,687.6
<b>Total 2011</b>	20,295	8,823.5	578	302.9	1,404	860.5	1,982	1,163.4	22,277	9,986.9
<b>Total 2010</b>	21,902	9,441.0	622	334.5	1,472	912.8	2,094	1,247.3	23,996	10,688.3
<b>Total 2009</b>	20,732	9,335.8	741	408.9	1,858	1,167.4	2,599	1,576.3	23,331	10,912.1

- (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.

**Table 4 Proportion of full-time equivalent (FTE)<sup>(a)</sup> of students enrolled in schools by school sector and level of education<sup>(b)(c)(d)(e)</sup>, by state and territory, 2009 and 2013 (per cent)**

	2009			2013		
	Government	Catholic	Independent	Government	Catholic	Independent
<b>New South Wales</b>						
Primary	69.6	20.0	10.4	69.3	19.9	10.8
Junior secondary	62.7	23.2	14.1	60.6	24.2	15.2
Senior secondary	60.1	24.0	15.9	60.1	24.2	15.7
Total secondary	62.0	23.4	14.6	60.5	24.2	15.3
<b>Total</b>	<b>66.2</b>	<b>21.5</b>	<b>12.2</b>	<b>65.4</b>	<b>21.8</b>	<b>12.8</b>
<b>Victoria</b>						
Primary	68.1	21.9	10.0	67.4	22.1	10.5
Junior secondary	59.1	22.8	18.1	57.2	24.1	18.7
Senior secondary	57.0	22.0	20.9	56.9	23.2	19.9
Total secondary	58.5	22.6	18.9	57.1	23.8	19.1
<b>Total</b>	<b>63.7</b>	<b>22.2</b>	<b>14.1</b>	<b>62.9</b>	<b>22.9</b>	<b>14.3</b>
<b>Queensland</b>						
Primary	70.8	17.2	12.0	70.0	17.7	12.4
Junior secondary	63.4	18.6	18.0	61.9	19.8	18.3
Senior secondary	60.8	19.1	20.1	60.4	19.7	19.9
Total secondary	62.5	18.8	18.7	61.3	19.8	18.9
<b>Total</b>	<b>67.6</b>	<b>17.8</b>	<b>14.6</b>	<b>66.7</b>	<b>18.5</b>	<b>14.9</b>
<b>South Australia</b>						
Primary	66.7	18.0	15.4	66.2	17.6	16.2
Junior secondary	61.9	19.5	18.7	60.2	20.1	19.7
Senior secondary	59.8	18.4	21.8	60.4	19.8	19.8
Total secondary	61.1	19.1	19.8	60.3	20.0	19.7
<b>Total</b>	<b>64.5</b>	<b>18.4</b>	<b>17.1</b>	<b>63.9</b>	<b>18.5</b>	<b>17.6</b>
<b>Western Australia</b>						
Primary	70.2	17.2	12.6	70.0	16.5	13.5
Junior secondary	58.0	20.5	21.5	57.8	20.5	21.7
Senior secondary	59.2	19.6	21.2	58.5	19.6	21.9
Total secondary	58.5	20.2	21.4	58.0	20.2	21.8
<b>Total</b>	<b>65.6</b>	<b>18.3</b>	<b>16.0</b>	<b>65.8</b>	<b>17.8</b>	<b>16.4</b>
<b>Tasmania</b>						
Primary	74.5	16.7	8.7	73.0	17.5	9.6
Junior secondary	67.0	19.1	13.9	65.5	20.8	13.8
Senior secondary	70.1	14.8	15.2	70.9	16.3	12.8
Total secondary	67.9	17.9	14.3	67.1	19.4	13.5
<b>Total</b>	<b>71.5</b>	<b>17.3</b>	<b>11.3</b>	<b>70.3</b>	<b>18.4</b>	<b>11.4</b>
<b>Northern Territory</b>						
Primary	78.2	12.1	9.6	77.8	11.5	10.7
Junior secondary	65.2	12.9	21.9	63.5	13.0	23.6
Senior secondary	75.7	11.2	13.1	70.3	10.7	19.0
Total secondary	67.8	12.5	19.8	65.2	12.4	22.4
<b>Total</b>	<b>74.1</b>	<b>12.3</b>	<b>13.7</b>	<b>72.7</b>	<b>11.9</b>	<b>15.4</b>
<b>Australian Capital Territory</b>						
Primary	60.2	28.2	11.6	60.6	26.7	12.8
Junior secondary	50.7	31.9	17.4	50.5	32.2	17.3
Senior secondary	61.5	25.2	13.4	60.6	24.8	14.6
Total secondary	54.2	29.8	16.1	53.8	29.8	16.4
<b>Total</b>	<b>57.3</b>	<b>28.9</b>	<b>13.7</b>	<b>57.4</b>	<b>28.1</b>	<b>14.5</b>
<b>Australia</b>						
Primary	69.4	19.3	11.3	68.9	19.3	11.8
Junior secondary	61.3	21.8	16.9	59.6	22.7	17.6
Senior secondary	59.7	21.2	19.0	59.6	21.9	18.5
Total secondary	60.8	21.6	17.6	59.6	22.5	17.9
<b>Total</b>	<b>65.8</b>	<b>20.3</b>	<b>14.0</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, 2013*

**Table 5 Full-time equivalent (FTE)<sup>(a)</sup> of students enrolled, by level of education<sup>(b)(c)(d)(e)</sup>, school sector and sex, by state and territory, 2013; full-time equivalent (FTE) of students enrolled by school sector and sex, Australia, 2009–13; full-time equivalent (FTE) of students enrolled by state and territory, 2009–13**

	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	231,628	217,131	448,759	65,102	63,661	128,763	36,066	33,569	69,634	101,168	97,229	198,397	332,796	314,360	647,156	
Junior secondary	113,453	105,390	218,843	44,407	42,899	87,306	27,970	26,908	54,878	72,376	69,807	142,183	185,829	175,197	361,026	
Senior secondary	42,514	45,230	87,744	17,337	17,964	35,302	11,442	11,489	22,931	28,779	29,454	58,233	71,293	74,683	145,977	
Total secondary	155,967	150,620	306,587	61,744	60,863	122,607	39,412	38,397	77,809	101,156	99,261	200,416	257,123	249,880	507,003	
<b>Total</b>	<b>387,595</b>	<b>367,751</b>	<b>755,346</b>	<b>126,846</b>	<b>124,524</b>	<b>251,370</b>	<b>75,478</b>	<b>71,966</b>	<b>147,444</b>	<b>202,323</b>	<b>196,490</b>	<b>398,813</b>	<b>589,918</b>	<b>564,241</b>	<b>1,154,159</b>	
<b>Victoria</b>																
Primary	171,551	158,936	330,487	54,818	53,574	108,392	25,140	26,104	51,244	79,958	79,678	159,636	251,509	238,614	490,123	
Junior secondary	82,602	73,714	156,317	32,448	33,262	65,710	25,320	25,736	51,056	57,768	58,998	116,766	140,371	132,712	273,083	
Senior secondary	34,003	33,976	67,979	13,196	14,506	27,702	11,656	12,155	23,811	24,851	26,661	51,512	58,854	60,637	119,491	
Total secondary	116,605	107,690	224,295	45,644	47,768	93,412	36,976	37,891	74,867	82,620	85,659	168,278	199,224	193,349	392,574	
<b>Total</b>	<b>288,156</b>	<b>266,626</b>	<b>554,782</b>	<b>100,462</b>	<b>101,342</b>	<b>201,804</b>	<b>62,116</b>	<b>63,995</b>	<b>126,111</b>	<b>162,577</b>	<b>165,337</b>	<b>327,914</b>	<b>450,733</b>	<b>431,963</b>	<b>882,696</b>	
<b>Queensland</b>																
Primary	172,128	159,033	331,161	42,614	40,932	83,546	29,449	29,108	58,557	72,063	70,039	142,103	244,191	229,072	473,263	
Junior secondary	58,866	54,531	113,396	18,502	17,700	36,203	16,609	16,972	33,580	35,111	34,672	69,783	93,977	89,203	183,179	
Senior secondary	32,247	32,868	65,114	10,622	10,677	21,300	10,561	10,886	21,448	21,184	21,563	42,747	53,430	54,431	107,861	
Total secondary	91,112	87,398	178,511	29,125	28,378	57,502	27,170	27,858	55,028	56,295	56,236	112,530	147,407	143,634	291,041	
<b>Total</b>	<b>263,240</b>	<b>246,431</b>	<b>509,671</b>	<b>71,739</b>	<b>69,309</b>	<b>141,048</b>	<b>56,619</b>	<b>56,966</b>	<b>113,585</b>	<b>128,358</b>	<b>126,275</b>	<b>254,633</b>	<b>391,598</b>	<b>372,706</b>	<b>764,304</b>	
<b>South Australia</b>																
Primary	54,957	51,218	106,175	14,351	13,945	28,296	12,929	13,054	25,982	27,279	26,999	54,278	82,237	78,217	160,454	
Junior secondary	19,543	17,662	37,204	6,080	6,337	12,417	6,115	6,026	12,141	12,195	12,363	24,558	31,738	30,025	61,762	
Senior secondary	12,129	12,106	24,235	3,881	4,057	7,938	3,842	4,081	7,923	7,723	8,138	15,861	19,852	20,243	40,096	
Total secondary	31,672	29,767	61,439	9,961	10,394	20,355	9,956	10,108	20,064	19,918	20,501	40,419	51,590	50,268	101,858	
<b>Total</b>	<b>86,629</b>	<b>80,985</b>	<b>167,614</b>	<b>24,312</b>	<b>24,339</b>	<b>48,651</b>	<b>22,885</b>	<b>23,161</b>	<b>46,046</b>	<b>47,197</b>	<b>47,500</b>	<b>94,697</b>	<b>133,826</b>	<b>128,485</b>	<b>262,311</b>	
<b>Western Australia</b>																
Primary	91,106	84,720	175,826	20,744	20,572	41,316	16,923	16,964	33,886	37,666	37,535	75,202	128,772	122,255	251,028	
Junior secondary	27,611	24,968	52,579	9,217	9,444	18,661	10,003	9,778	19,781	19,220	19,222	38,442	46,831	44,190	91,021	
Senior secondary	13,159	12,389	25,548	4,189	4,385	8,574	4,727	4,847	9,573	8,916	9,232	18,147	22,074	21,621	43,695	
Total secondary	40,770	37,357	78,127	13,406	13,829	27,235	14,730	14,625	29,354	28,136	28,454	56,599	68,906	65,811	134,716	
<b>Total</b>	<b>131,876</b>	<b>122,077</b>	<b>253,953</b>	<b>34,150</b>	<b>34,401</b>	<b>68,551</b>	<b>31,652</b>	<b>31,588</b>	<b>63,240</b>	<b>65,802</b>	<b>65,989</b>	<b>131,791</b>	<b>197,678</b>	<b>188,066</b>	<b>385,744</b>	
<b>Tasmania</b>																
Primary	16,458	15,351	31,809	3,776	3,845	7,621	2,107	2,060	4,167	5,884	5,905	11,789	22,341	21,256	43,597	
Junior secondary	8,825	8,150	16,975	2,670	2,713	5,383	1,834	1,741	3,575	4,504	4,454	8,958	13,330	12,603	25,933	
Senior secondary	3,818	3,889	7,707	843	930	1,773	710	686	1,396	1,553	1,617	3,169	5,371	5,505	10,876	
Total secondary	12,643	12,039	24,682	3,513	3,643	7,156	2,544	2,427	4,971	6,057	6,070	12,127	18,700	18,109	36,809	
<b>Total</b>	<b>29,101</b>	<b>27,390</b>	<b>56,491</b>	<b>7,289</b>	<b>7,488</b>	<b>14,778</b>	<b>4,651</b>	<b>4,487</b>	<b>9,138</b>	<b>11,940</b>	<b>11,975</b>	<b>23,915</b>	<b>41,041</b>	<b>39,365</b>	<b>80,406</b>	
<b>Northern Territory</b>																
Primary	9,656	9,199	18,855	1,426	1,374	2,800	1,299	1,290	2,589	2,725	2,664	5,389	12,381	11,863	24,244	
Junior secondary	4,122	3,634	7,756	786	797	1,583	1,427	1,452	2,879	2,213	2,249	4,462	6,335	5,883	12,218	
Senior secondary	1,413	1,417	2,831	219	211	430	374	390	764	593	601	1,194	2,006	2,018	4,024	
Total secondary	5,535	5,051	10,586	1,005	1,008	2,013	1,801	1,842	3,643	2,806	2,850	5,656	8,341	7,901	16,242	
<b>Total</b>	<b>15,191</b>	<b>14,250</b>	<b>29,441</b>	<b>2,431</b>	<b>2,382</b>	<b>4,813</b>	<b>3,100</b>	<b>3,132</b>	<b>6,232</b>	<b>5,531</b>	<b>5,514</b>	<b>11,045</b>	<b>20,722</b>	<b>19,763</b>	<b>40,486</b>	
<b>Australian Capital Territory</b>																
Primary	10,629	9,957	20,587	4,683	4,381	9,064	2,150	2,191	4,341	6,833	6,572	13,405	17,462	16,529	33,991	
Junior secondary	5,083	4,879	9,962	3,167	3,177	6,344	1,719	1,684	3,403	4,886	4,861	9,747	9,969	9,740	19,709	
Senior secondary	2,844	2,991	5,835	1,255	1,132	2,387	707	704	1,411	1,962	1,836	3,798	4,806	4,827	9,633	
Total secondary	7,927	7,870	15,797	4,422	4,309	8,731	2,426	2,388	4,814	6,848	6,697	13,545	14,775	14,567	29,341	
<b>Total</b>	<b>18,556</b>	<b>17,827</b>	<b>36,383</b>	<b>9,105</b>	<b>8,690</b>	<b>17,795</b>	<b>4,576</b>	<b>4,579</b>	<b>9,155</b>	<b>13,681</b>	<b>13,269</b>	<b>26,950</b>	<b>32,237</b>	<b>31,096</b>	<b>63,333</b>	
<b>Australia</b>																
Primary	758,113	705,544	1,463,658	207,514	202,284	409,798	126,062	124,338	250,400	333,576	326,622	660,198	1,091,689	1,032,166	2,123,856	
Junior secondary	320,105	292,927	613,032	117,277	116,329	233,606	90,996	90,297	181,293	208,273	206,626	414,899	528,378	499,553	1,027,931	
Senior secondary	142,127	144,865	286,991	51,543	53,862	105,405	44,018	45,238	89,256	95,561	99,100	194,661	237,687	243,965	481,652	
Total secondary	462,231	447,792	900,023	168,820	170,191	339,011	135,014	135,535	270,549	303,834	305,726	609,560	766,065	743,518	1,509,583	
<b>Total</b>	<b>1,220,345</b>	<b>1,143,336</b>	<b>2,363,681</b>	<b>376,334</b>	<b>372,475</b>	<b>748,808</b>	<b>261,076</b>	<b>259,873</b>	<b>520,949</b>	<b>637,410</b>	<b>632,348</b>	<b>1,269,758</b>	<b>1,857,754</b>	<b>1,775,684</b>	<b>3,633,439</b>	
<b>Full-time equivalent (FTE) of students enrolled by school sector and non-government affiliation and sex, Australia, 2009–13</b>																
<b>Total 2013</b>	<b>1,220,345</b>	<b>1,143,336</b>	<b>2,363,681</b>	<b>376,334</b>	<b>372,475</b>	<b>748,808</b>	<b>261,076</b>	<b>259,873</b>	<b>520,949</b>	<b>637,410</b>	<b>632,348</b>	<b>1,269,758</b>	<b>1,857,754</b>	<b>1,775,684</b>	<b>3,633,439</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>1,116,262</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>Full-time equivalent (FTE) of students enrolled by state and territory, 2009–13</b>																
<b>Total 2013</b>	<b>1,154,159</b>	<b>882,696</b>	<b>764,304</b>	<b>262,311</b>	<b>385,744</b>	<b>80,406</b>	<b>40,486</b>	<b>63,333</b>								
<b>Total 2012</b>	<b>1,138,990</b>	<b>868,320</b>	<b>750,467</b>	<b>260,501</b>	<b>374</b>											

**Table 6 Number of full-time students, actual and projected, by level of education and school 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
1986	1,290,062	409,990	1,700,052	917,739	383,598	1,301,337	2,207,801	793,588	3,001,389
1990	1,322,543	440,951	1,763,494	870,804	407,359	1,278,163	2,193,347	848,310	3,041,657
1991	1,338,616	447,913	1,786,529	878,610	409,998	1,288,608	2,217,226	857,911	3,075,137
1992	1,351,665	452,705	1,804,370	882,418	412,178	1,294,596	2,234,083	864,883	3,098,966
1993	1,359,425	456,641	1,816,066	868,631	413,678	1,282,309	2,228,056	870,319	3,098,375
1994	1,360,771	464,969	1,825,740	854,179	419,473	1,273,652	2,214,950	884,442	3,099,392
1995	1,361,287	472,394	1,833,681	846,566	429,090	1,275,656	2,207,853	901,484	3,109,337
1996	1,367,406	480,763	1,848,169	854,151	440,760	1,294,911	2,221,557	921,523	3,143,080
1997	1,367,007	488,782	1,855,789	863,045	452,790	1,315,835	2,230,052	941,572	3,171,624
1998	1,372,430	497,421	1,869,851	866,945	461,858	1,328,803	2,239,375	959,279	3,198,654
1999	1,378,879	506,479	1,885,358	868,795	472,497	1,341,292	2,247,674	978,976	3,226,650
2000	1,386,073	517,808	1,903,881	862,214	481,330	1,343,544	2,248,287	999,138	3,247,425
2001	1,384,866	527,675	1,912,541	863,353	492,283	1,355,636	2,248,219	1,019,958	3,268,177
2002	1,391,750	539,596	1,931,346	865,587	504,843	1,370,430	2,257,337	1,044,439	3,301,776
2003	1,383,713	545,457	1,929,170	870,919	518,531	1,389,450	2,254,632	1,063,988	3,318,620
2004	1,378,373	553,418	1,931,791	871,653	528,822	1,400,475	2,250,026	1,082,240	3,332,266
2005	1,370,384	561,785	1,932,169	875,703	540,267	1,415,970	2,246,087	1,102,052	3,348,139
2006	1,366,259	569,938	1,936,197	881,970	550,560	1,432,530	2,248,229	1,120,498	3,368,727
2007	1,381,557	587,746	1,969,303	886,820	560,400	1,447,220	2,268,377	1,148,146	3,416,523
2008	1,376,066	597,436	1,973,502	888,488	572,300	1,460,788	2,264,554	1,169,736	3,434,290
2009	1,379,598	607,264	1,986,862	894,308	580,303	1,474,611	2,273,906	1,187,567	3,461,473
2010	1,389,263	621,064	2,010,327	893,094	583,458	1,476,552	2,282,357	1,204,522	3,486,879
2011	1,403,423	633,725	2,037,148	891,535	590,849	1,482,384	2,294,958	1,224,574	3,519,532
2012	1,430,269	646,709	2,076,978	890,948	599,139	1,490,087	2,321,217	1,245,848	3,567,065
<b>2013</b>	<b>1,462,201</b>	<b>659,835</b>	<b>2,122,036</b>	<b>893,514</b>	<b>609,055</b>	<b>1,502,569</b>	<b>2,355,715</b>	<b>1,268,890</b>	<b>3,624,605</b>
2014 <sup>(a)</sup>	1,501,508	673,977	2,175,485	891,852	618,838	1,510,690	2,393,360	1,292,815	3,686,175
2015 <sup>(c)</sup>	1,496,683	660,626	2,157,308	934,891	662,138	1,597,029	2,431,574	1,322,763	3,754,337
2016	1,526,591	670,497	2,197,088	934,752	673,114	1,607,866	2,461,343	1,343,611	3,804,955
2017	1,563,630	684,364	2,247,994	938,791	683,575	1,622,367	2,502,421	1,367,940	3,870,361
2018	1,595,748	696,859	2,292,607	951,873	696,462	1,648,335	2,547,621	1,393,321	3,940,942
2019	1,621,188	707,720	2,328,908	978,223	712,351	1,690,575	2,599,411	1,420,072	4,019,483
2020	1,644,502	717,798	2,362,300	1,019,249	735,483	1,754,732	2,663,752	1,453,281	4,117,033
2021	1,668,333	727,823	2,396,156	1,052,092	753,893	1,805,984	2,720,425	1,481,716	4,202,140
2022	1,693,850	738,574	2,432,424	1,082,214	770,507	1,852,721	2,776,064	1,509,081	4,285,145
2023	1,727,667	753,301	2,480,968	1,103,472	782,435	1,885,907	2,831,140	1,535,736	4,366,875

