

2001

National Report

on Schooling in Australia

literacy, numeracy,
indigenous education,
science, the arts

australia's future depends
each citizen having the need
knowledge, understanding
and values for a productive
rewarding life in an educational
just and open society

MCEETYA on the Web

The *National Report on Schooling in Australia* provides, in an accessible and readable form, a comprehensive account of schooling to the nation. This edition has been prepared to accompany and complement the full text electronic version that is available at: <http://www.mceetya.edu.au/anr/index.html>

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National Report on Schooling in Australia 2001
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Preface

The purpose of the National Report

In April 1989, Commonwealth, State and Territory ministers for education agreed to a set of Common and Agreed National Goals for Schooling in Australia. At the same time, ministers determined that there should be an annual national report on schooling in Australia, informing the Australian people on progress towards the achievement of these national goals. It was envisaged that the report would also:

- provide commentary on the operation of school systems and participation of students in schooling
- report on the school curriculum
- describe student outcomes
- summarise the application of financial resources to schools
- report on school topics of national interest
- highlight important national and state initiatives in schooling
- provide an authoritative source of information and a sound basis for informed comment on various aspects of schooling.

Even though the 1989 set of Common and Agreed Goals for Schooling in Australia has since been revised, the *National Report on Schooling in Australia 2001* has been prepared with these purposes in mind. It also provides a means whereby schools and systems can satisfy their educational accountability requirements. It describes the progress made during 2001 towards the achievement of the national goals for schooling throughout approximately 9,500 schools across Australia's eight States and Territories.

The structure of the report

The structure of the *National Report on Schooling in Australia 2001* reflects the introduction of the National Goals for Schooling in the Twenty-first Century, in 1999, which the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) ministers have agreed provides an appropriate framework for reporting. To monitor and report the achievement of the national goals, ministers have identified

priority areas for schooling for which key performance measures be developed and applied. The structure of the National Report of Schooling in Australia 2001 reflects, to a large extent, these priority areas which are:

- literacy
- numeracy
- student participation and attainment
- vocational education and training (VET) in schools
- science
- information and communication technologies
- civics and citizenship education
- enterprise education.

As well as incorporating these priorities, this edition of the National Report accompanies and complements the online version available at <http://www.mceetya.edu.au/anr/index.html>. The online version has been produced to allow increased access to the material in the report and in a manner that enables more timely publication of important data. Reports for previous years are also available online at <http://www.mceetya.edu.au/public/public.htm>.

Major developments in this edition of the National Report include, key performance measures for civics and citizenship and a chapter on student outcomes in this learning area, and continuing progress in the area of vocational education and training in schools, together with the MCEETYA agreement to the Framework for Vocational Education in Schools. This edition also presents a revised approach to Indigenous education with the negotiation of New Indigenous Education Agreements between the Commonwealth and education providers as the Indigenous Education Strategic Initiatives Programme (IESIP) enters a new funding quadrennium.

As in previous editions, ministers agreed to the early publication of national benchmarking results. As a result, a preliminary paper containing national benchmarking results for reading and numeracy in each of years 3 and 5 was published in both print and electronic formats. This publication incorporates the findings of the preliminary paper as part of Chapter 6, 'Literacy and numeracy student outcomes'.

The report consists of four parts:

Part A – Highlights

This small section provides a brief overview of the highlights of the year 2001, by drawing attention to developments, achievements and issues of national significance. Each topic is considered in greater detail in later sections of the report.

Part B – The provision of schooling in Australia

This section contains two chapters that provide background information. The first of these, 'The context of Australian schooling', outlines the context and structure, as well as providing information on the responsibility for schooling in Australia, including the role of MCEETYA. The second, 'Resourcing Australia's schools', sets out some details concerning the manner and levels of funding for both government and non-government schools and outlines changes made during 2001.

Part C – The progress of Australian schools in meeting the national goals

This section represents the main body of the report and it details the progress made by Australian schools in their pursuit of the national goals during the year 2001. To a large extent, the section focuses on the priority areas for reporting as decided by MCEETYA. However, in line with the Council's continuing concern for the educational outcomes being achieved by Indigenous students, the section includes a chapter focusing on Indigenous education.

Part D – Index and appendices

This section contains an index, glossary and a number of appendices. Appendix 1 contains the statistical data analysed in

the report. The statistics are presented in tables describing the key features of Australian schooling in 2001. The presentation of data in this appendix, as in other sections of the report is in accordance with agreed protocols presented in Appendix 4, 'Measurement issues'. Lists of publications and explanatory notes are also provided here for reader reference.

Responsibility for the report

This report is printed under the authority of MCEETYA. To facilitate the preparation of the National Report, the Council has established a taskforce with representation from each State and Territory, the Commonwealth Government as well as from the National Council of Independent Schools' Associations (NCISA), and the National Catholic Education Commission (NCEC). The taskforce has responsibility to prepare recommendations for the Council concerning the content and structure of the report. As well, together with the MCEETYA Secretariat, the taskforce is required to oversee the production of the report once the content has received ministerial approval.

Accompanying the introduction of the National Goals for Schooling in the Twenty-first Century, the Council established the National Education Performance Monitoring Taskforce (NEPMT), with responsibility to provide ministers with recommendations regarding the processes to be used to monitor the progress of school education in Australia.

In July 2001, ministers developed a new taskforce structure to advance the national agenda on schooling and to ensure the achievement of the national goals. Central to this initiative was the establishment of the Performance Measurement and Reporting Taskforce (PMRT), which is now responsible for reporting nationally comparable outcomes of schooling. The *National Report on Schooling in Australia 2001* includes details of the monitoring processes being put in place by the PMRT.

Table of contents

Preface		iii
	The purpose of the National Report	iii
	The structure of the report	iii
	Part A – Highlights	iv
	Part B – The provision of schooling in Australia	iv
	Part C – The progress of Australian schools in meeting the national goals	iv
	Part D – Index and appendices	iv
	Responsibility for the report	iv
Common and Agreed National Goals for Schooling in Australia		ix
	Background	ix
	Preamble	ix
	National Goals	x
Part A	Highlights	1
Chapter 1	Highlights of 2001	3
	Civics and citizenship	3
	Vocational Education and Training in Schools	3
	Indigenous education	4
	New structures and targets for improved educational outcomes	5
Part B	The provision of schooling in Australia	7
Chapter 2	The context of Australian schooling	9
	Responsibilities for schooling in Australia	9
	The Ministerial Council on Education, Employment, Training and Youth Affairs	9
	Origins	9
	Functions	9
	Taskforces	10
	Membership	10
	The structure of Australian schooling	11
	Features	11
	The National Report on Schooling in Australia	12
Chapter 3	Resourcing Australia's schools	13
	Introduction	13
	Historical background	13
	Developments in 2001	14
	The Schools Resourcing Taskforce	14
	Changes in the method of Commonwealth funding allocation to non-government schools	15
	Changes in the method of Commonwealth funding allocation to government schools	15
	Student participation and teaching resources	15
	Funding for government schools	19
	Government schools	19
	Funding for non-government schools	21

	Per capita expenditure	21
	State funding for non-government schools	21
	Capital expenditure	23
	State and Territory capital expenditure	23
	Commonwealth Capital Grants Programme	23
	National survey of non-government schools' infrastructure	23
Part C	Student outcomes	25
Chapter 4	Meeting the national goals	27
	Goals for Australian schooling	27
	About this report	27
	Developing key performance measures	27
	Reporting of student sub-group performance	28
	Developments in relation to national targets	29
	Program measures – developments	29
Chapter 5	Student participation and attainment	31
	Development of performance measures	31
	Performance on agreed measures, 2001	32
	Participation	32
	Attainment	35
Chapter 6	Literacy and numeracy student outcomes	39
	Overview	39
	Measuring student achievement	39
	Literacy and numeracy developments	40
	Research initiatives and professional development	40
	Reading, writing and numeracy benchmark results	41
	Student achievement against the benchmarks	41
	Benchmarks	42
	The assessment process	42
	Making comparisons	43
	The results	43
	Reading	44
	Writing	50
	Numeracy	64
	Implementing the National Literacy and Numeracy Plan in States and Territories	70
	National Literacy and Numeracy Plan and the national benchmarks	70
	Commonwealth funding in support of the National Literacy and Numeracy Plan	70
	Key Commonwealth initiatives	71
	Addressing the National Literacy and Numeracy Plan	72
Chapter 7	Vocational education and training in schools	85
	Defining the concepts	85

	An overview of trends	86
	Issues for the future	87
	Reporting against the Framework	87
	Vocational education and training	87
	Enterprise and vocational learning	88
	Student support services	89
	Community and business partnerships	90
	Effective institutional and funding arrangements	90
	Monitoring and evaluation	90
Chapter 8	Science student outcomes	91
	Introduction	91
	Performance measures	91
	Current trends in the teaching of science	92
	Status and quality of teaching and learning in science education in Australian schools	92
	Student participation	92
	State and Territory initiatives to support science learning	93
Chapter 9	Information and communication technologies student outcomes	95
	The policy context	95
	ICT and Australia's National Goals for Schooling	95
	Learning for the Knowledge Society	95
	Learning in an Online World: A School Education Action Plan for the Information Economy	95
	Joint Statement on Education and Training in the Information Economy	95
	Monitoring and reporting on Australia's national goals	96
	Student participation and outcomes	97
	NEPMT evaluation of ICT usage in Australian schools	97
	Participation in the learning area	97
	Longitudinal Surveys of Australian Youth	97
	PISA: an international study of student outcomes	98
	Australian Bureau of Statistics surveys	98
	Development of online curriculum and resources	98
	National online content initiatives	99
	State and Territory initiatives to support online learning	100
	Professional learning	101
	Quality Teacher Programme	102
	Teacher professional development models for the integration of ICT	102
	ICT competency standards for teachers	102
	Infrastructure	102
Chapter 10	Indigenous education	103
	Introduction	103
	English literacy and numeracy	103
	Retention and grade progression	103
	Summary of progress in improving the educational outcomes for Indigenous students	107

Chapter 11	Civics and citizenship student outcomes	117
	Background	117
	Development of key performance measures	117
	Primary school students	117
	Secondary school students	118
	National assessment instruments	119
	Commonwealth, State and Territory civics and citizenship initiatives	119
Chapter 12	Future directions	123
	Enrolments	123
	Teachers	123
	Tertiary-accredited subject enrolments	124
	Measurement against key performance measures	125
	Civics and citizenship	125
	Vocational education in schools	125
Part D	Appendices	127
Appendix 1	Statistical annex	129
Appendix 2	Publications	181
Appendix 3	Explanatory notes	193
Appendix 4	Measurement issues	197
	Performance Measurement and Reporting Taskforce established	197
	Literacy and numeracy	197
	Science	197
	Civics and citizenship	198
	Information and communication technologies	198
	Geographic location	198
	Targets and measures	199
	List of tables	201
	List of figures	205
	Glossary	207
	Acronyms and abbreviations	211

Common and Agreed National Goals for Schooling in Australia

Background

In April 1999, State, Territory and Commonwealth ministers of education met as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in Adelaide. At that meeting, ministers endorsed a new set of National Goals for Schooling in the Twenty-first Century. The new goals were released in April 1999 as the Adelaide Declaration on National Goals for Schooling in the Twenty-first Century.

Preamble

Australia's future depends upon each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society. High quality schooling is central to achieving this vision.

This statement of national goals for schooling provides broad directions to guide schools and education authorities in securing these outcomes for students.

It acknowledges the capacity of all young people to learn, and the role of schooling in developing that capacity. It also acknowledges the role of parents as the first educators of their children and the central role of teachers in the learning process.

Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, schooling contributes to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future.

Governments set the public policies that foster the pursuit of excellence, enable a diverse range of educational choices and aspirations, safeguard the entitlement of all young people to high quality schooling, promote the economic use of public resources, and uphold the contribution of schooling to a socially cohesive and culturally rich society.

Common and agreed goals for schooling establish a foundation for action among State and Territory governments with their constitutional responsibility for schooling, the Commonwealth, non-government school authorities and all those who seek the best possible educational outcomes for young Australians, to improve the quality of schooling nationally.

The achievement of these common and agreed national goals entails a commitment to collaboration for the purposes of:

- further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community
- enhancing the status and quality of the teaching profession
- continuing to develop curriculum and related systems of assessment, accreditation and credentialling that promote quality and are nationally recognised and valued
- increasing public confidence in school education through explicit and defensible standards that guide improvement in students' levels of educational achievement and through which the effectiveness, efficiency and equity of schooling can be measured and evaluated.

These national goals provide a basis for investment in schooling to enable all young people to engage effectively with an increasingly complex world. This world will be characterised by advances in information and communication technologies, population diversity arising from international mobility and migration, and complex environmental and social challenges.

The achievement of the national goals for schooling will assist young people to contribute to Australia's social, cultural and economic development in local and global contexts. Their achievement will also assist young people to develop a disposition towards learning throughout their lives so that they can exercise their rights and responsibilities as citizens of Australia.

National Goals

1 Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:

- 1.1 have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others
- 1.2 have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members
- 1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions
- 1.4 be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life
- 1.5 have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and lifelong learning
- 1.6 be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society
- 1.7 have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development
- 1.8 have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

2 In terms of curriculum, students should have:

- 2.1 attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas:
 - the arts
 - English
 - health and physical education
 - languages other than English
 - mathematics
 - science
 - studies of society and environment
 - technologyand the interrelationships between them
- 2.2 attained the skills of numeracy and English literacy; such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level
- 2.3 participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies
- 2.4 participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.

3 Schooling should be socially just, so that:

- 3.1 students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socioeconomic background or geographic location
- 3.2 the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students
- 3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students
- 3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- 3.5 all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally
- 3.6 all students have access to the high quality education necessary to enable the completion of school education to Year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

Part A

literacy, numeracy,
indigenous education,
science, the arts

Highlights Australia's future depends
each citizen having the need
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just and open society

Chapter 1

Highlights of 2001

The *National Report on Schooling in Australia 2001* presents a review of the progress towards the achievement of the National Goals for Schooling in the Twenty-first Century. Highlights of progress during 2001 were:

- development of key performance measures for civics and citizenship and the inclusion, for the first time in the National Report, of a chapter on student outcomes in this learning area
- continuing development in the area of vocational education in schools, including the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreement to the Framework for Vocational Education in Schools
- a revised approach to Indigenous education with the negotiation of New Indigenous Education Agreements between the Commonwealth and education providers as the Indigenous Education Strategic Initiatives Programme (IESIP) enters a new funding quadrennium
- the establishment of a new MCEETYA taskforce structure and an agreement between ministers regarding the pursuit of specific targets for student achievement.

Civics and citizenship

When, in 1999, MCEETYA ministers adopted the National Goals for Schooling in the Twenty-first Century, they directed that work should begin on the development of performance measures of student outcomes in the area of civics and citizenship. The civics and citizenship education sub-group of the National Education Performance Monitoring Taskforce (NEPMT) endorsed the paper *Conceptualising Civics and Citizenship Education* as the general curriculum basis for its work and proposed a two-stage process for the development of key performance measures. This approach was endorsed by ministers at their meeting in July 2001 and was seen as an important step to be taken in the year celebrating the centenary of Federation.

The first stage of the development of key performance measures involved collecting information on what can be expected of students in late primary and late compulsory schooling. From this information draft performance measures were prepared with a view to monitoring student learning outcomes. The two key performance measures were:

- civic knowledge, including an understanding of Australian democracy, government, law, national identity, diversity, cohesion and social justice

- participatory skills and values associated with active citizenship.

The civics and citizenship sub-group produced a number of recommendations for action in early 2002. These included a proposal that a trial assessment be conducted in 2002 as a preliminary to a national sample survey assessment. It was further proposed that the national assessment of student understandings, skills, values and citizenship participation occur initially in 2004 and that subsequent testing should occur in 2007 and then every three years.

A full account of the process that has taken place to date, including a list of the expectations underlying the performance measures at each of primary and secondary levels, can be found in Chapter 11, 'Civics and citizenship student outcomes', of this report.

Vocational Education and Training in Schools

Over 169,800 students participated in Vocational Education and Training in Schools (VETIS) in 1,976 schools across Australia with 95 per cent of all schools offering senior secondary curricula providing vocational education and training (VET) programs. In 2001, MCEETYA endorsed the New Framework for Vocational Education in Schools and authorised the widespread distribution of two documents, one on the policy directions underpinning the framework and the other an implementation strategy to be fully implemented by December 2004.

The framework has been developed around the following six interrelated elements:

- 1 vocational education and training
- 2 enterprise and vocational learning
- 3 student support services
- 4 community and business partnerships
- 5 effective institutional and funding arrangements
- 6 monitoring and evaluation.

Under the framework for VETIS, school programs increasingly provide opportunities for students to participate in structured workplace learning (SWL). These SWL opportunities, mostly provided by local businesses, enable students to learn practical

workplace skills that industry and employers have identified as important for a specific job or career. The skills the students learn are subject to formal assessment by a Registered Training Organisation.

Arrangements of this kind enable students to combine VET studies with their general education curriculum as they continue to work towards their senior secondary school certificate. In this way, students can keep their options open to pursue employment, vocational training through New Apprenticeships or to move into tertiary studies. During 2001, considerable work was undertaken to enable greater recognition of VET in Schools qualifications for tertiary entrance purposes.

The Commonwealth Department of Education, Science and Training (DEST) is continuing to develop its role in relation to enhancing school–industry partnerships, driving and supporting cultural change in schools, business and the community. Support is provided for the coordination of SWL through the network of Local Community Partnerships.

DEST provides funding to the Australian Chamber of Commerce and Industry for the Business Education Partnerships Advocates (BEPA) program. The focus of BEPA is to build partnerships between business and education authorities, particularly at the State and Territory level, and to facilitate systematic change. The objective of the project from 2001 is to assist in the implementation of the MCEETYA New Framework for Vocational Education in Schools through enhancing business input to education planning and encouraging businesses and education authorities to develop agreed principles and integrated activities for young people participating in enterprise and career activities.

During 2001, jurisdictions reported that the unit cost of delivering VET in Schools programs exceeded the cost of general education delivery to senior secondary students and that national funding provided met only part of these additional costs. For this reason there are continuing efforts to implement strategies designed to promote the efficiency and effectiveness of VET in Schools delivery. In addition, a study was begun to identify the cost of VET in Schools.

Successful implementation of the new framework requires the use of comprehensive and consistent data. All jurisdictions have well-established processes to capture, interrogate and report VET in Schools data and, in 2001, they began working towards

compliance with the Australian Vocational Education and Training Management Information Statistical Standard. It is anticipated that this process will be complete by the 2003 school year.

Indigenous education

The year 2001 was the first year of the IESIP funding quadrennium. New Indigenous Education agreements were negotiated between the Commonwealth and education providers for 2001–04 for the purpose of improving Indigenous education outcomes. Under the agreements, education providers report annually against a number of performance indicators across the MCEETYA priority areas for Indigenous education. These priority areas are literacy, numeracy, educational outcomes, Indigenous enrolments, Indigenous employment, involvement of Indigenous Australians in education decision-making and culturally inclusive curricula.

IESIP is the Commonwealth's major supplementary funding program for Indigenous education providers. For the new quadrennium it was reoriented to elicit concrete and measurable outcomes. Clear performance indicators and baseline data were established and specific performance improvement targets were set. The targets are sufficiently flexible to allow the differing needs of Indigenous students throughout the country to be met.

The 2001 data revealed that there was still a large gap between the measured educational outcomes of Indigenous students and those of non-Indigenous students. In the areas of literacy and numeracy it was apparent that while some Indigenous students performed at the highest levels, the proportion of Indigenous students in the lower levels of attainment was higher than the proportion of non-Indigenous students.

The extent to which Indigenous students are staying on at school can be measured by grade progression rates and apparent retention rates. While there are some issues to be considered when using the latter, it is generally regarded as a useful measure of comparative disadvantage for Indigenous students. The apparent retention rate data from 1994 to 2001 show an improvement in the retention of Indigenous students into years 10, 11 and 12. While the rates were still well below those for non-Indigenous students, the gap between the two groups closed slightly.

More details on the developments in Indigenous education that took place in 2001 are available in Chapter 10, 'Indigenous education', of this report.

New structures and targets for improved educational outcomes

Since adopting the National Goals for Schooling in the Twenty-first Century, ministers have been concerned to closely monitor and report on the progress of Australia's schools towards the achievement of these goals. To this end they have directed that key performance measures be developed and applied in each of the priority areas of schooling:

- literacy and numeracy
- participation and attainment
- VET in Schools
- science
- information and communication technologies
- civics and citizenship education
- enterprise education.

The development of key performance measures was previously undertaken by the NEPMT. In July 2001, ministers established a new taskforce structure to advance the national agenda on schooling and to ensure the achievement of the national goals. Central to this initiative was the establishment of the Performance Measurement and Reporting Taskforce, which is now responsible for reporting nationally comparable outcomes of schooling.

Prior to 2001, ministers had been unable to reach agreement on the use of targets as a means of pursuing improvements in key performance measures. However, the MCEETYA meeting of July 2001 saw agreement on the definition of a national target as a 'measurable level of performance expected to be attained within a specified time'.

At the same meeting, ministers agreed to a set of conditions for successful target-setting as well as the need for further exploration of the impact of linking resource allocation to the achievement of targets. Importantly, the meeting agreed to the establishment of national targets in the areas of reading, writing, spelling and numeracy for years 3, 5 and 7. Ministers also agreed to consider establishing further national targets as key performance indicators become available in other areas. Indeed, there is the potential for MCEETYA to establish national targets for each of the national goals, provided the different characteristics of and considerations for key performance measures can be accommodated.

Part B

literacy, numeracy,
indigenous education,
science, the arts

The provision of
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Chapter 2

The context of Australian schooling

Responsibilities for schooling in Australia

During 2001, schooling was provided to 3.268 million students (see Tables 3 and 4 of Appendix 1, 'Statistical annex, 2001') in approximately 9,596 institutions (see Table 2 in Appendix 1, 'Statistical annex, 2001') distributed throughout Australia's States and Territories. The Constitution of Australia allocates responsibility for school education to State and Territory governments, all of whom provide and manage government schools as well as supporting non-government schools.

Government schools operate under the direct responsibility of the relevant State or Territory Minister, while non-government schools are established and operate under conditions determined by State or Territory government registration authorities. Many non-government schools have some religious affiliation, most commonly with the Catholic Church; 19.9 per cent of all students and 63.6 per cent of non-government students were enrolled in Catholic schools in 2001.

Within each State and Territory, ministers, departments, statutory authorities and individual schools (particularly in the case of non-government schools) variously determine policies and practices in such matters as curriculum, course accreditation, student assessment and certification, resource allocation and utilisation, and teacher employment and professional development.

The Commonwealth's policies and programs for schools are administered through the Department of Education, Training and Youth Affairs (DETYA). In late November 2001, DETYA became the Department of Education, Science and Training (DEST). Through DEST, the Commonwealth provides funding to both government and non-government school authorities to support agreed priorities and strategies. The overall result is that government schools receive the majority of their government funding from State and Territory governments and less from the Commonwealth, while non-government schools receive the majority of their government funding from the Commonwealth, and less from the relevant State or Territory. The Commonwealth also has some specific responsibilities for the provision of financial assistance to students and for Australia's international relations in education, and shared responsibilities for schooling in Australia's external territories of Christmas Island, the Cocos (Keeling) Islands and Norfolk Island.

The Ministerial Council on Education, Employment, Training and Youth Affairs

Origins

In June 1993, the Council of Australian Governments amalgamated a number of ministerial councils in order to optimise coordination of policy-making across interrelated portfolios. One of the combinations merged three previously existing councils – the Australian Education Council; the Council of Ministers of Vocational Education, Employment and Training; and the Youth Ministers Council – to form the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

The Council was formally established in January 1994. Membership of the Council comprises the State, Territory, Commonwealth and New Zealand ministers with responsibility for the portfolios of education, employment, training and youth affairs. Papua New Guinea and Norfolk Island have observer status.

Functions

The areas of responsibility of the Council are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment and/or labour market programs and education and training, adult and community education, youth policy and programs and cross-sectoral matters. The Council works closely with the Australian National Training Authority, which has a statutory responsibility for certain aspects of vocational education and training.

The functions of the Council include:

- coordinating strategic policy at the national level
- negotiating and developing national agreements on shared objectives and interests (including principles for Commonwealth–State relations) in the Council's areas of responsibility
- negotiations on the scope and format of national reporting on areas of responsibility

- sharing information and collaborative use of resources for agreed objectives and priorities
- coordinating communication with, and collaboration between, related national structures.

Taskforces

In previous years the Council was supported by a number of taskforces convened as needed for particular tasks. These taskforces had prescribed timeframes and reporting arrangements and were reviewed annually. During 2001, ministers decided that the achievement of the National Goals for Schooling in the Twenty-first Century would be better served by a new set of taskforce arrangements for school education. To this end, ministers agreed that:

- the national agenda on schooling be based on enhancing national collaboration in seven key areas:
 - schools resourcing
 - teacher quality and educational leadership
 - student learning and support services
 - information and communication technologies in schools
 - Indigenous and other targeted initiatives
 - transition from school
 - performance measurement and reporting
- existing MCEETYA taskforces and related committees be abolished
- further development of the national schooling agenda be undertaken by seven new taskforces, one for each of the key areas described above
- cross-sectoral or non-school sector taskforces (eg Youth, Adult Community Education) continue to operate
- vocational education and training issues are primarily discussed through the Australian National Training Authority Ministerial Council.

Ministers agreed on terms of reference for the new taskforces and decided that each should be chaired by the chief executive officer of a Commonwealth, State or Territory school education authority. At the same time, the Conference of Education Systems Chief Executive Officers (CESCEO) was integrated with the Standing Committee of Officials (Schools) into one forum, the Australian Education Systems Officials Committee (AESOC). This committee includes the Commonwealth as well as the chief

executive officers of all State and Territory schools and vocational education and training authorities.