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

- (a) Figures for 2014 and beyond are projections based on 2012 and 2013 actual enrolments and the maintenance of 2012–13 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 and Training; ABS, Cat. No. 4221.0, *Schools, Australia*, 2013

**Table 7** 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, 2013

Learning area	Males		Females		Total	
	Students	% <sup>(d)</sup>	Students	% <sup>(d)</sup>	Students	% <sup>(d)</sup>
English	82,275	75	97,120	84	179,395	80
Mathematics	82,415	75	79,952	70	162,367	72
Humanities and Social Sciences	58,005	53	75,097	65	133,102	59
Sciences	53,022	48	60,447	53	113,469	51
The Arts	23,091	21	41,491	36	64,582	29
Languages	8,590	8	14,889	13	23,479	10
Information and Communication Technology, and Design and Technology	46,349	42	33,033	29	79,382	35
Health and Physical Education	28,277	26	36,597	32	64,874	29
<b>Total subject enrolment</b>	<b>382,024</b>		<b>438,626</b>		<b>820,650</b>	
<b>Total Year 12 full-time students</b>	<b>109,353</b>		<b>114,947</b>		<b>224,300</b>	
<b>Total Year 12 FTE<sup>(e)</sup></b>	<b>110,799</b>		<b>116,778</b>		<b>227,577</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 Department of Education and Training, derived from data supplied by state and territory curriculum, assessment and certification authorities; ABS, Cat. No. 4221.0, *Schools, Australia*, 2013



**Table 8** Year 12 enrolments<sup>(a)</sup> in tertiary-recognised<sup>(b)</sup> languages, Australia, 2009–13 (per cent)

Language	2009	2010	2011	2012	2013
Japanese	19	20	20	20	20
French <sup>(c)</sup>	18	20	20	21	21
German	8	8	8	8	7
Chinese <sup>(c)</sup>	22	20	20	19	19
Italian <sup>(c)</sup>	9	9	9	9	9
Indonesian <sup>(c)</sup>	5	5	4	4	4
Greek	2	2	2	2	2
Vietnamese <sup>(c)</sup>	3	3	4	3	3
Spanish	3	3	3	3	3
Arabic	2	2	2	2	2
Other	9	9	9	9	9
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Notes:

- (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.
- (c) Revisions to 2011 and 2012 data. All revisions are 1 per cent or less in magnitude.

Source: Australian Government Department of Education and Training, derived from data supplied by state and territory Curriculum, Assessment and Certification Authorities.

Staffing

**Table 9 Full-time equivalent (FTE)<sup>(a)</sup> of school staff<sup>(b)</sup> by major function, school sector, school level and sex, Australia, 2013; FTE of school staff by school sector and sex, 2009–13**

Major function	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
<b>Government</b>									
Teaching	17,755	77,372	95,126	29,205	43,572	72,777	46,959	120,944	167,903
Specialist support	578	2,566	3,143	580	1,993	2,573	1,157	4,559	5,716
Administrative & clerical (including teacher aides and assistants)	1,944	32,122	34,066	2,861	19,066	21,928	4,805	51,189	55,994
Building operations, general maintenance & other	2,339	239	2,578	1,623	181	1,804	3,962	419	4,381
<b>Total</b>	<b>22,615</b>	<b>112,299</b>	<b>134,913</b>	<b>34,269</b>	<b>64,812</b>	<b>99,081</b>	<b>56,884</b>	<b>177,111</b>	<b>233,994</b>
<b>Catholic</b>									
Teaching	4,147	19,730	23,877	11,013	15,638	26,651	15,160	35,367	50,527
Specialist support	58	374	432	305	680	985	362	1,055	1,417
Administrative & clerical (including teacher aides and assistants)	340	6,623	6,963	1,766	6,357	8,123	2,106	12,980	15,086
Building operations, general maintenance & other	512	355	867	1,185	557	1,743	1,697	912	2,609
<b>Total</b>	<b>5,056</b>	<b>27,081</b>	<b>32,138</b>	<b>14,269</b>	<b>23,232</b>	<b>37,502</b>	<b>19,325</b>	<b>50,314</b>	<b>69,639</b>
<b>Independent</b>									
Teaching	3,909	13,105	17,015	11,599	14,541	26,140	15,508	27,646	43,154
Specialist support	170	623	793	615	865	1,480	784	1,488	2,273
Administrative & clerical (including teacher aides and assistants)	1,098	5,921	7,019	2,066	6,360	8,426	3,164	12,281	15,445
Building operations, general maintenance & other	1,120	382	1,501	1,745	605	2,349	2,864	986	3,851
<b>Total</b>	<b>6,297</b>	<b>20,031</b>	<b>26,327</b>	<b>16,024</b>	<b>22,371</b>	<b>38,395</b>	<b>22,320</b>	<b>42,402</b>	<b>64,722</b>
<b>Non-government</b>									
Teaching	8,056	32,835	40,891	22,612	30,179	52,790	30,668	63,014	93,682
Specialist support	227	997	1,225	919	1,546	2,465	1,147	2,543	3,689
Administrative & clerical (including teacher aides and assistants)	1,438	12,544	13,981	3,832	12,718	16,549	5,269	25,261	30,530
Building operations, general maintenance & other	1,632	736	2,368	2,930	1,162	4,092	4,562	1,898	6,460
<b>Total</b>	<b>11,353</b>	<b>47,112</b>	<b>58,465</b>	<b>30,293</b>	<b>45,604</b>	<b>75,897</b>	<b>41,646</b>	<b>92,716</b>	<b>134,361</b>
<b>All schools</b>									
Teaching	25,811	110,206	136,017	51,817	73,751	125,568	77,628	183,957	261,585
Specialist support	805	3,563	4,368	1,499	3,539	5,038	2,304	7,102	9,405
Administrative & clerical (including teacher aides and assistants)	3,382	44,666	48,048	6,693	31,784	38,477	10,075	76,450	86,524
Building operations, general maintenance & other	3,970	975	4,945	4,553	1,342	5,896	8,524	2,317	10,841
<b>Total</b>	<b>33,968</b>	<b>159,410</b>	<b>193,378</b>	<b>64,562</b>	<b>110,416</b>	<b>174,978</b>	<b>98,530</b>	<b>269,826</b>	<b>368,356</b>
<b>FTE of school staff by school sector and sex, 2009–13</b>									
<b>Total 2013</b>	<b>33,968</b>	<b>159,410</b>	<b>193,378</b>	<b>64,562</b>	<b>110,416</b>	<b>174,978</b>	<b>98,530</b>	<b>269,826</b>	<b>368,356</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>

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, 2013* and earlier publications

Table 10

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, 2013; FTE staff by state and territory, 2009–13

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia	Males	Females
<b>Government</b>											
<b>Teaching</b>											
Primary	29,025	21,566	20,989	7,126	11,112	2,176	1,560	1,574	95,126	17,755	77,372
Secondary	24,883	18,394	14,192	4,671	6,484	1,871	959	1,323	72,777	29,205	43,572
<b>Total</b>	<b>53,907</b>	<b>39,960</b>	<b>35,181</b>	<b>11,796</b>	<b>17,596</b>	<b>4,047</b>	<b>2,519</b>	<b>2,897</b>	<b>167,903</b>	<b>46,959</b>	<b>120,944</b>
<b>Non-teaching</b>											
Primary	9,834	7,735	9,543	3,202	7,119	992	863	500	39,787	4,860	34,927
Secondary	6,924	6,879	5,356	1,962	3,465	833	420	465	26,304	5,064	21,240
<b>Total</b>	<b>16,758</b>	<b>14,614</b>	<b>14,899</b>	<b>5,164</b>	<b>10,584</b>	<b>1,824</b>	<b>1,284</b>	<b>965</b>	<b>66,091</b>	<b>9,924</b>	<b>56,167</b>
<b>Total government</b>	<b>70,665</b>	<b>54,574</b>	<b>50,080</b>	<b>16,960</b>	<b>28,180</b>	<b>5,871</b>	<b>3,802</b>	<b>3,862</b>	<b>233,994</b>	<b>56,884</b>	<b>177,111</b>
<b>Catholic</b>											
<b>Teaching</b>											
Primary	7,179	6,894	4,656	1,715	2,333	419	188	492	23,877	4,147	19,730
Secondary	9,431	7,374	4,504	1,651	2,304	548	198	640	26,651	11,013	15,638
<b>Total</b>	<b>16,611</b>	<b>14,268</b>	<b>9,160</b>	<b>3,367</b>	<b>4,637</b>	<b>968</b>	<b>386</b>	<b>1,132</b>	<b>50,527</b>	<b>15,160</b>	<b>35,367</b>
<b>Non-teaching</b>											
Primary	1,959	1,824	2,011	688	1,309	204	158	109	8,261	909	7,352
Secondary	3,005	3,224	2,263	672	1,070	241	130	247	10,851	3,256	7,595
<b>Total</b>	<b>4,964</b>	<b>5,048</b>	<b>4,273</b>	<b>1,359</b>	<b>2,379</b>	<b>444</b>	<b>289</b>	<b>356</b>	<b>19,112</b>	<b>4,165</b>	<b>14,947</b>
<b>Total Catholic</b>	<b>21,574</b>	<b>19,316</b>	<b>13,433</b>	<b>4,726</b>	<b>7,016</b>	<b>1,412</b>	<b>675</b>	<b>1,488</b>	<b>69,639</b>	<b>19,325</b>	<b>50,314</b>
<b>Independent</b>											
<b>Teaching</b>											
Primary	4,890	4,009	3,505	1,711	2,118	321	159	301	17,015	3,909	13,105
Secondary	7,556	7,802	4,709	1,842	2,966	504	323	439	26,140	11,599	14,541
<b>Total</b>	<b>12,445</b>	<b>11,811</b>	<b>8,214</b>	<b>3,553</b>	<b>5,085</b>	<b>825</b>	<b>482</b>	<b>740</b>	<b>43,154</b>	<b>15,508</b>	<b>27,646</b>
<b>Non-teaching</b>											
Primary	2,327	1,938	2,491	754	1,393	187	103	120	9,312	2,387	6,925
Secondary	3,217	3,369	2,750	847	1,396	263	217	197	12,255	4,425	7,830
<b>Total</b>	<b>5,545</b>	<b>5,307</b>	<b>5,241</b>	<b>1,601</b>	<b>2,788</b>	<b>450</b>	<b>320</b>	<b>317</b>	<b>21,568</b>	<b>6,812</b>	<b>14,756</b>
<b>Total independent</b>	<b>17,990</b>	<b>17,118</b>	<b>13,455</b>	<b>5,154</b>	<b>7,873</b>	<b>1,275</b>	<b>802</b>	<b>1,057</b>	<b>64,722</b>	<b>22,320</b>	<b>42,402</b>
<b>Total non-government</b>											
<b>Teaching</b>											
Primary	12,069	10,902	8,161	3,426	4,451	740	348	794	40,891	8,056	32,835
Secondary	16,987	15,176	9,213	3,493	5,270	1,052	521	1,078	52,790	22,612	30,179
<b>Total</b>	<b>29,056</b>	<b>26,078</b>	<b>17,374</b>	<b>6,919</b>	<b>9,721</b>	<b>1,793</b>	<b>868</b>	<b>1,872</b>	<b>93,682</b>	<b>30,668</b>	<b>63,014</b>
<b>Non-teaching</b>											
Primary	4,286	3,762	4,501	1,442	2,701	390	261	229	17,573	3,296	14,277
Secondary	6,222	6,593	5,013	1,518	2,465	504	347	444	23,106	7,681	15,425
<b>Total</b>	<b>10,508</b>	<b>10,355</b>	<b>9,514</b>	<b>2,960</b>	<b>5,167</b>	<b>894</b>	<b>608</b>	<b>673</b>	<b>40,680</b>	<b>10,978</b>	<b>29,702</b>
<b>Total non-government</b>	<b>39,564</b>	<b>36,433</b>	<b>26,888</b>	<b>9,880</b>	<b>14,888</b>	<b>2,687</b>	<b>1,476</b>	<b>2,545</b>	<b>134,361</b>	<b>41,646</b>	<b>92,716</b>
<b>All schools</b>											
<b>Teaching</b>											
Primary	41,093	32,468	29,150	10,552	15,563	2,916	1,908	2,368	136,017	25,811	110,206
Secondary	41,870	33,570	23,405	8,164	11,755	2,923	1,480	2,402	125,568	51,817	73,751
<b>Total</b>	<b>82,963</b>	<b>66,039</b>	<b>52,555</b>	<b>18,716</b>	<b>27,317</b>	<b>5,840</b>	<b>3,387</b>	<b>4,769</b>	<b>261,585</b>	<b>77,628</b>	<b>183,957</b>
<b>Non-teaching</b>											
Primary	14,120	11,497	14,044	4,644	9,820	1,382	1,124	729	57,361	8,157	49,204
Secondary	13,146	13,472	10,369	3,480	5,931	1,337	767	909	49,410	12,745	36,665
<b>Total</b>	<b>27,266</b>	<b>24,969</b>	<b>24,413</b>	<b>8,124</b>	<b>15,751</b>	<b>2,719</b>	<b>1,892</b>	<b>1,638</b>	<b>106,771</b>	<b>20,902</b>	<b>85,869</b>
<b>Total all schools 2009–13</b>											
<b>2013</b>	110,229	91,008	76,968	26,840	43,068	8,558	5,279	6,407	368,356	98,530	269,826
<b>2012</b>	108,649	90,244	75,907	26,528	41,329	8,685	5,500	6,171	363,012	98,369	264,643
<b>2011</b>	107,160	88,093	73,783	25,950	40,180	8,832	5,275	6,006	355,280	97,209	258,071
<b>2010</b>	105,558	86,014	72,250	25,651	39,585	8,784	5,191	6,060	349,092	96,372	252,720
<b>2009</b>	104,097	84,803	70,739	25,381	38,919	8,640	5,069	5,989	343,636	95,363	248,273

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, 2013* and earlier publications

**Table 11 Full-time equivalent (FTE)<sup>(a)</sup> student–teacher<sup>(b)</sup> ratios, by level of education and school sector, by state and territory, 2013; FTE student–teacher ratios by state and territory, 2009–13**

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Government</b>									
Primary	15.5	15.3	15.8	14.9	15.8	14.6	12.1	13.1	15.4
Secondary	12.3	12.2	12.6	13.2	12.0	13.2	11.0	11.9	12.4
<b>Total</b>	14.0	13.9	14.5	14.2	14.4	14.0	11.7	12.6	14.1
<b>Non-government</b>									
Primary	16.4	14.6	17.4	15.8	16.9	15.9	15.5	16.9	16.1
Secondary	11.8	11.1	12.2	11.6	10.7	11.5	10.9	12.6	11.5
<b>Total</b>	13.7	12.6	14.7	13.7	13.6	13.3	12.7	14.4	13.6
<b>Catholic</b>									
Primary	17.9	15.7	17.9	16.5	17.7	18.2	14.9	18.4	17.2
Secondary	13.0	12.7	12.8	12.3	11.8	13.0	10.2	13.6	12.7
<b>Total</b>	15.1	14.1	15.4	14.5	14.8	15.3	12.5	15.7	14.8
<b>Independent</b>									
Primary	14.2	12.8	16.7	15.2	16.0	13.0	16.2	14.4	14.7
Secondary	10.3	9.6	11.7	10.9	9.9	9.9	11.3	11.0	10.4
<b>Total</b>	11.8	10.7	13.8	13.0	12.4	11.1	12.9	12.4	12.1
<b>All schools</b>									
Primary	15.7	15.1	16.2	15.2	16.1	14.9	12.7	14.4	15.6
Secondary	12.1	11.7	12.4	12.5	11.5	12.6	11.0	12.2	12.0
<b>Total</b>	13.9	13.4	14.5	14.0	14.1	13.8	12.0	13.3	13.9
<b>FTE student–teaching staff ratios by state and territory, 2009–13</b>									
<b>2013</b>	13.9	13.4	14.5	14.0	14.1	13.8	12.0	13.3	13.9
<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

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, 2013* and earlier publications

**Table 12 Ratio<sup>(e)</sup> of primary and secondary students to teaching staff in OECD and other G20 countries, by level of education, 2012**

	Primary	Secondary
<b>OECD countries</b>		
Australia <sup>(a)</sup>	16	12
Austria	12	9
Belgium <sup>(c)</sup>	13	9
Canada <sup>(d)</sup>	x(4)	14
Chile	22	23
Czech Republic	19	11
Denmark	x(4)	m
Estonia	13	12
Finland	14	13
France <sup>(c)</sup>	19	13
Germany	16	14
Greece	9	m
Hungary	11	12
Iceland	10	11
Ireland	16	15
Israel	15	12
Italy <sup>(b)</sup>	12	12
Japan	18	13
Korea	18	17
Luxembourg	9	9
Mexico	28	30
Netherlands	16	17
New Zealand	16	15
Norway	10	10
Poland	11	10
Portugal	12	9
Slovak Republic	17	13
Slovenia	16	11
Spain	13	10
Sweden	12	12
Switzerland	m	m
Turkey	20	18
United Kingdom	21	16
United States	15	15
<b>OECD average</b>	<b>15</b>	<b>13</b>
<b>EU21 average</b>	<b>14</b>	<b>12</b>
<b>Other G20</b>		
Argentina	m	m
Brazil	22	18
China	17	14
Colombia	m	m
India	m	m
Indonesia	25	22
Latvia	11	9
Russian Federation <sup>(b)</sup>	20	10
Saudi Arabia	11	10
South Africa	m	m
<b>G20 average</b>	<b>19</b>	<b>15</b>

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.

a Includes only general programs in upper secondary education

b Public institutions only (for Italy, from pre-primary to secondary levels; for the Russian Federation, at primary and secondary levels only).

c Excludes independent private institutions.

d Year of reference 2011

e Calculations based on full-time equivalents (FTE)

Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table D2.2.

Teacher education

**Table 13 Domestic enrolments in teacher education courses, by course level and field of education, Australia, 2013; domestic enrolments in teacher education courses, by course level, Australia, 2009–13**

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	1,442	2,529	9,470	0	0	13,441
Teacher education: early childhood	237	221	11,159	0	0	11,617
Teacher education: primary	2,370	1,751	23,875	0	0	27,996
Teacher education: secondary	2,774	3,011	15,501	0	0	21,286
Teacher education: vocational education and training	0	124	310	66	0	500
Teacher education: higher education	0	17	0	0	0	17
Teacher education: special education	28	0	111	0	0	139
English as a second language teaching	52	67	0	0	0	119
Teacher education not elsewhere classified	638	290	1,433	0	0	2,361
<b>Total<sup>(f)</sup></b>	<b>7,541</b>	<b>8,010</b>	<b>61,859</b>	<b>66</b>	<b>0</b>	<b>77,476</b>
<b>Other than initial teacher training</b>						
Teacher education	1,644	1,091	2,989	13	0	5,737
Teacher education: early childhood	368	381	2,482	26	0	3,257
Teacher education: primary	213	604	2,862	0	0	3,679
Teacher education: secondary	129	866	974	154	0	2,123
Teacher-librarianship	0	67	0	0	0	67
Teacher education: vocational education and training	46	190	212	7	0	455
Teacher education: higher education	99	1,150	0	0	0	1,249
Teacher education: special education	1,520	572	278	16	82	2,468
English as a second language teaching	538	522	8	0	0	1,068
Teacher education not elsewhere classified	1,619	1,645	730	119	0	4,113
<b>Total<sup>(f)</sup></b>	<b>6,176</b>	<b>7,088</b>	<b>10,529</b>	<b>335</b>	<b>82</b>	<b>24,210</b>
<b>All teacher courses</b>						
Teacher education	3,086	3,620	12,459	13	0	19,178
Teacher education: early childhood	605	602	13,641	26	0	14,874
Teacher education: primary	2,583	2,355	26,737	0	0	31,675
Teacher education: secondary	2,903	3,877	16,475	154	0	23,409
Teacher-librarianship	0	67	0	0	0	67
Teacher education: vocational education and training	46	314	522	73	0	955
Teacher education: higher education	99	1,167	0	0	0	1,266
Teacher education: special education	1,548	572	389	16	82	2,607
English as a second language teaching	590	589	8	0	0	1,187
Teacher education not elsewhere classified	2,257	1,935	2,163	119	0	6,474
<b>Total<sup>(f)</sup></b>	<b>13,717</b>	<b>15,098</b>	<b>72,388</b>	<b>401</b>	<b>82</b>	<b>101,686</b>
<b>Total enrolments 2009–13</b>						
<b>2013</b>	13,717	15,098	72,388	401	82	101,686
<b>2012</b>	13,010	14,097	69,485	412	40	97,044
<b>2011</b>	12,073	13,854	65,504	407	56	91,894
<b>2010</b>	10,936	14,071	63,854	402	20	89,283
<b>2009</b>	9,083	12,993	62,251	320	-	84,647

Notes: 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 14 Number of students graduating in teacher education courses, by course level and field of education, Australia, 2013; number of students graduating in teacher education courses, by course level, Australia, 2009–13**

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	277	900	1,486	0	2,663
Teacher education: early childhood	77	106	1,778	0	1,961
Teacher education: primary	958	1,103	4,309	0	6,370
Teacher education: secondary	1,019	2,030	2,293	0	5,342
Teacher education: vocational education and training	0	34	58	34	126
Teacher education: higher education	0	10	0	0	10
Teacher education: special education	9	0	17	0	26
English as a second language teaching	23	15	0	0	38
Teacher education not elsewhere classified	105	257	99	0	461
<b>Total<sup>(f)</sup></b>	<b>2,468</b>	<b>4,455</b>	<b>10,030</b>	<b>34</b>	<b>16,987</b>
<b>Other than initial teacher training</b>					
Teacher education	294	540	371	8	1,213
Teacher education: early childhood	67	235	297	1	600
Teacher education: primary	3	220	255	1	479
Teacher education: secondary	43	1,017	43	53	1,156
Teacher-librarianship	0	60	0	0	60
Teacher education: vocational education and training	14	65	33	1	113
Teacher education: higher education	17	451	1	0	469
Teacher education: special education	474	233	80	0	787
English as a second language teaching	159	284	2	0	445
Teacher education not elsewhere classified	433	772	231	20	1,456
<b>Total<sup>(f)</sup></b>	<b>1,504</b>	<b>3,877</b>	<b>1,313</b>	<b>84</b>	<b>6,778</b>
<b>All teacher courses</b>					
Teacher education	571	1,440	1,857	8	3,876
Teacher education: early childhood	144	341	2,075	1	2,561
Teacher education: primary	961	1,323	4,564	1	6,849
Teacher education: secondary	1,062	3,047	2,336	53	6,498
Teacher-librarianship	0	60	0	0	60
Teacher education: vocational education and training	14	99	91	35	239
Teacher education: higher education	17	461	1	0	479
Teacher education: special education	483	233	97	0	813
English as a second language teaching	182	299	2	0	483
Teacher education not elsewhere classified	538	1,029	330	20	1,917
<b>Total<sup>(f)</sup></b>	<b>3,972</b>	<b>8,332</b>	<b>11,343</b>	<b>118</b>	<b>23,765</b>
<b>Total course completions 2009–13</b>					
<b>2013</b>	3,972	8,332	11,343	118	23,765
<b>2012</b>	3,700	8,221	10,647	85	22,653
<b>2011</b>	3,448	7,846	10,777	121	22,192
<b>2010</b>	3,097	7,473	11,507	127	22,204
<b>2009</b>	2,540	7,218	11,889	69	21,716

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 15** Estimated resident population by age group, by state and territory, 2013; estimated resident population by age group, Australia, 2009–13<sup>(a)</sup>

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
NSW	486,636	464,904	1,037,344	1,022,711	1,005,861	952,515	911,233	1,528,133	7,409,337
Vic.	369,041	356,060	856,948	816,371	797,484	717,892	682,112	1,139,099	5,735,007
Qld	316,108	308,047	671,673	633,379	647,192	585,631	607,805	882,077	4,651,912
SA	100,311	104,449	230,003	210,435	228,923	223,248	195,194	377,935	1,670,498
WA	168,375	159,978	397,263	366,978	356,385	313,991	313,961	442,076	2,519,007
Tas.	31,438	33,773	61,215	58,637	69,070	73,411	63,703	121,853	513,100
NT	19,054	16,553	43,257	40,165	34,527	28,844	34,909	25,232	242,541
ACT	26,118	23,115	67,499	59,507	52,892	45,761	44,415	61,984	381,291
<b>Australia<sup>(b)</sup></b>	<b>1,517,235</b>	<b>1,467,054</b>	<b>3,365,863</b>	<b>3,208,783</b>	<b>3,192,796</b>	<b>2,941,681</b>	<b>2,853,679</b>	<b>4,578,777</b>	<b>23,125,868</b>
<b>Estimated resident population by age group, Australia, 2009–13</b>									
<b>Total 2013</b>	1,517,235	1,467,054	3,365,863	3,208,783	3,192,796	2,941,681	2,853,679	4,578,777	23,125,868
<b>Total 2012</b>	1,489,345	1,459,675	3,320,492	3,147,504	3,168,223	2,889,812	2,811,182	4,442,021	22,728,254
<b>Total 2011</b>	1,458,114	1,453,459	3,269,833	3,110,071	3,129,081	2,830,056	2,775,499	4,313,911	22,340,024
<b>Total 2010</b>	1,454,012	1,460,048	3,232,310	3,098,743	3,091,906	2,768,986	2,744,686	4,181,059	22,031,750
<b>Total 2009</b>	1,425,684	1,462,438	3,158,685	3,080,657	3,066,493	2,717,254	2,732,356	4,048,086	21,691,653

(a) Estimates for the resident population are sourced from ABS, Cat. No. 3101.0, *Australian Demographic Statistics* (June 2014).

(b) The Australian 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.

Source: ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2014



**Table 16 Key Performance Measure 1(a)**

**Number<sup>(a)</sup> and proportion<sup>(b)</sup> of children aged 6 to 15 years enrolled in school, by state and territory, 2009–13<sup>(c)</sup>**

	Unit	NSW	Vic.	Qld	SA	WA	Tas.	NT <sup>(d)</sup>	ACT	Australia
<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	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	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	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.	897,894	668,835	596,243	194,799	303,725	63,978	34,022	43,306	2,803,166
<b>Proportion of 6 to 15-year-old population enrolled in school</b>	%	99.2	100.6	100.6	100.4	98.7	98.8	95.3	109.4	99.9
<b>2013</b>										
Number of children aged 6 to 15 years enrolled in school	no.	902,122	684,227	609,972	196,860	307,672	63,086	32,703	48,341	2,844,983
Total 6 to 15-year-old population	no.	905,451	677,441	605,046	195,258	311,530	63,690	34,503	43,874	2,837,141
<b>Proportion of 6 to 15-year-old population enrolled in school</b>	%	99.6	101.0	100.8	100.8	98.8	99.1	94.8	110.2	100.3

- (a) Includes students 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 2014. The Australian totals include '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 Australian totals.
- (d) 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, 2013*, Table 42b; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2014

Attendance

**Table 17 Key Performance Measure 1(b)**

**Student attendance rates, government schools, by year level, sex and state and territory, 2013 (per cent); student attendance rates, government schools, by year level and state and territory, 2009–13 (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>2013</b>												
<b>New South Wales</b>												
Male	95	95	95	95	94	94	93	91	89	88	91	84
Female	94	95	95	95	95	94	94	91	89	88	91	84
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>91</b>	<b>84</b>
<b>Victoria</b>												
Male	93	93	93	93	93	93	93	91	90	90	89	86
Female	93	93	94	94	93	93	93	91	89	89	88	87
<b>Total</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>89</b>	<b>86</b>
<b>Queensland</b>												
Male	92	92	92	92	92	91	91	90	88	87	na	92
Female	92	92	93	93	93	92	92	91	88	87	na	93
<b>Total</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>91</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>92</b>
<b>South Australia</b>												
Male	92	92	92	93	92	92	91	90	88	87	90	89
Female	92	93	93	93	93	92	92	90	87	86	91	91
<b>Total</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>91</b>	<b>90</b>
<b>Western Australia</b>												
Male	93	93	93	93	93	92	92	89	87	86	na	96
Female	92	93	93	93	93	93	92	90	86	84	na	95
<b>Total</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>87</b>	<b>85</b>	<b>na</b>	<b>95</b>
<b>Tasmania</b>												
Male	93	94	94	94	93	93	92	90	89	87	na	na
Female	93	94	94	94	94	94	92	89	88	86	na	na
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>na</b>
<b>Northern Territory</b>												
Male	82	83	82	82	81	81	78	76	75	75	na	89
Female	82	82	83	85	83	83	81	77	74	74	na	93
<b>Total</b>	<b>82</b>	<b>83</b>	<b>83</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>79</b>	<b>77</b>	<b>74</b>	<b>74</b>	<b>na</b>	<b>91</b>
<b>Australian Capital Territory</b>												
Male	94	94	94	93	94	93	92	90	89	89	na	na
Female	93	94	94	94	93	93	93	90	88	88	na	na
<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>90</b>	<b>88</b>	<b>88</b>	<b>na</b>	<b>na</b>
<b>2012</b>												
NSW	94	94	94	94	94	94	92	90	89	87		
Vic.	94	94	94	94	94	94	94	92	91	91		
Qld	92	93	93	93	93	93	92	91	88	87		
SA	92	92	93	92	92	92	92	90	88	86		
WA	92	92	93	93	93	93	92	89	87	86		
Tas.	94	94	94	94	94	94	92	89	87	86		
NT	81	81	82	81	82	81	79	77	76	74		
ACT	93	93	93	93	93	92	92	89	88	87		
<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		

Notes: na – 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.

Sources: ACARA, Student Attendance Data Collections 2009–13

**Table 18 Key Performance Measure 1(b)**

**Student attendance rates, Catholic schools, by year level, sex and state and territory, 2013 (per cent); student attendance rates, Catholic schools, by year level and state and territory, 2009–13 (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>2013</b>												
<b>New South Wales</b>												
Male	95	95	95	95	95	94	95	93	93	92	na	na
Female	95	95	95	95	95	95	95	93	92	91	na	na
<b>Total</b>	95	95	95	95	95	95	95	93	92	92	na	na
<b>Victoria</b>												
Male	94	94	94	94	94	94	95	94	94	93	na	na
Female	94	94	94	94	94	94	95	94	93	93	na	na
<b>Total</b>	94	94	94	94	94	94	95	94	93	93	na	na
<b>Queensland</b>												
Male	94	94	94	94	94	94	94	94	93	92	na	67
Female	94	94	94	94	94	94	94	94	93	92	na	79
<b>Total</b>	94	94	94	94	94	94	94	94	93	92	na	71
<b>South Australia</b>												
Male	94	94	95	94	94	94	94	94	93	93	94	93
Female	94	94	94	95	93	95	94	94	93	93	97	92
<b>Total</b>	94	94	94	94	93	94	94	94	93	93	95	93
<b>Western Australia</b>												
Male	94	94	95	95	94	94	94	93	93	93	na	na
Female	94	94	94	94	94	94	94	93	92	91	na	na
<b>Total</b>	94	94	94	94	94	94	94	93	92	92	na	na
<b>Tasmania</b>												
Male	95	95	95	95	95	95	93	92	92	91	na	na
Female	95	95	95	95	95	95	93	91	90	89	na	na
<b>Total</b>	95	95	95	95	95	95	93	92	91	90	na	na
<b>Northern Territory</b>												
Male	82	84	84	82	84	84	85	82	82	81	na	na
Female	83	84	85	84	87	85	85	84	82	83	na	na
<b>Total</b>	83	84	84	83	86	84	85	83	82	82	na	na
<b>Australian Capital Territory</b>												
Male	94	94	94	94	93	93	95	95	95	92	na	na
Female	94	94	94	94	94	94	95	93	94	91	na	na
<b>Total</b>	94	94	94	94	94	94	95	94	94	91	na	na
<b>2012</b>												
NSW	94	94	95	94	95	94	94	93	93	92		
Vic.	94	94	95	94	95	94	94	93	92	93		
Qld	93	94	94	94	94	94	94	94	93	92		
SA	94	94	95	94	94	94	93	93	91	91		
WA	94	94	94	94	95	95	95	94	93	93		
Tas.	94	94	94	94	95	94	93	92	91	90		
NT	80	81	81	83	83	84	82	85	82	84		
ACT	93	94	94	94	94	93	92	89	90	89		
<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		

Notes: na – 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.

Sources: ACARA, Student Attendance Data Collections 2009–13

**Table 19 Key Performance Measure 1(b)**

**Student attendance rates, independent schools, by year level, sex and state and territory, 2013 (per cent); student attendance rates, independent schools, by year level and state and territory, 2009–13 (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>2013</b>												
<b>New South Wales</b>												
Male	95	95	95	95	95	95	95	94	94	93	93	90
Female	95	95	95	95	95	95	95	94	93	92	92	89
<b>Total</b>	<b>95</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>90</b>
<b>Victoria</b>												
Male	95	95	95	95	95	95	96	95	95	94	94	90
Female	95	95	95	95	95	95	95	94	94	93	96	89
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>90</b>
<b>Queensland</b>												
Male	95	95	95	95	95	95	95	94	94	94	96	80
Female	95	95	95	95	95	95	95	95	94	93	99	94
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>97</b>	<b>85</b>
<b>South Australia</b>												
Male	95	95	95	96	95	95	94	94	94	93	91	95
Female	95	95	95	95	95	95	95	94	93	93	93	91
<b>Total</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>94</b>	<b>93</b>	<b>92</b>	<b>94</b>
<b>Western Australia</b>												
Male	94	94	95	95	95	95	95	94	94	93	na	41
Female	94	94	94	94	95	95	95	94	93	92	100	29
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>100</b>	<b>36</b>
<b>Tasmania</b>												
Male	94	95	96	96	95	95	95	94	94	94	84	91
Female	94	95	94	95	95	95	95	94	93	93	97	na
<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>85</b>	<b>91</b>
<b>Northern Territory</b>												
Male	92	92	90	90	92	91	88	89	87	87	na	27
Female	89	90	90	91	91	92	89	87	88	86	na	21
<b>Total</b>	<b>90</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>91</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>23</b>
<b>Australian Capital Territory</b>												
Male	94	94	95	94	95	94	94	93	92	92	na	na
Female	94	95	96	95	94	94	94	93	92	90	na	na
<b>Total</b>	<b>94</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>91</b>	<b>na</b>	<b>na</b>
<b>2012</b>												
NSW	94	95	95	95	95	95	95	94	94	93		
Vic.	94	95	95	95	95	94	95	94	93	93		
Qld	94	94	95	94	95	94	95	94	94	93		
SA	94	94	95	95	94	94	94	94	93	93		
WA	94	94	94	94	95	94	95	94	94	92		
Tas.	94	94	94	94	94	95	94	93	94	92		
NT	89	92	92	93	91	92	89	88	88	85		
ACT	93	93	93	93	93	91	95	88	92	86		
<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		

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.

Sources: ACARA, Student Attendance Data Collections 2009–13

## Senior school and transitions

### Participation in VET

**Table 20 Key Performance Measure 1(e)**

**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, 2013<sup>(a)(b)(c)</sup>**

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)	104.3	121.5	81.3	30.0	41.0	9.6	2.3	6.0	395.9
15 to 19-year-old population ('000)	464.8	355.9	308.3	104.4	160.1	33.8	16.4	23.1	1,467.1
Proportion of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (%)	22.4	34.1	26.4	28.7	25.6	28.4	13.8	26.1	27.0

- (a) A successfully completed unit of competency/module includes competencies with an outcome of competency achieved/pass/recognition of prior learning granted.
- (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, 2013; NCVER, National VET Provider Collection, 2013; NCVER, *Key performance and program measures for school-aged youth in vocational education and training 2013*; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, December 2013*.