The Council, which meets at least once a year, is chaired in rotation for a calendar year by each of the member governments. In 2001, Victoria hosted the Council and provided the chair. The Council is serviced by a small, independent secretariat, which is located in Melbourne and funded by all member governments.

Membership

Members of the Council responsible for school education in 2001 were:

New South Wales

The Hon. John Aquilina, MP, Minister for Education and Training (to November 2001)
The Hon. John Watkins, MP, Minister for Education and Training (from November 2001)

Victoria

The Hon. Mary Delahunty, MP, Minister for Education

Queensland

The Hon. Anna Bligh, MP, Minister for Education

South Australia

The Hon. Malcolm Buckby, MP, Minister for Education and Children's Services

Western Australia

The Hon. Colin Barnett, MLA, Minister for Education (to February 2001)
The Hon. Alan Carpenter, MLA, Minister for Education (from February 2001)

Tasmania

The Hon. Paula Wriedt, MHA, Minister for Education

Northern Territory

The Hon. Chris Lugg, MLA, Minister for School Education (to August 2001)
The Hon. Syd Stirling, MLA, Minister for Education, Employment and Training (from August 2001)

Australian Capital Territory

Mr Bill Stefaniak, MLA, Minister for Education (to November 2001)
Mr Simon Corbell, MLA, Minister for Education, Youth and Family Services (from November 2001)

Commonwealth of Australia

The Hon. Dr David Kemp, MP (to November 2001)

The Hon. Dr Brendan Nelson, MP, Minister for
Education, Science and Training (from November 2001)

The chair of the Council in 2001 was The Hon. Mary Delahunty, MP.

The structure of Australian schooling

Schooling in Australia is compulsory for children aged 6 to 15 (16 in Tasmania). However, the majority of children start school before they are 6 and remain at school beyond the age of 15. In most States, children start full-time schooling at around the age of 5, when they enrol in a kindergarten or preparatory year. Commonly, the majority of these students will have already had some part-time school or preschool experience. After the preparatory year, primary education lasts for either six or seven years, depending on the State concerned (see Figure 2.1).

Figure 2.1 Primary and secondary school structures, by State and Territory, 2001

School year level	NSW, Vic., Tas., ACT	SA, NT	Qld, WA
12	Secondary		
11			
10			
9			
8			
7			
6			
5			
4	Primary		
3			
2			
1			
Pre-year 1			
	Kindergarten (NSW, ACT) Preparatory (Vic., Tas.)	Reception (SA) Transition (NT) Pre-primary (WA) ^(a)	

(a) WA: Pre-primary students attend 0.8 in 2001 to be full-time in 2002

In 2001, there were approximately 1.9 million primary school students in Australia, 72.4 per cent of whom were enrolled in government schools.

Secondary schooling is available for either five or six years according to the State arrangements as set out in Figure 2.1. Students normally commence secondary school at about age 12. In 2001, there were approximately 1.36 million Australian secondary school students, 63.7 per cent of whom were enrolled in government schools. Most government schools are coeducational, but a significant number of non-government schools are single-sex schools.

Features

Some features of the structure of Australian schooling in 2001 were as follows:

- There were 9,596 schools in Australia, which represented a decline of 4.1 per cent since 1990. In the same period, the number of government schools fell by 548, while the number of non-government schools rose by 137.
- The number of special schools was 369, which represented a fall of almost 17 per cent from the 444 operating in 1990.
- There were 3.268 million full-time students in Australian schools. This represented an increase of 0.64 per cent on the number enrolled in 2000.
- The proportion of students enrolled in non-government schools continued to rise in all States and Territories. In 2001, 31.2 per cent of students were enrolled in non-government schools compared to 30.8 per cent in 2000.
- There were 115,465 Indigenous students enrolled in Australian schools in 2001. This represented 3.53 per cent of the total school population and was a significant increase from 2.13 per cent in 1990.
- In 2001, 49.9 per cent of Australia's 15–19-year-olds were full-time students at school.
- The largest year cohort of primary school students was in year 1 (138,576 students) and the largest year cohort of secondary students was in year 8 (131,507 students).
- The total number of teaching and non-teaching staff (in full-time equivalents) employed in Australian schools was 290,603, which represented an increase of 2.15 per cent on the number employed in 2000.

- There were 221,927 teaching staff (in full-time equivalents) employed in Australian schools, which resulted in an average of 14.8 students per teacher in government schools, 15.9 per teacher in Catholic schools and 12.8 per teacher in independent schools.
- Females comprised 78.7 per cent of the teaching staff in primary schools and 54.8 per cent in secondary schools, compared with 78.3 per cent and 54.4 per cent respectively in 2000.

The National Report on Schooling in Australia

The *National Report on Schooling in Australia* was first published for the 1989 school year and has been published for each school year since. The decision to produce a National Report was a direct result of the promulgation of the Common and Agreed National Goals for Schooling. The report was seen by ministers of the day as the means by which they would report to the Australian people on progress being made towards the achievement of the goals.

When, in 1999, MCEETYA endorsed the National Goals for Schooling in the Twenty-first Century, it also:

- affirmed its commitment to national reporting of comparable educational outcomes
- agreed that the National Goals for Schooling in the Twenty-first Century provided an appropriate framework for such reporting
- agreed that the following six areas from within the goals provide a basis for the first stage of reporting:
 - literacy
 - numeracy
 - student participation, retention and completion
 - vocational education and training (VET) in schools
 - science
 - information technology
- directed that work commence on the development of performance measures for civics and citizenship education and for enterprise education.

This edition of the *National Report on Schooling in Australia* has been produced to reflect the intentions of the Council in relation to the revised set of national goals. As a result, as well as reporting generally on Australian school education, the report contains specific sections on each of the priority areas determined by the Council.

Wherever possible, these sections report against sets of performance measures that have been agreed to by ministers. In cases where no such measures exist, the report describes progress made towards their development during 2001. In some cases proxy measures have been used while permanent performance measures are under development.

The 2001 report is being published in both print and electronic formats. This has been done in order to make the information contained in the report available to as wide an audience as possible.

Chapter 3

Resourcing Australia's schools

Introduction

This chapter provides information on five main areas:

- 1 the historical background to education funding in Australia, including new developments in 2001
- 2 student participation and teaching resources, including the enrolments of Australian school students in government and non-government school sectors as well as student–teacher ratios and information on the number of graduates from teacher education courses
- 3 funding arrangements for government schools and level of this funding in 2001 compared to previous years
- 4 funding arrangements for non-government schools and level of this funding in 2001
- 5 capital expenditure on all Australian schools in 2001 from both levels of government (Commonwealth and State).

Funding arrangements for government and non-government schools are broken down in terms of the Commonwealth and State/Territory funding for each sector.

Historical background

State and Territory governments have primary responsibility for the provision and regulation of school education. The Commonwealth government provides supplementary funding. The overall effect of these arrangements as they applied in 2001 was that government schools received the majority of their funding from State and Territory governments, while non-government schools received the majority of their government funding from the Commonwealth. The regulatory role of the States and Territories means that they also provided resources for infrastructure which benefited government and non-government schools, such as curriculum support, assessment and certification, school and teacher registration and accreditation.

State and Territory governments have primary responsibility for schooling in their State or Territory and provide the bulk of the funding to government schools, either from Commonwealth-sourced GST and general revenue assistance or from their own revenue sources. GST revenues are increasing more strongly than expected, with an estimated rise from \$26.6 billion in 2001–02 to \$37.3 billion in 2006–07, an increase of 40.2 per cent. State and Territory expenditure has been steady at around 88 per cent of total spending on government schools, with the balance being met by the Commonwealth. The Commonwealth's role is to supplement State and Territory funding of government schools to achieve specific agreed national objectives.

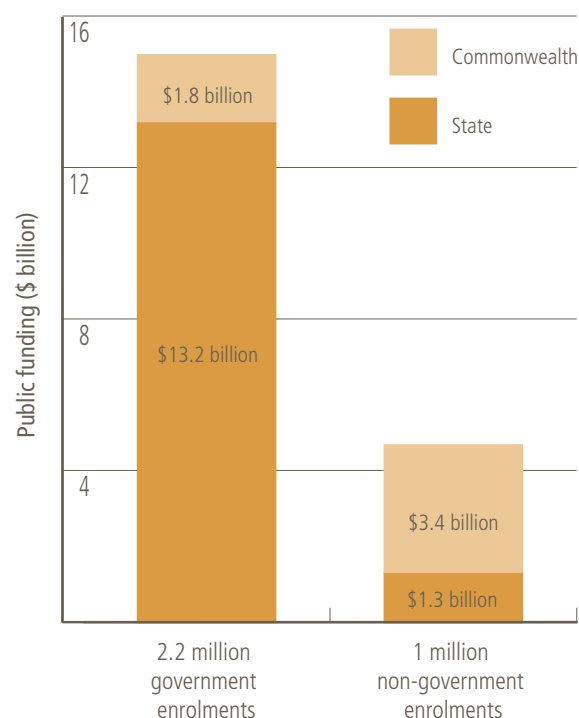
Operating government expenditure on school education from both the Commonwealth and States and Territories in 2000–01 was \$21.9 billion. Expenditure on government schools was \$17.25 billion, or 79 per cent of the total. These expenditure figures are based on accrual accounting and do not include money contributed to government schools from non-government sources (see Tables 22, 25, 25(a) and 30, Appendix 1, 'Statistical annex 2001').

Figure 3.1 illustrates the level of cash-based government expenditure on school education, broken down by source of funds for government and non-government schools. Data for government schools apply to the 2000–01 financial year and data for non-government schools apply to the 2001 calendar year.

In the 2001 calendar year, the Commonwealth expended around \$5.25 billion for Australian schools and students, both government and non-government. This comprised:

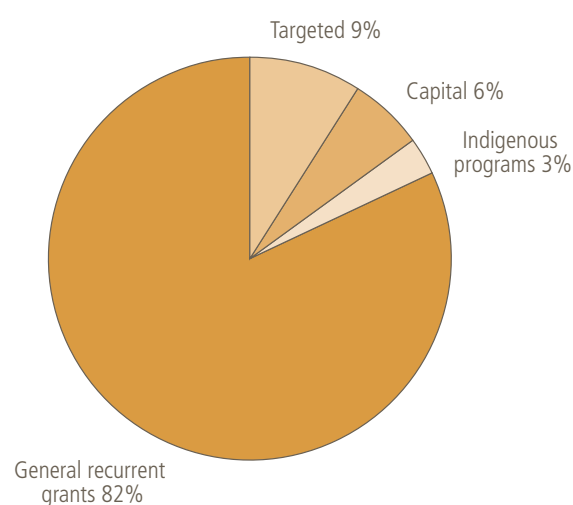
- \$4.35 billion for general recurrent grants (representing 83 per cent of specific-purpose Commonwealth funding for schools for the calendar year 2001)
- \$450 million for targeted programs (9 per cent)
- \$318 million for capital grants (6 per cent)
- \$133 million for Indigenous programs (3 per cent).

Figure 3.1 Public funding for school education, cash-based expenditure, 2000–01



Source: Cash-based expenditures, 2001 Financial Questionnaire, Commonwealth DEST Expenditure, ABS, Cat. No. 4221.0, *Schools Australia*, 2001

Figure 3.2 Commonwealth funding for schools, by program, 2001



Source: Commonwealth DEST

Figure 3.2 shows the proportional breakdown of Commonwealth funding for schools and students by major programs. Since 1993, funding from the Commonwealth for government and non-government schools has been indexed according to the Average Government School Recurrent Costs (AGSRC) Index.

The AGSRC uses the year-on-year changes in the recurrent cost of educating a student in a government school to increase funding annually for both government and non-government schools. States and Territories provide the Commonwealth with details of their expenditure increases and the average becomes a new benchmark of the cost of schooling. Commonwealth recurrent grants are then provided as a percentage of the AGSRC. The use of the AGSRC as the basis for indexation ensures that Commonwealth funding matches school-based costs, albeit with a time lag of approximately 18 months.

Developments in 2001

The Schools Resourcing Taskforce

The Schools Resourcing Taskforce was established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2001.

The taskforce provides advice to MCEETYA on approaches to the resourcing of schools to ensure the achievement of the agreed National Goals for Schooling in the Twenty-first Century. It is a national body chaired by New South Wales involving all State and Territory systems, non-government authorities and the Commonwealth.

The taskforce aims to develop a long-term cooperative national approach to the funding of school education that is based on principles of effectiveness, efficiency, equity and a socially and culturally cohesive society. In 2001, the taskforce began working on a clear and common understanding of the premises upon which the funding for schools should be based. Recommendations will be produced in due course on a funding framework for schooling that addresses the need of all students to be resourced adequately to meet the objectives of the national goals.

Changes in the method of Commonwealth funding allocation to non-government schools

In 2001, the Commonwealth introduced a new approach to non-government school funding based on the socioeconomic status (SES) of school communities.

The SES funding arrangements began for the 2001–04 quadrennium and replaced the Education Resource Index (ERI) which measured need based on a school's own resources. The decision to replace the ERI followed a major review by the Commonwealth, which concluded that the ERI was no longer credible.

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

The maximum funding under the SES model, payable to non-government schools serving the neediest communities, has been significantly increased from about 59 per cent to 70 per cent of the average cost of educating a student in a government school. Schools with SES scores of 85 and below are funded by the Commonwealth at 70 per cent of AGSRC. Schools with scores of 130 or above receive 13.7 per cent of this cost. Funding for schools with SES scores between 85 and 130 is payable on a continuum.

Increased funding to schools is being phased in over the period 2001–04 at a rate of 25 per cent of the increase each year. No school is financially disadvantaged under the new funding model. Schools that would have had their funding reduced have their year 2000 entitlements maintained in real terms.

Catholic systems are funded at 56.2 per cent of the average cost of educating a student in a government school (except for the ACT, which is funded at 51.2 per cent). This essentially preserves in real terms Catholic systemic year 2000 entitlements. All other school systems are funded on the basis of the aggregate entitlements of their individual member schools.

Per student rates for Commonwealth general recurrent grants for non-government schools are shown in Table 3.1.

Changes in the method of Commonwealth funding allocation to government schools

The Enrolment Benchmark Adjustment (EBA) is a mechanism by which adjustments are made annually to general recurrent grants for government schools, based on the movement in the ratio of government students to non-government students. The EBA is calculated at the end of each year following the student census to determine the actual drift in student enrolments in each State or Territory, compared with 1996. If the census shows an increase in the non-government school enrolment share for a particular State or Territory, this is translated into a notional saving to that State and 50 per cent of that amount is deducted from the Commonwealth grant to that State or Territory. In 2001, changes were made to the operation of the EBA so that the EBA liability was made available to State and Territory governments, which trigger the EBA to strengthen government schools. This funding will be made available to States and Territories on the condition that they use it to improve scientific, mathematical and technological skills in government schools.

Student participation and teaching resources

In 2001, enrolments of Australian school students in the school system were approximately:

- 70 per cent in government schools
- 30 per cent in non-government schools.

In terms of staffing, approximately:

- 70 per cent of Australia's school teachers work in government schools
- 30 per cent work in non-government schools.

Total teaching numbers increased by 3,877 in 2001, which constitutes an increase of 1.8 per cent. Student–teacher ratios vary by sector and school category, as listed in Table 3.5.

Table 3.1 Commonwealth General Recurrent Grants Programme – per student rates for non-government schools, 2001, by SES funding levels

SES score	SES funding level (% of AGSRC)	Primary rate per student (\$)	Secondary rate per student (\$)
130 or greater	13.7	737	973
129	15.0	807	1,066
128	16.2	872	1,151
127	17.5	942	1,243
126	18.7	1,006	1,328
125	20.0	1,076	1,421
124	21.2	1,141	1,506
123	22.5	1,211	1,598
122	23.7	1,275	1,683
121	25.0	1,345	1,776
120	26.2	1,410	1,861
119	27.5	1,479	1,953
118	28.7	1,544	2,038
117	30.0	1,614	2,131
116	31.2	1,678	2,216
115	32.5	1,748	2,308
114	33.7	1,813	2,394
113	35.0	1,883	2,486
112	36.2	1,947	2,571
111	37.5	2,017	2,663
110	38.7	2,082	2,749
109	40.0	2,152	2,841
108	41.2	2,216	2,926
107	42.5	2,286	3,018
106	43.7	2,351	3,104
105	45.0	2,421	3,196
104	46.2	2,485	3,281
103	47.5	2,555	3,373
102	48.7	2,620	3,459
101	50.0	2,689	3,551
100	51.2	2,754	3,636
99	52.5	2,824	3,729
98	53.7	2,888	3,814
97	55.0	2,958	3,906
96	56.2	3,023	3,991
95	57.5	3,093	4,084
94	58.7	3,157	4,169
93	60.0	3,227	4,261
92	61.2	3,292	4,346
91	62.5	3,362	4,439
90	63.7	3,426	4,524
89	65.0	3,496	4,616
88	66.2	3,561	4,701
87	67.5	3,631	4,794
86	68.7	3,695	4,879
85 or less	70.0	3,765	4,971

Source: Commonwealth DEST

Table 3.2 Year 2000 ERI funding levels – per student rates for non-government schools

ERI funding category or funding guarantee amount	Primary year 2000 funding level (% of AGSRC)	Primary rate per student (\$)	Secondary year 2000 funding level (% of AGSRC)	Secondary rate per student (\$)
1	11.8	635	14.2	1,009
1993 1/3G ^(a)	14.0	753	15.6	1,108
2	15.7	845	18.9	1,343
3	19.6	1,055	21.9	1,556
1993 3/5G ^(a)	19.7	1,060	21.9	1,556
4	23.9	1,286	28.7	2,038
5	29.0	1,560	32.2	2,287
6	32.0	1,721	35.7	2,536
1996 6/10G ^(a)	34.7	1,867	38.8	2,756
7	35.0	1,883	39.1	2,777
8	38.7	2,082	43.2	3,068
9	43.8	2,356	48.8	3,466
10	47.5	2,555	53.0	3,764
11	51.6	2,776	57.5	4,084
12	56.0	3,012	62.4	4,432

- (a) Funding Guarantees. Funding guarantee provisions apply to schools placed in less favourable categories as a result of periodic reassessment. To assist these schools the Commonwealth government will guarantee funding at the same per capita level as was applicable at the time of reassessment until the per capita amount of the lower category reaches the same level.
- For example: '1993 1/3G' – a particular school in 1993 receiving Category 3 funding was reassessed and resulted in a Category 1 Funding level (less favourable). Rather than reduce the amount of funding to that school, the per capita rates applicable to Category 3 are guaranteed until such time as indexation causes the Category 1 rates to reach the same per capita rate applicable to Category 3.

Source: Commonwealth DEST

Table 3.3 School sector enrolments, 1999–2001

Sector	1999	2000	2001
Government	2,247,674	2,248,287	2,248,219
Non-government	978,976	999,138	1,019,922
All schools	3,226,650	3,247,425	3,268,141

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2001

In 2001 there was a 17 per cent increase in the number of graduates from initial teacher-education courses, which alleviates concerns about the adequacy of the continuing supply of teachers for Australia's schools. However, the number of graduates decreased during the 1990s and the question of adequate supply of teachers in the short term continues to be of concern.

Table 3.4 Teaching staff (FTE)^(a), 1999–2001

Sector	1999	2000	2001
Government	150,483	150,610	152,474
Non-government	65,242	67,440	69,789
Catholic	38,975	39,869	40,763
Other	26,267	27,571	29,027
All schools	215,724	218,050	222,263

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

- (a) See Glossary for details of calculation of Full-Time Equivalent (FTE).

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2001 and Commonwealth DEST data

Table 3.5 FTE^(a) student/teaching staff ratios, by sector and school category, Australia, 1995–2001

Sector and category	1995	1996	1997	1998	1999	2000	2001
Government primary	17.9	17.8	17.6	17.6	17.0	17.1	16.7
Government secondary	12.5	12.7	12.7	12.7	12.5	12.4	12.5
Catholic primary	20.1	20.0	20.0	19.9	19.4	19.1	18.8
Catholic secondary	13.6	13.7	13.7	13.7	13.5	13.4	13.4
Independent primary	16.1	16.1	16.0	15.9	15.8	15.6	15.4
Independent secondary	11.7	11.7	11.6	11.6	11.5	11.4	11.3
All schools	15.4	15.4	15.3	15.3	15.0	14.9	14.7

(a) Prior to 2001, students were classified as full-time. See Glossary for details of calculation of Full-Time Equivalent (FTE).

Source: MCEETYA, *National Report on Schooling in Australia*, 1995–2000. For 2001 data, see ABS, Cat. No. 4221.0, *Schools Australia*, 2001

Table 3.6 Number of persons graduating from initial teacher-education courses, Australia, 1998–2001

Year	No. of graduates
1998	11,044
1999	11,208
2000	10,813
2001	12,675

Source: MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 21). For 1998–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000, Table 3.13

Table 3.7 Operating expenditure by government education systems, 1998–2001 (financial year, accrual basis) (\$'000)

Area of expenditure	1998–99	1999–2000	2000–01
In-school expenditure			
Salaries (teaching)	8,936,135	9,356,857	9,719,326
Salaries (non-teaching)	1,525,972	1,648,721	1,818,506
Redundancies	17,106	7,574	34,728
Non-salary costs	4,536,595	4,681,872	4,700,328
Subtotal	15,015,808	15,695,024	16,272,888
Out-of-school expenditure			
Salaries (non-teaching)	441,855	495,223	543,149
Redundancies	1,875	3,856	1,390
Non-salary costs	376,982	398,013	433,718
Subtotal	820,712	897,092	978,257
Total recurrent costs	15,836,520	16,592,116	17,251,145

Source: MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 22). For 1998–99 and 1999–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000 (Appendix 1: Statistical annex, Tables 23 and 24)

Table 3.8 Recurrent per capita expenditure on government schools, by level of education, 1998–2001
(\$ – accrual format)

Financial year	Primary	Secondary	Total
1998–99	6,258	8,328	7,059
1999–2000	6,585	8,540	7,344
2000–01	6,841	8,889	7,633

Source: MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 23). For 1998–99 and 1999–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000 (Appendix 1: Statistical annex, Table 27)

Funding for government schools

Government schools are funded mainly from public sources. Commonwealth funds represent about 12 per cent of total spending on government schools with the balance being met by State and Territory governments and a portion from non-government sources such as parent contributions.

In this section, funding is described on an accrual rather than cash basis. In National Reports prior to 2000, cash budgets were used. Financial comparisons based on accrual accounting are provided in this chapter from 1998–99.

Government schools

Table 3.7 illustrates accrual expenditure by government education systems in 1998–99, 1999–2000 and 2000–01. State and Territory government spending on government schools has increased by 9 per cent in the two-year period from 1998–99 to 2000–01, from \$15.8 billion to \$17.3 billion.

Per capita expenditure

Per capita expenditure in government schools has steadily increased over the past decade. In 2001, this expenditure reached \$6,841 for primary students and \$8,889 for secondary students. Table 3.8 records a growth of 8.13 per cent in total per capita funding over the last three years, from \$7,059 to \$7,633.

Note that while secondary schools have the greater per capita amount, percentage increases are greater for primary

schools than for secondary schools. Per capita funding for secondary schools increased by 6.74 per cent from 1998 to 2001, while funding for primary schools increased by 9.31 per cent over the same period. In terms of total per capita expenditure, secondary schools received more, mainly because of the greater range of subject offerings and the smaller student–teacher ratios in the last two years of schooling.

Commonwealth funding of government schools

Commonwealth Specific Purpose Payments represent about 12 per cent of total spending on government schools. Commonwealth recurrent funding for government schools is provided through block grants calculated according to the numbers of students at each level of schooling. The rates of general recurrent assistance for government schools in 2001 were \$479 per primary school student and \$711 per secondary school student. Additional recurrent funding of \$116 per student was available for eligible students with disabilities. Commonwealth contributions to government schools also include targeted programs such as English as a Second Language – New Arrival funds and strategic assistance for improving student outcomes.

As mentioned above, the Commonwealth provided approximately \$5.25 billion for Australian schools and students, both government and non-government, in 2001. Table 3.9 shows how this \$5.25 billion was distributed to government and non-government authorities, by State and Territory.

Table 3.9 Commonwealth Grants for schools, by program and category of school, State and Territory, 2001 calendar year (\$'000 – accrual^(a) financial reporting)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	410,180	301,849	247,671	89,349	121,747	36,521	16,313	24,107	1,247,737
Capital	77,147	53,065	43,051	17,822	22,970	6,364	2,870	3,933	227,222
Country Areas	5,366	2,011	4,211	1,917	2,802	525	917	–	17,748
Strategic Assistance for Improving Student Outcomes Recurrent	76,348	48,141	35,999	17,375	18,410	6,606	3,655	2,023	208,557
Strategic Assistance for Improving Student Outcomes Per Capita	3,848	2,215	1,496	1,261	817	340	572	125	10,675
ESL New Arrivals	13,846	9,045	3,182	2,814	2,442	280	364	376	32,347
National Asian Languages and Studies in Australian Schools	6,680	4,653	3,939	1,551	2,127	561	257	336	20,106
Language Other Than English	5,080	3,700	1,095	772	571	133	51	217	11,618
Indigenous Education Strategic Initiatives Programme ^(b)	18,560	7,578	13,629	5,019	10,880	2,358	16,928	1,720	76,672
Total government	617,055	432,258	354,273	137,880	182,766	53,688	41,928	32,837	1,852,682
Non-government schools									
General Recurrent (including Distance Education)	1,022,829	819,670	566,531	230,749	303,302	62,754	26,474	65,840	3,098,148
General Recurrent Short Term Emergency Assistance	1,135	–	129	–	–	520	–	–	1,784
Establishment Grant 1	112	147	102	75	293	6	–	7	742
Capital	29,455	24,834	15,491	6,850	8,572	2,118	1,167	2,056	90,543
Country Areas	1,208	557	731	236	372	113	112	–	3,329
Strategic Assistance for Improving Student Outcomes Recurrent	35,550	27,821	10,062	5,813	8,769	1,617	1,313	208	91,153
Strategic Assistance for Improving Student Outcomes Per Capita	4,981	2,628	1,408	1,272	759	154	114	54	11,370
Strategic Assistance for Improving Student Outcomes Additional Assistance	1,343	1,515	179	535	139	80	1	110	3,903
ESL New Arrivals	1,087	832	303	437	517	124	20	-4	3,317
Centre Support	8,583	267	6,237	3,423	811	154	86	490	20,051
National Asian Languages and Studies in Australian Schools	1,505	2,342	1,519	648	838	179	66	96	7,194
Language Other Than English	1,310	5,202	781	388	427	57	6	136	8,308
Indigenous Education Strategic Initiatives Programme ^(b)	16,369	2,769	9,497	3,239	11,659	1,054	11,417	652	56,656
Total non-government	1,125,467	888,585	612,970	253,666	336,458	68,930	40,776	69,645	3,396,498
Joint programs									
National Asian Languages and Studies in Australian Schools	50	623	112	79	108	–	–	–	972
Total joint programs	50	623	112	79	108	–	–	–	972
Total all programs	1,742,571	1,321,466	967,355	391,625	519,332	122,617	82,704	102,482	5,250,152

(a) From 1999–2000 MCEETYA has moved from cash to accrual financial reporting. Government expenditure tables published in the *National Report on Schooling* prior to the 2000 report are therefore not comparable with this table.