**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 2013<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>	1.2	0.8	3.7	2.5	3.7	2.5	0.8	0.5	0.1	0.0	9.5	1.3
Other VET in Schools programs	18.9	13.0	43.5	29.5	36.4	24.3	8.9	5.7	0.9	0.6	108.5	14.4
School without participation in VET in Schools <sup>(e)</sup>	123.7	85.0	87.1	59.0	64.1	42.8	18.8	12.1	1.8	1.2	295.5	39.2
<b>Not attending school</b>												
Higher education <sup>(f)</sup>	0.1	0.1	0.5	0.3	16.8	11.2	39.6	25.5	41.2	26.3	98.2	13.0
Trade apprenticeship or traineeship <sup>(g)</sup>	0.3	0.2	2.5	1.7	7.8	5.2	16.0	10.3	20.8	13.2	47.4	6.3
Non-trade apprenticeship or traineeship <sup>(h)</sup>	0.1	0.1	0.5	0.4	1.1	0.7	2.4	1.5	3.1	2.0	7.2	1.0
Other publicly funded VET <sup>(i)</sup>	1.2	0.8	3.5	2.4	6.2	4.1	12.7	8.2	13.2	8.4	36.8	4.9
Education and training subtotal	283.9	100.4	277.8	96.5	273.3	94.0	196.4	65.3	161.6	53.0	1,192.9	81.3
<b>Total persons 15 to 19 years</b>	<b>282.9</b>	<b>100.0</b>	<b>287.8</b>	<b>100.0</b>	<b>290.9</b>	<b>100.0</b>	<b>300.7</b>	<b>100.0</b>	<b>304.8</b>	<b>100.0</b>	<b>1,467.1</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 2013. If this was not possible, the closest date to 31 August 2013 was selected. The number of school students is as at 2 August 2013, the number of apprentices and trainees is as at 30 September 2013 and the number of total persons is as at 30 June 2013. 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 2013 (inclusive). Most of these higher education students were enrolled in units with a census date of 31 August 2013, 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 2013 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*, 2013; NCVER, National VET in Schools Collection; reported in NCVER 2014, *Australian vocational education and training statistics: Young people in education and training 2013 data tables Australia*, NCVER Adelaide; NCVER, National Apprentice and Trainee Collection, based on June 2014 estimates; NCVER, National VET Provider Collection; Department of Education Higher Education Statistics Collection; ABS, Cat. No. 3101.0, *Australian Demographic Statistics December 2013*, 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 2013 whereas the VET in Schools data in Table 22 are based on all students who enrolled in VET in Schools programs during the 2013 calendar year.

**Table 22 VET in Schools students aged 15 to 19 years by state and territory and by selected student and course characteristics, 2009–13(a)**

	2009 <sup>(b)</sup> (‘000)	2010 (‘000)	2011 (‘000)	2012 (‘000)	2013 (‘000)	%
<b>State/Territory</b>						
New South Wales	54.2	59.7	63.4	60.9	60.0	25.0
Victoria	42.9	44.9	46.8	48.4	47.9	20.0
Queensland	79.1	74.3	80.3	83.3	84.0	35.1
South Australia	11.2	11.2	11.3	11.6	11.8	4.9
Western Australia	21.2	22.5	23.6	24.6	24.6	10.3
Tasmania <sup>(b)</sup>	2.0	2.4	5.4	7.0	5.0	2.1
Northern Territory <sup>(c)</sup>	2.0	1.8	1.7	1.6	1.6	0.7
Australian Capital Territory <sup>(d)</sup>	4.0	4.2	3.9	4.9	4.8	2.0
<b>Sex<sup>(e)</sup></b>						
Males	112.4	116.1	124.7	127.6	126.9	52.9
Females	104.1	104.8	111.7	114.7	112.8	47.1
<b>Age</b>						
15 years	41.4	42.1	44.2	46.4	42.9	17.9
16 years	87.1	90.3	97.3	97.3	96.8	40.4
17 years	69.6	71.2	76.3	79.5	80.3	33.5
18 years	16.2	15.2	16.5	17.1	17.9	7.5
19 years	2.4	2.1	2.1	2.0	1.9	0.8
<b>AQF qualification level</b>						
Diploma or higher	1.5	1.0	1.1	1.4	1.9	0.8
Certificate IV	2.3	2.3	2.8	3.8	3.7	1.5
Certificate III	40.5	38.4	43.9	59.9	67.6	28.2
Certificate II	122.1	129.2	144.9	144.1	133.8	55.8
Certificate I	43.9	44.9	40.6	31.0	31.0	12.9
Other <sup>(f)</sup>	6.5	5.1	3.1	2.1	1.7	0.7
<b>Total Australia</b>						
School-based apprentices and trainees <sup>(g)</sup>	20.9	17.3	18.1	22.5	21.7	9.0
Other VET in Schools program students	195.8	203.6	218.3	219.8	218.1	91.0
<b>Total</b>	<b>216.7</b>	<b>220.9</b>	<b>236.4</b>	<b>242.3</b>	<b>239.7</b>	<b>100.0</b>

- (a) Data in this table may not be comparable across states and territories due to compilation issues.
- (b) From 2009, data from Tasmania sourced from the National VET in Schools Collection may not be comparable with previous years due to changes in training arrangements implemented in the Tasmania Tomorrow initiatives. These initiatives included senior secondary colleges and TAFE being replaced by the Tasmanian Academy, the Tasmanian Polytechnic and the Skills Institute. The significant increase in the reported number of VET in Schools students in 2011 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.
- (c) Data from the Northern Territory include enrolments that contribute to the successful completion of the Northern Territory Certificate of Education.
- (d) Data for the Australian Capital Territory is for VET studied by students in their home college as the RTO. It does not include VET studied by students with external RTOs.
- (e) The National VET 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.
- (f) ‘Other’ includes education not elsewhere classified, statements of attainment not identifiable by level, bridging and enabling courses, plus other courses that do not lead to a qualification under the AQF.
- (g) ‘School-based apprentices and trainees’ includes students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship.

Source: NCVET 2014, *Australian vocational education and training statistics: Young people in education and training 2013 data tables Australia*, NCVET, Adelaide, 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 2013 whereas the VET in Schools data in Table 22 are based on all students who enrolled in VET in Schools programs during the 2013 calendar year.

**Table 23 Proportion of 15 to 19-year-olds participating in education and training, by state and territory, 2009–13**

State/Territory	2009 %	2010 %	2011 %	2012 %	2013 %
New South Wales	79.4	81.1	78.9	82.8	84.0
CI±	3.4	3.0	2.0	2.8	2.6
Victoria	81.9	84.6	85.7	84.3	83.5
CI±	3.2	3.1	2.7	1.9	2.7
Queensland	67.2	70.0	71.4	73.5	74.8
CI±	4.0	3.4	3.3	3.4	4.4
South Australia	76.4	73.3	80.0	80.8	82.8
CI±	3.6	4.3	3.7	4.3	3.3
Western Australia	72.7	70.2	73.4	77.2	75.5
CI±	6.6	4.8	5.0	4.7	4.3
Tasmania	77.3	76.8	83.6	80.4	82.9
CI±	6.9	4.8	4.2	4.3	5.0
Northern Territory	62.9	72.5	63.6	70.5	77.0
CI±	7.3	11.4	6.7	9.9	6.8
Australian Capital Territory	83.0	86.7	83.4	81.3	84.1
CI±	8.1	4.1	5.5	5.3	7.2
<b>Australia</b>	76.4	77.8	78.6	80.3	80.9
CI±	1.6	1.5	1.2	1.3	1.5

Notes: CI = Confidence Interval

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

From 2009 onwards, the Survey of Education and Work (SEW) 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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*



**Table 24 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, by state and territory, 2009–13**

State/Territory		2009 %	2010 %	2011 %	2012 %	2013 %
New South Wales		83.9	86.9	84.9	87.7	89.0
	CI±	3.3	2.5	2.2	2.5	2.2
Victoria		86.9	87.9	88.6	87.8	87.5
	CI±	3.4	2.7	3.2	1.9	2.8
Queensland		79.7	79.6	80.8	83.1	80.5
	CI±	4.1	2.8	3.2	3.0	3.9
South Australia		84.1	81.4	85.1	84.5	88.9
	CI±	4.1	3.7	3.3	4.3	3.0
Western Australia		85.7	82.7	86.9	87.8	84.8
	CI±	4.8	4.7	3.9	3.7	3.8
Tasmania		84.5	84.5	88.9	87.2	85.2
	CI±	6.4	4.8	3.7	4.6	5.6
Northern Territory		81.0	87.3	75.9	86.3	87.1
	CI±	6.8	6.1	8.0	8.1	5.6
Australian Capital Territory		93.7	90.6	89.6	87.3	90.9
	CI±	4.6	3.5	4.6	5.4	4.1
<b>Australia</b>		84.1	84.8	85.3	86.5	86.3
	CI±	1.4	1.5	1.4	1.0	1.2

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.

From 2009 onwards, the Survey of Education and Work (SEW) 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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*

**Table 25 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, by state and territory, 2009–13**

State/Territory	2009 %	2010 %	2011 %	2012 %	2013 %
New South Wales	77.9	75.5	76.9	80.0	74.0
CI±	3.5	3.7	3.0	3.2	2.4
Victoria	77.3	80.7	78.5	76.1	75.0
CI±	4.1	2.2	3.4	3.4	3.0
Queensland	76.3	75.1	74.9	72.5	70.3
CI±	3.7	4.2	3.3	3.4	3.2
South Australia	74.4	75.3	76.1	75.1	76.5
CI±	4.0	4.8	3.6	4.7	4.7
Western Australia	77.9	78.3	77.6	76.8	75.2
CI±	4.6	3.6	3.4	3.9	4.6
Tasmania	73.5	69.4	76.8	66.9	64.3
CI±	7.8	6.9	7.2	8.3	10.0
Northern Territory	77.0	70.6	74.7	70.1	79.3
CI±	8.4	9.0	10.7	7.5	10.5
Australian Capital Territory	81.8	91.1	84.6	86.0	81.9
CI±	8.7	4.3	6.2	5.3	7.8
<b>Australia</b>	<b>77.1</b>	<b>77.2</b>	<b>77.0</b>	<b>76.6</b>	<b>73.8</b>
CI±	2.0	1.6	1.5	1.7	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.

From 2009 onwards, the Survey of Education and Work (SEW) 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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

Source: ABS, Cat. No. 6227.0, Education and Work, Australia, 2013

Table 26

**Proportion of 15 to 19-year-olds who have left school and are fully engaged in education, training or employment, by highest level of schooling, by state and territory, 2009–13**

Year	Participation by level of school completed	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.	
		%	%	%	%	%	%	%	%	%	
<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	66.1	69.0	64.4	67.5	74.7	65.5	58.7	85.8	67.6	
	CI±	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	72.7	72.1	63.8	60.7	69.0	62.3	74.3	76.7	69.0	
	CI±	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	67.8	73.0	63.9	68.0	78.0	72.6	51.9	74.8	69.4	
	CI±	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	73.4	71.5	69.5	65.1	78.0	69.3	66.6	69.6	71.8	
	CI±	4.9	4.4	4.8	9.0	6.2	9.2	17.9	11.7	2.0	
<b>2013</b>											
<b>Completed Year 12</b>	Fully participating in education and/or training	65.3	67.2	43.9	48.0	57.7	43.3	*32.2	48.7	57.1	
	Fully participating in education, training and/or employment	83.9	79.8	69.2	80.6	76.3	69.5	78.3	78.5	77.6	
<b>Completed Year 11</b>	Fully participating in education and/or training	..C	*13.7	*17.1	**13.6	*11.3	*42.6	0.0	..C	13.7	
	Fully participating in education, training and/or employment	*34.6	52.6	45.9	60.0	67.5	..C	*53.6	..C	51.2	
<b>Completed Year 10 or below</b>	Fully participating in education and/or training	*12.6	*8.0	**6.9	*18.9	*12.8	..C	..C	0.0	10.5	
	Fully participating in education, training and/or employment	55.1	51.2	44.3	52.7	59.7	*48.2	*57.3	..C	52.1	
<b>All 15 to 19-year-old school leavers</b>	Fully participating in education and/or training	49.3	47.8	35.4	37.1	43.6	31.5	25.5	43.1	43.4	
		CI±	5.6	6.6	6.4	8.3	7.6	12.6	11.2	17.4	2.5
	Fully participating in education, training and/or employment	73.9	70.3	63.1	72.3	72.2	60.8	69.9	76.8	69.8	
	CI±	4.8	5.9	6.7	7.7	6.3	13.3	13.0	10.1	2.6	

## Notes:

..C = value suppressed due to confidentiality requirements

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

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

CI = Confidence Interval

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

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

-From 2009 onwards the Survey of Education and Work (SEW) -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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

**Table 27 Proportion of 17 to 24-year-olds who have left school and are fully engaged in employment, education or training, by state and territory, 2009–13**

State/Territory	2009 %	2010 %	2011 %	2012 %	2013 %
New South Wales	75.0	74.8	74.6	78.2	73.8
CI±	3.1	3.3	2.5	2.8	2.1
Victoria	75.1	78.9	77.1	75.4	73.9
CI±	4.0	2.5	2.8	2.9	2.6
Queensland	72.8	71.8	72.0	72.2	68.3
CI±	3.6	3.4	3.0	3.2	3.4
South Australia	72.7	70.7	74.0	72.7	75.2
CI±	4.3	3.9	3.5	3.6	4.3
Western Australia	76.7	75.5	77.9	77.3	74.0
CI±	4.6	3.5	2.9	3.2	4.0
Tasmania	71.3	67.7	75.6	67.5	63.9
CI±	7.0	6.1	5.5	6.2	8.3
Northern Territory	71.3	72.1	68.7	69.2	76.5
CI±	7.1	6.1	9.2	7.6	9.4
Australian Capital Territory	82.6	88.0	82.3	82.6	80.6
CI±	7.6	4.2	6.3	5.5	6.4
<b>Australia</b>	74.6	75.0	75.1	75.5	72.7
CI±	1.7	1.5	1.4	1.3	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).

Fully engaged - participating in full-time education or training or full-time work or a combination of part-time education or training and part-time work. Data excludes 17-24 year-olds who are enrolled in school.

-From 2009 onwards, the Survey of Education and Work (SEW) 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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*

**Table 28 Key Performance Measures 1(f) and 1(g)**

**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, 2013 (per cent)**

Age (years)		15	16	17	18	19	20	21	22	23	24	15-19	20-24	18-24	15-24
NSW		na	98.5	91.4	80.1	77.3	73.6	77.7	70.8	71.3	76.9	89.0	74.0	75.3	81.1
	CI±	na	1.7	4.4	7.9	7.5	7.0	5.7	4.9	6.8	5.9	2.2	2.4	2.0	1.6
Vic.		na	97.1	89.7	78.9	74.6	77.2	78.7	76.1	75.4	68.6	87.5	75.0	75.5	80.8
	CI±	na	2.3	5.3	5.6	8.6	8.9	7.3	6.0	6.4	6.4	2.8	3.0	2.6	1.9
Qld		na	93.7	80.5	61.2	69.1	63.8	65.8	71.1	77.6	72.3	80.5	70.3	68.8	75.2
	CI±	na	4.8	7.2	9.2	9.1	10.4	7.9	8.2	8.0	9.1	3.9	3.2	3.3	2.8
SA		100.0	100.0	92.9	72.9	79.4	74.9	75.3	77.7	67.6	85.6	88.9	76.5	76.4	82.4
	CI±	na	na	5.1	9.5	8.5	10.9	10.0	6.5	10.1	9.2	3.0	4.7	4.4	3.1
WA		na	na	85.7	77.9	67.2	74.7	76.2	73.5	74.6	76.8	84.8	75.2	74.5	79.5
	CI±	na	na	7.9	8.9	9.9	10.3	8.5	11.0	8.2	8.2	3.8	4.6	4.2	3.2
Tas.		na	na	88.6	79.8	62.4	63.6	58.8	70.6	71.5	55.8	85.2	64.3	66.5	75.0
	CI±	na	na	10.2	10.8	16.8	15.8	19.2	17.8	18.4	14.8	5.6	10.0	8.0	5.9
NT		100.0	na	na	81.9	63.7	77.0	79.3	74.8	79.3	85.9	87.1	79.3	77.2	83.2
	CI±	na	na	na	14.0	19.3	22.7	19.8	20.4	23.1	17.3	5.6	10.5	8.7	6.7
ACT		100.0	100.0	100.0	65.5	90.4	84.0	90.2	76.9	77.9	81.8	90.9	81.9	81.1	85.9
	CI±	na	na	na	17.0	10.0	13.5	11.0	14.0	16.5	12.5	4.1	7.8	6.2	4.5
Australia		99.3	97.1	88.3	74.8	73.8	72.7	74.9	73.2	74.0	74.3	86.3	73.8	73.9	79.7
	CI±	0.6	1.4	2.1	4.2	3.9	3.0	3.1	2.5	3.6	2.6	1.2	1.1	1.1	0.9

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).

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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

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.

na - not available

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*

**Table 29 Key Performance Measures 1(f) and 1(g)****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, 2009–13 (per cent)**

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	18–24	15–24
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	78.0	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
2013	99.3	97.1	88.3	74.8	73.8	72.7	74.9	73.2	74.0	74.3	86.3	73.8	73.9	79.7
CI±	0.6	1.4	2.1	4.2	3.9	3.0	3.1	2.5	3.6	2.6	1.2	1.1	1.1	0.9

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.

-From 2009 onwards, the Survey of Education and Work (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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*

**Table 30 Key Performance Measures 1(f) and 1(g)**

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, 2013 (per cent)

2013 Age (years)	15	16	17	18	19	20	21	22	23	24	15-19	20-24	18-24	15-24
Males	99.2	96.4	88.8	74.5	72.7	77.1	74.8	78.3	79.2	81.1	85.9	78.2	77.0	81.8
CI±	0.9	2.2	3.5	5.1	4.6	4.7	4.8	4.8	4.3	4.1	1.6	1.6	1.8	1.4
Females	na	97.9	87.7	75.1	75.0	68.3	75.0	67.8	68.6	66.9	86.7	69.3	70.8	77.4
CI±	na	1.3	3.3	5.4	6.2	5.6	4.9	4.5	5.3	4.9	1.6	2.2	1.6	1.2

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.

From 2009 onwards, the Survey of Education and Work (SEW) 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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

na Not available

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*

**Table 31 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, by state and territory, 2009–13**

State/Territory	2009	2010	2011	2012	2013
	%	%	%	%	%
New South Wales	86.2	86.0	83.5	87.9	86.1
CI±	2.4	2.4	2.7	2.4	2.6
Victoria	86.8	88.1	86.1	88.0	90.1
CI±	4.2	2.1	2.8	2.4	2.6
Queensland	85.6	87.9	83.0	85.8	86.7
CI±	3.4	2.5	3.4	3.0	2.3
South Australia	79.4	80.2	84.0	81.0	85.3
CI±	3.5	4.2	3.3	3.6	3.9
Western Australia	77.3	79.4	83.8	81.3	82.6
CI±	6.1	4.6	3.2	2.8	4.7
Tasmania	70.7	77.0	78.2	71.2	83.3
CI±	7.8	8.0	5.9	7.9	5.2
Northern Territory	69.0	73.2	72.8	68.8	69.2
CI±	9.9	6.9	8.4	8.1	14.2
Australian Capital Territory	95.1	89.4	90.1	93.7	92.4
CI±	3.9	4.5	4.3	4.0	4.3
<b>Australia</b>	<b>84.5</b>	<b>85.6</b>	<b>84.1</b>	<b>85.9</b>	<b>86.7</b>
CI±	1.6	1.3	1.3	1.3	1.5

Notes: CI = Confidence Interval

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

From 2009 onwards, the Survey of Education and Work (SEW) 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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*



**Table 32 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, by state and territory, 2009–13**

State/Territory	2009 %	2010 %	2011 %	2012 %	2013 %
New South Wales	84.9	84.7	82.5	87.0	85.5
CI±	2.6	2.8	3.0	2.4	2.7
Victoria	86.3	87.7	84.3	87.3	88.9
CI±	4.2	2.2	3.0	2.6	2.6
Queensland	84.7	87.3	82.3	83.3	85.3
CI±	3.8	2.6	3.3	3.9	2.3
South Australia	78.4	78.6	82.4	78.7	83.5
CI±	3.8	4.3	3.8	4.2	4.0
Western Australia	76.5	77.5	82.4	80.4	81.7
CI±	6.0	4.7	3.0	2.9	4.8
Tasmania	68.8	73.3	73.8	68.4	81.2
CI±	8.0	7.7	7.7	7.8	5.9
Northern Territory	66.7	70.4	69.7	68.2	68.2
CI±	9.6	7.1	8.2	7.9	14.7
Australian Capital Territory	94.6	88.5	90.1	92.9	91.0
CI±	4.0	5.0	4.3	4.2	4.7
<b>Australia</b>	83.5	84.5	82.7	84.6	85.7
CI±	1.7	1.5	1.3	1.3	1.5

Notes: CI = Confidence Interval

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

From 2009 onwards, the Survey of Education and Work (SEW) 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.

In 2013 the sample population of the SEW was extended to include people who are permanently unable to work.

Source: ABS, Cat. No. 6227.0, *Education and Work, Australia, 2013*

**Table 33** Proportion of the population aged 25 to 64 that has attained tertiary education<sup>(e)</sup>, OECD and other G20 countries, 2012 (per cent)

Age group	25–64 %	25–34 %	30–34 %	35–44 %	45–54 %	55–64 %	25–64 ('000)
<b>OECD countries</b>							
Australia	41	47	49	45	37	33	4,846
Austria	20	23	26	22	19	17	934
Belgium	35	43	44	40	32	25	2,089
Canada	53	57	58	59	50	44	9,981
Chile <sup>(a)</sup>	18	22	23	19	16	13	1,492
Czech Republic	19	28	26	19	18	13	1,164
Denmark	35	40	43	39	32	29	817
Estonia	37	40	39	36	37	35	272
Finland	40	40	46	47	41	31	1,136
France	31	43	44	38	24	20	10,049
Germany	28	29	32	30	28	26	12,612
Greece	27	35	31	27	24	20	1,641
Hungary	22	30	30	22	19	15	1,225
Iceland	35	38	40	42	34	25	56
Ireland	40	49	51	46	32	25	965
Israel	46	44	51	50	45	47	1,691
Italy	16	22	22	17	12	11	5,272
Japan	47	59	m	52	46	32	30,890
Korea	42	66	66	52	29	14	12,331
Luxembourg	39	50	50	45	32	26	114
Mexico	18	24	21	16	17	13	9,661
Netherlands	34	43	44	37	31	28	2,922
New Zealand	41	47	48	42	38	35	882
Norway	39	45	47	44	35	30	1,017
Poland	25	41	39	26	16	13	5,157
Portugal	19	28	27	20	14	11	1,095
Slovak Republic	19	27	24	17	16	14	598
Slovenia	26	35	39	30	23	17	315
Spain	32	39	40	39	28	19	8,508
Sweden	36	43	48	40	30	29	1,736
Switzerland	37	41	44	41	35	29	1,619
Turkey	15	21	19	15	10	10	5,271
United Kingdom	41	48	50	45	37	33	13,508
United States	43	44	45	46	41	42	70,207
<b>OECD average</b>	<b>32</b>	<b>39</b>	<b>40</b>	<b>35</b>	<b>29</b>	<b>24</b>	
<b>OECD total</b>							<b>222,074</b>
<b>EU21 average</b>	<b>30</b>	<b>37</b>	<b>38</b>	<b>33</b>	<b>26</b>	<b>22</b>	
<b>Other G20</b>							
Argentina <sup>(b)</sup>	14	m	m	m	m	m	m
Brazil	13	14	15	13	13	10	13,199
China <sup>(c)</sup>	4	m	m	m	m	m	m
Colombia <sup>(a)</sup>	20	m	m	m	m	m	m
India	m	m	m	m	m	m	m
Indonesia <sup>(a)</sup>	8	m	m	m	m	m	m
Latvia	29	39	37	29	27	22	321
Russian Federation	53	57	56	55	52	49	44,583
Saudi Arabia <sup>(d)</sup>	21	m	m	m	m	m	m
South Africa	6	m	m	m	m	m	m
<b>G20 average</b>	<b>27</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	
<b>G20 total</b>							<b>m</b>

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.

Some data are unavailable for some countries (m).

a Year of reference 2011

b Year of reference 2003

c Year of reference 2010

d Year of reference 2013

e In this table 'Tertiary' corresponds to International Standard Classification of Education (ISCED) 1997 levels 5A, 5B and 6. This corresponds with Australian Qualifications Framework (AQF) level 5, Diploma and above, including Diploma, Advanced Diploma, Bachelor Degree and post-graduate diplomas and degrees

Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance 2014: OECD Indicators*, Table A1.3a; see page 22 for ISCED classifications.

**Table 34** Year 12 certification rates<sup>(a)</sup>, by locality<sup>(b)</sup> and sex, by state and territory, 2013 (per cent); Year 12 certification rates, by locality and sex, Australia, 2009–13 (per cent)<sup>(c)</sup>

State/Territory	Metropolitan zone			Provincial zone			Remote zone			Total			
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	
New South Wales <sup>(f)</sup>	70	78	74	56	71	64	63	83	73	67	77	72	
Victoria <sup>(d)</sup>	80	84	82	70	83	76	np	np	np	78	84	81	
Queensland	66	74	70	63	74	69	51	70	60	65	74	69	
South Australia <sup>(e)</sup>	80	87	83	69	89	79	np	np	np	77	88	82	
Western Australia	69	76	72	76	82	79	68	77	72	70	77	73	
Tasmania	47	58	52	36	51	43	34	43	38	41	54	47	
Northern Territory <sup>(e)(g)</sup>	np	np	np	48	61	54	19	25	22	34	44	39	
Australian Capital Territory <sup>(h)</sup>	80	85	82	np	np	np	np	np	np	80	85	82	
<b>Australia</b>	<b>2013</b>	72	79	76	62	75	68	50	65	57	69	78	74
	<b>2012</b>	72	79	76	61	75	68	50	61	55	69	78	73
(c) (d) (e)	<b>2011</b>	71	78	74	60	76	68	47	62	54	68	77	72
	<b>2010</b>	68	77	72	58	73	65	44	57	50	65	75	70
	<b>2009</b>	66	74	70	57	73	65	43	56	49	63	74	68

Notes: np=not published

- (a) Certification rates are estimated by calculating the number of students who meet the requirements of a Senior Secondary Certificate or equivalent expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single year age group which could have attended Year 12 that year, calculated as the estimated resident population aged 15 to 19 divided by five.
- (b) Definitions are based on the agreed MCEECDYA Geographic Location Classification.
- (c) The Estimated Resident Population data from 2011 were rebased using the 2011 ABS Census of Population and Housing. This has caused a break in the series as population estimates are now lower than they would have been if they were based on 2006 Census data. This has led to a slight increase in completion rates compared to previous years.
- (d) Data for Victoria from 2011 include students completing the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) at the intermediate or senior levels. Data in previous years excluded Year 12 students completing VCAL. This forms part of the increase in completion rates since 2011.
- (e) In 2011 the SACE Board of South Australia introduced a new qualification listing, replacing the HESS General subjects with 'Tertiary Admissions Subjects' (TAS). Data included 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. Both NT and SA showed an increase in completions due to this. This has added to the increase in completion rates since 2011.
- (f) In 2013, the ABS conducted a one-off exercise to revise (recast) population estimates back to 1991. Completions rates in NSW remote areas have increased on previous years due to the improved statistical methodology. For more information, refer to the 20 June 2013 release of Australian Demographic Statistics, Feature Article 2: Recasting 20 years of ERP.
- (g) Darwin is included in the NT Provincial zone.
- (h) The ACT is included in the Metropolitan zone.

Sources: Australian Government Department of Education and Training, derived from data supplied by State/Territory secondary accreditation authorities and ABS, ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, Estimated Residential Population.

**Table 35** Year 12 certification rates<sup>(a)</sup> by socio-economic status<sup>(b)</sup> and sex, by state and territory, 2013 (per cent); Year 12 certification rates by socio-economic status and sex, Australia, 2009–13 (per cent)

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	75	68	64	75	69	76	82	79	67	77	72	
Victoria <sup>(d)</sup>	71	79	75	76	84	80	84	87	85	78	84	81	
Queensland	60	69	64	67	76	71	68	75	72	65	74	69	
South Australia <sup>(e)</sup>	74	85	79	76	88	82	86	91	88	77	88	82	
Western Australia	63	68	65	72	81	76	71	77	74	70	77	73	
Tasmania	33	46	39	43	59	51	62	67	64	41	54	47	
Northern Territory <sup>(e)(f)</sup>	16	20	18	41	58	49	np	np	np	34	44	39	
Australian Capital Territory <sup>(f)</sup>	np	np	np	np	np	np	81	87	84	81	87	84	
<b>Australia</b>	<b>2013</b>	63	73	68	69	78	74	77	82	79	69	78	74
	<b>2012</b>	61	73	67	69	78	73	77	82	80	69	78	73
	<b>2011</b>	59	73	66	67	78	72	76	82	79	68	77	72
	<b>2010</b>	56	69	62	65	75	70	74	81	78	65	75	70
	<b>2009</b>	55	67	61	62	73	68	72	80	76	63	74	68

Notes np=not published

- (a) Certification rates are estimated by calculating the number of students who meet the requirements of a Senior Secondary Certificate or equivalent expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single year age group which could have attended Year 12 that year, calculated as the estimated resident population aged 15 to 19 divided by five.
- (b) The ABS Index of Relative Socio-Economic Disadvantage has been used to calculate socio-economic status (SES) on the basis of postcode of students' home addresses. 'Low' SES is the average of the lowest three deciles, 'Medium' SES is the average of the middle four deciles and 'High' SES is the average of the top three deciles.
- (c) The Estimated Resident Population data from 2011 were rebased using the 2011 ABS Census of Population and Housing. This has caused a break in the series as population estimates are now lower than they would have been if they were based on 2006 Census data. This has led to a slight increase in completion rates compared to previous years.
- (d) Data for Victoria from 2011 include students completing the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) at the intermediate or senior levels. Data in previous years excluded Year 12 students completing VCAL. This forms part of the increase in completion rates since 2011.
- (e) In 2011 the SACE Board of South Australia introduced a new qualification listing, replacing the HESS General subjects with 'Tertiary Admissions Subjects' (TAS). Data included 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. Both NT and SA showed an increase in completions due to this. This has added to the increase in completion rates since 2011.
- (f) 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:

Aboriginal and Torres Strait Islander education

Enrolment

**Table 36** Number of Indigenous students (full-time plus part-time) enrolled by school sector and level, by state and territory, 2013; number of Indigenous students enrolled (full-time plus part-time) by school sector, Australia, 2009–13; number of Indigenous students (full-time plus part-time) enrolled by state and territory, 2009–13.

	Government			Non-government						All schools														
	FT	PT	Total	Catholic			Independent			Total														
				FT	PT	Total	FT	PT	Total	FT	PT	Total												
<b>New South Wales</b>																								
Primary	29,412	0	29,412	3,705	4	3,709	1,027	0	1,027	4,732	4	4,736	34,144	4	34,148									
Junior secondary	15,792	0	15,792	2,096	0	2,096	851	68	919	2,947	68	3,015	18,739	68	18,807									
Senior secondary	3,970	246	4,216	595	0	595	280	14	294	875	14	889	4,845	260	5,105									
Total secondary	19,762	246	20,008	2,691	0	2,691	1,131	82	1,213	3,822	82	3,904	23,584	328	23,912									
<b>Total</b>	<b>49,174</b>	<b>246</b>	<b>49,420</b>	<b>6,396</b>	<b>4</b>	<b>6,400</b>	<b>2,158</b>	<b>82</b>	<b>2,240</b>	<b>8,554</b>	<b>86</b>	<b>8,640</b>	<b>57,728</b>	<b>332</b>	<b>58,060</b>									
<b>Victoria</b>																								
Primary	6,440	4	6,444	644	10	654	153	3	156	797	13	810	7,237	17	7,254									
Junior secondary	3,093	3	3,096	449	0	449	274	0	274	723	0	723	3,816	3	3,819									
Senior secondary	846	16	862	128	0	128	92	0	92	220	0	220	1,066	16	1,082									
Total secondary	3,939	19	3,958	577	0	577	366	0	366	943	0	943	4,882	19	4,901									
<b>Total</b>	<b>10,379</b>	<b>23</b>	<b>10,402</b>	<b>1,221</b>	<b>10</b>	<b>1,231</b>	<b>519</b>	<b>3</b>	<b>522</b>	<b>1,740</b>	<b>13</b>	<b>1,753</b>	<b>12,119</b>	<b>36</b>	<b>12,155</b>									
<b>Queensland</b>																								
Primary	30,996	465	31,461	2,739	0	2,739	1,483	3	1,486	4,222	3	4,225	35,218	468	35,686									
Junior secondary	9,927	171	10,098	1,603	0	1,603	1,126	3	1,129	2,729	3	2,732	12,656	174	12,830									
Senior secondary	4,274	202	4,476	929	5	934	691	3	694	1,620	8	1,628	5,894	210	6,104									
Total secondary	14,201	373	14,574	2,532	5	2,537	1,817	6	1,823	4,349	11	4,360	18,550	384	18,934									
<b>Total</b>	<b>45,197</b>	<b>838</b>	<b>46,035</b>	<b>5,271</b>	<b>5</b>	<b>5,276</b>	<b>3,300</b>	<b>9</b>	<b>3,309</b>	<b>8,571</b>	<b>14</b>	<b>8,585</b>	<b>53,768</b>	<b>852</b>	<b>54,620</b>									
<b>South Australia</b>																								
Primary	6,186	0	6,186	377	0	377	338	0	338	715	0	715	6,901	0	6,901									
Junior secondary	2,130	6	2,136	161	0	161	178	3	181	339	3	342	2,469	9	2,478									
Senior secondary	1,103	80	1,183	92	0	92	69	0	69	161	0	161	1,264	80	1,344									
Total secondary	3,233	86	3,319	253	0	253	247	3	250	500	3	503	3,733	89	3,822									
<b>Total</b>	<b>9,419</b>	<b>86</b>	<b>9,505</b>	<b>630</b>	<b>0</b>	<b>630</b>	<b>585</b>	<b>3</b>	<b>588</b>	<b>1,215</b>	<b>3</b>	<b>1,218</b>	<b>10,634</b>	<b>89</b>	<b>10,723</b>									
<b>Western Australia</b>																								
Primary	14,950	0	14,950	1,542	0	1,542	709	0	709	2,251	0	2,251	17,201	0	17,201									
Junior secondary	4,364	4	4,368	599	0	599	532	0	532	1,131	0	1,131	5,495	4	5,499									
Senior secondary	1,337	15	1,352	227	0	227	309	0	309	536	0	536	1,873	15	1,888									
Total secondary	5,701	19	5,720	826	0	826	841	0	841	1,667	0	1,667	7,368	19	7,387									
<b>Total</b>	<b>20,651</b>	<b>19</b>	<b>20,670</b>	<b>2,368</b>	<b>0</b>	<b>2,368</b>	<b>1,550</b>	<b>0</b>	<b>1,550</b>	<b>3,918</b>	<b>0</b>	<b>3,918</b>	<b>24,569</b>	<b>19</b>	<b>24,588</b>									
<b>Tasmania</b>																								
Primary	2,788	3	2,791	450	0	450	142	3	145	592	3	595	3,380	6	3,386									
Junior secondary	1,652	0	1,652	208	0	208	105	0	105	313	0	313	1,965	0	1,965									
Senior secondary	478	141	619	75	0	75	22	3	25	97	3	100	575	144	719									
Total secondary	2,130	141	2,271	283	0	283	127	3	130	410	3	413	2,540	144	2,684									
<b>Total</b>	<b>4,918</b>	<b>144</b>	<b>5,062</b>	<b>733</b>	<b>0</b>	<b>733</b>	<b>269</b>	<b>6</b>	<b>275</b>	<b>1,002</b>	<b>6</b>	<b>1,008</b>	<b>5,920</b>	<b>150</b>	<b>6,070</b>									
<b>Northern Territory</b>																								
Primary	8,825	16	8,841	1,060	0	1,060	349	0	349	1,409	0	1,409	10,234	16	10,250									
Junior secondary	3,476	38	3,514	605	0	605	902	0	902	1,507	0	1,507	4,983	38	5,021									
Senior secondary	826	29	855	121	3	124	164	0	164	285	3	288	1,111	32	1,143									
Total secondary	4,302	67	4,369	726	3	729	1,066	0	1,066	1,792	3	1,795	6,094	70	6,164									
<b>Total</b>	<b>13,127</b>	<b>83</b>	<b>13,210</b>	<b>1,786</b>	<b>3</b>	<b>1,789</b>	<b>1,415</b>	<b>0</b>	<b>1,415</b>	<b>3,201</b>	<b>3</b>	<b>3,204</b>	<b>16,328</b>	<b>86</b>	<b>16,414</b>									
<b>Australian Capital Territory</b>																								
Primary	715	4	719	154	0	154	32	0	32	186	0	186	901	4	905									
Junior secondary	348	0	348	112	0	112	21	3	24	133	3	136	481	3	484									
Senior secondary	137	6	143	43	0	43	8	0	8	51	0	51	188	6	194									
Total secondary	485	6	491	155	0	155	29	3	32	184	3	187	669	9	678									
<b>Total</b>	<b>1,200</b>	<b>10</b>	<b>1,210</b>	<b>309</b>	<b>0</b>	<b>309</b>	<b>61</b>	<b>3</b>	<b>64</b>	<b>370</b>	<b>3</b>	<b>373</b>	<b>1,570</b>	<b>13</b>	<b>1,583</b>									
<b>Australia</b>																								
Primary	100,312	492	100,804	10,671	14	10,685	4,233	9	4,242	14,904	23	14,927	115,216	515	155,731									
Junior secondary	40,782	222	41,004	5,833	0	5,833	3,989	77	4,066	9,822	77	9,899	50,604	299	50,903									
Senior secondary	12,971	735	13,706	2,210	8	2,218	1,635	20	1,655	3,845	28	3,873	16,816	763	17,579									
Total secondary	53,753	957	54,710	8,043	8	8,051	5,624	97	5,721	13,667	105	13,772	67,420	1,062	68,482									
<b>Total</b>	<b>154,065</b>	<b>1,449</b>	<b>155,514</b>	<b>18,714</b>	<b>22</b>	<b>18,736</b>	<b>9,857</b>	<b>106</b>	<b>9,963</b>	<b>28,571</b>	<b>128</b>	<b>28,699</b>	<b>182,636</b>	<b>1,577</b>	<b>184,213</b>									
<b>Number of Indigenous students (full-time plus part-time) enrolled by sector, Australia, 2009–13</b>																								
	Government			Catholic			Independent			Total			Total											
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total									
<b>Total 2013</b>	154,065	1,449	155,514	18,714	22	18,736	9,857	106	9,963	28,571	128	28,699	182,636	1,577	184,213									
<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>Number of Indigenous students (full-time plus part-time) enrolled by state and territory, 2009–13</b>																								
	NSW			Vic.			Qld			SA			WA			Tas.			NT			ACT		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total			
<b>Total 2013</b>	58,060	12	58,072	12,155	54	12,209	54,620	10	54,630	10,723	24	10,747	24,588	6	24,594	6,070	16	6,086	16,414	16	16,430	1,583		
<b>Total 2012</b>	55,056	11	55,067	11,392	52	11,444	52,060	10	52,070	10,160	23	10,183	23,813	5	23,818	5,879	16	5,895	16,195	16	16,211	1,502		
<b>Total 2011</b>	52,443	10	52,453	10,659	49	10,708	49,420	9	49,429	9,821	23	9,844	23,140	5	23,145	5,770	16	5,786	16,162	16	16,178	1,388		
<b>Total 2010</b>	49,469	9	49,478	9,875	48	9,923	48,205	9	48,214	9,487	22	9,509	22,835	5	22,840	5,587	16	5,603	16,020	16	16,036	1,353		
<b>Total 2009</b>	46,659	9	46,668	9,260	46	9,306	46,572	9	46,581	9,117	22	9,139	22,834	5	22,839	5,591	15	5,606	15,366	16	15,382	1,287		

Notes: Data are drawn from 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).