(b) The Indigenous Education Strategic Initiatives Programme is reported on a cash basis.
Figures in this table relate to the expenses recorded in the 2001 calendar year as at 30 June 2002.

Note: 2001 is the first year of the new quadrennium and is funded through new legislation: the *States Grants (Primary and Secondary Education Assistance) Act 2000*; and the *Indigenous Education (Targeted Assistance) Act 2000*.

Under the new States Grants legislation the former Literacy and Numeracy Grants to Schools Programme, Special Education School Support Programme and Special Education Per Capita Grants (Students with Disabilities) have been combined into the Strategic Assistance for Improving Student Outcomes Programme. This streamlines administrative arrangements and minimises input controls and arbitrary distinctions between some of the Commonwealth programs of targeted assistance. The new legislation also introduced Grants for Establishment Assistance to support new schools, and extended the General Recurrent Programme to encompass students undertaking Distance Education through non-government schools.

Source: Commonwealth DEST, MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 30).

Table 3.10 Non-government school per capita incomes, by source, 2001 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Commonwealth grants	3,643	53.4	2,508	26.1
State grants	1,325	19.4	1,178	12.2
Total government grants	4,968	72.8	3,686	38.3
Private income	1,854	27.2	5,942	61.7
Total	6,822	100.0	9,628	100.0

Source: MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 26)

Table 3.11 Non-government schools per capita expenditure, by affiliation, 2001 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	6,740
Independent	9,927

Source: MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 27)

Details of expenditure in the non-government sector are also available in Tables 26 and 27 of Appendix 1, 'Statistical annex 2001'. Table 3.11 summarises the per capita expenditure. Recurrent expenditure calculations are derived from cash-based expenditures, including debt servicing of loans for capital and operating purposes. They exclude user cost of capital, loan principal payments, and government subsidies for transport-related costs that are included in government school recurrent costs.

Funding for non-government schools

The Commonwealth introduced a new funding system for non-government schools in 2001 based on the SES of each school's community. Refer to 'Developments in 2001' earlier in this chapter for details.

The Commonwealth also introduced Establishment Grants for all newly commencing non-government schools from 2001. These grants aim to assist schools with the additional costs incurred in their formative years. They are available at the rate of \$500 per full-time equivalent student in the first year of the new school's operation and \$250 per full-time equivalent student in the second year of operation.

Per capita expenditure

Non-government schools derive their income from fees and donations, and State and Commonwealth government grants. Table 26 in Appendix 1, 'Statistical annex 2001', details this per capita income, while Table 3.10 provides a summary.

State funding for non-government schools

All States and Territories provide funds to non-government schools. State and Territory governments used a variety of mechanisms for allocating funding to non-government schools in 2001. New South Wales, Victoria, Western Australia and the ACT allocated funding according to the former Commonwealth ERI. 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 both the former Commonwealth ERI and Commonwealth SES scores. In Tasmania need is assessed by exclusive reference to SES. In South Australia both school- and student- based measures of need are used, but there is no reference to either the former Commonwealth ERI or current Commonwealth SES scores. The Northern Territory has single funding rates for primary students, secondary students and students attending remote schools.

State and Territory per capita funding to non-government schools is detailed in Table 3.12.

Table 3.12 State and Territory government per capita grants to non-government schools, by category, Australia, 2001 (\$)

Commonwealth funding category	NSW ^(a)	Vic. ^(b)	WA ^(c)	ACT ^(d)	Rates for other States
Primary					Tasmania^(e)
1	493	313/374	904	279	Primary 1,091
2	641	436	904	370.5	Junior secondary 1,387
3	740	561	904	459.5	Senior secondary 1,842
4	789	602	992	559	Northern Territory
5	839	604	992	648	Primary 1,312
6	888	629	1,026	716	Secondary 1,908
7	937	632	1,026	787.5	Remote 1,719
8	987	653	1,074	862.5	South Australia^(f)
9	1,036	717	1,074	922	Primary 464
10	1,085	722	1,122	979.5	Secondary 646
11	1,135	727	1,122	1,038	Queensland^(g)
12	1,294	729	1,158	1,099.5	Primary 722
Remote	n.a.	n.a.	1,738	n.a.	Secondary 1,104
Secondary					
1	720	460/549	1,374	440	
2	936	644	1,374	581.5	
3	1,080	827	1,374	674	
4	1,152	950	1,606	879	
5	1,224	952	1,606	939.5	
6	1,296	990	1,692	1,044	
7	1,368	994	1,692	1,148.5	
8	1,440	1,027	1,766	1,261.5	
9	1,512	1,127	1,766	1,348.5	
10	1,585	1,130	1,826	1,428.5	
11	1,657	1,133	1,826	1,513.5	
12	1,796	1,135	1,892	1,603.5	
Remote	n.a.	n.a.	2,836	n.a.	

n.a. not applicable

Note: All amounts rounded to the nearest dollar. Rates are expressed in 2001 prices.

- (a) Apart from per capita funding, the NSW government also provides funding to non-government schools for back-to-school, textbook and living-away-from-home allowances; interest subsidies on capital developments; and the cost of transporting students with disabilities to and from school.
- (b) Victoria splits category 1 into 1A and 1B for schools with an ERI over 100. In addition, the Victorian government committed \$57.5 million over four years (1999–2000 to 2002–03) to support needy non-government schools to achieve outcomes in key areas such as reduced class sizes, literacy and numeracy, and assistance to students with special learning needs. As part of this commitment, in 2001 \$14 million was distributed on a per capita basis to schools in ERI categories 8–12.
- (c) Pre-primary rates are the same amount as primary rates for each category, for each full-time equivalent student.
- (d) ACT figures represent the average of two distinct half-yearly payments, across financial years 2000–01 and 2001–02.
- (e) Tasmanian figures represent the average level of funding per student per sector. The total paid comprises a needs component and a per capita component.
- (f) SA also pays a needs component, which constituted 52.5 per cent of total grants available in 2001. Total amount of needs component is distributed among schools, for disadvantage (28 per cent); interest subsidy (4.5 per cent); isolation (2.5 per cent); school card (42 per cent); special needs (7 per cent); LBOTE/Aboriginality (6.5 per cent); fee remission (6.5 per cent) and boarding (3 per cent).
- (g) In addition to these rates, Queensland pays a needs component constituting 22.5 per cent of the total grants available in 2001. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2001, the 'needs components' were \$159 per primary student and \$239 per secondary student. In their first year of funding, new schools are assumed to have 'average needs'.

Source: State/Territory departments of education

Capital expenditure

State and Territory capital expenditure

Capital expenditure by State and Territory governments in government schools was in excess of \$750 million in 2001. As Table 3.13 illustrates, there has been an uneven level of capital expenditure over the past three years.

Commonwealth Capital Grants Programme

The Commonwealth allocated \$316.5 million in capital funding for Australian schools in 2001. This funding was made available through the Capital Grants Programme in the form of block grants for government and non-government schools. Of the \$316.5 million made available in 2001, \$227.2 million was provided for projects at government schools and \$89.3 million for projects in non-government schools (including \$176,923 for a national survey of non-government schools infrastructure). Table 3.14 provides a summary of Commonwealth capital funding.

In the government sector, the most common types of work undertaken and facilities provided through Commonwealth capital funding were the upgrading and/or provision of new schools, general-purpose classrooms, specialist facilities and staff administration and amenities areas.

In 2001, a number of projects funded by the Commonwealth were completed both physically and financially in Catholic schools. The most common types of work in both primary and secondary schools were the construction or refurbishment of classrooms and specialist facilities such as art, performing arts, technology, library, science and music/drama areas.

In the independent sector, the capital projects completed physically and financially in 2001 included classrooms, computer rooms, student amenities, boarding facilities, home economics and staff administration areas.

National survey of non-government schools' infrastructure

During 2001, the Commonwealth Department of Education, Science and Training undertook a national sample survey of

Table 3.13 Capital expenditure by State and Territory governments in government schools, 1998–99 to 2000–01

Financial year	Expenditure (\$m)
1998–99	668.5
1999–2000	803.1
2000–01	758.8

Source: MCEETYA, *National Schools Statistics Collection*, 2001. For 1998–99 and 1999–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000, Table 3.7

Table 3.14 Summary of Commonwealth capital expenditure, all schools, 2001 (\$m – accrual^(a) financial reporting)

State/Territory	Total expenditure
New South Wales	106.6
Victoria	77.9
Queensland	58.5
South Australia	24.7
Western Australia	31.5
Tasmania	8.5
Northern Territory	4.0
Australian Capital Territory	6.0
Subtotal	317.8
National survey of non-government schools infrastructure	0.2
Total	318.0

(a) From 1999–2000 MCEETYA has moved from cash to accrual financial reporting. Government expenditure tables published in the *National Report on Schooling* prior to the 2000 report are therefore not comparable with this table.

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

Source: Commonwealth DEST

non-government schools' infrastructure in Australia. The survey was undertaken to provide comparable national level data which could be used to assess the impact of the Commonwealth's Capital Grants Programme and to provide a sound basis for future funding decisions.

A working group comprising nominees of the National Catholic Education Commission, the National Council of Independent Schools Associations and the block grant authorities that administer the program, assisted in the management of the survey.

The project surveyed 436 schools across Australia, with each school undergoing a process of physical measurement and inspection by independent building consultants. Data on over 4,000 buildings and 65,000 individual rooms were collected and analysed.

Part C

literacy, numeracy,
indigenous education,
science, the arts

Student outcomes

each citizen having the need
knowledge, understanding
and values for a productive
rewarding life in an educational
just and open society

Chapter 4

Meeting the national goals

Goals for Australian schooling

Australia first adopted a set of national goals for schooling in 1989 when education ministers from all States and Territories and the Commonwealth, meeting as the Australian Education Council, adopted the Common and Agreed National Goals for Schooling in Australia. In the preamble to the statement of goals, ministers advised:

The following ten national goals for schooling form the basis for cooperation and collaboration between schools, States and Territories and the Commonwealth. They are intended as a set of objectives, which will assist each school and each system in the development of specific objectives and strategies, including objectives and strategies in the areas of curriculum and assessment.

The preamble also made reference to the need to review the goals from time to time. As a result, the first update of the goals occurred in 1996 when the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to the addition of a new goal regarding literacy. The new goal was further amended to include numeracy, before a complete and major review of the goals was begun in 1998. Following a process of wide consultation, the review was completed in 1999 when MCEETYA endorsed the statement of Australia's National Goals for Schooling in the Twenty-first Century.

The National Goals for Schooling in the Twenty-first Century establish a foundation for collaborative action to improve the quality of schooling nationally. The goals provide broad directions to help schools and education authorities to develop in Australia's students the knowledge, understanding, skills and values they need for a productive and rewarding life in an educated, just and open society. The goals entail, among other things, a commitment to collaborate in setting explicit and defensible standards that will guide improvements in student achievement and by which the effectiveness, efficiency and equity of schooling can be measured and evaluated.

About this report

At the same time as MCEETYA adopted the National Goals for Schooling in the Twenty-first Century, it:

- affirmed its commitment to national reporting of comparable educational outcomes

- agreed that the National Goals for Schooling in the Twenty-first Century provided an appropriate framework for such reporting
- agreed that the following six areas from within the goals provided a basis for the first stage of reporting
 - literacy
 - numeracy
 - student participation and attainment
 - vocational education and training (VET) in schools
 - science
 - information and communication technologies
- directed that work commence on the development of performance measures for civics and citizenship education and for enterprise education.

The *National Report on Schooling in Australia* describes the progress that has been made in developing and reporting on key performance measures (KPMs) in each of the areas nominated by MCEETYA. The report looks in detail at each of the nominated areas, while the chapter on Indigenous education examines progress being made on meeting the national goals for Indigenous students.

Developing key performance measures

The development of KPMs was undertaken, until July 2001, by the National Education Performance Monitoring Taskforce (NEPMT). In July 2001, ministers established a new taskforce structure to advance the national agenda on schooling and to ensure the achievement of the national goals by basing that agenda on enhancing national collaboration in seven key areas.

Within this context, MCEETYA established the Performance Measurement and Reporting Taskforce (PMRT), which has assumed the responsibilities of the NEPMT, the Benchmarking Taskforce, the Taskforce on School Statistics and the Annual National Report Taskforce. The PMRT has representation from education authorities in all States and Territories, the Commonwealth, Catholic and independent sectors, a technical adviser from the Australian Bureau of Statistics (ABS) and a coopted member from the Benchmark Equating Steering Committee.

It has been agreed that the KPMs represent:

a set of measures, limited in number and strategic in orientation, that provide nationally comparable data on aspects of performance critical to the monitoring of progress against the National Goals for Schooling in the Twenty-first Century.

Throughout 2001, considerable progress was made among the nominated areas for reporting nationally comparable outcomes of schooling.

Literacy and numeracy

KPMs were in place for literacy and numeracy at years 3, 5 and 7, and measures for years 9–10 were still under consideration. Chapter 6, 'Literacy and numeracy student outcomes', of this year's report will include the results of testing conducted during 2001 in which the performance of students in each of years 3 and 5 was measured against the national benchmarks for reading, writing and numeracy. These results build on those published for years 3 and 5 for reading in 1999 and for both reading and numeracy in 2000.

Participation and attainment

Ministers have endorsed KPMs for both participation and attainment. This year's report provides updated data on both sets of measures, with the attainment measures being proxies. All the data are derived from the ABS's *Survey of Education and Work*. The ABS is to undertake a review of the ministerially endorsed attainment measures because of concerns about the quality of survey responses in the *Survey of Education and Work* and the statistical reliability of the endorsed measures.

VET in schools

Ministers approved three KPMs of participation in this area during 2001 and noted two other proposed measures of attainment would be submitted for consideration at a later date. Further work is being undertaken on these measures. The provision of VET programs for secondary students has grown dramatically over the past five years. This trend continued in 2001 with growth in enrolments in all school sectors.

Science

Ministers have agreed to the development of KPMs for primary science. Work is underway to develop assessment instruments and KPMs for reporting on year 6 student skills, knowledge and understanding in scientific literacy, with a view to the first national sample assessment taking place in 2003. For secondary science, ministers reached an interim agreement in March 2000, that the Organization for Economic Co-operation and Development's Programme for International Student Assessment (PISA) should provide the data for reporting purposes.

Information and communication technologies

In July 2001, ministers endorsed a definition of information and communication technologies and agreed to the development of assessment instruments and KPMs for reporting on student skills and knowledge in this area. Details of progress in 2001 are outlined in the relevant section.

Civics and citizenship education

Ministers have endorsed a two-stage process for the development of KPMs for civics and citizenship education. During 2001, a consultancy undertook the first stage, which involved the collection of information on what can be expected of students in late primary and late compulsory schooling and the development of draft KPMs.

Enterprise education

In July 2001, ministers noted the definition for enterprise education that had been developed by the former VET in Schools Taskforce, along with the progress of work towards identifying KPMs in enterprise education. Work is continuing under the supervision of the Transition from Schools and Performance Measurement and Reporting Taskforces.

Reporting of student sub-group performance

Disaggregated data in KPMs are used to provide information about the performance of student sub-groups. Ministers have approved definitions of student sex and Indigenous status, and

approved in-principle the definitions of socio-economic status and disadvantage, language background/culture/ethnicity and geolocation. Work has commenced to develop a definition for the remaining sub-group, students with disabilities.

The privacy of individuals, small groups and institutions is protected in reporting student sub-group data only at national or State/Territory level.

Developments in relation to national targets

At the July 2001 MCEETYA meeting, ministers agreed to the definition of a national target as 'a measurable level of performance expected to be attained within a specified time'. It endorsed target setting as, 'a means of expressing aspirations and providing motivation for continuous school and system improvement, [and] an additional way of guiding, supporting and monitoring school and system improvement.' Ministers agreed that if targets were to provide a useful strategy for improvement, all parties involved – State/Territory, Commonwealth, Catholic and independent sectors – must have a shared understanding of the conditions required for successful target setting. They endorsed the following conditions:

- i collaboration, goodwill, a positive climate and a non-adversarial relationship
- ii a common understanding of the processes used to establish targets
- iii a sound educational and empirical basis for the establishment of the targets
- iv recognition of the interrelatedness of educational outcomes, and care that the establishment of particular targets does not detract from the achievement of other educational objectives
- v a realistic assessment of what can be achieved within the specified timeframe
- vi an understanding that the level of precision of the measures involved should be taken into account when setting targets
- vii consideration of the resources required to achieve the target

- viii clearly defined principles and protocols for the use of national targets and reporting against them.

There are gaps in the research base underpinning the use of targets. In particular, further research work needs to be undertaken to explore the impact of linking resource allocation to the achievement of targets and the effects on school and system improvement of the use of targets.

At the MCEETYA July 2001 meeting, ministers agreed to set national targets in the areas of reading, writing, spelling and numeracy for years 3, 5 and 7 (noting that targets for year 3 have been set under Commonwealth legislation). Ministers also agreed to consider establishing further national targets as KPMs become available for other national goals. Ministers noted the intention of the PMRT to enquire into the impact of linking resource allocation to the achievement of targets, and the impact of target setting on school and system improvement.

There is the potential for MCEETYA to establish national targets for each of the national goals; however, each national goal has different characteristics and considerations for developing meaningful KPMs. Following development of KPMs for each of the goals, consideration will be given to the appropriateness of establishing national targets.

Program measures – developments

In March 2000, MCEETYA requested the development of a clear definition of and distinctions between national KPMs and program measures. This request reflected a concern by ministers to ensure that KPMs selected for national reporting are grounded in the national goals for schooling and focused on outcomes associated with goals rather than the intended outcomes of particular educational programs.

In July 2001, MCEETYA endorsed the definition of program measures as 'a set of measures to describe the scope and coverage of a particular program and the performance of that program'. The Council also noted advice on the distinctions between national KPMs and program measures (PMs). The following table presents a comparison of KPMs and PMs across a range of dimensions.

Dimension	Key Performance Measures	Program Measures
Definition	A set of measures, limited in number and strategic in orientation, that provide nationally comparable data on aspects of performance critical to the monitoring of progress against the National Goals for Schooling in the Twenty-first Century.	A set of measures to describe the scope and coverage of a particular program and the performance of that program.
Links to goals and objectives	KPMs relate to the national goals for schooling.	PMs may relate to the objectives of Commonwealth, State/Territory, sector, system or school programs. They are derived from the particular program parameters.
Endorsement	KPMs have been agreed to by States/Territories and the Commonwealth through MCEETYA.	PMs are endorsed by the managers or funders of programs. They may be nationally comparable but are more likely to be idiosyncratic to local programs and subject to local decisions.
Reporting	KPMs are reported in the <i>National Report on Schooling in Australia</i> for all States and Territories and are part of the agreed accountability requirements between the States/Territories and the Commonwealth.	PMs may be reported in a variety of reports including State and system annual reports, MCEETYA taskforce reports, Commonwealth reports and evaluations. PMs are not required to be reported in the <i>National Report on Schooling in Australia</i> .
Disaggregation	Reporting of KPMs is (where possible) by the student characteristics approved by MCEETYA: sex, geographic location, language background other than English, Indigenous status, socioeconomic status and disability.	PMs may be reported by the national agreed student characteristics where this meets program needs or by other definitions specific to the particular program.
Data quality	The KPM data are supported by a set of collection rules to ensure consistent measurement and reporting over time.	Data collection rules for PMs are determined to suit the needs of the program.
Data provision	Data for reporting the KPMs are provided annually in accordance with the information framework and guidelines for the <i>National Report on Schooling in Australia</i> .	PMs may be reported consistently over time or be reported in accordance with the duration of the program.

Chapter 5

Student participation and attainment

Development of performance measures

When the State, Territory and Commonwealth ministers of education met in Adelaide in April 1999, they agreed to the set of National Goals for Schooling in the Twenty-first Century. To enable adequate monitoring and reporting of progress towards the achievement of these goals, the Council began to develop key performance measures for national reporting in a number of areas.

Goal 3.6 relates to student participation, retention and completion/attainment:

Schooling should be socially just so that:
all students have access to the high quality education necessary to enable the completion of school education to year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

The nature of this goal means that reporting achievement in this area needs to extend beyond the boundaries of schooling to encompass the post-compulsory education and training system more generally, as well as entry to the labour market.

Data that had been collected previously and presented in publications such as this, did not provide appropriate information about trends in student participation, retention, transition and completion/ attainment. In particular, traditional statistical collections did not adequately reflect recent developments in education, including:

- closer integration between general and vocationally specific education programs
- improved education and training pathways, and more portable certification arrangements across sectors and learning environments
- recognition that provision of lifelong learning opportunities is a major requirement for individuals to achieve ongoing employment within a rapidly changing labour market.

Using the Ministerial Council on Education, Employment, Training and Youth Affairs taskforce structure, the Council began the process of developing new performance measures. The details of this process were reported in last year's edition of the *National Report on Schooling in Australia*.

In March 2000, the Council endorsed the following key performance measures for participation and attainment:

- Participation
 - 1 proportion of 15–19-year-olds, by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training
 - 2 proportion of 20–24-year-olds, by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training
- Attainment
 - 1 percentage of 19-year-olds who have completed year 12 successfully or attained a qualification at Australian Qualifications Framework (AQF) Certificate II or above
 - 2 percentage of 24-year-olds who have completed a post-secondary qualification at AQF Certificate III or above.

At the same time, the Council requested the Australian Bureau of Statistics (ABS) to develop a report containing as much of the required data as could be reasonably obtained from existing data sources; and a strategy for the collection of data that were not currently available.

In the subsequent report, the ABS advised that some, but not all, of the agreed measures, outlined above, were available for immediate reporting. Where data for particular measures were not available, the report recommended that some proxy measures be used pending changes to collection procedures which, if successful, will mean that the agreed measures will be available in the future. In particular, the report advised that the following information would be available for reporting in the 2000 and 2001 editions of the *National Report on Schooling in Australia*:

- Participation measures
 - agreed measures, by single year of age, and sex, for all States and Territories, for recent years up to and including 2001
 - agreed measures, by single year of age, sex, and Indigenous status, for all States and Territories for 1996.
- Attainment measures
 - proxy measures of attainment by sex, for all States and Territories, for 1997–2001
 - proxy measures of attainment by sex, and Indigenous status, for all States and Territories for 1996.

Performance on agreed measures, 2001

Participation

This report uses the term 'full-time participation rate' to describe the first endorsed key performance measure of participation. The full-time participation rate is the proportion of the population, at specific ages, that is in full-time education or training, or in full-time work; or in both part-time education or training, and part-time work.

Table 5.1 combines the two agreed performance measures and shows the full-time participation rates for 15–19-year-olds and 20–24-year-olds in each State and Territory and for Australia as a whole in 2001. In general terms, the participation rates for 15–19-year-olds declined as the age increased, but there was no similarly clear pattern for 20–24-year-olds. The largest change (9.6 percentage points) between consecutive year groups occurred between 17-year-olds (87.3 per cent) and 18-year-olds (77.7 per cent).

The table appears to indicate that there were relatively few differences between States and Territories in the

proportion of people at each age group participating full-time. The Australian Capital Territory and Victoria showed the highest proportions most often compared to other jurisdictions, while the lowest proportions were shared among six of the eight jurisdictions. However, as there is considerable variation in the Relative Standard Error for data from different age groups and States and Territories, some caution needs to be exercised in interpreting these data.

The highest participation rate recorded in 2001 was for 15-year-olds in the ACT (100.0 per cent) and the lowest was for 24-year-olds in the NT (57.3 per cent). Across the age groups, New South Wales and Victoria were most frequently above the national average, while Queensland and the Northern Territory were most frequently below. Similarly, while New South Wales and Victoria were generally above the national average across all age groups, Tasmania was generally above the national average for 15–19-year-olds and generally below for 20–24-year-olds.