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.

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

Senior secondary includes 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 [Glossary](#) for definition of special schools.

**Table 37 Number of Indigenous students (full-time plus part-time) and full-time equivalent (FTE), by school level, school sector and sex, by state and territory, 2013**

	Primary		Junior secondary		Senior secondary		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
<b>Government</b>										
New South Wales	29,412	29,412.0	15,792	15,792.0	4,216	4,104.4	20,008	19,896.4	49,420	49,308.4
Victoria	6,444	6,442.0	3,096	3,094.2	862	856.5	3,958	3,950.7	10,402	10,392.7
Queensland	31,461	31,124.4	10,098	9,979.8	4,476	4,359.9	14,574	14,339.7	46,035	45,464.1
South Australia	6,186	6,186.0	2,136	2,132.4	1,183	1,135.6	3,319	3,268.0	9,505	9,454.0
Western Australia	14,950	14,950.0	4,368	4,366.4	1,352	1,346.1	5,720	5,712.5	20,670	20,662.5
Tasmania	2,791	2,789.9	1,652	1,652.0	619	564.6	2,271	2,216.6	5,062	5,006.5
Northern Territory	8,841	8,832.6	3,514	3,489.3	855	838.7	4,369	4,328.0	13,210	13,160.6
Australian Capital Territory	719	716.5	348	348.0	143	140.1	491	488.1	1,210	1,204.6
<b>Australia</b>	<b>100,804</b>	<b>100,453.4</b>	<b>41,004</b>	<b>40,854.1</b>	<b>13,706</b>	<b>13,345.9</b>	<b>54,710</b>	<b>54,200.0</b>	<b>155,514</b>	<b>154,653.4</b>
<i>Males</i>	49,019	48,877.9	19,739	19,665.9	7,155	6,948.7	26,894	26,614.6	75,913	75,492.5
<i>Females</i>	51,785	51,575.5	21,265	21,188.2	6,551	6,397.2	27,816	27,585.4	79,601	79,160.9
<b>Catholic</b>										
New South Wales	3,709	3,706.9	2,096	2,096.0	595	595.0	2,691	2,691.0	6,400	6,397.9
Victoria	654	648.0	449	449.0	128	128.0	577	577.0	1,231	1,225.0
Queensland	2,739	2,739.0	1,603	1,603.0	934	931.0	2,537	2,534.0	5,276	5,273.0
South Australia	377	377.0	161	161.0	92	92.0	253	253.0	630	630.0
Western Australia	1,542	1,542.0	599	599.0	227	227.0	826	826.0	2,368	2,368.0
Tasmania	450	450.0	208	208.0	75	75.0	283	283.0	733	733.0
Northern Territory	1,060	1,060.0	605	605.0	124	122.9	729	727.9	1,789	1,787.9
Australian Capital Territory	154	154.0	112	112.0	43	43.0	155	155.0	309	309.0
<b>Australia</b>	<b>10,685</b>	<b>10,676.9</b>	<b>5,833</b>	<b>5,833.0</b>	<b>2,218</b>	<b>2,213.9</b>	<b>8,051</b>	<b>8,046.9</b>	<b>18,736</b>	<b>18,723.8</b>
<i>Males</i>	5,402	5,397.8	2,920	2,920.0	1,126	1,123.0	4,046	4,043.0	9,448	9,440.8
<i>Females</i>	5,283	5,279.1	2,913	2,913.0	1,092	1,090.9	4,005	4,003.9	9,288	9,283.0
<b>Independent</b>										
New South Wales	1,027	1,027.0	919	899.3	294	288.6	1,213	1,187.9	2,240	2,214.9
Victoria	156	155.6	274	274.0	92	92.0	366	366.0	522	521.6
Queensland	1,486	1,484.7	1,129	1,128.4	694	692.4	1,823	1,820.8	3,309	3,305.5
South Australia	338	338.0	181	179.1	69	69.0	250	248.1	588	586.1
Western Australia	709	709.0	532	532.0	309	309.0	841	841.0	1,550	1,550.0
Tasmania	145	144.2	105	105.0	25	24.1	130	129.1	275	273.3
Northern Territory	349	349.0	902	902.0	164	164.0	1,066	1,066.0	1,415	1,415.0
Australian Capital Territory	32	32.0	24	22.8	8	8.0	32	30.8	64	62.8
<b>Australia</b>	<b>4,242</b>	<b>4,239.5</b>	<b>4,066</b>	<b>4,042.6</b>	<b>1,655</b>	<b>1,647.1</b>	<b>5,721</b>	<b>5,689.7</b>	<b>9,963</b>	<b>9,929.2</b>
<i>Males</i>	2,109	2,108.2	2,159	2,143.4	821	816.5	2,980	2,959.9	5,089	5,068.1
<i>Females</i>	2,133	2,131.3	1,907	1,899.2	834	830.6	2,741	2,729.8	4,874	4,861.1
<b>Total non-government</b>										
New South Wales	4,736	4,733.9	3,015	2,995.3	889	883.6	3,904	3,878.9	8,640	8,612.8
Victoria	810	803.6	723	723.0	220	220.0	943	943.0	1,753	1,746.6
Queensland	4,225	4,223.7	2,732	2,731.4	1,628	1,623.4	4,360	4,354.8	8,585	8,578.5
South Australia	715	715.0	342	340.1	161	161.0	503	501.1	1,218	1,216.1
Western Australia	2,251	2,251.0	1,131	1,131.0	536	536.0	1,667	1,667.0	3,918	3,918.0
Tasmania	595	594.2	313	313.0	100	99.1	413	412.1	1,008	1,006.3
Northern Territory	1,409	1,409.0	1,507	1,507.0	288	286.9	1,795	1,793.9	3,204	3,202.9
Australian Capital Territory	186	186.0	136	134.8	51	51.0	187	185.8	373	371.8
<b>Australia</b>	<b>14,927</b>	<b>14,916.4</b>	<b>9,899</b>	<b>9,875.6</b>	<b>3,873</b>	<b>3,861.0</b>	<b>13,772</b>	<b>13,736.6</b>	<b>28,699</b>	<b>28,653.0</b>
<i>Males</i>	7,511	7,506.0	5,079	5,063.4	1,947	1,939.5	7,026	7,002.9	14,537	14,508.9
<i>Females</i>	7,416	7,410.4	4,820	4,812.2	1,926	1,921.5	6,746	6,733.7	14,162	14,144.1
<b>All schools</b>										
New South Wales	34,148	34,145.9	18,807	18,787.3	5,105	4,988.0	23,912	23,775.3	58,060	57,921.2
Victoria	7,254	7,245.6	3,819	3,817.2	1,082	1,076.5	4,901	4,893.7	12,155	12,139.3
Queensland	35,686	35,348.1	12,830	12,711.2	6,104	5,983.3	18,934	18,694.5	54,620	54,042.6
South Australia	6,901	6,901.0	2,478	2,472.5	1,344	1,296.6	3,822	3,769.1	10,723	10,670.1
Western Australia	17,201	17,201.0	5,499	5,497.4	1,888	1,882.1	7,387	7,379.5	24,588	24,580.5
Tasmania	3,386	3,384.1	1,965	1,965.0	719	663.7	2,684	2,628.7	6,070	6,012.8
Northern Territory	10,250	10,241.6	5,021	4,996.3	1,143	1,125.6	6,164	6,121.9	16,414	16,363.5
Australian Capital Territory	905	902.5	484	482.8	194	191.1	678	673.9	1,583	1,576.4
<b>Total Australia</b>	<b>115,731</b>	<b>115,369.8</b>	<b>50,903</b>	<b>50,729.7</b>	<b>17,579</b>	<b>17,206.9</b>	<b>68,482</b>	<b>67,936.6</b>	<b>184,213</b>	<b>183,306.4</b>
<i>Males</i>	56,530	56,383.9	24,818	24,729.3	9,102	8,888.2	33,920	33,617.5	90,450	90,001.4
<i>Females</i>	59,201	58,985.9	26,085	26,000.4	8,477	8,318.7	34,562	34,319.1	93,763	93,305.0

Notes:

Components may not add to totals due to rounding.

Full time equivalent. See [Glossary](#) for details of calculation of FTE.

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

Senior secondary includes 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 [Glossary](#) for definition of special schools.

Source:

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

Attendance

**Table 38 Student attendance rates, government schools, by year level, Indigenous status and state and territory, 2013 (per cent); Indigenous student attendance rates, government schools, by year level, Indigenous status and state and territory, 2009–13 (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>2013</b>												
<b>New South Wales</b>												
Indigenous	90	91	91	91	90	90	87	82	79	75	88	75
Non-Indigenous	95	95	95	95	95	94	94	92	90	89	92	86
<b>All</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>91</b>	<b>84</b>
<b>Victoria</b>												
Indigenous	89	89	89	89	88	88	86	84	80	79	85	81
Non-Indigenous	93	93	94	93	93	93	93	91	90	90	89	87
<b>All</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>89</b>	<b>86</b>
<b>Queensland</b>												
Indigenous	84	86	86	86	86	85	85	83	78	76	na	na
Non-Indigenous	92	93	93	93	93	93	92	92	89	88	na	92
<b>All</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>91</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>92</b>
<b>South Australia</b>												
Indigenous	81	82	82	84	82	82	81	76	74	72	83	81
Non-Indigenous	93	93	93	93	93	93	92	91	88	88	91	90
<b>All</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>91</b>	<b>90</b>
<b>Western Australia</b>												
Indigenous	80	82	82	82	82	80	79	72	64	63	na	na
Non-Indigenous	94	94	94	94	94	94	93	91	89	87	na	95
<b>All</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>87</b>	<b>85</b>	<b>na</b>	<b>95</b>
<b>Tasmania</b>												
Indigenous	92	93	93	92	91	92	89	85	82	81	na	na
Non-Indigenous	93	94	94	94	94	94	92	90	89	87	na	na
<b>All</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>na</b>
<b>Northern Territory</b>												
Indigenous	71	71	72	72	72	72	68	63	57	56	na	na
Non-Indigenous	92	93	93	93	93	93	92	89	89	87	na	92
<b>Total</b>	<b>82</b>	<b>83</b>	<b>83</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>79</b>	<b>77</b>	<b>74</b>	<b>74</b>	<b>na</b>	<b>91</b>
<b>Australian Capital Territory</b>												
Indigenous	90	87	89	87	88	87	84	82	76	77	na	na
Non-Indigenous	94	94	94	94	94	93	92	91	89	89	na	na
<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>90</b>	<b>88</b>	<b>88</b>	<b>na</b>	<b>na</b>
<b>Attendance rates, Indigenous students 2012</b>												
NSW	90	90	90	90	90	90	85	81	78	75		
Vic.	89	90	90	90	89	88	89	85	84	83		
Qld	86	86	87	87	86	87	86	83	79	77		
SA	80	81	82	81	83	81	81	77	72	73		
WA	80	81	82	82	82	81	80	72	67	64		
Tas.	92	93	93	91	92	92	89	84	82	78		
NT	68	70	72	71	72	71	68	64	60	55		
ACT	87	87	85	88	87	87	83	76	79	77		
<b>Attendance rates, Indigenous students 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>Attendance rates, Indigenous students 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>Attendance rates, Indigenous students 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		

Notes: N/A – not applicable  
For further information, see [Explanatory notes for the 2013 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, 2009-13

**Table 39 Student attendance rates, Catholic schools, by year level, Indigenous status and state and territory, 2013 (per cent); Indigenous student attendance rates, Catholic schools, by year level and state and territory, 2009–13 (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>2013</b>												
<b>New South Wales</b>												
Indigenous	91	90	92	93	91	91	91	89	89	88	na	na
Non-Indigenous	95	95	95	95	95	95	95	93	93	92	na	na
<b>Total</b>	95	95	95	95	95	95	95	93	92	92	na	na
<b>Victoria</b>												
Indigenous	91	91	90	91	90	91	93	88	89	87	na	na
Non-Indigenous	94	94	94	94	94	94	95	94	93	93	na	na
<b>Total</b>	94	94	94	94	94	94	95	94	93	93	na	na
<b>Queensland</b>												
Indigenous	90	89	90	90	91	90	90	90	88	87	na	68
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	na	82
<b>Total</b>	94	94	94	94	94	94	94	94	93	92	na	71
<b>South Australia</b>												
Indigenous	89	90	92	90	92	90	89	89	91	88	na	83
Non-Indigenous	94	94	95	94	93	94	94	94	93	93	95	93
<b>Total</b>	94	94	94	94	93	94	94	94	93	93	95	93
<b>Western Australia</b>												
Indigenous	80	82	85	83	79	84	79	81	73	78	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	93	92	na	na
<b>Total</b>	94	94	94	94	94	94	94	93	92	92	na	na
<b>Tasmania</b>												
Indigenous	93	94	94	92	93	95	91	92	92	89	na	na
Non-Indigenous	95	95	95	95	95	95	93	92	91	90	na	na
<b>Total</b>	95	95	95	95	95	95	93	92	91	90	na	na
<b>Northern Territory</b>												
Indigenous	64	69	69	70	70	70	72	71	69	66	na	na
Non-Indigenous	94	93	94	93	94	93	92	91	90	90	na	na
<b>Total</b>	83	84	84	83	86	84	85	83	82	82	na	na
<b>Australian Capital Territory</b>												
Indigenous	90	92	90	93	91	93	94	92	92	86	na	na
Non-Indigenous	94	94	94	94	94	94	95	94	94	91	na	na
<b>Total</b>	94	94	94	94	94	94	95	94	94	91	na	na
<b>Attendance rates, Indigenous students 2012</b>												
NSW	91	91	91	91	91	90	92	90	89	87		
Vic.	85	87	90	89	87	90	88	89	85	85		
Qld	87	87	90	89	89	88	90	91	89	86		
SA	90	92	89	90	93	88	86	83	85	84		
WA	77	79	81	78	86	81	82	80	82	80		
Tas.	95	92	93	92	93	91	91	90	89	88		
NT	63	66	67	64	66	67	65	73	67	71		
ACT	89	93	92	91	79	85	87	83	83	84		
<b>Attendance rates, Indigenous students 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>Attendance rates, Indigenous students 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>Attendance rates, Indigenous students 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		

Notes: N/A –not applicable  
For further information, see [Explanatory notes for the 2013 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, 2009-13



**Table 40 Student attendance rates, independent schools, by year level, Indigenous status and state and territory, 2013 (per cent); Indigenous student attendance rates, independent schools, by year level and state and territory, 2009–13 (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>2013</b>												
<b>New South Wales</b>												
Indigenous	92	91	90	90	92	90	92	90	86	83	79	89
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	93	90
<b>Total</b>	<b>95</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>90</b>
<b>Victoria</b>												
Indigenous	94	95	94	95	94	94	91	88	90	88	64	87
Non-Indigenous	95	95	95	95	95	95	96	95	94	94	95	90
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>90</b>
<b>Queensland</b>												
Indigenous	87	88	90	89	88	88	90	86	84	84	85	83
Non-Indigenous	95	95	95	95	95	95	95	95	94	94	97	85
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>97</b>	<b>85</b>
<b>South Australia</b>												
Indigenous	90	88	90	90	88	89	88	86	86	89	89	na
Non-Indigenous	95	95	95	95	95	95	94	94	94	93	92	94
<b>Total</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>94</b>	<b>93</b>	<b>92</b>	<b>94</b>
<b>Western Australia</b>												
Indigenous	80	83	81	87	88	85	87	84	77	70	na	27
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	100	45
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>100</b>	<b>36</b>
<b>Tasmania</b>												
Indigenous	92	95	93	95	94	93	94	92	92	85	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	94	94	85	91
<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>85</b>	<b>91</b>
<b>Northern Territory</b>												
Indigenous	69	75	65	70	74	78	74	75	75	73	na	15
Non-Indigenous	94	93	94	94	94	94	94	93	92	92	na	81
<b>Total</b>	<b>90</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>91</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>23</b>
<b>Australian Capital Territory</b>												
Indigenous	86	89	89	93	94	91	91	92	86	85	na	na
Non-Indigenous	94	95	95	95	95	94	94	93	92	91	na	na
<b>Total</b>	<b>94</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>91</b>	<b>na</b>	<b>na</b>
<b>Attendance rates, Indigenous students 2012</b>												
NSW	91	91	93	91	91	93	91	92	83	79		
Vic.	89	92	92	92	94	89	91	91	96	89		
Qld	86	88	86	85	87	90	89	88	83	78		
SA	90	78	91	88	89	92	84	83	92	93		
WA	84	85	87	86	87	81	92	85	75	65		
Tas.	93	84	94	90	96	93	95	93	92	93		
NT	77	77	75	85	79	81	76	74	75	71		
ACT	73	94	88	95	94	77	98	76	76	98		
<b>Attendance rates, Indigenous students 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>Attendance rates, Indigenous students 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>Attendance rates, Indigenous students 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		

Notes:

N/A – not applicable

For further information, see [Explanatory notes for the 2013 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, 2009-13

Table 41

**Comparative Indigenous and non-Indigenous apparent retention rates (Year 10–12), and the percentage point gap between Indigenous and non-Indigenous apparent retention rates Year 10–12, by state and territory (per cent)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Year 10–12 2013</b>									
Indigenous	46.7	58.0	67.0	75.4	53.5	47.5	43.4	64.2	55.8
Non-Indigenous	77.2	83.4	85.2	88.3	82.6	69.4	75.3	90.9	81.9
Gap (percentage points)	30.5	25.4	18.2	12.9	29.1	21.9	31.9	26.7	26.1
<b>Year 10–12 2012</b>									
Indigenous	48.1	56.3	62.4	70.0	45.4	41.2	40.3	65.4	53.3
Non-Indigenous	76.6	81.5	83.6	86.9	79.7	69.2	75.1	89.8	80.4
Gap (percentage points)	28.5	25.2	21.2	16.9	34.3	28.0	34.8	24.4	27.1

## Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of schooling as a percentage of their respective cohort group in a base year. The base year for apparent retention rates Year 10–12 is Year 10. Part-time students are not included. Ungraded students are not included.

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

Apparent retention rates at the state and territory level can be inflated or deflated by interstate migration. Small numbers of Indigenous students can also affect results at the state and territory level and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

For additional information on apparent retention rates see the explanatory notes of *Schools, Australia*.

## Source:

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

## Retention

**Table 42** Comparative Indigenous and non-Indigenous apparent retention rates Year 10–12 and the percentage point gap between Indigenous and non-Indigenous apparent retention rates Year 10–12, Australia, 2008–13 (per cent)

	2008	2009	2010	2011	2012	2013
<b>Year 10–12</b>						
Indigenous	51.7	50.1	52.5	53.5	53.3	55.8
Non-Indigenous	76.5	77.7	79.5	80.6	80.4	81.9
Gap (percentage points)	24.8	27.6	27	27.1	27.1	26.1

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of schooling as a percentage of their respective cohort group in a base year. The base year for apparent retention rates Year 10-12 is Year 10. Part-time students are not included. 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.

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

For additional information on apparent retention rates see the explanatory notes of *Schools, Australia*.

Source:

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

**Table numbers omitted**

**Due to the consolidation of tables in Additional Statistics Tables 2013, table numbers 43–48 inclusive do not appear in this edition of the National Report on Schooling in Australia**

## Funding Australia's schools - Draft 2013

**Table 49 Expenditure by government education systems, by level of education and area of expenditure, by state and territory, 2012–13 financial year; totals 2008–09 to 2012–13 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	3,387,689	2,111,782	2,190,064	771,279	1,327,515	246,793	180,189	176,413	10,391,724
Non-teaching staff salaries	617,074	402,934	624,746	215,345	408,940	62,301	44,949	42,341	2,418,630
Redundancy payments	9,063	448	21,217	0	0	57	0	0	30,785
Non-salary costs	1,245,505	726,588	748,474	321,512	481,415	108,147	119,316	72,770	3,823,727
Recurrent costs excluding notional user cost of capital	5,259,331	3,241,752	3,584,501	1,308,136	2,217,870	417,298	344,454	291,524	16,664,865
Notional user cost of capital	940,378	649,463	787,407	193,825	518,001	49,266	46,596	76,006	3,260,943
Recurrent costs including notional user cost of capital	6,199,709	3,891,215	4,371,908	1,501,962	2,735,871	466,564	391,051	367,530	19,925,809
Capital/investing costs	275,402	250,140	147,658	62,387	173,353	5,658	12,116	55,406	982,120
<b>In-school, secondary education</b>									
Teaching staff salaries	2,766,541	1,836,005	1,490,333	505,593	779,862	197,535	127,458	165,440	7,868,767
Non-teaching staff salaries	444,007	362,587	350,743	136,563	228,540	51,203	33,120	40,049	1,646,812
Redundancy payments	6,932	311	1,663	0	0	0	30	0	8,936
Non-salary costs	1,076,675	726,421	612,534	245,419	371,269	133,304	88,275	67,386	3,321,283
Recurrent costs excluding notional user cost of capital	4,294,155	2,925,324	2,455,273	887,575	1,379,671	382,042	248,883	272,875	12,845,799
Notional user cost of capital	726,169	476,525	465,169	98,709	390,888	47,057	28,390	71,897	2,304,802
Recurrent costs including notional user cost of capital	5,020,323	3,401,849	2,920,442	986,284	1,770,559	429,099	277,273	344,772	15,150,601
Capital/investing costs	146,993	174,858	189,101	44,333	288,795	2,212	7,298	18,649	872,238
<b>Out-of-school</b>									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	300,138	118,395	252,138	124,949	151,210	20,605	35,810	18,414	1,021,658
Redundancy payments	398	16,601	18,437	15,222	6	0	106	164	50,933
Non-salary costs	50,457	153,493	283,268	71,035	53,658	8,238	25,048	24,671	669,869
Recurrent costs excluding notional user cost of capital	350,993	288,489	553,843	211,206	204,874	28,843	60,963	43,249	1,742,461
Notional user cost of capital	10,564	8,921	2,814	5,211	2,370	1,301	0	2,751	33,932
Recurrent costs including notional user cost of capital	361,557	297,410	556,657	216,417	207,244	30,144	60,963	46,000	1,776,392
Capital/investing costs	4,516	19,309	9,051	0	3,206	486	2	0	36,570
<b>Total – primary, secondary and out-of-school</b>									
Recurrent costs excluding notional user cost of capital	9,904,479	6,455,565	6,593,617	2,406,917	3,802,415	828,183	654,301	607,648	31,253,125
Capital/investing costs	426,911	444,307	345,810	106,720	465,354	8,356	19,416	74,055	1,890,928
<b>Total recurrent costs (current prices) including notional user cost of capital</b>									
<b>2012–13</b>	11,581,590	7,590,474	7,849,007	2,704,663	4,713,674	925,807	729,287	758,301	36,852,802
2011–12	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
<b>Total real recurrent costs (2012–13 prices) including notional user cost of capital</b>									
<b>2012–13</b>	11,581,590	7,590,474	7,849,007	2,704,663	4,713,674	925,807	729,287	758,301	36,852,802
2011–12 (in \$2012–13)	11,930,097	7,626,297	7,829,247	2,756,873	4,593,496	940,038	708,437	742,445	37,126,929
2010–11 (in \$2012–13)	11,090,972	7,497,826	7,509,804	2,668,041	4,501,237	913,639	683,300	708,585	35,573,406
2009–10 (in \$2012–13)	11,326,131	7,599,705	7,479,397	2,499,873	4,534,680	905,501	659,990	671,934	35,677,211
2008–09 (in \$2012–13)	10,870,616	7,411,886	7,136,509	2,363,086	4,398,628	869,610	647,055	663,700	34,361,090

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 2013' 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 (2012–13 = 100).

Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (Finance), 2008–11; SCSEEC, National Schools Statistics Collection (Finance), 2012, 2013

**Table 50 Per capita expenditure on government schools by level of education, by state and territory, 2012–13 financial year; 2008–09 to 2012–13 financial years (\$/full-time equivalent student – accrual basis)**

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	14,424	16,827	15,405
Victoria	12,468	15,706	13,787
Queensland	14,443	17,561	15,538
South Australia	15,525	17,335	16,191
Western Australia	16,678	23,796	18,875
Tasmania	15,182	17,517	16,215
Northern Territory	22,847	28,175	24,769
Australian Capital Territory	19,401	23,212	21,065
<b>Australia</b>	<b>14,520</b>	<b>17,608</b>	<b>15,703</b>
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	625	485	568
Victoria	802	815	807
Queensland	468	1,084	685
South Australia	591	721	639
Western Australia	1,017	3,759	1,863
Tasmania	186	96	146
Northern Territory	644	687	659
Australian Capital Territory	2,732	1,186	2,057
<b>Australia</b>	<b>694</b>	<b>986</b>	<b>806</b>
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	15,405	568	
Victoria	13,787	807	
Queensland	15,538	685	
South Australia	16,191	639	
Western Australia	18,875	1,863	
Tasmania	16,215	146	
Northern Territory	24,769	659	
Australian Capital Territory	21,065	2,057	
<b>Australia</b>	<b>15,703</b>	<b>806</b>	
<b>2012–13</b>	<b>15,703</b>	<b>806</b>	
2011–12	15,768	1,183	
2010–11	15,002	2,977	
2009–10	14,380	3,310	
2008–09	13,544	1,006	
<b>2012–13</b>	<b>15,703</b>	<b>806</b>	
2011–12 (in \$2012–13)	16,024	1,202	
2010–11 (in \$2012–13)	15,482	3,072	
2009–10 (in \$2012–13)	15,597	3,590	
2008–09 (in \$2011–12)	15,082	1,120	

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 (2012-13 = 100).

Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (Finance), 2008–11; SCSEEC, National Schools Statistics Collection (Finance), 2012, 2013

**Table 51 Australian, state and territory government recurrent expenditure per student in government schools by level of education, by state and territory, 2008–09 to 2012–13 (\$/full-time equivalent student – accrual basis; including user cost of capital)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<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>2012–13</b>									
In-school primary	13,943	11,928	13,341	14,229	15,848	14,654	20,777	18,123	13,763
In-school secondary	16,346	15,166	16,459	16,039	22,966	16,989	26,104	21,934	16,852
Out-of-school	481	540	1,102	1,296	830	528	2,071	1,278	757
Total primary (in & out)	14,424	12,468	14,443	15,525	16,678	15,182	22,847	19,401	14,520
Total secondary (in & out)	16,827	15,706	17,561	17,335	23,796	17,517	28,175	23,212	17,608
Total primary & secondary (in & out)	15,405	13,787	15,538	16,191	18,875	16,215	24,769	21,065	15,703
<b>2008–09 (in \$2012–13)</b>									
In-school primary	12,908	11,689	13,067	12,353	15,676	12,829	18,039	16,950	13,051
In-school secondary	16,140	14,978	15,408	14,751	22,231	15,635	23,674	20,094	16,305
Out-of-school	516	717	830	1,050	942	712	2,231	1,043	747
Total primary (in & out)	13,423	12,406	13,895	13,402	16,618	13,540	20,269	17,993	13,798
Total secondary (in & out)	16,656	15,695	16,237	15,801	23,173	16,346	25,904	21,137	17,051
Total primary & secondary (in & out)	14,766	13,788	14,736	14,284	18,903	14,764	22,339	19,418	15,082
<b>2009–10 (in \$2012–13)</b>									
In-school primary	13,601	11,967	13,551	13,240	15,973	13,807	18,819	16,945	13,581
In-school secondary	16,416	15,319	16,181	15,228	22,995	16,184	23,189	20,048	16,718
Out-of-school	544	725	846	1,104	1,052	600	2,458	1,181	779
Total primary (in & out)	14,145	12,692	14,397	14,344	17,025	14,407	21,277	18,127	14,360
Total secondary (in & out)	16,961	16,044	17,027	16,331	24,047	16,784	25,646	21,229	17,497
Total primary & secondary (in & out)	15,318	14,101	15,345	15,086	19,364	15,457	22,871	19,526	15,597
<b>2010–11 (in \$2012–13)</b>									
In-school primary	13,451	11,785	13,390	14,469	16,079	13,871	19,384	18,014	13,592
In-school secondary	15,859	15,096	16,406	15,814	22,374	16,494	24,096	20,686	16,508
Out-of-school	456	709	858	1,111	1,029	582	2,354	1,284	747
Total primary (in & out)	13,907	12,494	14,248	15,580	17,108	14,453	21,738	19,298	14,340
Total secondary (in & out)	16,316	15,806	17,264	16,926	23,402	17,077	26,450	21,970	17,255
Total primary & secondary (in & out)	14,910	13,879	15,328	16,085	19,092	15,623	23,454	20,498	15,482
<b>2011–12 (in \$2012–13)</b>									
In-school primary	14,353	11,954	13,509	14,734	15,826	14,456	20,312	18,192	13,957
In-school secondary	17,022	15,277	17,063	16,390	23,083	17,044	25,321	21,961	17,241
Out-of-school	517	697	1,010	1,239	949	572	2,046	1,283	794
Total primary (in & out)	14,870	12,651	14,518	15,973	16,775	15,028	22,358	19,475	14,751
Total secondary (in & out)	17,539	15,974	18,072	17,629	24,032	17,616	27,366	23,244	18,035
Total primary & secondary (in & out)	15,973	14,025	15,778	16,589	19,036	16,186	24,174	21,144	16,025
<b>2012–13</b>									
In-school primary	13,943	11,928	13,341	14,229	15,848	14,654	20,777	18,123	13,763
In-school secondary	16,346	15,166	16,459	16,039	22,966	16,989	26,104	21,934	16,852
Out-of-school	481	540	1,102	1,296	830	528	2,071	1,278	757
Total primary (in & out)	14,424	12,468	14,443	15,525	16,678	15,182	22,847	19,401	14,520
Total secondary (in & out)	16,827	15,706	17,561	17,335	23,796	17,517	28,175	23,212	17,608
Total primary & secondary (in & out)	15,405	13,787	15,538	16,191	18,875	16,215	24,769	21,065	15,703

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 2013<sup>3</sup> 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 (2012–13 = 100).  
 Totals may not add due to rounding.

**Table 52** Australia, all levels of government – operating expenses on primary and secondary education as a percentage of gross domestic product (GDP), Australia, 1992–93 to 2012–13

Year	% of GDP
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
2011–2012	2.6
<b>2012–2013</b>	<b>2.7</b>

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 Department of Education and Training 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, 2013 calendar year; totals 2009–13 (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Primary schools</b>									
Teaching staff salaries	724,911	618,872	325,343	157,684	200,532	29,834	13,491	41,406	2,112,078
Non-teaching staff salaries	176,605	114,698	121,607	45,632	74,083	9,321	5,424	9,020	556,394
Other costs	500,299	421,225	363,762	121,738	162,824	24,822	15,101	26,388	1,636,162
<b>Subtotal</b>	<b>1,401,815</b>	<b>1,154,796</b>	<b>810,713</b>	<b>325,054</b>	<b>437,440</b>	<b>63,979</b>	<b>34,017</b>	<b>76,816</b>	<b>4,304,634</b>
<b>Secondary schools</b>									
Teaching staff salaries	843,209	611,375	276,768	77,352	30,752	29,908	22,585	47,781	1,939,733
Non-teaching staff salaries	219,971	184,350	102,787	25,012	10,263	9,433	8,845	11,789	572,453
Other costs	782,124	609,454	447,110	82,413	37,109	31,327	19,530	46,584	2,055,655
<b>Subtotal</b>	<b>1,845,305</b>	<b>1,405,180</b>	<b>826,666</b>	<b>184,778</b>	<b>78,125</b>	<b>70,669</b>	<b>50,960</b>	<b>106,155</b>	<b>4,567,842</b>
<b>Combined schools</b>									
Teaching staff salaries	1,367,304	1,142,214	875,573	413,454	731,640	102,280	47,255	97,720	4,777,443
Non-teaching staff salaries	390,242	351,704	341,076	136,699	237,033	33,137	21,490	27,532	1,538,916
Other costs	1,371,140	1,217,292	1,100,867	413,405	751,624	91,472	50,080	119,527	5,115,410
<b>Subtotal</b>	<b>3,128,687</b>	<b>2,711,211</b>	<b>2,317,517</b>	<b>963,558</b>	<b>1,720,298</b>	<b>226,890</b>	<b>118,826</b>	<b>244,779</b>	<b>11,431,770</b>
<b>Total expenditure of non-government schools</b>									
Teaching staff salaries	2,935,424	2,372,463	1,477,685	648,490	962,925	162,024	83,331	186,908	8,829,255
Non-teaching staff salaries	786,819	650,753	565,471	207,343	321,380	51,892	35,760	48,342	2,667,764
Other costs	2,653,564	2,247,972	1,911,739	617,557	951,558	147,623	84,712	192,500	8,807,227
<b>Total 2013</b>	<b>6,375,808</b>	<b>5,271,189</b>	<b>3,954,896</b>	<b>1,473,392</b>	<b>2,235,864</b>	<b>361,539</b>	<b>203,804</b>	<b>427,751</b>	<b>20,304,247</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>6,108,601</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 real expenditure of non-government schools (2013 prices)</b>									
<b>Total 2013</b>	<b>6,375,808</b>	<b>5,271,189</b>	<b>3,954,896</b>	<b>1,473,392</b>	<b>2,235,864</b>	<b>361,539</b>	<b>203,804</b>	<b>427,751</b>	<b>20,304,247</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>6,207,928</b>	<b>4,987,818</b>	<b>3,884,805</b>	<b>1,436,416</b>	<b>2,104,888</b>	<b>370,859</b>	<b>214,866</b>	<b>390,172</b>	<b>19,597,755</b>
<b>Total 2010</b>	<b>6,803,496</b>	<b>5,702,459</b>	<b>4,236,509</b>	<b>1,643,870</b>	<b>2,321,961</b>	<b>423,792</b>	<b>231,634</b>	<b>433,582</b>	<b>21,797,308</b>
<b>Total 2009</b>	<b>5,816,896</b>	<b>4,916,449</b>	<b>3,491,343</b>	<b>1,366,734</b>	<b>1,903,778</b>	<b>340,441</b>	<b>209,725</b>	<b>362,918</b>	<b>18,408,286</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 Department of Education and Training unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, (2013), Cat. no. 5204.0, Table 1, *Australian National Accounts: National Income, Expenditure and Product 2012-13*.

**Table 54 Breakdown of 'other costs' component of expenditure of non-government schools, by school level, State and Territory, 2013 calendar year; totals 2009–13 (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Primary schools</b>									
Staff related expenditure	134,155	83,806	137,854	33,441	41,939	4,562	2,535	7,530	445,826
Debt servicing	21,298	13,070	9,096	4,902	2,865	926	150	172	52,482
Other operating expenditure	277,622	201,100	147,708	71,350	83,559	10,465	10,545	14,060	816,412
Capital expenditure	67,223	123,248	69,103	12,043	34,459	8,867	1,870	4,624	321,440
<b>Total</b>	<b>500,299</b>	<b>421,225</b>	<b>363,762</b>	<b>121,738</b>	<b>162,824</b>	<b>24,822</b>	<b>15,101</b>	<b>26,388</b>	<b>1,636,162</b>
<b>Secondary schools</b>									
Staff related expenditure	156,560	107,694	95,931	16,286	6,705	5,027	4,256	8,693	401,158
Debt servicing	24,700	18,880	11,307	2,912	1,321	1,105	176	554	60,958
Other operating expenditure	380,027	282,188	169,515	36,666	16,137	13,236	11,390	19,574	928,736
Capital expenditure	220,835	200,690	170,356	26,548	12,944	11,957	3,706	17,762	664,801
<b>Total</b>	<b>782,124</b>	<b>609,454</b>	<b>447,110</b>	<b>82,413</b>	<b>37,109</b>	<b>31,327</b>	<b>19,530</b>	<b>46,584</b>	<b>2,055,655</b>
<b>Combined schools</b>									
Staff related expenditure	245,238	217,520	204,771	87,078	131,809	19,284	10,014	19,149	934,867
Debt servicing	67,812	34,040	56,543	18,754	29,843	3,801	1,962	5,928	218,687
Other operating expenditure	694,282	630,493	550,613	217,717	355,852	51,348	27,985	47,071	2,575,364
Capital expenditure	363,806	335,237	288,938	89,855	234,117	17,037	10,118	47,378	1,386,490
<b>Total</b>	<b>1,371,140</b>	<b>1,217,292</b>	<b>1,100,867</b>	<b>413,405</b>	<b>751,624</b>	<b>91,472</b>	<b>50,080</b>	<b>119,527</b>	<b>5,115,410</b>
<b>Total 'other costs' for non-government schools</b>									
Staff related expenditure	535,955	409,022	438,557	136,806	180,455	28,875	16,806	35,374	1,781,852
Debt servicing	113,811	65,991	76,946	26,570	34,030	5,833	2,288	6,654	332,128
Other operating expenditure	1,351,932	1,113,781	867,837	325,733	455,550	75,050	49,921	80,705	4,320,513
Capital expenditure	651,865	659,176	528,397	128,447	281,521	37,862	15,695	69,765	2,372,732
<b>Total 2013</b>	<b>2,653,564</b>	<b>2,247,972</b>	<b>1,911,739</b>	<b>617,557</b>	<b>951,558</b>	<b>147,623</b>	<b>84,712</b>	<b>192,500</b>	<b>8,807,227</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>2,779,465</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 real 'other costs' for non-government schools (2013 prices)</b>									
<b>Total 2013</b>	<b>2,653,564</b>	<b>2,247,972</b>	<b>1,911,739</b>	<b>617,557</b>	<b>951,558</b>	<b>147,623</b>	<b>84,712</b>	<b>192,500</b>	<b>8,807,227</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>2,824,660</b>	<b>2,280,379</b>	<b>1,923,323</b>	<b>662,066</b>	<b>970,970</b>	<b>171,245</b>	<b>107,471</b>	<b>177,458</b>	<b>9,117,574</b>
<b>Total 2010</b>	<b>3,397,003</b>	<b>2,970,886</b>	<b>2,295,276</b>	<b>877,160</b>	<b>1,224,380</b>	<b>225,731</b>	<b>122,625</b>	<b>218,752</b>	<b>11,331,817</b>
<b>Total 2009</b>	<b>2,552,482</b>	<b>2,285,487</b>	<b>1,674,134</b>	<b>656,144</b>	<b>889,487</b>	<b>156,559</b>	<b>110,288</b>	<b>161,223</b>	<b>8,485,810</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 Department of Education and Training unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, (2013), Cat. no. 5204.0, Table 1, Australian National Accounts: National Income, Expenditure and Product 2012-13.