Differences between the full-time participation rates for males and females are apparent in Table 5.2 and Figure 5.2. For males, the difference in participation was 19.9 percentage points from a high of 96.9 per cent for 15-year-olds to a low of

Table 5.1 Full-time participation rates, 15–24-year-olds by State and Territory, Australia, 2001 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
NSW	97.6	94.5	89.7	75.9	79.8	80.8	82.3	78.2	82.4	76.2
Vic.	97.3	95.9	94.8	85.4	83.8	80.7	86.5	80.2	79.7	72.9
Qld	97.5	92.7	77.0	71.3	72.5	72.8	68.6	66.2	71.8	69.4
SA	97.5	95.4	85.0	74.7	63.8	67.7	69.1	73.3	78.2	63.9
WA	92.5	91.1	81.3	80.9	78.3	75.2	74.6	74.7	74.1	73.0
Tas.	98.6	94.4	91.7	78.7	67.0	76.9	64.2 ^(a)	57.8 ^(a)	63.1 ^(a)	65.7 ^(a)
NT	96.1	91.6	84.3	68.4 ^(a)	68.2 ^(a)	63.1 ^(a)	81.8 ^(a)	81.1 ^(a)	68.5 ^(a)	57.3 ^(a)
ACT	100.0	95.5	96.0	68.2 ^(a)	73.2	74.3	75.2	67.5 ^(a)	87.0	97.9
Aust.	97.0	94.2	87.3	77.7	77.4	77.5	78.5	75.2	78.1	73.0

Notes:

- See Glossary for explanation of Relative Standard Errors.
 - All participation rates are subject to sampling variability. While not all estimates have a Relative Standard Error greater than 10 per cent, any comparison between ages or between years should be made with caution.
- (a) Relative Standard Error is greater than 10 per cent and less than 25 per cent.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

77.0 per cent for 24-year-olds. For females, the difference was much greater (28.7 percentage points) from a high of 97.1 per cent for 15-year-olds to a low of 68.4 per cent for 22-year-olds. The largest gaps between participation rates for males and females were for 22- and 23-year-olds where the gaps were 13.4 percentage points and 14.1 percentage points respectively.

Some commentators suggest that the differences in participation rates across age groups and gender, as highlighted in Table 5.2 and Figure 5.2, are to be expected. They point out that students' individual lifestyle choices, especially decisions to withdraw from the workforce or formal education due to family commitments, can influence participation rates.

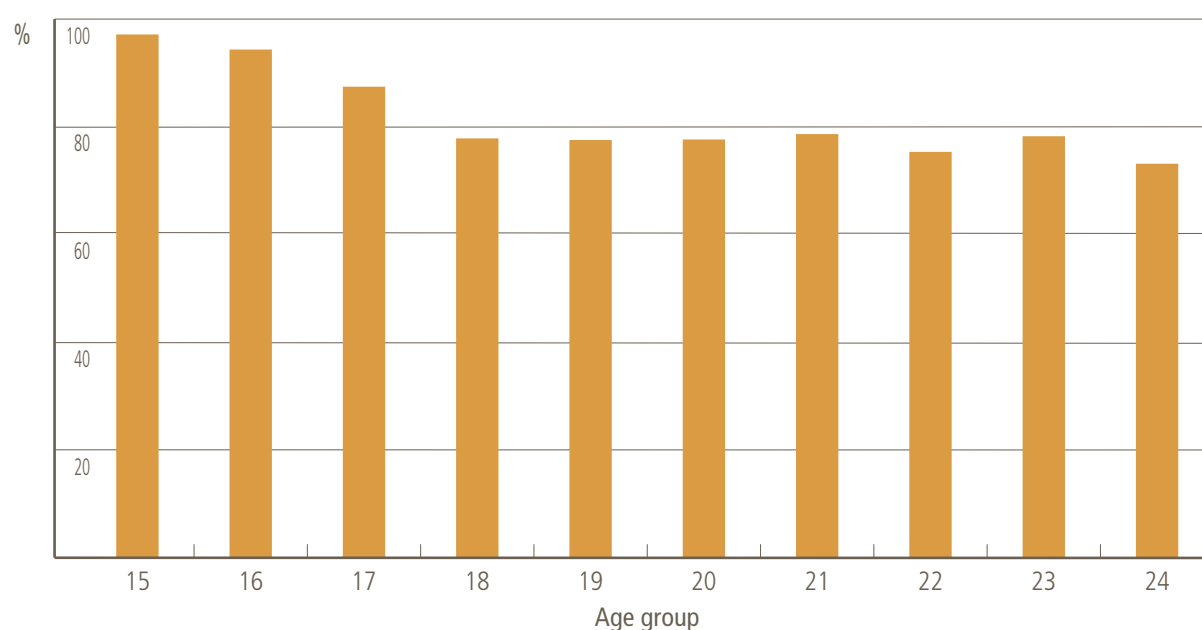
Other explanations could include the impact of the length of time spent in Australia and severely interrupted schooling

among young people who have come to Australia as migrants or refugees, differences in attitudes to education among families from various cultural backgrounds, and the impact of poverty on students' experience of education and their families' capacity to support them at school.

The lowest rates of full-time participation were at 22 years for females (68.4 per cent) and 24 years for males (77.0 per cent). For consecutive ages, the greatest difference in participation was between 17 and 18 years with a drop of 9.6 percentage points for males and 9.7 percentage points for females.

While it may be true that some young people may choose not to participate in full-time work or a combination of part-time work and education or training, the reality for many young women is different.

Figure 5.1 Full-time participation rates, Australia, 2001 (per cent)



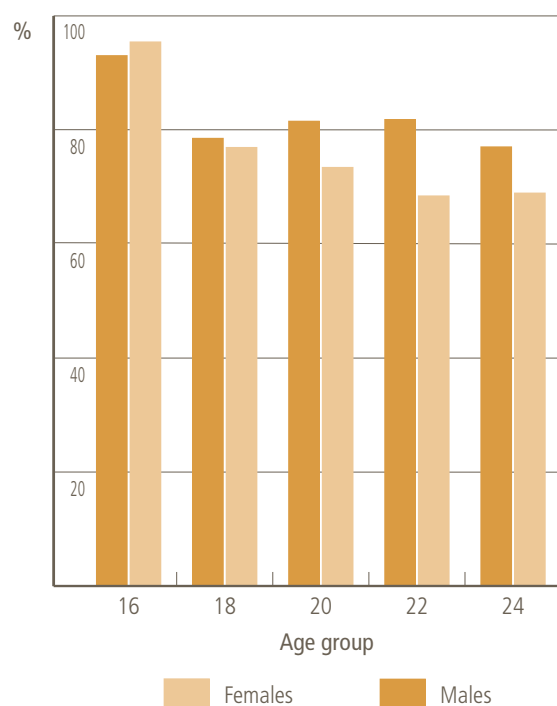
Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

Table 5.2 Full-time participation rates, 15–24-year-olds, by gender, Australia, 2001 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
Males	96.9	93.0	88.1	78.5	79.6	81.5	81.4	81.8	85.1	77.0
Females	97.1	95.4	86.6	76.9	75.2	73.4	75.5	68.4	71.0	68.9
Male–Female	-0.2	-2.4	1.5	1.6	4.4	8.1	5.9	13.4	14.1	8.1

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

Figure 5.2 Full-time participation rates, selected year groups, by gender, Australia, 2001 (per cent)



Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

For a range of reasons including gender stereotyping and the gender segregation of the labour market, the proportion of young women in part-time employment post school is far greater than young men. In addition, a significant number of young women who discontinue their schooling do so because they become pregnant. There are no data available at a system level to indicate how many of these young women subsequently continue with schooling.

Changes in age-group participation over time are shown in Table 5.3. The table indicates that, while the distinction between age groups has remained clear over the years, there has been no marked fluctuation for any one age group.

Indigenous participation rates

The differences between the participation rates of Indigenous and non-Indigenous members of the population are shown in Table 5.4. Even though the differences vary considerably across age groups and States and Territories, participation rates for Indigenous persons are consistently lower than those of non-Indigenous persons. The overall pattern is that the difference increases from age 15 to age 20, then decreases somewhat in the 21–24 age range.

Table 5.3 Full-time participation rates, Australia, 1991–2001 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
1991	97.7	93.6	85.2	75.5	76.5	77.5	72.3	74.7	74.4	71.3
1992	97.1	93.2	82.5	76.9	74.2	76.3	71.4	70.0	71.2	70.1
1993	97.1	93.5	84.6	76.9	74.0	71.7	73.3	69.2	68.3	70.1
1994	96.8	91.3	87.3	72.4	73.2	73.8	69.3	69.1	73.7	73.8
1995	97.8	92.9	84.6	76.4	75.1	77.7	74.2	76.1	72.5	73.4
1996	96.4	93.7	87.0	74.2	75.7	77.2	74.4	73.9	76.6	71.8
1997	97.7	93.4	88.8	76.5	76.2	72.9	71.6	72.8	73.9	71.3
1998	96.1	92.2	86.6	77.1	77.0	75.2	75.3	73.1	75.1	73.7
1999	96.7	94.5	88.6	79.0	75.5	76.3	74.9	76.1	73.6	73.7
2000	97.8	92.8	89.8	76.5	80.5	78.0	79.1	77.2	75.5	76.5
2001	97.0	94.2	87.3	77.7	77.4	77.5	78.5	75.2	78.1	73.0

Note: Relative Standard Errors are less than 25 per cent. See Glossary for explanation of Relative Standard Errors.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work*, (unpublished data), 1991–2001

Table 5.4 Percentage point difference of non-Indigenous and Indigenous persons, by single year of age (15–24-year-olds), and State and Territory^(a)

Years-old	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
New South Wales	14.6	21.2	28.7	31.4	34.4	35.6	37.7	33.5	36.3	32.0	24.6	35.0	28.1
Victoria	13.2	20.8	25.0	30.4	28.9	27.5	31.2	26.3	22.9	27.0	22.6	27.0	23.6
Queensland	13.9	20.7	26.2	31.9	35.4	35.5	34.3	33.3	31.7	30.1	24.2	33.0	27.6
South Australia	14.9	21.4	27.4	31.4	31.2	39.4	37.6	32.2	37.8	37.8	23.8	37.0	28.7
Western Australia	21.5	34.0	40.2	41.8	42.4	46.9	42.6	40.8	38.4	38.5	34.9	41.6	37.5
Tasmania	3.5	5.2	11.2	17.6	18.5	13.3	15.8	14.3	9.9	18.1	10.3	14.0	10.6
Northern Territory	33.1	46.1	51.7	52.3	51.8	55.9	54.4	52.8	51.6	52.6	46.7	53.6	49.2
Australian Capital Territory	4.1	15.7	19.8	25.0	22.2	20.2	32.1	22.2	16.5	25.3	15.6	23.2	18.2
Australia ^(b)	17.0	26.1	33.1	37.0	39.0	40.8	40.1	37.0	36.5	35.4	29.2	38.0	32.4

(a) Excludes those who did not state their Indigenous status, and those who did not state both their labour force status and their full-time/part-time study status.

(b) Includes other territories such as Jervis Bay Territory, Territory of Christmas Island and the Territory of Cocos (Keeling) Islands.

Source: ABS, *Census of Population and Housing*, (unpublished data), 2001

Attainment

This section of the report provides data for the two proxy measures of attainment as recommended by the ABS:

- percentage of 19-year-olds who have completed year 12 or obtained any post-school qualification (see Glossary for explanation of post-school qualification)
- percentage of 24-year-olds who have obtained a skilled vocational qualification or higher, as classified by the Australian Bureau of Statistics Classification of Qualifications (ABSCQ), (see Glossary for explanation of skilled vocational qualification).

Proxy measures are interim measures that are being used because there is currently no process in place to collect data to support the agreed performance measures for attainment.

Attainment of 19-year-olds

Table 5.5 shows the percentage of 19-year-olds with year 12 or a basic vocational qualification or higher in each of the States and Territories in 2001. Table 5.6 shows how this measure has changed over time since 1997. Table 5.6 and Figure 5.3 indicate the differences in attainment of males and females. The data in these tables should be interpreted with caution, as the sampling process may result in some estimates with high volatility.

Table 5.5 19-year-olds with year 12 or basic vocational qualification or higher, by State and Territory, 2001 (per cent)

State/Territory	Attainment
New South Wales	70.5
Victoria	78.1
Queensland	74.5
South Australia	57.5
Western Australia	74.0
Tasmania	60.5 ^(a)
Northern Territory	60.8 ^(a)
Australian Capital Territory	78.6
Australia	72.4

Note: See Glossary for explanation of Relative Standard Errors.

(a) Relative Standard Error is greater than 10 per cent and less than 25 per cent.

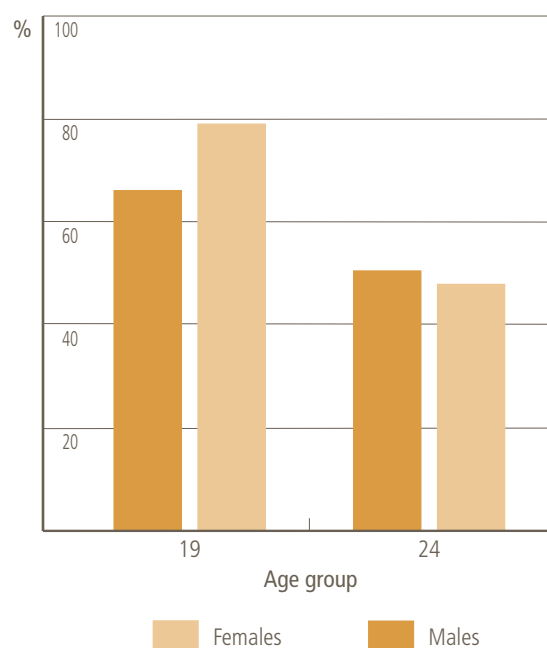
Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

Table 5.6 19-year-olds with year 12 or basic vocational qualification or higher, Australia, 1997–2001 (per cent)

	1997	1998	1999	2000	2001
Males	65.6	65.8	73.6	69.8	66.1
Females	79.5	79.8	79.8	81.6	79.0
Persons	72.4	72.7	76.6	75.5	72.4

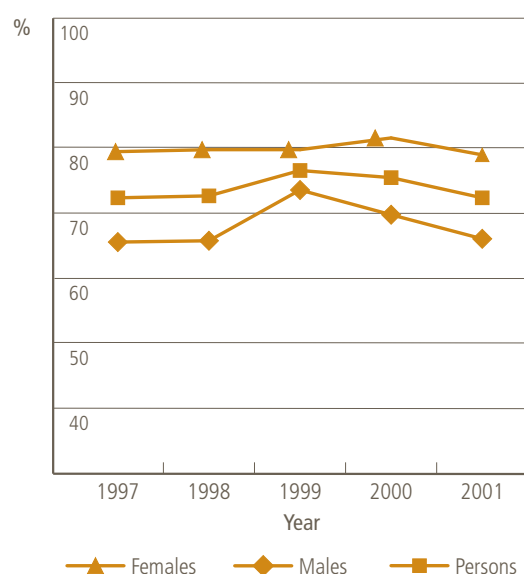
Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), 1997–2001

Figure 5.3 19-year-olds with year 12 or basic vocational qualification or higher and 24-year-olds with skilled vocational qualification or higher, by gender, Australia, 2001 (per cent)



Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

Figure 5.4 19-year-olds with year 12 or basic vocational qualification or higher, Australia, 1997–2001 (per cent)



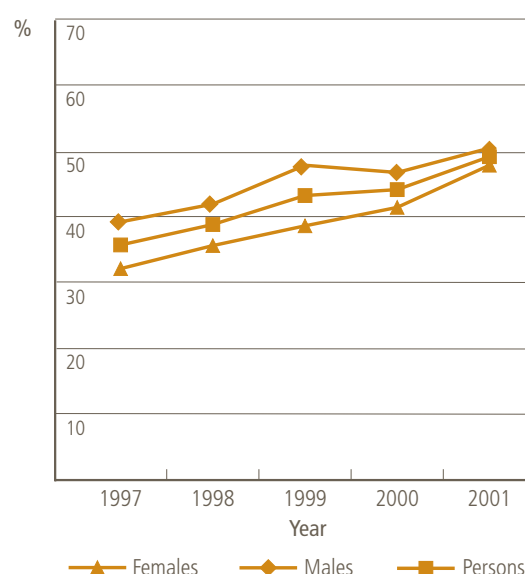
Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

Attainment of 24-year-olds

Table 5.7 shows the percentage of 24-year-olds in each of the States and Territories who have obtained a skilled vocational qualification or higher in 2001 and Table 5.8 shows how this measure has changed since 1997. Table 5.8 and Figure 5.3 also indicate the differences in attainment of males and females. As with the data for 19-year-olds, some caution needs to be taken when interpreting these tables, as the sampling process may result in some estimates with high volatility.

The change over time in the percentage of 24-year-olds meeting the performance measure for attainment is illustrated in Table 5.8 and Figure 5.5. These data indicate that there has been a steady increase in the proportion of both males and females who have a skilled vocational qualification or higher. However, unlike 19-year-olds, 24-year-old males have generally higher attainment levels than females of the same age. This change in the distribution of attainment between genders is clearly illustrated in Figure 5.3, which shows female attainment rates well in advance of male rates for 19-year-olds, but slightly below for 24-year-olds. Despite the need for caution in interpretation of these data, it would appear that the gap between male and female attainment rates for 24-year-olds has declined between 1997 and 2001.

Figure 5.5 24-year-olds with skilled vocational qualification or higher, by gender, 1997–2001 (per cent)



Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), 1997–2001

Table 5.7 24-year-olds with skilled vocational qualification or higher, by State and Territory, 2001 (per cent)

State/Territory	Attainment
New South Wales	58.3
Victoria	54.7
Queensland	39.3
South Australia	26.3 ^(b)
Western Australia	40.2 ^(a)
Tasmania	37.9 ^(a)
Northern Territory	44.1 ^(b)
Australian Capital Territory	55.4 ^(a)
Australia	49.2

Note: See Glossary for explanation of Relative Standard Errors.

(a) Relative Standard Error is greater than 10 per cent and less than 25 per cent.

(b) Relative Standard Error is 25 per cent or more.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), May 2001

Table 5.8 24-year-olds with skilled vocational qualification or higher, by gender, 1997–2001 (per cent)

	1997	1998	1999	2000	2001
Males	39.3	42.0	47.9	46.8	50.5
Females	32.2	35.7	38.7	41.5	47.9
Persons	35.8	38.9	43.3	44.2	49.2

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work* (unpublished data), 1997–2001

Attainment of Indigenous students

Data for attainment of Indigenous and non-Indigenous students have not been produced, as the required information cannot be obtained from the ABS Census data file in the form required for the endorsed measure. As the performance measure is refined, data on this issue will be available in the future.

Chapter 6

Literacy and numeracy student outcomes

Overview

Commonwealth, State and Territory education ministers have made the improvement of literacy and numeracy standards an important national priority. The National Goals for Schooling in the Twenty-first Century, agreed to by all education ministers in April 1999, included the following national literacy and numeracy goal:

students should have attained the skills of numeracy and English literacy; such that, every student should be numerate, able to read, write, spell and communicate at an appropriate level.

All education ministers agreed in 1997 to the National Literacy and Numeracy Plan, the aim of which was to ensure that all students attained at least the literacy and numeracy skills essential for progress in their schooling. Under the national plan, ministers agreed to support:

- assessment of all students by their teachers as early as possible in the first years of schooling
- early intervention strategies for those students identified as having difficulty
- the development of agreed benchmarks for years 3, 5, 7 and 9, against which all students' achievement in these years could be measured
- the measurement of students' progress against these benchmarks using rigorous State-based assessment procedures, with all year 3 students being assessed against the benchmarks from 1998 onwards, and all year 5 students as soon as possible
- progress towards national reporting on student achievement against the benchmarks, with reporting commencing in 1999 within the framework of the annual *National Report on Schooling in Australia*
- professional development for teachers to support the key elements of the plan.

Education ministers also agreed that benchmark standards should articulate nationally agreed minimum acceptable standards in literacy and numeracy at particular year levels, and be used for reporting on performance in support of the national literacy and numeracy goal.

Student achievement in literacy and numeracy is tested through existing State-based assessment programs. School authorities use a nationally agreed equating process to locate the benchmark on the different tests. This will enable nationally comparable reporting of aggregated performance data by States and Territories.

One strong argument for close monitoring of literacy levels in schools is the considerable body of research evidence linking low literacy levels to early school leaving. Early school leaving, in turn, appears to correlate strongly with the risk of prolonged unemployment among school leavers.

Measuring student achievement

At the March 2000 meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), ministers approved the literacy and numeracy benchmarks for year 7 and the numeracy benchmarks for years 3 and 5, completing the development of nationally agreed performance standards for literacy and numeracy at years 3, 5 and 7. Ministers agreed that benchmarking for years 9 or 10 be postponed until the findings of the Organization for Economic Co-operation and Development's Program for International Student Assessment project become available. This project involves the collection of data from Australia and other countries.

In 2003, the 2001 years 3 and 5 reading, writing and numeracy benchmark results were published in a supplement to the *National Report on Schooling in Australia 2001*. They are reproduced in this section. Data for 1999 and 2000 were published in earlier editions. This section also presents benchmark results for writing in years 3 and 5. As data for writing have not previously been published, results for 1999 and 2000 are also included.

Implementation of the National Literacy and Numeracy Plan was a major feature of Australian schooling in 2001. The assessment and reporting elements of the plan were developed in a variety of ways:

- A wide range of programs were implemented across States and Territories targeting students' acquisition of foundational literacy and numeracy principles in the early years of schooling. These included the Early

Years Literacy program and, for numeracy, the Count Me In Too program. In the early years of schooling, regular parental involvement in assessment of children's understandings and previous exposure to key literacy and numeracy concepts was widely enlisted. This information enables teachers to identify what students know to better support their learning and also encourages parents to develop their children's literacy and numeracy skills at home.

- Early intervention strategies for students identified as having difficulty were in place across States and Territories, in many cases emphasising student engagement through individual or small group assistance. The Queensland Which Boys? Which Girls? Literacy and Students at Education Risk program, for example, provided schools with support networks to develop localised responses to specifically meet the needs of students at educational risk.
- Students across selected year levels participated in state-wide literacy and numeracy testing, to assess and report student achievement against the agreed national benchmark and monitor literacy and numeracy learning in the crucial early years and middle years of schooling. In the Northern Territory, student Multilevel Assessment Program (MAP) results were reported to parents for the first time in 2001, showing individual students' achievement, the national benchmark and the average Northern Territory results.
- Professional development opportunities for teachers were provided, supported by resource materials, training programs and networks. The Victorian Middle Years Literacy Professional Development program is one such initiative, establishing school-based professional learning teams in which teachers can take leadership roles in middle years literacy through school-based coordination and regional literacy leader positions. The statewide program uses a range of technologies through forums, conferences, seminars, online professional development and video-conferencing.

The process of reporting against the agreed benchmarks that was begun in 2000 will allow monitoring over time and will provide a clear picture of literacy and numeracy levels in Australia's schools.

Literacy and numeracy developments

Literacy and numeracy intervention programs implemented to support the National Literacy and Numeracy Plan are determined at school and system level. Nevertheless, there were many similarities in programs across the nation during 2001. For example, while the greatest level of intervention was in the early years of schooling, there was an increasing tendency to extend intervention programs into upper primary and middle secondary schooling.

Similarities were also evident in the particular strategies used. For literacy, a number of schools and systems reported extensive use of Reading Recovery, First Steps and the Early Years Literacy Program. For numeracy, the Count Me In Too program; Early Years Numeracy program and First Steps Mathematics resources were widely used in States and Territories. Responding to the widespread finding of various assessment programs that a number of sub-groups are achieving at significantly lower than expected levels, intervention programs are now in place specifically directed at particular groups. In particular, programs have been developed to address the learning needs of Indigenous students; students from low socioeconomic circumstances; students from language backgrounds other than English and students in rural and remote areas. In 2001, there was also significant effort to meet the learning needs of boys and students in the middle years of secondary schooling.

In 2001, the Commonwealth, State and Territory government and non-government education authorities celebrated National Literacy and Numeracy Week. This event focuses on literacy and numeracy in schools, showcasing the significant work that school communities are undertaking in this foundation area.

Research initiatives and professional development

In 2001, important research programs provided information to schools and systems engaged in the choice of appropriate intervention programs. A range of strategic literacy- and numeracy-related research and initiatives were in place, aiming

to identify practices to improve student literacy and numeracy learning outcomes.

Professional development for teachers is an integral part of the National Literacy and Numeracy Plan, as it is recognised that the classroom teacher is the major determinant of the literacy and numeracy learning of students. During 2001, professional development programs responding to key elements of the plan were implemented in all States and Territories. These included team-based programs, literacy and numeracy networks, and opportunities for staff to engage in postgraduate, accredited study in literacy and numeracy teaching and learning.

Reading, writing and numeracy benchmark results

In March 1997, all State, Territory and Commonwealth education ministers agreed on the following national goal:

that every child leaving primary school should be numerate and be able to read, write and spell at an appropriate level.

To provide focus to this goal, ministers also agreed to a sub-goal:

that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.

To help support the achievement of these goals ministers agreed to the implementation of the National Literacy and Numeracy Plan, the essential features of which are:

- early assessment and intervention for students at risk of not achieving minimum required standards
- development of national benchmarks for each of years 3, 5 and 7
- assessment of student progress against these benchmarks
- national reporting of benchmark data
- professional development for teachers.

Since its formulation, education authorities in all States and Territories, assisted by the Commonwealth, have been engaged in implementing these elements of the plan. This section concerns the national reporting of benchmark data for 2001 and follows on from earlier editions of the National Report, in which were published data for 1999 and 2000 respectively.

The following publications reflect the continuing development of the benchmark reporting process. For 1999, data was available only for reading in each of years 3 and 5. For 2000, as well as results for years 3 and 5 reading, data was also published on numeracy in each of years 3 and 5. This edition presents 2001 data in all of these areas and also includes benchmark results for writing in each of years 3 and 5. As data for writing has not previously been published, results for 1999 and 2000 are also presented.

As part of their commitment to producing nationally comparable data against the literacy and numeracy benchmarks, ministers have requested further developmental work in the following areas:

- a common equating method to be used by all jurisdictions
- nationally consistent criteria for defining exempt students and an agreed method for collecting information on exemptions and absent students
- a common standardised process for calculating and reporting the accuracy of the student achievement data against the national benchmarks.

While work is underway on the ministers' requests, it was not completed for the publication of the 2001 benchmark results.

Student achievement against the benchmarks

This section of the report describes the results of testing conducted during 2001 in which the achievement of students in each of years 3 and 5 was measured against the national benchmarks for reading, writing and numeracy. These results build on those published for 1999 and 2000.

Benchmarks

The benchmarks that underpin the reporting of student achievement describe nationally agreed minimum acceptable standards for aspects of literacy and numeracy at particular year levels. That is, they represent the minimum acceptable standard without which a student will have difficulty making sufficient progress at school.

The benchmarks have been developed with reference to current levels of achievement as demonstrated in national surveys and State assessment programs. There has been extensive consultation with stakeholders and with experts in the areas of literacy, numeracy and educational measurement. As well, the benchmarks have been trialed in classrooms in all States and Territories.

Because the benchmarks represent minimum acceptable standards, education ministers meeting as MCEETYA have determined that the national goal should be that all students will achieve at least the benchmark level of performance. Regular publication of benchmark results enables them and others to monitor progress towards the attainment of that goal.

The standards described by the benchmarks for years 3, 5 and 7 represent increasingly demanding levels of proficiency against which the progress of students through school can be measured and followed. The benchmarks form three important markers along a continuum of increasing competence. The year 3 benchmark with the least demanding level is located in the early part of the achievement continuum, while the years 5 and 7 benchmarks, requiring more demanding understandings and skills, are at progressively higher levels. Students' locations on the achievement continuum can be estimated through the assessment procedures undertaken by the States and Territories.

Full details of all of the benchmarks are available online at <http://online.curriculum.edu.au/litbench/default.htm> and in print form from Curriculum Corporation, PO Box 177, Carlton South, Victoria, 3053, Australia. Telephone: +61 3 9207 6000 Facsimile: +61 3 9639 1616 Email: sales@curriculum.edu.au Website: <http://www.curriculum.edu.au>.

The assessment process

All jurisdictions have in place State-based literacy and numeracy monitoring programs. These programs are well established, understood and valued within the State educational communities and all States are keen to retain them. As well, they allow States and Territories to report (both publicly and to parents) on the range of performance demonstrated, including benchmark performance. As a result, ministers agreed that assessment against the national benchmarks should occur using the existing State-based programs.

A nationally agreed procedure was designed to equate State and Territory tests and to provide comparable reporting of student achievement data against the benchmarks. The committee that developed the procedure included several of Australia's leading educational measurement experts.

At each of years 3 and 5, equating the State and Territory tests is a three-stage process. The first stage involves the construction of common achievement scales for each of reading, writing, and numeracy. During the second stage the location of the benchmark on the common achievement scale is determined and, in the final stage, the equivalent benchmark locations on State and Territory achievement scales are calculated.

The common achievement scales are constructed from results of testing students from a representative sample of schools in each State and Territory using the assessments of other States and Territories.

To establish the location of the benchmark at each year level, expert judges are required to envisage a student who is just able to demonstrate the skills described in the benchmark and to estimate the probability of this minimally competent student succeeding on each test item. The judges used in the benchmarking were from all States and Territories and included a range of literacy specialists and classroom teachers who were qualified to make decisions about the likelihood of students succeeding on the test items.

In the final phase of equating, an equivalent benchmark location is calculated for each jurisdiction's test. Individual jurisdictions are responsible for equating benchmark locations

to any new tests used by that jurisdiction. Any imprecision in this process is not reflected in the confidence interval of the published estimates. All of these aspects of the process contribute to enhancing the comparability of the separate State tests and to ensuring that any differences in State results are likely to be due to factors other than the tests.

Making comparisons

Tables such as 6.1 and 6.2 highlight apparent differences between States and Territories in relation to the proportion of students achieving the benchmark. However caution needs to be applied when considering these differences. While the assessment and equating processes are designed to make the various results comparable between jurisdictions, there have been large variations in the results for some jurisdictions over the three years in which the benchmarks have been reported. The variations in the results will be examined to inform further improvements to the benchmarking process.

Some of the relevant issues include major differences between jurisdictions in school starting arrangements that result in variations in the time students would have spent in schooling prior to the testing. (See Tables 6.3, 6.11, 6.18, 6.19 and 6.29.)

As well, there are differences between States and Territories in relation to a number of factors that are known to influence measured literacy and numeracy achievement. For example, it is known that such achievement in literacy and numeracy is strongly correlated with the socioeconomic circumstances of students being assessed. As well, students who do not usually speak English, or who have just begun to speak English, would be expected to be at some disadvantage during assessment of aspects of English literacy. Not only are there variations in the proportion of such students between States and Territories, there are also variations in the policies regarding inclusion in the testing programs.

Variations also exist in the proportion of government school students and non-government school students included in the results. (See Tables 6.4, 6.12, 6.20, 6.21 and 6.30.)

It should also be noted that neither absent nor withdrawn students are included in the benchmark calculations. While the

variation between jurisdictions in the proportion of students absent or withdrawn from testing was reduced between 2000 and 2001, there is still a large variation across jurisdictions and this may affect the comparability of the results. (See Tables 6.5, 6.13, 6.22, 6.23 and 6.31.) Further work is to be undertaken by States and Territories to maximise the participation of students in the tests.

The publication of confidence intervals with the benchmark results provides a way of making inferences about the achievement of students that reflects the uncertainty associated with the measurement of student achievement. The benchmark achievement percentages reported in the tables include 95 per cent confidence intervals. These confidence intervals are based on three components: the error associated with the location of the benchmark cut-score, sampling error and measurement error. The error associated with the location of the benchmark cut-score is, by far, the largest component. In addition, as mentioned previously, each State and Territory is responsible for equating the appropriate benchmark location onto any new tests used by that State or Territory. This exercise results in a relatively small component of error, known as 'equating error', which is not currently reflected in the confidence intervals published here. It is anticipated that statistical tests of significance that further assist readers make comparisons about students' achievements, will be incorporated into future reports. Until these technical improvements are implemented, readers are urged to be cautious when comparing results.

The results

The data in the following tables represent students who have achieved the benchmark as a percentage of the students participating in the State or Territory testing. The results reported here are for assessed students. The term 'assessed students' includes both students who sat the test and students who were formally exempted. Exempted students are reported as below the benchmark and thus are included in the benchmark calculation. Students not included in the benchmark calculation are those who were absent or withdrawn by parents/care-givers from the testing and students attending a school not participating in the testing.

Reading

Table 6.1 Percentage of year 3 students achieving the reading benchmark, by State and Territory, 2001

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales	91.3	89.7	92.9	79.2	91.4
1. 8yrs 9mths	± 1.8	± 2.4	± 1.6	± 4.5	± 1.9
2. 3yrs 7mths					
Victoria^(d)	89.0	86.5	91.4	64.3	86.0
1. 9yrs 0mths	± 2.2	± 2.7	± 2.1	± 5.3	± 2.7
2. 3yrs 7mths					
Queensland	89.0	87.1	91.5	71.6	87.4
1. 8yrs 3mths	± 2.5	± 3.0	± 2.2	± 5.1	± 2.9
2. 2yrs 8mths					
South Australia	87.7	85.0	90.4	61.7	84.5
1. 8yrs 6mths	± 2.5	± 3.0	± 2.3	± 5.9	± 2.6
2. 3yrs 3mths					
Western Australia	95.0	93.9	96.1	83.5	94.5
1. 8yrs 2mths	± 1.5	± 1.9	± 1.4	± 5.1	± 1.8
2. 2yrs 7mths					
Tasmania	95.1	93.8	96.4	92.6	96.0
1. 9yrs 2mths	± 1.3	± 1.7	± 1.2	± 3.4	± 2.5
2. 3yrs 7mths					
Northern Territory	68.0	64.1	72.3	29.2	34.7
1. 8yrs 8mths	± 2.2	± 2.9	± 2.7	± 3.3	± 3.6
2. 3yrs 3mths					
Australian Capital Territory	95.1	93.2	97.1	89.8	92.4
1. 8yrs 10mths	± 0.8	± 1.3	± 0.7	± 4.9	± 2.0
2. 3yrs 6mths					
Australia	90.3	88.4	92.3	72.0	88.6
	± 2.0	± 2.6	± 1.9	± 4.8	± 2.3

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.5. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) Results adjusted based on exempt student data and are not directly comparable to previous years' results.

Table 6.2 Percentage of year 5 students achieving the reading benchmark, by State and Territory, 2001

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales	92.0	90.5	93.5	76.6	90.6
1. 10yrs 9mths	± 1.2	± 1.5	± 1.1	± 3.2	± 1.5
2. 5yrs 7mths					
Victoria^(d)	90.9	88.7	93.1	71.7	87.8
1. 10yrs 11mths	± 1.2	± 1.7	± 1.1	± 4.0	± 2.0
2. 5yrs 7mths					
Queensland	83.0	80.1	86.3	57.3	76.0
1. 10yrs 4mths	± 1.6	± 2.0	± 1.5	± 3.4	± 2.4
2. 4yrs 8mths					
South Australia	89.0	86.5	91.6	62.9	87.0
1. 10yrs 6mths	± 1.3	± 1.7	± 1.3	± 4.5	± 1.8
2. 5yrs 3mths					
Western Australia	94.5	93.2	95.9	77.9	92.2
1. 10yrs 2mths	± 1.0	± 1.3	± 0.9	± 4.3	± 1.7
2. 4yrs 7mths					
Tasmania	94.4	92.2	96.6	91.5	93.5
1. 11yrs 2mths	± 0.9	± 1.4	± 0.8	± 2.9	± 3.0
2. 5yrs 7mths					
Northern Territory	71.5	71.0	72.2	34.5	34.4
1. 10yrs 8mths	± 2.2	± 2.7	± 2.7	± 3.6	± 3.6
2. 5yrs 3mths					
Australian Capital Territory	94.6	92.9	96.4	82.3	91.9
1. 10yrs 8mths	± 0.8	± 0.8	± 0.7	± 7.9	± 2.4
2. 5yrs 6mths					
Australia	89.8	87.8	92.0	66.9	87.7
	± 1.3	± 1.6	± 1.2	± 3.6	± 1.8

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.5. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) Results adjusted based on exempt student data and are not directly comparable to previous years' results.

Table 6.3 Years of schooling and level of participation: Reading, by State and Territory, 2001

State or Territory	Average age at time of testing ^(a)		Years at school ^(b)		Percentage of students assessed ^(c)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	8yrs 9mths	10yrs 9mths	3yrs 7mths	5yrs 7mths	94.3	94.3
Victoria	9yrs 0mths	10yrs 11mths	3yrs 7mths	5yrs 7mths	90.1	90.2
Queensland	8yrs 3mths	10yrs 4mths	2yrs 8mths	4yrs 8mths	96.0	96.5
South Australia	8yrs 6mths	10yrs 6mths	3yrs 3mths	5yrs 3mths	94.3	91.7
Western Australia	8yrs 2mths	10yrs 2mths	2yrs 7mths	4yrs 7mths	88.8	91.8
Tasmania	9yrs 2mths	11yrs 2mths	3yrs 7mths	5yrs 7mths	94.3	94.2
Northern Territory	8yrs 8mths	10yrs 8mths	3yrs 3mths	5yrs 3mths	83.8	89.5
Australian Capital Territory	8yrs 10mths	10yrs 8mths	3yrs 6mths	5yrs 6mths	94.3	95.5
Australia					92.9	93.3

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) The percentage of students from all schools who were assessed includes exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on *National Schools Statistics Collection* data.

Table 6.4 Participation by school sector: Reading, by State and Territory, 2001

State or Territory	Percentage of assessed government school students ^(a)		Percentage of assessed non-government school students ^(b)		Proportion of assessed students (per cent)			
	Year 3	Year 5	Year 3	Year 5	Government school students ^(c)		Non-government school students ^(d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	94.0	94.0	94.9	95.2	71.8	71.3	28.2	28.7
Victoria	90.2	90.2	89.9	90.0	69.8	68.6	30.2	31.4
Queensland	96.1	96.5	95.6	96.3	76.4	75.9	23.6	24.1
South Australia	93.8	90.3	95.7	95.2	71.4	70.3	28.6	29.7
Western Australia	88.3	91.0	90.3	94.1	74.8	73.3	25.2	26.7
Tasmania	95.0	94.7	92.0	92.7	78.7	76.4	21.3	23.6
Northern Territory	82.4	90.2	89.4	86.8	77.9	79.7	22.1	20.3
Australian Capital Territory	93.5	94.5	96.1	97.3	65.9	63.1	34.1	36.9
Australia	92.8	93.1	93.3	93.8	72.6	71.8	27.4	28.2

(a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.

(b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.

(c) The percentage of assessed government school students compared with all assessed students.

(d) The percentage of assessed non-government school students compared with all assessed students.

Table 6.5 Exemptions, absences and participation of equity groups: Reading, by State and Territory, 2001

State or Territory	Percentage of students exempted from testing ^(a)		Percentage of students absent or withdrawn ^(b)		Percentage of assessed students			
					Indigenous students ^(c)		LBOTE students ^(d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	1.4	0.7	5.7	5.7	3.9	3.6	25.5	24.0
Victoria	1.9	1.7	9.4	9.1	0.8	0.8	16.8	17.3
Queensland	1.3	1.3	3.2	2.8	5.7	5.8	6.7	6.3
South Australia	2.5	2.1	5.7	8.3	3.3	3.0	16.5	15.0
Western Australia	0.8	0.8	11.2	8.2	4.3	4.8	12.1	13.3
Tasmania	0.7	0.7	5.7	5.8	4.4	5.9	4.4	3.7
Northern Territory	1.2	1.1	10.1	8.9	24.8	27.5	23.8	25.8
Australian Capital Territory	1.8	1.5	5.7	4.5	1.6	1.5	9.7	8.2
Australia	1.5	1.2	6.7	6.4	3.7	3.7	16.9	16.4

- (a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

Making comparisons

As demonstrated in Tables 6.1 and 6.2, the large majority of students from each of years 3 and 5 achieved the reading benchmark in 2001. As the benchmark represents the minimum level of competence deemed necessary to allow meaningful participation in the school learning program, this result is not surprising. However, approximately 10 per cent of students from each of years 3 and 5 were unable to achieve the benchmark.

Changes over time

Table 6.6 shows the changes that have occurred during the three years in which performance against the reading benchmarks have been measured. When the designated confidence levels are taken into account, it is apparent there is no clear trend immediately obvious for year 3. For year 5, while there were no measurable differences between years, there was some evidence of potential for a generally upward trend.

Gender differences

Table 6.7 provides data for male and female students for each year the benchmark achievement has been measured and Figures 6.1 and 6.2 show the gender distribution for 2001. The evidence of potential differences between male and female students in the achievement of the reading benchmarks that was apparent in 1999 and 2000 was continued in 2001.

Indigenous students

The relative performance of Indigenous students is summarised in Table 6.8 and in Figures 6.1 and 6.2. The large gap in benchmark achievement between Indigenous and non-Indigenous students remains clearly observable. As non-achievement of the benchmark represents an indication that the student will experience extreme difficulty with schooling, it is clear that Indigenous students remain an educationally disadvantaged group within the Australian community.

Table 6.6 Percentage of students achieving the reading benchmark, years 3 and 5, Australia, 1999–2001

Year	Year 3	Year 5
1999	89.7 ± 2.5	85.6 ± 2.0
2000	92.5 ± 2.2	87.4 ± 2.1
2001	90.3 ± 2.0	89.8 ± 1.3

Table 6.7 Percentage of students achieving the reading benchmark, by gender, years 3 and 5, Australia, 1999–2001

Year	Year 3		Year 5	
	Male	Female	Male	Female
1999	87.9 ± 3.0	92.0 ± 2.2	83.4 ± 2.3	88.4 ± 1.8
2000	90.9 ± 2.7	94.3 ± 1.8	85.2 ± 2.3	89.6 ± 1.9
2001	88.4 ± 2.6	92.3 ± 1.9	87.8 ± 1.6	92.0 ± 1.2

Table 6.8 Percentage of Indigenous students achieving the reading benchmark, years 3 and 5, Australia, 1999–2001

Year	Year 3		Year 5	
	Indigenous students	All students	Indigenous students	All students
1999	73.4 ± 6.2	89.7 ± 2.5	58.7 ± 4.2	85.6 ± 2.0
2000	76.9 ± 6.5	92.5 ± 2.2	62.0 ± 4.8	87.4 ± 2.1
2001	72.0 ± 4.8	90.3 ± 2.0	66.9 ± 3.6	89.8 ± 1.3

Figure 6.1 Percentage of year 3 students achieving the reading benchmark, by sub-group, Australia, 2001

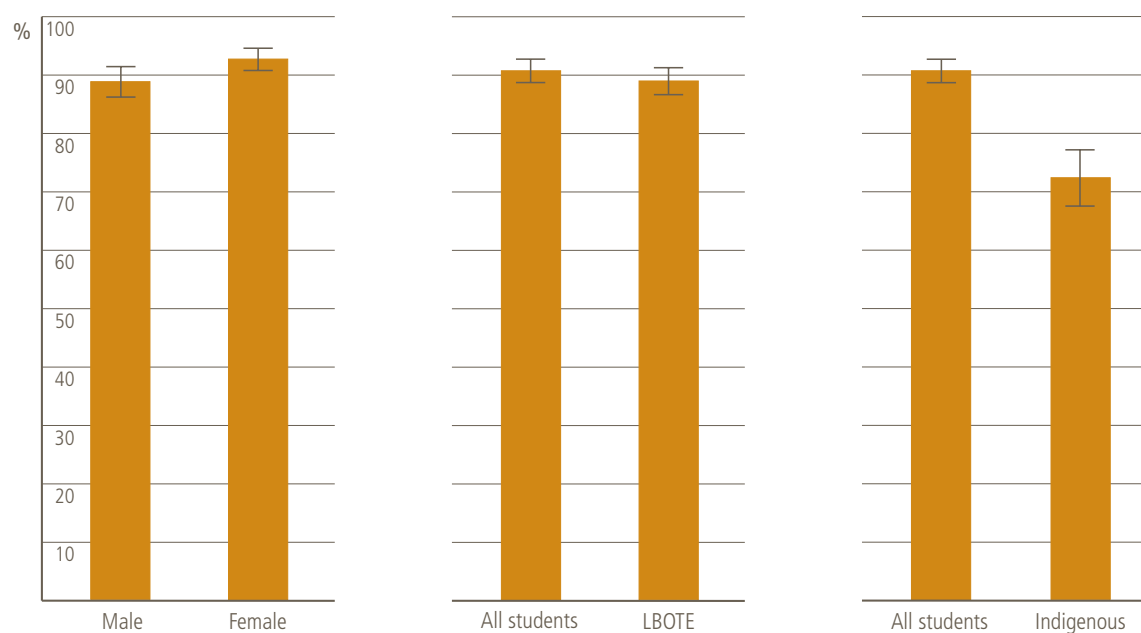
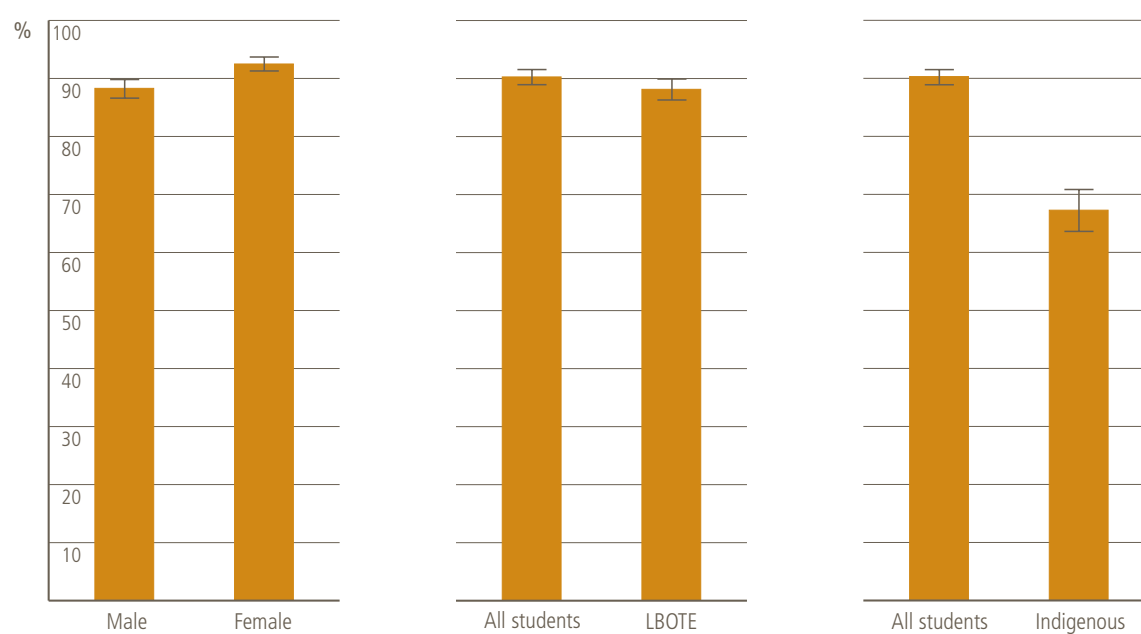


Figure 6.2 Percentage of year 5 students achieving the reading benchmark, by sub-group, Australia, 2001



Writing

This is the first time the *National Report on Schooling in Australia* has published the results of assessments against the benchmarks for writing. Although these benchmarks had been developed and States and Territories had been assessing students, the equating

process used to obtain a national picture had not been developed. These technical difficulties have now been overcome and this edition contains the results for years 3 and 5 in 2001 as well as those for years 3 and 5 in 1999 and 2000.

Table 6.9 Percentage of year 3 students achieving the writing benchmark, by State and Territory, 2001

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales	89.9	87.0	92.7	73.1	89.3
1. 8yrs 9mths	± 2.9	± 3.8	± 2.4	± 6.2	± 3.0
2. 3yrs 7mths					
Victoria^(d)	94.7	93.1	96.2	78.2	92.9
1. 9yrs 0mths	± 1.7	± 2.4	± 1.4	± 4.0	± 2.1
2. 3yrs 7mths					
Queensland	85.4	81.1	90.5	68.4	83.8
1. 8yrs 3mths	± 1.9	± 2.6	± 1.6	± 3.4	± 2.1
2. 2yrs 8mths					
South Australia	88.4	84.9	91.9	60.5	84.8
1. 8yrs 6mths	± 2.5	± 3.3	± 2.2	± 6.2	± 2.9
2. 3yrs 3mths					
Western Australia	84.3	80.0	88.8	54.7	83.7
1. 8yrs 2mths	± 2.5	± 3.2	± 2.3	± 4.9	± 2.8
2. 2yrs 7mths					
Tasmania	91.8	88.7	94.9	89.4	90.2
1. 9yrs 2mths	± 1.6	± 2.2	± 1.4	± 3.9	± 3.9
2. 3yrs 7mths					
Northern Territory	79.1	75.8	82.5	48.4	51.1
1. 8yrs 8mths	± 2.7	± 3.4	± 2.7	± 4.9	± 4.4
2. 3yrs 3mths					
Australian Capital Territory^(e)	93.3	90.7	96.1	87.4	90.4
1. 8yrs 10mths	± 1.3	± 1.9	± 1.0	± 6.2	± 2.5
2. 3yrs 6mths					
Australia	89.5	86.4	92.7	67.8	88.5
	± 2.3	± 3.0	± 1.9	± 4.9	± 2.7

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.13. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) Results adjusted based on exempt student data and are not directly comparable to previous years' results.
- (e) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 6.10 Percentage of year 5 students achieving the writing benchmark, by State and Territory, 2001

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales	95.9	94.6	97.2	87.4	94.6
1. 10yrs 9mths	± 0.9	± 1.4	± 0.7	± 3.1	± 1.1
2. 5yrs 7mths					
Victoria^(d)	92.4	89.6	95.3	75.4	91.4
1. 10yrs 11mths	± 0.8	± 1.1	± 0.6	± 3.3	± 1.0
2. 5yrs 7mths					
Queensland	95.8	94.5	97.7	87.5	94.3
1. 10yrs 4mths	± 0.7	± 1.1	± 0.4	± 2.1	± 0.9
2. 4yrs 8mths					
South Australia	95.0	93.3	96.8	80.0	93.7
1. 10yrs 6mths	± 0.8	± 1.2	± 0.7	± 3.9	± 1.1
2. 5yrs 3mths					
Western Australia	89.4	85.6	93.2	63.8	86.7
1. 10yrs 2mths	± 1.9	± 2.6	± 1.4	± 4.9	± 2.3
2. 4yrs 7mths					
Tasmania	91.9	88.4	95.5	88.0	88.7
1. 11yrs 2mths	± 1.3	± 1.9	± 1.1	± 3.6	± 4.2
2. 5yrs 7mths					
Northern Territory	77.6	74.3	80.9	41.6	45.8
1. 10yrs 8mths	± 2.2	± 2.9	± 2.4	± 4.2	± 4.2
2. 5yrs 3mths					
Australian Capital Territory^(e)	90.6	87.0	94.4	66.9	88.0
1. 10yrs 8mths	± 1.8	± 2.5	± 1.5	± 10.6	± 3.4
2. 5yrs 6mths					
Australia	94.0	91.9	96.2	79.9	92.2
	± 1.0	± 1.4	± 0.7	± 3.3	± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.13. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) Results adjusted based on exempt student data and are not directly comparable to previous years' results.
- (e) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 6.11 Years of schooling and level of participation: Writing, by State and Territory, 2001

State or Territory	Average age at time of testing ^(a)		Years at school ^(b)		Percentage of students assessed ^(c)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	8yrs 9mths	10yrs 9mths	3yrs 7mths	5yrs 7mths	91.2	91.2
Victoria	9yrs 0mths	10yrs 11mths	3yrs 7mths	5yrs 7mths	89.9	89.5
Queensland	8yrs 3mths	10yrs 4mths	2yrs 8mths	4yrs 8mths	95.7	96.3
South Australia	8yrs 6mths	10yrs 6mths	3yrs 3mths	5yrs 3mths	92.6	91.9
Western Australia	8yrs 2mths	10yrs 2mths	2yrs 7mths	4yrs 7mths	89.1	90.9
Tasmania	9yrs 2mths	11yrs 2mths	3yrs 7mths	5yrs 7mths	92.4	92.7
Northern Territory	8yrs 8mths	10yrs 8mths	3yrs 3mths	5yrs 3mths	76.5	82.3
Australian Capital Territory	8yrs 10mths	10yrs 8mths	3yrs 6mths	5yrs 6mths	96.6	97.2
Australia					91.6	91.7

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) The percentage of students from all schools who were assessed includes exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on *National Schools Statistics Collection* data.