**Table 55 Income and expenditure per student of non-government schools, by purpose, affiliation, State and Territory, 2013 calendar year; total income and expenditure per student 2009–13**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Catholic schools</b>									
Fees and charges	3,153	3,239	3,248	4,271	3,591	2,494	1,963	3,935	3,307
Private donations and income	850	582	663	454	400	346	604	718	660
Total private income	4,002	3,822	3,911	4,725	3,991	2,840	2,566	4,653	3,966
State government grants	2,496	2,154	2,618	1,982	2,955	2,400	3,114	1,999	2,427
Australian Government grants	7,332	7,416	7,418	7,482	7,125	7,777	13,394	6,640	7,392
Total income	13,830	13,391	13,947	14,190	14,070	13,018	19,074	13,292	13,786
Recurrent expenditure	12,178	11,379	11,694	12,822	12,553	11,570	16,143	11,543	11,949
Capital expenditure	1,161	1,598	1,831	1,122	1,640	1,711	1,732	2,949	1,504
Total expenditure	13,339	12,977	13,525	13,944	14,194	13,281	17,875	14,492	13,453
Loans at the end of the year	2,585	3,152	3,159	3,894	4,489	4,732	4,844	1,709	3,147
Loans at the start of the year	2,609	2,957	3,191	4,145	4,084	4,205	5,500	1,455	3,075
Annual movement in borrowing	-24	195	-32	-250	405	528	-656	254	73
<b>Independent schools</b>									
Fees and charges	10,568	12,239	7,721	7,374	8,458	7,985	4,803	10,665	9,707
Private donations and income	1,248	1,077	832	640	877	764	607	1,007	997
Total private income	11,817	13,316	8,554	8,014	9,335	8,749	5,411	11,672	10,703
State government grants	2,188	1,440	2,262	1,682	2,619	2,161	3,146	1,652	2,032
Australian Government grants	5,772	5,392	6,263	6,251	5,680	6,249	9,317	4,463	5,844
Total income	19,777	20,148	17,079	15,947	17,634	17,159	17,874	17,787	18,580
Recurrent expenditure	17,061	17,280	14,282	14,271	15,242	15,493	15,907	15,824	15,981
Capital expenditure	2,422	2,607	2,363	1,582	2,502	1,348	1,150	1,840	2,346
Total expenditure	19,484	19,887	16,646	15,853	17,744	16,841	17,057	17,664	18,328
Loans at the end of the year	7,407	4,819	7,870	6,157	6,558	3,896	6,128	8,132	6,596
Loans at the start of the year	7,688	4,999	8,004	6,211	6,541	3,861	6,321	8,214	6,754
Annual movement in borrowing	-281	-180	-134	-54	17	34	-193	-82	-158
<b>All non-government schools</b>									
Fees and charges	5,907	6,752	5,250	5,772	5,918	4,620	3,584	6,261	5,948
Private donations and income	998	775	739	544	628	508	606	818	799
Total private income	6,904	7,527	5,989	6,316	6,546	5,128	4,190	7,079	6,747
State government grants	2,381	1,875	2,459	1,837	2,794	2,308	3,133	1,879	2,264
Australian Government grants	6,753	6,626	6,901	6,887	6,434	7,186	11,067	5,887	6,753
Total income	16,038	16,028	15,349	15,040	15,774	14,621	18,389	14,846	15,764
Recurrent expenditure	13,991	13,682	12,853	13,523	13,839	13,089	16,008	13,023	13,614
Capital expenditure	1,630	1,992	2,069	1,344	2,052	1,570	1,400	2,566	1,851
Total expenditure	15,621	15,674	14,922	14,867	15,891	14,659	17,408	15,588	15,465
Loans at the end of the year	4,376	3,802	5,268	4,989	5,478	4,408	5,577	3,929	4,571
Loans at the start of the year	4,495	3,754	5,345	5,144	5,259	4,072	5,969	3,791	4,593
Annual movement in borrowing	-119	48	-77	-156	220	337	-392	138	-22
<b>Total expenditure all non-government schools</b>									
<b>2013</b>	15,621	15,674	14,922	14,867	15,891	14,659	17,408	15,588	15,465
<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>Total real expenditure all non-government schools (2013 prices)</b>									
<b>2013</b>	15,621	15,674	14,922	14,867	15,891	14,659	17,408	15,588	15,465
<b>2012</b>	15,112	15,244	14,761	14,584	15,142	13,861	19,293	14,693	15,042
<b>2011</b>	15,863	15,533	15,366	14,869	15,511	15,064	20,006	14,434	15,554
<b>2010</b>	17,671	18,042	17,185	17,379	17,751	17,418	21,054	16,470	17,656
<b>2009</b>	15,482	15,945	15,104	14,995	15,140	14,498	20,923	14,138	15,453

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 Department of Education and Training unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, (2013), Cat. no. 5204.0, Table 1, Australian National Accounts: National Income, Expenditure and Product 2012-13.

**Table 56 Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2013 calendar year; 2009–13 (\$ per student) (FTE students)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT <sup>(a)</sup>	Australia
<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	10,819	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>
<b>2013</b>									
<b>Catholic</b>									
Primary	10,372	10,208	10,254	10,877	11,029	11,003	13,209	9,633	10,396
Secondary	15,906	15,380	18,203	16,919	21,165	15,848	19,717	16,146	16,175
Combined	16,705	19,722	15,007	15,603	16,751	13,474	20,553	21,143	16,467
<b>Total</b>	<b>13,339</b>	<b>12,977</b>	<b>13,525</b>	<b>13,944</b>	<b>14,193</b>	<b>13,281</b>	<b>17,875</b>	<b>14,492</b>	<b>13,453</b>
<b>Independent</b>									
Primary	15,210	17,700	13,853	12,276	11,153	13,417	12,319	13,939	13,971
Secondary	25,024	19,609	22,368	19,435	20,419	—	20,912	36,453	21,661
Combined	19,586	19,984	16,556	16,345	18,205	16,979	16,707	17,784	18,506
<b>Total</b>	<b>19,483</b>	<b>19,887</b>	<b>16,646</b>	<b>15,853</b>	<b>17,744</b>	<b>16,841</b>	<b>17,057</b>	<b>17,664</b>	<b>18,328</b>
<b>Total non-government</b>									
Primary	10,710	10,544	10,527	11,295	11,044	11,154	12,956	9,840	10,704
Secondary	16,271	15,559	18,630	17,761	20,824	15,848	20,301	16,201	16,560
Combined	19,145	19,960	16,191	16,046	17,654	15,722	17,858	18,786	18,045
<b>Total</b>	<b>15,621</b>	<b>15,674</b>	<b>14,922</b>	<b>14,867</b>	<b>15,891</b>	<b>14,659</b>	<b>17,408</b>	<b>15,588</b>	<b>15,465</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 Department of Education and Training unpublished data

**Table 57 Australian Government expenditure on schools, annual appropriations, 2012-13 financial year (\$'000)**

	Actual expenditure
<b>Program 2.3: Schools support</b>	
National Asian Languages in Schools	713
Grants and Awards	3,184
National School Chaplaincy Program	59,891
Helping Children with Autism	5,434
Quality Outcomes	55,198
Framework for Open Learning	2,582
Supplementary Funding for School Operations	0
Local Schools Working Together	0
Indigenous Education	38,098
<b>Subtotal</b>	<b>165,100</b>
<b>Program 2.5: Digital Education Revolution</b>	
Digital Education Revolution Project Pool	5,973
<b>Subtotal</b>	<b>5,973</b>
<b>Program 2.6: National Action Plan on Literacy and Numeracy</b>	
National Action Plan on Literacy and Numeracy (Non-government)	1,240
<b>Subtotal</b>	<b>1,240</b>
<b>Program 2.9: Smarter Schools – Improving Teacher Quality National Partnership</b>	
Teacher Quality (Non-government)	16,914
<b>Subtotal</b>	<b>16,914</b>
<b>Program 2.10: More support for students with disabilities</b>	
Students with disabilities	690
<b>Subtotal</b>	<b>690</b>
<b>Program 2.11: Youth support</b>	
Youth Attainment and Transitions NP	114,986
Youth Engagement	11,242
<b>Subtotal</b>	<b>126,228</b>

Notes: Programs listed above are appropriated under the annual *Appropriation Act*.

Source: Australian Government Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)), DEEWR Annual Report 2012-13, pp. 279–282

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**Table 58 Australian Government student assistance for school-age students, 2012-13 financial year (\$'000)**

<b>Program</b>	<b>Amount</b>
Assistance for Isolated Children	60,082
ABSTUDY – Secondary	142,246
<b>Total</b>	<b>202,328</b>

Source: Australian Government DEEWR, *DEEWR Annual Report 2012–13*, p. 281

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**Table 59 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2008–09 to 2012–13 financial years (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<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<sup>(a)</sup></b>	<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>									
Government	216,685	187,223	115,826	32,788	79,198	8,246	19,000	2,219	661,185
Non-government	90,537	46,748	34,989	13,275	25,113	4,908	650	6,221	222,441
<b>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>
<b>2012–13</b>									
<b>Government</b>									
Primary Schools for the 21st Century									
Closing the Gap – Northern Territory									
Digital Education Revolution	40,246	29,562	27,171	9,364	12,731	3,394	1,344	2,189	126,001
Trade Training Centres in Schools	31,844	25,171	24,967	11,635	23,266	3,896	1,683	7,551	130,013 (a)
<b>Total government</b>	<b>72,090</b>	<b>54,733</b>	<b>52,138</b>	<b>20,999</b>	<b>35,997</b>	<b>7,290</b>	<b>3,027</b>	<b>9,740</b>	<b>256,014</b>
<b>Non-government</b>									
Primary Schools for the 21st Century									
Closing the Gap – Northern Territory									
Digital Education Revolution	23,195	17,967	15,324	5,720	8,150	1,448	580	1,614	73,998
Trade Training Centres in Schools	16,784	14,461	11,651	4,068	2,330	1,017	30	1,546	51,887 (a)
<b>Total non-government</b>	<b>39,979</b>	<b>32,428</b>	<b>26,975</b>	<b>9,788</b>	<b>10,480</b>	<b>2,465</b>	<b>610</b>	<b>3,160</b>	<b>125,885</b>
<b>Grand total</b>	<b>112,069</b>	<b>87,161</b>	<b>79,113</b>	<b>30,787</b>	<b>46,477</b>	<b>9,755</b>	<b>3,637</b>	<b>12,900</b>	<b>381,899</b>

(a) 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) 2012-13, pp. 82-3; Steering Committee for the Review of Government Service Provision's Report on Government Services 2015 (ROGS), table 4A.9.

**Table 60 Australian Government specific purpose payments (SPP) for schools by government/non-government, recurrent/capital, by State and Territory, 2012-13 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)	1,291,406	921,219	816,848	289,833	405,778	101,924	58,406	59,577	3,944,991
<b>Total recurrent – government schools</b>	<b>1,291,406</b>	<b>921,219</b>	<b>816,848</b>	<b>289,833</b>	<b>405,778</b>	<b>101,924</b>	<b>58,406</b>	<b>59,577</b>	<b>3,944,991</b> (a)
<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>1,291,406</b>	<b>921,219</b>	<b>816,848</b>	<b>289,833</b>	<b>405,778</b>	<b>101,924</b>	<b>58,406</b>	<b>59,577</b>	<b>3,944,991</b>
<b>National Partnership payments</b>									
• More support for students with Disabilities	19,181	14,894	13,185	4,795	6,188	1,566	790	1079	61,658
• Rewards for Great Teachers	2,599			595	979	203	139	143	4,558
• Improving Literacy and Numeracy	39,272	19,505	32,472	9,905	15,204	3,752	3,659	1,171	125,020
• Improving Teacher Quality	3,731	2,821	1,209	832	636	307	182	192	9,910
• Low SES School Communities	125,161	52,063	51,209	35,777	17,563	15,677	13,094	728	311,272
• Digital Education Revolution	40,246	29,562	27,171	9,364	12,731	3,394	1,344	2,189	126,001 (c)
• Trade Training Centres in Schools	31,844	25,171	24,967	11,635	23,266	3,896	1,683	7,551	130,013 (b) (c)
• Stronger Futures in the Northern Territory									
Quality Teaching							12,550		12,550
Additional Teachers							23,450		23,450
Expansion of school enrolment and attendance measure							1,769		1,769
<b>Total National Partnerships</b>	<b>262,034</b>	<b>144,096</b>	<b>150,213</b>	<b>72,903</b>	<b>76,347</b>	<b>28,795</b>	<b>58,660</b>	<b>13,053</b>	<b>806,101</b>
<b>Total National Partnerships, recurrent &amp; capital – government schools</b>	<b>1,553,440</b>	<b>1,065,315</b>	<b>967,061</b>	<b>362,736</b>	<b>482,125</b>	<b>130,719</b>	<b>117,066</b>	<b>72,630</b>	<b>4,751,092</b>
<b>Non-government schools</b>									
<b>Recurrent expenditure</b>									
Recurrent (National Schools SPP)									
<b>Total recurrent – non-government schools</b>	<b>2,483,088</b>	<b>2,042,866</b>	<b>1,632,174</b>	<b>631,600</b>	<b>804,949</b>	<b>160,888</b>	<b>82,335</b>	<b>142,459</b>	<b>7,980,359</b> (a)
<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>National Partnership payments</b>									
• More support for students with Disabilities	6,038	4,257	3,187	1,012	1,915	280	96	280	17,065
• Rewards for Great Teachers	538	1,780	325	132	183	34	20	34	3,046
• Literacy and Numeracy	10,656	7,773	7,884	3,220	4,507	801	756	581	36,178
• Improving Teacher Quality	1,965	1,729	2,394	471	1,326	122	55	128	8,190
• Low SES School Communities	18,702	14,685	4,149	2,962	5,899	1,328	3,911	0	51,636
• Digital Education Revolution	23,195	17,967	15,324	5,720	8,150	1,448	580	1,614	73,998
• Trade Training Centres in Schools	16,784	14,461	11,651	4,068	2,330	1,017	30	1,546	51,887 (b)
<b>Total National Partnerships</b>	<b>77,878</b>	<b>62,652</b>	<b>44,914</b>	<b>17,585</b>	<b>24,310</b>	<b>5,030</b>	<b>5,448</b>	<b>4,183</b>	<b>242,000</b>
<b>Total recurrent, capital, National Partnerships – non-government schools</b>	<b>2,560,966</b>	<b>2,105,518</b>	<b>1,677,088</b>	<b>649,185</b>	<b>829,259</b>	<b>165,918</b>	<b>87,783</b>	<b>146,642</b>	<b>8,222,359</b>
<b>All schools</b>									
<b>Total recurrent</b>	<b>3,774,494</b>	<b>2,964,085</b>	<b>2,449,022</b>	<b>921,433</b>	<b>1,210,727</b>	<b>262,812</b>	<b>140,741</b>	<b>202,036</b>	<b>11,925,350</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</b> (a)
<b>Total National Partnership payments</b>	<b>339,912</b>	<b>206,748</b>	<b>195,127</b>	<b>90,488</b>	<b>100,657</b>	<b>33,825</b>	<b>64,108</b>	<b>17,236</b>	<b>1,048,101</b>
<b>Total Recurrent, Capital and National Partnerships</b>	<b>4,114,406</b>	<b>3,170,833</b>	<b>2,644,149</b>	<b>1,011,921</b>	<b>1,311,384</b>	<b>296,637</b>	<b>204,849</b>	<b>219,272</b>	<b>12,973,451</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 \$135.0 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.

(c) 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.

Notes: Components may not add to totals due to rounding.  
Expenditure in respect to a certain program year can be incurred in subsequent years.

Sources: Australian Government Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)); Final Budget Outcome (FBO) 2012-13, pp. 82-3; Steering Committee for the Review of Government Service Provision's Report on Government Services 2015 (ROGS), table 4A.9.



**Table 61 Australian Government specific purpose payments (SPP) for schools by sector, by State and Territory, 2008–09 to 2012–13 financial years (accrual basis) (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<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	3,569,237
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>
<b>2012–13 expenditure</b>									
<b>Government schools</b>									
Recurrent & NPP	1,481,350	1,010,582	914,923	341,737	446,128	123,429	114,039	62,890	4,495,078 (a)
Capital	72,090	54,733	52,138	20,999	35,997	7,290	3,027	9,740	256,014 (b)
<b>Total</b>	<b>1,553,440</b>	<b>1,065,315</b>	<b>967,061</b>	<b>362,736</b>	<b>482,125</b>	<b>130,719</b>	<b>117,066</b>	<b>72,630</b>	<b>4,751,092</b>
<b>Non-government schools</b>									
Recurrent & NPP	2,520,987	2,073,090	1,650,113	639,397	818,779	163,453	87,173	143,482	8,096,474 (a)
Capital	39,979	32,428	26,975	9,788	10,480	2,465	610	3,160	125,885 (b)
<b>Total</b>	<b>2,560,966</b>	<b>2,105,518</b>	<b>1,677,088</b>	<b>649,185</b>	<b>829,259</b>	<b>165,918</b>	<b>87,783</b>	<b>146,642</b>	<b>8,222,359</b>
<b>All schools</b>									
Recurrent	4,002,337	3,083,672	2,565,036	981,134	1,264,907	286,882	201,212	206,372	12,591,552 (a)
Capital	112,069	87,161	79,113	30,787	46,477	9,755	3,637	12,900	381,899 (b)
<b>Total</b>	<b>4,114,406</b>	<b>3,170,833</b>	<b>2,644,149</b>	<b>1,011,921</b>	<b>1,311,384</b>	<b>296,637</b>	<b>204,849</b>	<b>219,272</b>	<b>12,973,451</b>

(a) Recurrent expenditure is calculated to include all National Partnership payments excluding Digital Education Revolution, Trade Training Centres in Schools as they are Capital expenses.

(b) Capital Expenditure on Digital Education Revolution and Trade Training Centres in Schools

Sources: Australian Government Department of Education and Training (formerly Department of Education, Employment and Workplace Relations (DEEWR)); Final Budget Outcome (FBO) 2012–13, pp. 82–3; Steering Committee for the Review of Government Service Provision's Report on Government Services 2015 (ROGS), table 4A.9.