Table 6.12 Participation by school sector: Writing, by State and Territory, 2001

State or Territory	Percentage of assessed government school students ^(a)		Percentage of assessed non-government school students ^(b)		Proportion of assessed students (per cent)			
	Year 3	Year 5	Year 3	Year 5	Government school students ^(c)		Non-government school students ^(d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	92.3	92.0	88.5	87.2	72.8	72.6	27.2	27.4
Victoria	89.9	89.6	89.7	89.3	69.8	68.7	30.2	31.3
Queensland	95.8	96.4	95.4	96.2	76.4	75.9	23.6	24.1
South Australia	91.7	91.1	94.8	94.0	71.2	70.7	28.8	29.3
Western Australia	88.7	90.0	90.2	93.4	74.9	73.2	25.1	26.8
Tasmania	93.0	92.3	90.2	94.1	78.7	75.6	21.3	24.4
Northern Territory	75.2	81.7	81.5	84.6	77.9	78.5	22.1	21.5
Australian Capital Territory	96.4	96.7	97.0	98.1	66.4	63.5	33.6	36.5
Australia	91.9	92.0	90.8	90.8	73.0	72.2	27.0	27.8

(a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.

(b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.

(c) The percentage of assessed government school students compared with all assessed students.

(d) The percentage of assessed non-government school students compared with all assessed students.

Table 6.13 Exemptions, absences and participation of equity groups: Writing, by State and Territory, 2001

State or Territory	Percentage of students exempted from testing ^(a)		Percentage of students absent or withdrawn ^(b)		Percentage of assessed students			
					Indigenous students ^(c)		LBOTE students ^(d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	1.3	1.2	8.8	9.4	3.7	3.5	24.5	23.4
Victoria	1.9	1.7	9.6	9.7	0.8	0.8	16.9	17.2
Queensland	1.3	1.3	3.4	3.0	5.7	5.8	6.7	6.3
South Australia	2.2	2.0	7.4	8.1	3.2	2.9	15.7	14.8
Western Australia	0.8	0.8	10.9	9.1	4.6	4.7	12.2	13.2
Tasmania	0.7	0.7	7.6	7.3	4.3	5.7	4.3	3.7
Northern Territory	1.5	1.2	11.7	11.9	18.7	22.0	18.0	20.4
Australian Capital Territory	1.6	1.5	3.4	2.8	1.7	1.6	10.0	8.9
Australia	1.5	1.3	8.0	7.9	3.6	3.6	16.4	16.1

- (a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

Table 6.14 Percentage of year 3 students achieving the writing benchmark, by State and Territory, 1999

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales^(d)	92.5	91.0	94.0	80.4	91.6
1. 8yrs 9mths	± 2.1	± 2.8	± 1.9	± 5.2	± 2.6
2. 3yrs 7mths					
Victoria^(e)	97.4	96.5	98.3	91.8	96.9
1. 8yrs 11mths	± 1.1	± 1.6	± 0.9	± 4.0	± 1.6
2. 3yrs 7mths					
Queensland^(f)	90.5	89.2	93.6	82.9	91.7
1. 8yrs 3mths	± 2.5	± 3.2	± 2.4	± 5.4	± 4.5
2. 2yrs 8mths					
South Australia	n.a.	n.a.	n.a.	n.a.	n.a.
Western Australia	82.2	78.1	86.3	52.3	79.5
1. 8yrs 2mths	± 2.7	± 3.3	± 2.6	± 4.9	± 3.1
2. 2yrs 7mths					
Tasmania	89.6	86.0	93.4	84.3	74.9
1. 9yrs 0mths	± 1.8	± 2.5	± 1.5	± 4.6	± 9.4
2. 3yrs 7mths					
Northern Territory	63.9	60.6	68.8	27.3	21.0
1. 8yrs 8mths	± 2.9	± 3.5	± 3.0	± 3.4	± 3.4
2. 3yrs 3mths					
Australian Capital Territory^(g)	86.7	81.3	92.3	68.5	81.1
1. 8yrs 8mths	± 2.1	± 3.1	± 1.7	± 12.0	± 3.6
2. 3yrs 6mths					
Australia^(h)	91.9	90.0	93.9	66.9	89.8
	± 1.8	± 2.4	± 1.6	± 4.8	± 2.4

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.22. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- n.a. not available
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) In 1999 and 2000, New South Wales assessed a sample of students based on schools' voluntary participation. This accounts for the unusually high percentage of absent or withdrawn New South Wales students.
- (e) Victoria 1999: Data on exempt students was not available. As such, results do not include exempt students.
- (f) Data from Queensland are based on a sample of approximately 10 per cent of year 3 students from government and non-government schools. Data from Queensland for the percentage of male, female, Indigenous and LBOTE students do not include students formally exempted from testing.
- (g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.
- (h) Excludes data from South Australia.

Table 6.15 Percentage of year 5 students achieving the writing benchmark, by State and Territory, 1999

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales^(d)	95.5	94.5	96.5	86.9	94.9
1. 10yrs 9mths	± 1.3	± 1.9	± 1.0	± 4.2	± 1.6
2. 5yrs 7mths					
Victoria^(e)	95.1	93.3	97.0	85.3	94.3
1. 10yrs 11mths	± 0.6	± 0.9	± 0.5	± 3.9	± 0.8
2. 5yrs 7mths					
Queensland^(f)	94.6	94.6	96.9	85.8	95.6
1. 10yrs 3mths	± 1.1	± 0.8	± 0.9	± 1.4	± 0.8
2. 4yrs 8mths					
South Australia	n.a.	n.a.	n.a.	n.a.	n.a.
Western Australia	86.8	82.6	91.1	54.8	83.0
1. 10yrs 2mths	± 1.3	± 1.9	± 1.2	± 3.7	± 1.8
2. 4yrs 7mths					
Tasmania	85.5	80.1	90.8	70.6	75.2
1. 11yrs 0mths	± 2.2	± 3.2	± 1.9	± 5.8	± 9.9
2. 5yrs 7mths					
Northern Territory	67.0	62.7	73.4	28.5	21.9
1. 10yrs 8mths	± 2.4	± 3.2	± 2.6	± 3.4	± 3.5
2. 5yrs 3mths					
Australian Capital Territory^(g)	84.7	78.7	90.4	60.0	73.8
1. 10yrs 8mths	± 1.7	± 2.7	± 1.7	± 14.8	± 4.0
2. 5yrs 6mths					
Australia^(h)	93.0	91.4	95.4	74.6	91.4
	± 1.1	± 1.5	± 0.9	± 3.6	± 1.5

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.23. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- n.a. not available
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) In 1999 and 2000, New South Wales assessed a sample of students based on schools' voluntary participation. This accounts for the unusually high percentage of absent or withdrawn New South Wales students.
- (e) Victoria 1999: Data on exempt students was not available. As such, results do not include exempt students.
- (f) Data from Queensland for the percentage of male, female, Indigenous and LBOTE students do not include students formally exempted from testing.
- (g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.
- (h) Excludes data from South Australia.

Table 6.16 Percentage of year 3 students achieving the writing benchmark, by State and Territory, 2000

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales^(d)	91.7	89.7	93.6	79.0	91.0
1. 8yrs 9mths	± 2.3	± 3.1	± 2.0	± 5.6	± 2.7
2. 3yrs 7mths					
Victoria^(e)	94.5	92.9	96.0	87.8	93.7
1. 8yrs 11mths	± 2.6	± 3.6	± 2.2	± 6.2	± 3.7
2. 3yrs 7mths					
Queensland^(f)	88.2	86.2	90.7	76.2	88.0
1. 8yrs 4mths	± 2.3	± 3.1	± 2.2	± 5.3	± 4.1
2. 2yrs 8mths					
South Australia	87.8	84.6	91.3	64.0	85.0
1. 8yrs 6mths	± 2.5	± 3.3	± 2.3	± 7.9	± 3.5
2. 3yrs 3mths					
Western Australia	79.9	74.8	85.2	47.9	76.9
1. 8yrs 2mths	± 3.4	± 4.2	± 3.1	± 5.2	± 3.7
2. 2yrs 7mths					
Tasmania	86.2	81.1	91.4	75.1	81.6
1. 9yrs 1mth	± 1.6	± 2.2	± 1.5	± 5.1	± 5.0
2. 3yrs 8mths					
Northern Territory	68.4	64.4	72.6	29.2	41.1
1. 8yrs 8mths	± 2.6	± 3.2	± 2.7	± 3.4	± 3.4
2. 3yrs 3mths					
Australian Capital Territory^(g)	89.9	86.4	93.6	77.9	80.6
1. 8yrs 8mths	± 1.1	± 1.7	± 1.1	± 8.8	± 3.4
2. 3yrs 6mths					
Australia	90.0	87.4	92.6	65.0	88.0
	± 2.6	± 3.5	± 2.2	± 5.4	± 3.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.22. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) In 1999 and 2000, New South Wales assessed a sample of students based on schools' voluntary participation. This accounts for the unusually high percentage of absent or withdrawn New South Wales students.
- (e) Victoria 2000: Data on exempt students was not available. As such, results do not include exempt students.
- (f) Data from Queensland are based on a sample of approximately 10 per cent of year 3 students from government and non-government schools.
- (g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 6.17 Percentage of year 5 students achieving the writing benchmark, by State and Territory, 2000

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales^(d)	94.3	92.9	95.7	83.3	93.5
1. 10yrs 9mths	± 1.8	± 2.4	± 1.4	± 5.3	± 2.1
2. 5yrs 7mths					
Victoria^(e)	92.6	90.0	95.2	81.4	91.7
1. 10yrs 11mths	± 0.8	± 1.1	± 0.7	± 4.1	± 1.0
2. 5yrs 7mths					
Queensland	95.5	94.3	97.1	87.2	93.4
1. 10yrs 4mths	± 1.0	± 1.4	± 0.8	± 2.5	± 1.4
2. 4yrs 8mths					
South Australia	93.6	93.2	94.1	91.5	91.6
1. 10yrs 6mths	± 1.6	± 1.7	± 1.8	± 3.0	± 2.3
2. 5yrs 3mths					
Western Australia	86.3	81.8	91.0	52.6	82.6
1. 10yrs 2mths	± 1.2	± 1.8	± 1.0	± 3.5	± 1.6
2. 4yrs 7mths					
Tasmania	88.2	83.7	93.1	76.8	91.6
1. 11yrs 0mths	± 1.7	± 2.6	± 1.4	± 5.0	± 4.0
2. 5yrs 8mths					
Northern Territory	72.4	69.7	75.6	32.6	47.6
1. 10yrs 8mths	± 2.1	± 2.8	± 2.4	± 3.4	± 3.2
2. 5yrs 3mths					
Australian Capital Territory^(f)	83.2	77.0	89.1	71.4	74.4
1. 10yrs 8mths	± 1.6	± 2.5	± 1.6	± 11.1	± 4.7
2. 5yrs 6mths					
Australia	92.5	90.2	94.9	74.3	90.2
	± 1.3	± 1.7	± 1.1	± 3.7	± 1.8

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.23. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) In 1999 and 2000, New South Wales assessed a sample of students based on schools' voluntary participation. This accounts for the unusually high percentage of absent or withdrawn New South Wales students.
- (e) Victoria 2000: Data on exempt students was not available. As such, results do not include exempt students.
- (f) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 6.18 Years of schooling and level of participation: Writing, year 3, by State and Territory, 1999, 2000

State or Territory	Average age at time of testing ^(a)		Years at school ^(b)		Percentage of students assessed ^(c)	
	1999	2000	1999	2000	1999	2000
New South Wales	8yrs 9mths	8yrs 9mths	3yrs 7mths	3yrs 7mths	47.3	65.4
Victoria	8yrs 11mths	8yrs 11mths	3yrs 7mths	3yrs 7mths	89.8	89.6
Queensland ^(d)	8yrs 3mths	8yrs 4mths	2yrs 8mths	2yrs 8mths	8.8	8.7
South Australia	n.a.	8yrs 6mths	n.a.	3yrs 3mths	n.a.	46.4
Western Australia	8yrs 2mths	8yrs 2mths	2yrs 7mths	2yrs 7mths	88.4	90.0
Tasmania	9yrs 0mths	9yrs 1mth	3yrs 7mths	3yrs 8mths	93.0	94.7
Northern Territory	8yrs 8mths	8yrs 8mths	3yrs 3mths	3yrs 3mths	77.4	79.6
Australian Capital Territory	8yrs 8mths	8yrs 8mths	3yrs 6mths	3yrs 6mths	63.2	60.0
Australia					67.8	73.7

n.a. not available

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) The percentage of students from all schools who were assessed includes exempted students, except for Victoria, but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on data from the *National Schools Statistics Collection*.

(d) Queensland assessed a sample of students at the year 3 level. If population testing had been undertaken it is estimated that approximately 95 per cent of the year 3 students from both government and non-government schools would have been assessed.

Table 6.19 Years of schooling and level of participation: Writing, year 5, by State and Territory, 1999, 2000

State or Territory	Average age at time of testing ^(a)		Years at school ^(b)		Percentage of students assessed ^(c)	
	1999	2000	1999	2000	1999	2000
New South Wales	10yrs 9mths	10yrs 9mths	5yrs 7mths	5yrs 7mths	46.3	65.1
Victoria	10yrs 11mths	10yrs 11mths	5yrs 7mths	5yrs 7mths	89.0	89.6
Queensland	10yrs 3mths	10yrs 4mths	4yrs 8mths	4yrs 8mths	97.6	97.0
South Australia	n.a.	10yrs 6mths	n.a.	5yrs 3mths	n.a.	60.1
Western Australia	10yrs 2mths	10yrs 2mths	4yrs 7mths	4yrs 7mths	88.2	90.6
Tasmania	11yrs 0mths	11yrs 0mths	5yrs 7mths	5yrs 8mths	92.3	94.5
Northern Territory	10yrs 8mths	10yrs 8mths	5yrs 3mths	5yrs 3mths	87.7	85.8
Australian Capital Territory	10yrs 8mths	10yrs 8mths	5yrs 6mths	5yrs 6mths	61.1	59.6
Australia					74.9	80.2

n.a. not available

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) The percentage of students from all schools who were assessed includes exempted students, except for Victoria, but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on data from the *National Schools Statistics Collection*.

Table 6.20 Participation by school sector: Writing, year 3, by State and Territory, 1999, 2000

State or Territory	Percentage of assessed government school students ^(a)		Percentage of assessed non-government school students ^(b)		Proportion of assessed students (per cent)			
	1999	2000	1999	2000	Government school students ^(c)		Non-government school students ^(d)	
	1999	2000	1999	2000	1999	2000	1999	2000
New South Wales	59.7	66.8	13.9	61.6	92.0	74.6	8.0	25.4
Victoria	88.1	88.2	94.1	93.0	70.2	70.1	29.8	29.9
Queensland ^(e)	8.9	8.7	8.2	8.7	77.9	76.6	21.1	23.4
South Australia	n.a.	50.2	n.a.	36.7	n.a.	78.1	n.a.	21.9
Western Australia	90.9	89.9	80.5	90.3	78.2	75.7	21.8	24.3
Tasmania	96.5	95.0	81.3	93.4	80.0	79.0	20.0	21.0
Northern Territory	75.8	78.1	84.0	85.9	78.0	79.4	22.0	20.6
Australian Capital Territory	94.4	89.2	0.0	0.0	100.0	100.0	0.0	0.0
Australia	59.4	62.2	44.0	60.7	79.3	74.1	20.7	26.0

n.a. not available

- (a) The percentage of assessed students from government schools includes exempted students, except for Victoria, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on data from the *National Schools Statistics Collection*.
- (b) The percentage of assessed students from non-government schools includes exempted students, except for Victoria, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on data from the *National Schools Statistics Collection*.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.
- (e) In 1999 and 2000, Queensland assessed a sample of students at the year 3 level. If population testing had been undertaken, it is estimated that approximately 95 per cent of the year 3 students from both government and non-government schools would have been assessed. In 1999, data from Queensland for the relative proportion of assessed students from government and non-government schools do not include students formally exempted from testing.

Table 6.21 Participation by school sector: Writing, year 5, by State and Territory, 1999, 2000

State or Territory	Percentage of assessed government school students ^(a)		Percentage of assessed non-government school students ^(b)		Proportion of assessed students (per cent)			
	1999	2000	1999	2000	Government school students ^(c)		Non-government school students ^(d)	
	1999	2000	1999	2000	1999	2000	1999	2000
New South Wales	59.5	66.8	12.3	60.7	92.6	73.5	7.4	26.5
Victoria	87.2	88.1	93.4	93.2	69.7	69.0	30.3	31.0
Queensland ^(e)	96.9	96.9	95.0	97.2	75.6	75.8	23.2	24.2
South Australia	n.a.	48.0	n.a.	92.3	n.a.	58.1	n.a.	41.9
Western Australia	91.0	90.3	79.6	91.4	77.9	74.6	22.1	25.4
Tasmania	96.1	94.5	79.8	94.2	79.9	76.5	20.1	23.5
Northern Territory	86.4	84.8	93.3	89.7	79.2	78.5	20.8	21.5
Australian Capital Territory	94.3	91.9	0.0	0.0	100.0	100.0	0.0	0.0
Australia	80.3	80.2	59.2	80.2	78.5	72.7	21.2	27.3

n.a. not available

- (a) The percentage of assessed students from government schools includes exempted students, except for Victoria, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on data from the *National Schools Statistics Collection*.
- (b) The percentage of assessed students from non-government schools includes exempted students, except for Victoria, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on data from the *National Schools Statistics Collection*.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.
- (e) In 1999, data from Queensland for the percentage of students from government and non-government schools do not include students formally exempted from testing.

Table 6.22 Exemptions, absences and participation of equity groups: Writing, by State and Territory, year 3, 1999, 2000

State or Territory	Percentage of students exempted from testing ^(a)		Percentage of students absent or withdrawn ^(b)		Percentage of assessed students			
	1999	2000	1999	2000	Indigenous students ^(c)		LBOTE students ^(d)	
	1999	2000	1999	2000	1999	2000	1999	2000
New South Wales ^(e)	0.7	0.8	52.7	34.6	1.9	2.4	10.6	15.6
Victoria	n.a.	n.a.	10.8	10.7	0.6	0.7	13.7	13.5
Queensland ^(f)	0.1	0.1	0.2	0.3	0.6	0.7	0.5	0.6
South Australia	n.a.	1.1	n.a.	3.6	n.a.	1.4	n.a.	6.2
Western Australia	0.5	1.0	11.6	10.0	5.0	4.7	13.8	13.3
Tasmania	0.5	0.9	7.0	5.3	5.1	5.3	1.3	3.0
Northern Territory	10.2	7.1	8.8	5.5	18.8	22.7	16.0	27.5
Australian Capital Territory	0.9	2.2	2.8	5.1	1.3	1.2	5.0	5.4
Australia	2.1	0.8	29.9	19.6	2.3	2.1	11.6	13.0

n.a. not available

- (a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures from the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) In 1999 and 2000, the Writing tests in New South Wales were voluntary. This accounts for the unusually high percentage of absent or withdrawn New South Wales students.
- (f) In 1999 and 2000, Queensland assessed a sample of students at the year 3 level. In 1999, data from Queensland for the percentage of Indigenous and LBOTE students assessed do not include students formally exempted from testing.

Table 6.23 Exemptions, absences and participation of equity groups: Writing, by State and Territory, year 5, 1999, 2000

State or Territory	Percentage of students exempted from testing ^(a)		Percentage of students absent or withdrawn ^(b)		Percentage of assessed students			
	1999	2000	1999	2000	Indigenous students ^(c)		LBOTE students ^(d)	
	1999	2000	1999	2000	1999	2000	1999	2000
New South Wales ^(e)	0.6	0.7	53.7	34.9	2.0	2.3	10.6	15.1
Victoria	n.a.	n.a.	11.6	10.6	0.6	0.7	14.9	13.4
Queensland ^(f)	1.1	1.3	2.1	2.5	6.0	5.8	8.0	7.7
South Australia	n.a.	1.1	n.a.	3.6	n.a.	1.5	n.a.	10.0
Western Australia	0.2	0.9	11.8	9.4	4.8	4.9	14.1	13.4
Tasmania	0.5	0.5	7.7	5.5	5.2	5.2	1.0	2.7
Northern Territory	9.0	5.0	9.6	5.8	22.7	24.4	18.1	29.7
Australian Capital Territory	1.0	2.3	2.7	2.9	0.9	0.9	8.9	4.9
Australia	0.6	0.8	24.4	16.4	3.1	3.2	11.3	12.4

n.a. not available

(a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.

(b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.

(c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures from the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

(d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

(e) In 1999 and 2000, the Writing tests in New South Wales were voluntary. This accounts for the unusually high percentage of absent or withdrawn New South Wales students.

(f) In 1999, data from Queensland for the percentage of Indigenous and LBOTE students assessed do not include students formally exempted from testing.

Making comparisons

As demonstrated in Tables 6.9 and 6.10, the large majority of students from each of years 3 and 5 achieved the writing benchmark in 2001. As with reading, the benchmark represents the minimum level of competence deemed necessary to allow meaningful participation in the school learning program, so this result is not surprising.

Changes over time

Table 6.24 shows the changes that have occurred during the three years in which performance against the writing benchmarks has been measured. When the designated confidence levels are taken into account there were no measurable differences between years.

Gender differences

Table 6.25 provides data for male and female students for each year the benchmark achievement has been measured and Figures 6.3 and 6.4 show the gender distribution for 2001. For each year group it is clear that more females than males achieve the writing benchmark.

Indigenous students

The relative performance of Indigenous students is summarised in Table 6.26 and in Figures 6.3 and 6.4. The large gap in benchmark achievement between Indigenous and non-Indigenous students that was evident in the reading results is again apparent in writing. However, in year 5, while the changes over time are not measurable, there appears to be some potential for slight gains to be achieved if the existing trend continues.

Table 6.24 Percentage of students achieving the writing benchmark, years 3 and 5, Australia, 1999–2001

Year	Year 3	Year 5
1999	91.9 ± 1.8	93.0 ± 1.1
2000	90.0 ± 2.6	92.5 ± 1.3
2001	89.5 ± 2.3	94.0 ± 1.0

Table 6.25 Percentage of students achieving the writing benchmark, by gender, years 3 and 5, Australia, 1999–2001

Year	Year 3		Year 5	
	Male	Female	Male	Female
1999	90.0 ± 2.4	93.9 ± 1.6	91.4 ± 1.5	95.4 ± 0.9
2000	87.4 ± 3.5	92.6 ± 2.2	90.2 ± 1.7	94.9 ± 1.1
2001	86.4 ± 3.0	92.7 ± 1.9	91.9 ± 1.4	96.2 ± 0.7

Table 6.26 Percentage of Indigenous students achieving the writing benchmark, years 3 and 5, Australia, 1999–2001

Year	Year 3		Year 5	
	Indigenous students	All students	Indigenous students	All students
1999	66.9 ± 4.8	91.9 ± 1.8	74.6 ± 3.6	93.0 ± 1.1
2000	65.0 ± 5.4	90.0 ± 2.6	74.3 ± 3.7	92.5 ± 1.3
2001	67.8 ± 4.9	89.5 ± 2.3	79.9 ± 3.3	94.0 ± 1.0

Figure 6.3 Percentage of year 3 students achieving the writing benchmark, by sub-group, Australia, 2001

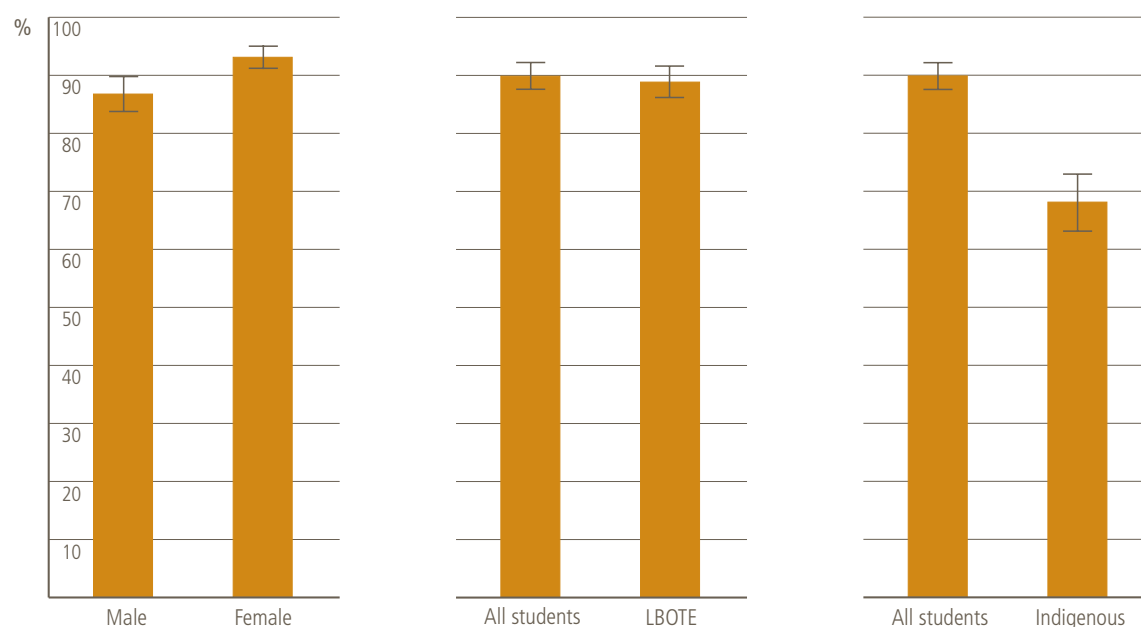
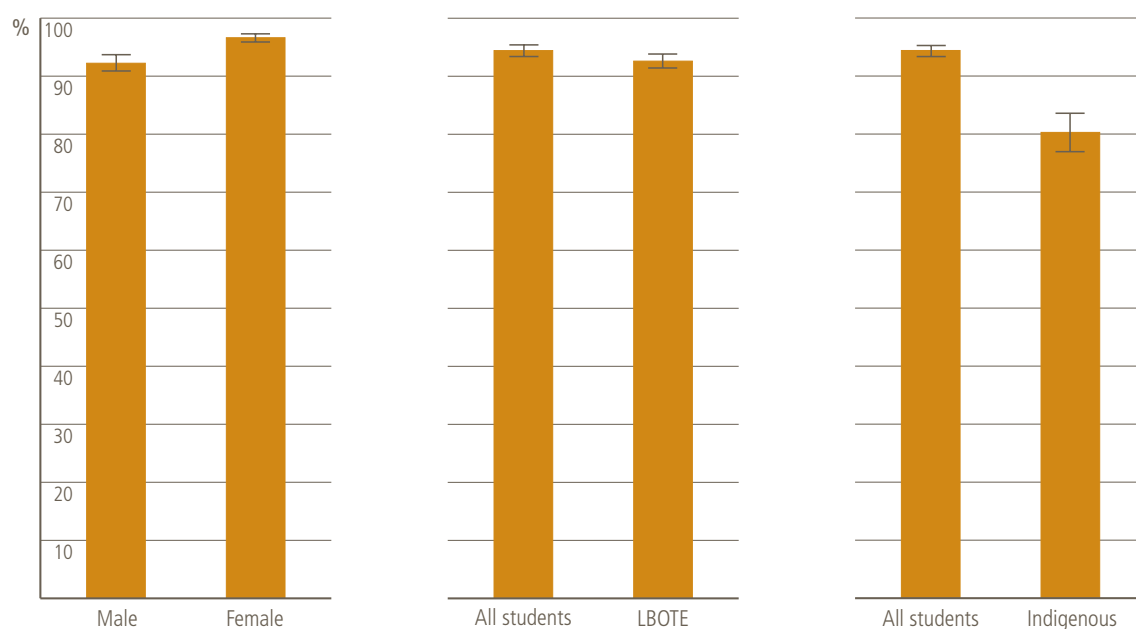


Figure 6.4 Percentage of year 5 students achieving the writing benchmark, by sub-group, Australia, 2001



Numeracy

2001 was the second year that student performance against benchmarks for numeracy was measured.

As in the previous year, data are available for years 3 and 5.

Table 6.27 Percentage of year 3 students achieving the numeracy benchmark, by State and Territory, 2001

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales	95.0	94.9	95.0	86.9	94.7
1. 8yrs 9mths	± 0.9	± 1.0	± 0.9	± 2.8	± 1.0
2. 3yrs 7mths					
Victoria^(d)	94.1	93.7	94.5	75.1	91.8
1. 9yrs 0mths	± 1.2	± 1.2	± 1.4	± 4.3	± 1.5
2. 3yrs 7mths					
Queensland	93.4	93.4	94.0	79.0	91.5
1. 8yrs 3mths	± 1.4	± 1.5	± 1.6	± 4.0	± 1.8
2. 2yrs 8mths					
South Australia	91.1	90.3	91.8	68.0	86.2
1. 8yrs 6mths	± 1.4	± 1.5	± 1.3	± 4.5	± 1.9
2. 3yrs 3mths					
Western Australia	92.9	92.4	93.4	79.2	92.0
1. 8yrs 2mths	± 2.0	± 2.2	± 2.2	± 5.3	± 2.3
2. 2yrs 7mths					
Tasmania	95.6	95.2	95.9	94.1	94.3
1. 9yrs 2mths	± 1.3	± 1.4	± 1.4	± 3.0	± 3.2
2. 3yrs 7mths					
Northern Territory	86.6	84.9	88.4	65.0	64.8
1. 8yrs 8mths	± 2.0	± 2.4	± 2.1	± 4.8	± 4.5
2. 3yrs 3mths					
Australian Capital Territory	97.0	96.5	97.4	91.4	94.2
1. 8yrs 10mths	± 0.6	± 0.7	± 0.7	± 4.3	± 1.6
2. 3yrs 6mths					
Australia	93.9	93.7	94.3	80.2	92.5
	± 1.2	± 1.3	± 1.3	± 3.9	± 1.5

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.31. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) Results adjusted based on exempt student data and are not directly comparable to previous years' results.

Table 6.28 Percentage of year 5 students achieving the numeracy benchmark, by State and Territory, 2001

State/Territory 1 Average age ^(a) 2 Yrs of schooling ^(b)	Percentage of students achieving the benchmark	Percentage of male students achieving the benchmark	Percentage of female students achieving the benchmark	Percentage of Indigenous ^(c) students achieving the benchmark	Percentage of LBOTE ^(c) students achieving the benchmark
New South Wales	91.7	91.5	91.8	74.6	90.3
1. 10yrs 9mths	± 1.0	± 1.1	± 1.1	± 2.9	± 1.2
2. 5yrs 7mths					
Victoria^(d)	94.7	94.4	94.9	80.4	92.4
1. 10yrs 11mths	± 1.0	± 1.0	± 1.1	± 3.3	± 1.3
2. 5yrs 7mths					
Queensland	81.8	82.2	81.9	54.4	75.0
1. 10yrs 4mths	± 1.9	± 2.0	± 2.2	± 3.5	± 2.4
2. 4yrs 8mths					
South Australia	85.9	85.6	86.2	54.9	82.8
1. 10yrs 6mths	± 1.3	± 1.5	± 1.6	± 4.4	± 1.8
2. 5yrs 3mths					
Western Australia	90.0	89.7	90.3	65.6	87.3
1. 10yrs 2mths	± 1.9	± 2.0	± 2.2	± 5.4	± 2.6
2. 4yrs 7mths					
Tasmania	91.7	91.2	92.2	85.0	89.1
1. 11yrs 2mths	± 1.3	± 1.6	± 1.6	± 4.1	± 4.2
2. 5yrs 7mths					
Northern Territory	68.8	69.2	68.3	32.3	34.0
1. 10yrs 8mths	± 2.8	± 3.0	± 3.4	± 4.1	± 3.8
2. 5yrs 3mths					
Australian Capital Territory	93.1	92.2	94.0	71.9	87.4
1. 10yrs 8mths	± 1.1	± 1.4	± 1.3	± 10.1	± 3.2
2. 5yrs 6mths					
Australia	89.6	89.5	89.8	63.2	87.9
	± 1.3	± 1.4	± 1.5	± 3.7	± 1.6

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table 6.31. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions as outlined in the explanatory notes (Appendix 3).
- (d) Results adjusted based on exempt student data and are not directly comparable to previous years' results.

Table 6.29 Years of schooling and level of participation: Numeracy, by State and Territory, 2001

State or Territory	Average age at time of testing ^(a)		Years at school ^(b)		Percentage of students assessed ^(c)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	8yrs 9mths	10yrs 9mths	3yrs 7mths	5yrs 7mths	94.4	94.4
Victoria	9yrs 0mths	10yrs 11mths	3yrs 7mths	5yrs 7mths	90.7	91.0
Queensland	8yrs 3mths	10yrs 4mths	2yrs 8mths	4yrs 8mths	96.6	97.3
South Australia	8yrs 6mths	10yrs 6mths	3yrs 3mths	5yrs 3mths	92.1	93.7
Western Australia	8yrs 2mths	10yrs 2mths	2yrs 7mths	4yrs 7mths	90.5	92.7
Tasmania	9yrs 2mths	11yrs 2mths	3yrs 7mths	5yrs 7mths	93.3	95.1
Northern Territory	8yrs 8mths	10yrs 8mths	3yrs 3mths	5yrs 3mths	85.6	90.2
Australian Capital Territory	8yrs 10mths	10yrs 8mths	3yrs 6mths	5yrs 6mths	96.9	97.5
Australia					93.3	93.9

(a) The typical average age of students at the time of testing, expressed in years and months.

(b) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(c) The percentage of students from all schools who were assessed includes exempted students but not students absent or withdrawn by parents/care-givers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full-time government and non-government students based on *National Schools Statistics Collection* data.

Table 6.30 Participation by school sector: Numeracy, by State and Territory, 2001

State or Territory	Percentage of assessed government school students ^(a)		Percentage of assessed non-government school students ^(b)		Proportion of assessed students (per cent)			
	Year 3	Year 5	Year 3	Year 5	Government school students ^(c)		Non-government school students ^(d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	94.1	94.0	95.0	95.3	71.8	71.3	28.2	28.7
Victoria	90.9	91.0	90.4	90.9	69.8	68.6	30.2	31.4
Queensland	96.7	97.4	96.3	97.0	76.4	76.0	23.6	24.0
South Australia	90.8	92.9	95.4	95.7	70.8	70.8	29.2	29.2
Western Australia	90.3	92.0	91.4	94.7	75.0	73.4	25.0	26.6
Tasmania	92.9	95.2	94.7	94.6	77.9	76.1	22.1	23.9
Northern Territory	84.4	90.8	90.3	87.7	78.1	79.7	21.9	20.3
Australian Capital Territory	96.6	96.9	97.6	98.5	66.3	63.4	33.7	36.6
Australia	93.1	93.8	93.7	94.4	72.6	71.8	27.4	28.2

(a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.

(b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.

(c) The percentage of assessed government school students compared with all assessed students.

(d) The percentage of assessed non-government school students compared with all assessed students.

Table 6.31 Exemptions, absences and participation of equity groups: Numeracy, by State and Territory, 2001

State or Territory	Percentage of students exempted from testing ^(a)		Percentage of students absent or withdrawn ^(b)		Percentage of assessed students			
					Indigenous students ^(c)		LBOTE students ^(d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
New South Wales	1.4	0.7	5.6	5.6	3.9	3.6	25.5	24.0
Victoria	1.9	1.7	8.8	8.3	0.8	0.8	17.0	17.5
Queensland	1.2	1.2	2.5	2.0	5.9	6.0	6.8	6.3
South Australia	2.5	2.1	7.9	6.3	3.3	3.2	15.4	15.0
Western Australia	0.8	0.8	9.5	7.3	5.0	5.2	12.5	13.6
Tasmania	0.7	0.7	6.7	4.9	4.4	6.0	4.4	3.7
Northern Territory	1.1	1.0	8.9	8.6	26.1	27.9	25.0	26.0
Australian Capital Territory	1.7	1.5	3.1	2.5	1.7	1.7	10.1	9.0
Australia	1.5	1.2	6.4	5.7	3.8	3.8	16.9	16.5

- (a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

Making comparisons

As demonstrated in Tables 6.27 and 6.28, the large majority of students from years 3 and 5 achieved the numeracy benchmark in 2001. As the benchmark represents the minimum level of competence deemed necessary to allow meaningful participation in the school learning program, this result is not surprising.

Changes over time

Student performance against the numeracy benchmarks has only been measured for the two years 2000 and 2001 and, as a result, it is not possible to draw conclusions about change over time. However, as more data become available each year, it will be possible to detect any trends that may emerge. To begin this process, Table 6.32 shows the changes that have occurred during the two years in which performance against the benchmarks has been measured.

Gender differences

Table 6.33 provides data for male and female students for each year the benchmark achievement has been measured and Figures 6.5 and 6.6 show the gender distribution for 2001. It is apparent that there are no measurable differences between the performance of male and female students and this is in sharp contrast to the situations for writing and, to a lesser extent, reading that are discussed above.

Indigenous students

The relative performance of Indigenous students is summarised in Table 6.34 and in Figures 6.5 and 6.6. The large gap in benchmark achievement between Indigenous and non-Indigenous students that was evident in aspects of literacy is similarly apparent in numeracy. On the positive side, there is some indication that the performance of year 3 Indigenous students improved in 2001 when compared with that in 2000.

Table 6.32 Percentage of students achieving the numeracy benchmark, years 3 and 5, Australia, 2000–01

Year	Year 3	Year 5
2000	92.7 ± 2.0	89.6 ± 1.7
2001	93.9 ± 1.2	89.6 ± 1.3

Table 6.33 Percentage of students achieving the numeracy benchmark, by gender, years 3 and 5, Australia, 2000–01

Year	Year 3		Year 5	
	Male	Female	Male	Female
2000	92.7 ± 2.1	92.8 ± 2.1	89.4 ± 1.7	89.8 ± 1.8
2001	93.7 ± 1.3	94.3 ± 1.3	89.5 ± 1.4	89.8 ± 1.5

Table 6.34 Percentage of Indigenous students achieving the numeracy benchmark, years 3 and 5, Australia, 2000–01

Year	Year 3		Year 5	
	Indigenous students	All students	Indigenous students	All students
2000	73.7 ± 7.1	92.7 ± 2.0	62.8 ± 4.5	89.6 ± 1.7
2001	80.2 ± 3.9	93.9 ± 1.2	63.2 ± 3.7	89.6 ± 1.3

Figure 6.5 Percentage of year 3 students achieving the numeracy benchmark, by sub-group, Australia, 2001

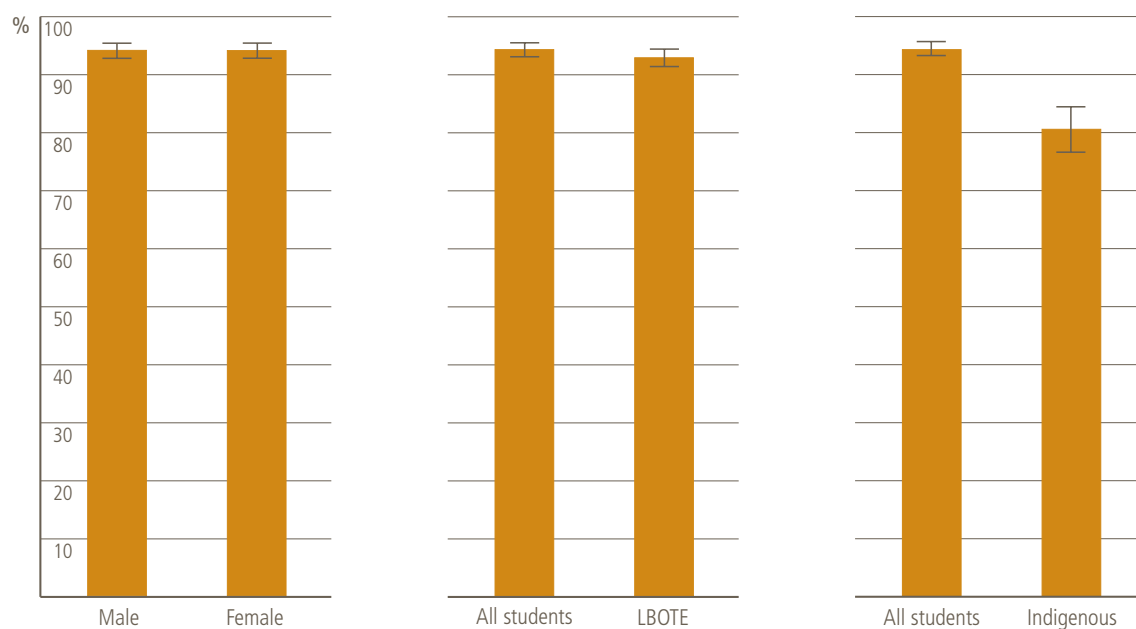
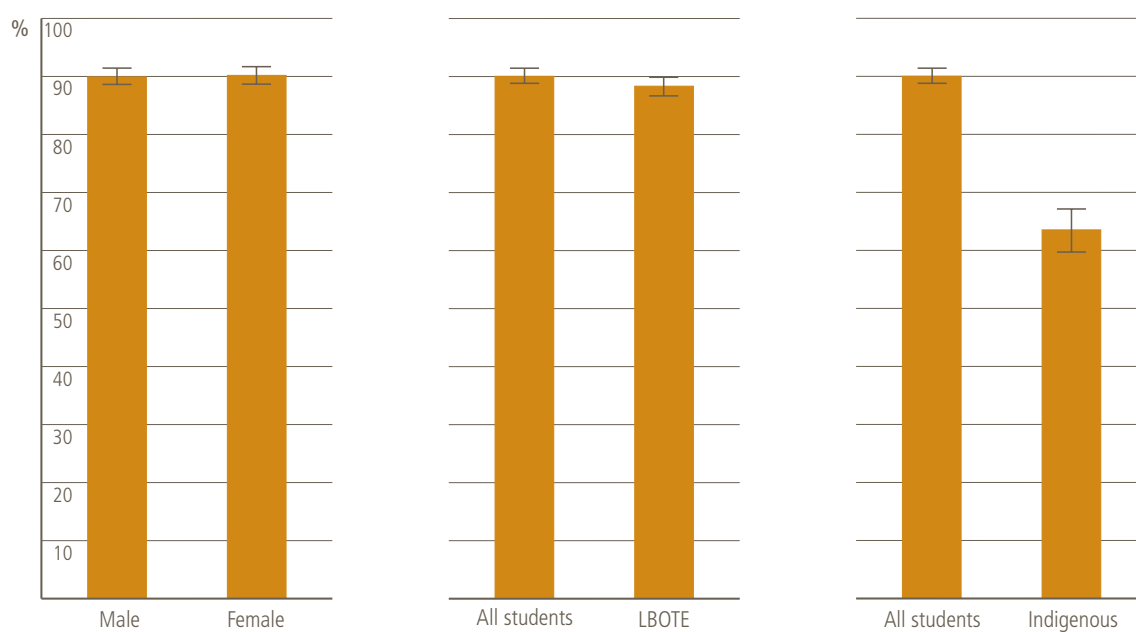


Figure 6.6 Percentage of year 5 students achieving the numeracy benchmark, by sub-group, Australia, 2001



Implementing the National Literacy and Numeracy Plan in States and Territories

The following sections provide information on progress made in 2001 in implementing the National Literacy and Numeracy Plan in each of the States and Territories. The assistance provided to States and Territories by the Commonwealth and the significance of the benchmarks to the National Literacy and Numeracy Plan are also discussed. The results of assessments against the benchmarks can also be accessed online.

National Literacy and Numeracy Plan and the national benchmarks

A major policy objective of the Commonwealth government is the national priority to improve the literacy and numeracy skills of all Australian children. The Commonwealth has pursued this agenda through working with States and Territories to establish nationally agreed standards (benchmarks) and requiring assessment of student performance against these standards with public reporting of results.

Education ministers have agreed that there will be full cohort assessment at years 3 and 5 and movement towards full cohort assessment for year 7, to ensure all students meet the literacy and numeracy standards. Education ministers have also agreed that assessment of student achievement against the benchmarks is through rigorous State-based assessment procedures, with results equated nationally.

Commonwealth funding in support of the National Literacy and Numeracy Plan

The Commonwealth continued its significant financial contribution to support the implementation of the National Literacy and Numeracy Plan. The 2001–02 Budget provided an additional \$36.9 million over 2001–03 for this purpose, including \$26.5 million for grants to education authorities and

\$10.4 million for strategic national research and initiatives in support of the National Literacy and Numeracy Plan.

The Commonwealth also introduced, from 2001, a simplified and streamlined targeted programs structure with the intention of providing education authorities with more flexibility to target those students with the greatest needs. The Commonwealth also announced its intention to strengthen accountability arrangements for its funding. This meant that 2001 was the first year of the 2001–04 quadrennium, for which the Commonwealth requires education authorities to report against literacy and numeracy benchmarks as a condition of funding. Authorities are also called on, as a condition of funding, to make a commitment to achieve any performance measures, including targets, incorporated in the legislation.

From 2001, the Literacy and Numeracy Grants to Schools Programme, Special Education School Support Programme and Special Education Per Capita Grants Programme have been combined into the Strategic Assistance for Improving Student Outcomes Programme. The Strategic Assistance for Improving Student Outcomes Programme provides for continued commitment to improving the literacy and numeracy skills of educationally disadvantaged students and education provision for students with disabilities. It streamlines administrative arrangements and minimises input controls and arbitrary distinctions between some of the Commonwealth's programs of targeted assistance.

Under the Strategic Assistance for Improving Student Outcomes Programme, education authorities have greater flexibility to allocate Commonwealth funding to schools to achieve improved learning outcomes for students, including the flexibility to make decisions about which schools have the greatest need for additional assistance and to determine appropriate funding amounts for those schools. With fewer input controls, schools have more flexibility to use funding innovatively to meet the needs of their students.

The Commonwealth will provide \$1.4 billion to government and non-government education authorities under the Strategic Assistance for Improving Student Outcomes Programme over the 2001–04 quadrennium. Of this amount, \$311 million was provided in 2001.

In addition to funding provided directly to education authorities under the Strategic Assistance for Improving Student Outcomes

Programme, the Commonwealth invested over \$9 million in 2001 under the Grants for National Literacy and Numeracy Strategies and Projects Programme. This program supports national strategic research projects and initiatives to support the National Literacy and Numeracy Plan.

Key Commonwealth initiatives

National Literacy and Numeracy Week

National Literacy and Numeracy Week was celebrated from 3 September to 9 September 2001.

National Literacy and Numeracy Week aims to raise community awareness of the importance of all students developing effective literacy and numeracy skills. Schools have increased their efforts to improve the literacy and numeracy standards of young Australians since the commencement of the National Literacy and Numeracy Plan in 1998. National Literacy and Numeracy Week showcases the significant work school communities are undertaking in this important foundation area.

The Commonwealth provided \$1 million nationally to support Literacy and Numeracy Week activities in 2001, which was matched in total by the States and Territories. The \$1 million funding supported a range of activities in primary schools, homes and communities, involving teachers, parents and businesses.

The Commonwealth also provided 74 cash prizes to schools through the National Literacy and Numeracy Week Awards; 14 Excellence awards, including three numeracy-specific awards, valued at \$10,000 each; and 60 Achievement awards of \$1,000 each.

The awards have a strong equity focus, recognising and rewarding innovative and effective practice where schools' teaching programs have significantly improved students' literacy and/or numeracy performance, given those students' starting points.

Strategic national literacy and numeracy research

The Commonwealth provides funding for strategic literacy- and numeracy-related research and initiatives. A summary of the key projects funded in 2001 follows.

Commonwealth Numeracy Research and Development Initiative

In 2000, the Commonwealth announced the Numeracy Research and Development Initiative, which seeks to identify practices to improve student numeracy outcomes, mainly at the primary school level. After consultation with stakeholders, the following numeracy priority areas were identified for research and development: early numeracy; effective teaching practice; equity; home, school and community partnerships; technology; professional development and national coordination and dissemination activities.

The Commonwealth has allocated \$7 million to fund the initiative, which supports the implementation of the National Literacy and Numeracy Plan. A wide range of projects at the national level and cross-sectoral projects in the States and Territories commenced under the initiative in 2001.

Literacy research projects

The aim of the Project to Investigate Literacy and Numeracy Development in the Middle Years of Schooling is to provide advice in relation to generating effective learning environments that will result in productive outcomes for all students at this critical stage of their schooling.

The aim of the Project to Investigate the Literacy Development of Boys is to examine current practices in teaching educationally disadvantaged or underachieving boys, trial a range of strategies that have proven to be effective in improving the literacy outcomes of boys, and make recommendations about effective ways to improve those boys' educational outcomes.

The aim of the Preparation of Teachers to Teach English Literacy and Numeracy in Primary and Secondary Schools is to examine current research focusing on effective practice in the pre-service preparation of teachers in Australia and overseas. Education systems, new teachers, principals and experienced teachers will also be surveyed to develop a national picture of how pre-service teacher education courses prepare teachers to teach literacy and numeracy in the classroom.

The aim of the Effective Teaching and Learning Practices Leading to Improved Literacy Outcomes in the Early Years of Schooling Project is to identify and document effective literacy teaching and learning strategies in the early years of schooling and how they lead to improved student literacy outcomes.

Video-based materials showing exemplary teaching practice in early years literacy instruction will also be produced.

Mathematics project

On 30 October 2001, the Quality Schooling Branch commissioned the Australian Council for Educational Research to conduct a study investigating factors affecting student learning outcomes in mathematics across the compulsory years of secondary schooling. The project will identify the key factors that contribute to effective teaching in mathematics. Funding of \$239,617 is being provided through the Quality Outcomes Programme. The Australian Council for Educational Research will report its findings in April 2003.

Addressing the National Literacy and Numeracy Plan

New South Wales

Government schools

In 2001, the New South Wales Department of Education and Training continued to implement the government's State Literacy and Numeracy Plan. The plan includes the continuation and expansion of the State Literacy Strategy, introduced in 1997, and introduces the new Numeracy Plan. The plan provides a comprehensive and coordinated structure to support teachers in working towards improved literacy and numeracy skills for all students. A wide range of literacy and numeracy programs and initiatives were implemented during the year, including the following programs:

- Literacy and Numeracy Follow-up
- Consistent Teacher Judgement in Action
- Focus on Literacy
- Linkages
- Priority Schools Funding Program
- Count Me In Too
- Counting On.

The New South Wales government provided a total of \$106 million for literacy and numeracy in government schools in 2000–01. This increased to \$117 million in 2001–02. These

funds were used to implement the State Literacy and Numeracy Plan, including the Reading Recovery program, which was expanded to cover more schools and to enable more teachers to be trained in Reading Recovery techniques. Statewide testing in years 3, 5, 7 and 8 provided students and parents with effective measures of students' achievements, knowledge and skills in literacy and numeracy.

Catholic schools

In 2001, Catholic schools in New South Wales maintained an ongoing commitment to quality literacy and numeracy teaching and learning. Literacy and numeracy plans developed by dioceses and congregational schools outlined strategic approaches to assessment, intervention and professional development. The following programs are representative of those implemented across the New South Wales Catholic sector:

- First Steps
- School-wide Early Literacy and Language Program
- Reading Recovery
- Starting with Assessment, Early Stage 1 and Stage 1
- Literacy Initiatives for Teachers (7–12)
- Secondary Literacy Initiatives Program
- Count Me In Too
- Numeracy For All.

Students participated in statewide literacy and numeracy testing to assess and report achievement against the agreed national benchmarks.

Independent schools

Assessment of students at risk of not achieving literacy outcomes took place in the majority of independent schools in 2001. Schools did this either prior to enrolment, within the first five weeks or as part of a regular testing program. The majority of schools implemented the following strategies to assist identified students:

- placement of students into small groups or provided individual assistance (most schools)
- identification of a special assistance teacher or program (half the schools)

- provision of support in the classroom using voluntary assistants (a minority of schools).

Professional development occurred in the majority of New South Wales' independent schools. Twenty-five per cent had a strong school-based component.

The effectiveness of numeracy programs was demonstrated by increased student confidence in numeracy. Several schools noted that the success of programs depended on good case management, whereby the type of intervention was tailored to student needs. Parental support also played an important part in success.

Professional development in numeracy occurred in a quarter of New South Wales' independent schools during 2001. Twelve different programs were accessed, including numeracy games and activities, extension strategies, lateral thinking and the Count Me In Too program.

Victoria

Policies and programs

In 2001, the Early Years Literacy Program Prep–4: Reading, Writing, Speaking and Listening continued in all Victorian government primary schools. The Early Years Literacy program is a comprehensive and strategic approach to improving literacy outcomes for all students in the first five years of schooling. It is based on the premise that, given sufficient time and support, all children can achieve success and that a whole-school approach to school improvement is the most effective way to achieve this.

The Early Years Literacy program was informed by the work of Victorian teachers and was based upon research undertaken by the Department of Education, Employment and Training (DEET) and the University of Melbourne, through the Early Literacy Research project. This three-year research project identified effective literacy teaching and learning strategies in the early years of schooling.

To assist schools in implementing the Early Years Literacy program, annual funding continued to be provided for early literacy coordination and one-to-one intervention at year 1. A number of resource kits and initiatives to support schools in implementing effective early years literacy programs were developed and published. Resources included advice for teachers, professional development modules, parent programs

and videos. The resources of the Early Years Literacy program have been developed in stages since 1997. In 2001, the *Early Years Teaching Writers in Years 3 and 4 Resource Kit* was developed and distributed to all primary schools.

Project officers in each region were responsible for supporting early years literacy within their region. This role included the facilitation of region-based initial and ongoing training for school-based coordinators and early years teachers. Activities included the facilitation of regional Early Years conferences, forums and seminars. Early Years Literacy Coordinators delivered initial training to their Early Years teams and delivered and facilitated ongoing professional development on-site and at a regional and statewide level. In 2001, 83 per cent of DEET trainers involved in regional training attended the six days of ongoing development.

Additional Early Years support materials for teachers and parents were made available. Publications for parents of children in the early years included *More Books for Kids – a Guide for Parents* and *Reading Recovery – a Guide for Parents*. The parent publications were made available in English and in 15 languages other than English.

The Early Years Numeracy program commenced in 2001 and was designed to support schools planning for and implementing a strategic and comprehensive approach to successful early numeracy achievement. The Early Years Numeracy program was modelled on the Early Years Literacy program.

The Early Years Numeracy program strategy included a multi-layered professional development program and initial training of trainer-trainers. The Early Years Numeracy program was supported by resource materials, including a Teacher Pack and a Parent Pack. The *Early Years Numeracy Teacher Pack* was distributed to all Victorian government schools during 2001. The *Early Years Numeracy Parent Pack* included a range of materials as well as a video to promote shared understandings about numeracy and highlight how parents can enhance their children's numeracy skills through activities at home.

The Early Years Numeracy program supported teachers of students in the early years by identifying what students know so their learning can best be supported. A daily one-hour numeracy block is conducted. During this hour, students participate in a range of specifically targeted learning experiences, working in different groupings deliberately created to maximise engaged teaching time. Ongoing professional development for all early

years teachers and the creation of professional learning teams have become an integral part of the way numeracy teaching is planned.

Research initiatives: Middle Years reform

In 2001, initiatives to support middle years reform (years 5–9) were developed. The initiatives were based on research work undertaken in 1999 and 2000 by schools, universities and DEET.

The Middle Years Research and Development (MYRAD) project, implemented in December 1999 to December 2001, was commissioned by DEET in conjunction with the University of Melbourne. The project involved 62 clusters, each consisting of one secondary school and three feeder primary schools. All schools involved in the project set targets and applied a whole-school approach to improvement of student learning outcomes.

Following the MYRAD project, the government provided funding to support the Middle Years Reform Program initiative in 2001. Through this initiative, funding was allocated to secondary schools to employ additional teachers to support programs that targeted improved levels of literacy, student engagement and attendance. Schools were required to develop Middle Years Reform Action Plans that included setting targets for student achievement.

Two research projects specifically targeting literacy were included in the Middle Years of Schooling strategy. The Middle Years Literacy research project, conducted by Deakin University, focused on literacy education in mainstream classroom practice in years 5–9. It was designed to identify effective strategies that lead to improved literacy outcomes for all students in the middle years, particularly those students experiencing difficulties. The *Middle Years Research Project Report* was published in April 2001.

During 2001, Quality Teacher program funding was allocated to develop and implement a statewide Middle Years Literacy Professional Development Program. This initiative provided opportunities for all middle years teachers to participate in a comprehensive and strategic professional development program that included establishing school-based professional learning teams, conducting regional and online professional development and screening television programs. The project provided opportunities for classroom teachers to take leadership

roles in middle years literacy through school-based coordination and regional literacy leader positions.

Sixty Middle Years Literacy Coordinators from government, Catholic and independent schools participated in a Statewide Action Research Group in March 2001. This research group contributed to the development of the Middle Years Literacy Professional Development program.

Three statewide initial Middle Years Literacy Leader Professional Development programs were conducted in October 2001 for 120 Literacy Leaders. Each region could then conduct programs throughout 2002, facilitated by the Trained Literacy Leaders.

Regional Middle Years Literacy Project Officers were employed in regions from 2001. Their major responsibility was to organise a range of regional professional development events throughout their regions for classroom teachers. These events included forums, conferences, seminars and online professional development. Approximately 5,000 primary, secondary, special setting and casual relief teachers attended these events.

The *Middle Years Numeracy Research Project Report* was published in May 2001. The report described the results and outcomes of the Middle Years Numeracy Research Project conducted by the Royal Melbourne Institute of Technology.

The Middle Years Numeracy Research Project focused on identifying strategies to improve the numeracy skills of middle years students. Advice was provided on the development of a coordinated and strategic plan for improving the teaching and learning of numeracy in years 5–9.

Approximately 70 Middle Years Numeracy Coordinators from government, Catholic and independent schools participated in a statewide Action Research Group in October 2001. Participants' comments and suggestions contributed to the development of the Middle Years Numeracy Professional Development course.

The literacy and numeracy research projects were undertaken within the three-phase major project entitled Successful Interventions: A Secondary Literacy and Numeracy Initiative, conducted by DEET in partnership with the Catholic Education Commission of Victoria and the Association for Independent Schools of Victoria. These two projects represented the third and final phase of the initiative.

Two publications for parents of middle years students were developed. They were *Books for Middle Years Kids – a Guide*

for Parents and Transition – the Journey Continues. Both publications provided advice to parents about ways to support middle years students.

Over 20,000 parents and members of the Victorian community attended a Let's Read Expo held during National Literacy and Numeracy Week in September 2001. This was a three-day event designed to promote the importance of literacy and numeracy in the wider community. A number of schools presented examples of classroom learning activities in early and middle years literacy and numeracy.

Queensland

Policies and programs

Literacy and numeracy are two of the cross-curriculum priorities framing the development and implementation of syllabuses and practice in all curriculum areas. Each new syllabus contains a statement on literacy and numeracy. The amount of time allocated to literacy and numeracy teaching is a school decision based on the particular needs of each school and student.

During 2001, Education Queensland continued to implement initiatives that supported the recommendations of *Literate Futures: Report of the Literacy Review for Queensland State Schools*. Implementation of Literate Futures initiatives represents a long-term commitment to dedicate resources and focus efforts on literacy across the government school system. Priority action areas are whole-school planning and community partnerships, student diversity, the teaching of reading and future literacies.

Literate Futures: Report of the Literacy Review for Queensland State Schools brings a forward-thinking focus to literacy. Literacy resources produced to implement Literate Futures' recommendations will encourage schools to maintain their commitment to 'traditional' standards of proficiency with reading and writing and begin to blend these with standards of proficiency with new technologies, literacies and ways of expression and interpretation.

As a result of the recommendations of *Literate Futures: Report of the Literacy Review for Queensland State Schools*, 20 Learning and Development Centres (Literacy) were established throughout Queensland with an initial commitment of support for three years. The aim of these Learning and Development Centres is to provide support in literacy for schools. Further

responses to the recommendations included the development of whole-school literacy planning guidelines and support materials, and the development of learning and development materials for evaluating and selecting resources. During 2001, two publications, *Evaluation Package for Spelling Resources* and *Criteria for Evaluating the Overall Suitability of Secondary Textbooks*, were provided to government schools to assist with resource selection.

The Literacy and Numeracy Action Research project continued into its third year. This project is designed to identify best practice in the development of literacy and numeracy in schools with a large proportion of students whose main language at home is not English and for Aboriginal and Torres Strait Islander students.

The Which Boys? Which Girls? Literacy and Students at Education Risk program involved coordination, professional development and support for a cluster of primary schools that documented the development of localised approaches to meeting the needs of boys and girls at educational risk.

Queensland schools continued the implementation of the year 2 Diagnostic Net across years 1–3. This process involves teachers mapping students across the first three years at school on developmental continua in reading, writing and number, moderating their judgements and reporting to parents at each of these year levels on student progress. Also in year 2, validation activities for identified students are carried out to assist in determining reliable reporting. Teachers and schools undertake intervention activities to assist students' progressive development in literacy and numeracy. Education Queensland, most of the archdiocesan offices of Queensland Catholic Education and some of the independent school systemic groups gather data on students identified for additional support within each of their systems.

Catholic education policies and programs

In the Catholic sector, activities were offered that focused on examining the diversity of language and literacy experience and the importance of recognising and building on this diversity. The aim of such programs was to consider the kinds of classroom contexts that support and build on a variety of literacy practices.

In 2001, Literacy and Numeracy plans were reviewed and rewritten to ensure that each school is able to create appropriate conditions of effectiveness so that every student can

achieve satisfactory outcomes in literacy. Programs given high priority included support for the crucial early years of schooling, Support-a-Reader, Support-a-Writer, Support-a-Mathematics-Learner and the Oral language project. Literacy coordination time was a priority to support collaborative planning and implementation of whole-school approaches to the teaching and learning of literacy and intervention strategies that relate to the classroom context.

Schools in the Catholic sector accessed Stepping Out courses, which included a focus on whole-school responsibility for literacy improvement; and the Middle Schooling Extended Professional Development program, developed by Deakin University. This program was available to primary and secondary schools and was supported by network activities focused on providing strategies, case studies and resources to engage young adolescents.

Independent education policies and programs

The Association of Independent Schools of Queensland offered an extensive program of professional development and in-service training to independent schools in 2001. Activities included training in:

- the Early Years Literacy program
- ESL in the Mainstream
- using the National Languages and Literacy Institute of Australia's ESL Bandscales
- Fostering English Language in Kimberley Schools – a code-switching program for Indigenous students for whom English is a second language

The Association of Independent Schools of Queensland Unicorn Project provided intensive support for the ten Unicorn schools in 2001 with two days residential training for Enrichment Intervention Coordinators, including a unit writing activity and a perusal day to review completed units. Large-scale professional development linked to this project included a variety of focuses, including differentiated programs.

Within the Catholic sector, activities were offered that focused on examining the diversity of language and literacy experience and the importance of recognising and building on this diversity. The aim of such programs was to consider the kinds of classroom contexts that support and build on a variety of literacy practices.

Assessment and reporting

All students in years 3, 5 and 7 participated in the 2001 Queensland Years 3, 5 and 7 tests in Aspects of Literacy and Numeracy conducted by the Queensland School Curriculum Council. Individual student reports are provided to parents and schools are provided with aggregated reports to inform planning.

Schools are able to supplement their own sources of data on student performance by accessing data through Education Queensland's Corporate Data Warehouse. This enables schools to analyse performance of students in their school over time and to make comparisons with State averages and the performance of like-school groupings. The data includes performance on the year 2 Diagnostic Net as well as the years 3, 5 and 7 tests.

In the Catholic sector, the data from the years 3, 5 and 7 externally administered tests were used to provide schools with whole-cohort information on literacy and numeracy achievement. These data were supplemented by data from mapping students' progress using various continua, portfolios of work, teacher observation and consultation records. While there is no standard reporting procedure beyond that provided by external testing programs, there is an expectation that reporting will occur. Schools were encouraged to seek innovative ways to involve and report to parents. Reporting in relation to desired outcomes rather than a numerical score is also encouraged.

Intervention

Primary school students with difficulties in literacy and numeracy benefited from programs that provided intervention and support. These included Reading Recovery programs and learning support teaching, school-initiated support and intervention based on the results of the year 2 Diagnostic Net and the year 5 test.

Reading Recovery was implemented in 437 State schools in 2001, and involved approximately 5,426 students, 573 Reading Recovery teachers, 22 Reading Recovery tutors, six Reading Recovery trainee tutors and one Reading Recovery State trainer.

To further improve the effectiveness of Reading Recovery programs for Indigenous students, a research project

commenced in 2001 to develop a series of reading texts that are culturally appropriate for Indigenous students who are supported by Reading Recovery programs. Professional development modules to support these texts were also developed. A total of 729 Aboriginal and Torres Strait Islander students undertook the Reading Recovery program in 2001, representing 14.1 per cent of all students in the program.

An appraisal process for primary and secondary school students experiencing learning difficulties and learning disabilities is being implemented over a number of years. The appraisal process will help to determine students' strengths in literacy and/or numeracy, determine barriers to learning, develop quality education programs that meet students' individual learning needs, and establish and maintain home-school relationships. Appraisal processes will be implemented in all State primary schools from 2002.

The resource package *Spelling: Improving Learning Outcomes* was introduced to schools. It comprises an interactive multimedia CD-ROM and a companion website that provides relevant and updated information. The CD-ROM supports teacher and administrator users and includes parent and facilitator workshops. This resource provides practical advice, proformas and structures to support essential elements of planning, implementation, monitoring and reporting. While devised for primary schooling, teachers in other sectors of schooling find this resource useful in devising appropriate programs for individuals and groups of students.

A CD-ROM package, *Space, Measurement, Chance and Data: Improving Learning Outcomes*, was provided to primary schools as a source of professional development for teachers and administrators to assist in improving outcomes in these areas of mathematics.

In 2001, ninety-seven independent schools participated in formal literacy audits in 2001 and their intervention programs were firmly based within the context of a whole-school literacy program. Other intervention projects operating in independent schools included:

- Support-a-Reader
- Support-a-Writer
- The Early Years Literacy Program
- school-based literacy and numeracy programs.

Professional development

In the government sector, 20 Learning Development Centres (Literacy) began operating in 2001. These function as centres for professional sharing and learning of excellence in literacy teaching and learning to improve student learning outcomes through the establishment and support of networks of schools both locally and online. The focus for 2001 was whole-school literacy planning, and community partnerships.

Professional development was funded for 857 Diagnostic Net key teachers across the State through district learning and development activities. Key teachers are responsible for developing and providing support to students requiring additional assistance.

During National Literacy and Numeracy Week, teachers participated in high-quality conferences held at a range of regional and metropolitan centres.

Ongoing professional development was provided for 388 trained Reading Recovery teachers and professional development commenced for an additional 185 Reading Recovery teachers-in-training, six trainee tutors and one State trainer.

Teachers at Work, an interactive multimedia CD-ROM and companion website was used in 2001 in secondary schools to increase secondary school teachers' understanding of the range of issues relating to supporting students with literacy and numeracy problems.

South Australia

In 2001, the South Australian Department of Education Training and Employment (DETE) implemented the National Literacy and Numeracy Plan through an approach described in its Literacy and Numeracy Strategy: In Focus 2000–2005. The strategy drew together and extends the existing range of programs and initiatives for children, young people and adults in a strategic and coordinated approach.

The four key elements of the strategy are:

1. *Working Together*: A focus on literacy and numeracy is the responsibility of all educators. Literacy and numeracy are clearly taught within all learning areas from birth to year 12 as well as in training packages and adult programs.

2. *Using Data:* All educators collect and analyse local assessment and achievement information. This information is then used in conjunction with state and national data to set goals for improvement, refocus teaching and learning, direct resources and report on learners' progress.
3. *Intervening for Success:* Educators support success for all, and adjust teaching and learning practices to provide prompt, effective and timely intervention as needs arise.
4. *Adapting and Changing:* Educators are flexible in responding to the continually changing literacy and numeracy demands of the modern world. The latest national and international research informs practice.

A number of programs and initiatives were implemented during 2001 to address the four key elements of the In Focus strategy.

South Australia Literacy and Numeracy Network

A key component of the strategy is the development of an online Literacy and Numeracy Network for information, advice, referrals, programs, professional development and the sharing of excellent practice. In 2001, the development of materials for the network was commenced in preparation for an online resource with:

- sections for parents, students and educators
- links and information, including local, national and international research
- networking by profiling programs and initiatives at sites across South Australia and hosting email discussion groups and online chat sessions
- ongoing development and growth to meet changing needs.

Research projects

In 2000, DETE funded the South Australian Primary Principals Association (SAPPA) to conduct a statewide literacy survey of all primary schools. The data gathered from the survey identified that schools wanted to access 'high performing/exemplary schools' to hear about their paths towards whole-school change and the factors that effect whole-school change. In response to this information, the department established two research projects, co-managed with SAPPA. These were the High Performance in Literacy and Numeracy in Disadvantaged Schools Project, the Profiling High Numeracy Achievement Project and the Literacy, Numeracy, ICT and Learning Project.

In the High Performance in Literacy and Numeracy in Disadvantaged Schools Project, eight Phase One Project schools delivered high quality professional development to support 32 other selected disadvantaged schools (Phase Two) in improving literacy and numeracy outcomes. Plans were made for the Phase One schools to work with a researcher team from the University of South Australia to identify and document effective school and classroom practices in literacy and/or numeracy.

For the Profiling High Numeracy Achievement Project, as a component of Commonwealth Department of Education, Science and Training funded research, preparations were made in collaboration with the research team from Flinders University to establish a research process to document a profile of schools' structures, culture and classroom pedagogies that lead to improved numeracy outcomes.

The key question for the Literacy, Numeracy, ICT and Learning Project was: 'What literacy and numeracy pedagogies, at whole-school and individual classroom levels, work towards improved achievement of the South Australian Curriculum Standards and Accountability Framework (SACSA) outcomes for learners in project sites?' The ten sites involved attended professional learning opportunities and then developed their own more specific research questions that explored the interface between literacy, numeracy, ICT and learning with particular focus on one or more of the project's focus areas, for example, learning with learners in low socioeconomic status communities, student initiated curriculum, Indigenous learning and e-learning.

National Literacy and Numeracy Week

In collaboration with the Catholic and independent sectors, approximately 300 sites participated in a range of activities which included:

- events to raise awareness of the importance for all students from the early years through to secondary school, to develop effective literacy and numeracy skills. The events included regional showcases, local promotions projects and open classrooms
- celebrating the work that preschools and schools do in raising the literacy and numeracy levels of their students
- sharing and promoting this work within the wider community.

In South Australia, the National Literacy and Numeracy Week Expo was held as a key event of National Literacy and

Numeracy Week. The expo was a two-day program that featured educators sharing successful classroom and school literacy and numeracy practices.

Professional development for literacy and numeracy in the context of the SACSA Framework

Professional development sessions were developed and implemented across the State, enabling all educators to work with the new SACSA Framework and specifically addressing the cross-curriculum perspectives of literacy, numeracy and ICT.

Statewide testing

Literacy and numeracy testing at year 7 level was introduced in addition to testing at year 3 and 5 levels. This provided baseline data for year 7 students, enabling their progress to be measured throughout the primary years of schooling.

School Entry Assessment

From the beginning of 2001, all schools in South Australia were required to use School Entry Assessment (SEA) as the process to collect baseline data about children's literacy and numeracy learning as they entered school. To support sites, ongoing professional development was provided and strategies developed to identify those schools that had developed quality practices relating to the use of SEA. The SEA CD-ROM was made available to schools and support for the electronic collection and analysis of data was provided. Work began on the review of SEA in order to more closely align it with the new SACSA Framework.

Western Australia

The provision of high-quality literacy and numeracy education is a continuing priority for the Department of Education.

Student achievement in literacy and numeracy has been monitored regularly since the early 1990s through systemic sampling of student performance at years 3, 7 and 10 through the Monitoring Standards in Education program and, more recently, through the Western Australian Literacy and Numeracy Assessment (WALNA) program, which conducts annual population testing in relation to national literacy and numeracy benchmarks for years 3, 5 and 7. The results indicate that students in government schools perform well, with many students demonstrating consistently high standards.

Early identification and support for children experiencing difficulty with literacy or numeracy is the focus for two further initiatives: Literacy and Numeracy Net and Getting it Right.

Literacy Net and Numeracy Net assessment tools help teachers to identify students who are not 'on track' to achieve benchmark levels and to identify the nature of their difficulties, so that effective intervention can be provided.

Getting it Right, a \$26 million State government initiative, places specialist literacy and numeracy expertise in schools with identified needs. Specialist teachers work alongside classroom colleagues over an extended period to ensure that students get the help they need and that teachers receive support to become more effective, confident and outcomes-focused in the planning and delivery of learning programs.

The Getting it Right strategy was launched in 2001 with recruitment and training of 47 literacy and 45 numeracy specialist teachers representing an additional 50 Full-time equivalent (FTE), allocated according to need in primary schools across the State. In coming years, more specialist teacher FTE will be added to the strategy, reaching a total of 200 FTE by 2005.

First Steps English

To build upon and consolidate professional gains made in the 1990s through the internationally acclaimed First Steps Language professional resource, the Department has arranged for Edith Cowan University Resources for Learning to revise and update the resource to align it with the Curriculum Framework outcomes and incorporate recent research about literacy teaching and learning. It is anticipated that the revised First Steps English will be available for distribution in 2003.

First Steps Mathematics

Schools have always planned and taught mathematics programs that encompass number, measurement, space, and chance and data, but many teachers are not familiar with recent research on how students learn mathematics. First Steps Mathematics focuses on developing teachers' understanding of how best to teach mathematics and how to determine students' understanding of what has been taught. It is anticipated that resource materials and a professional development program will be available from 2003.

Commonwealth-funded programs

The Commonwealth Literacy and Numeracy Programme (CLNP) is implemented in schools serving communities with the largest proportion of students 'at risk' of not achieving successful outcomes in literacy and numeracy. The aim is to measurably improve these outcomes and to support the National Literacy and Numeracy Plan. CLNP funds are used to assist schools to develop programs that help students to achieve the English and Mathematics outcomes described in the Outcomes and Standards Framework.

Funds for 2001 were allocated to 356 schools under a formula based on their index of socioeconomic disadvantage (Ross H) and P–10 enrolments, with a weighting of 1.5 applied to the early years.

Schools that receive CLNP funding are accountable to district directors for the improvements in literacy and numeracy performance they achieve as a result.

Commonwealth funds are also allocated to support system-wide initiatives, particularly those targeting Indigenous students, English as a Second Language (ESL) students, students with learning difficulties and low socioeconomic status students.

ESL general support

Visiting or cell-based teachers, mostly in the metropolitan area, support Stage 2 ESL learners. Services are also provided in remote locations to Indigenous students whose first language is not English.

Reading Recovery pilot

A joint venture of the Department of Education, Catholic Education Office and Association of Independent Schools, Reading Recovery is a short-term withdrawal program targeting students who need help with the development of literacy skills. The pilot program operated during 2001–02 and will be subjected to cost-benefit analysis to determine its relative efficiency compared with other intervention models, strategies and programs.

Numeracy Across the Curriculum Project

The numeracy requirements of schooling extend beyond mathematics. In 2001, a Commonwealth-funded two-year research study involving all school sectors commenced under the management of Murdoch University. The study is examining

the numeracy demands of the primary curriculum. The department has produced the final draft of a series of brochures that show examples of numeracy in all phases of schooling. These brochures are intended to help teachers identify and plan for meeting the numeracy demands of their learning programs.

Tasmania

The Tasmanian Literacy and Numeracy Plan 2000–02 responds to the agreed national goal that students 'should have attained the skills of numeracy and of English literacy; such that every student should be numerate and be able to read, write, spell and communicate at an appropriate level.'

During 2001, a range of literacy and numeracy initiatives (programs, projects, research undertakings and program trials) were undertaken through the Tasmanian Literacy and Numeracy Plan 2000–02. Many of the initiatives focused on students who were not achieving literacy and numeracy benchmarks.

Early assessment

The early assessment process, Performance Indicators in Primary Schools (PIPS) was trialed in 2001 in selected schools. The Minister for Education, The Hon. Paula Wriedt, endorsed the program and implementation in all Tasmanian State schools is planned from 2002. PIPS provides an assessment of early reading, mathematics and phonological awareness to identify students who need extra support and intervention.

Early intervention

As part of the Flying Start program, extra teachers were allocated to all primary schools to support literacy teaching and learning from Kindergarten to year 2. District Literacy Officers, coordinating professional literacy learning across schools, supported these teachers. District Literacy Centres were also established. These schools were recognised as centres of good practice, providing a range of models for literacy teaching and learning.

The Reading Recovery program was introduced in some schools in 2001.

The Grants to Schools program provided additional resourcing to schools to support students at risk of not achieving literacy and numeracy benchmarks. This funding was calculated on an educational needs basis.

Development of benchmarks

The Office for Educational Review conducted statewide testing and reported on literacy and numeracy testing in years 3, 5, 7 and 9.

Professional development

Initiatives Based In Schools grants support schools and school communities to undertake research or trial a new literacy or numeracy program. The grants are offered to ensure that knowledge of excellent teaching and learning practices based in local schools can be shared and developed, as well as contributing to planning at a statewide level.

The numeracy initiative Count Me In Too was trialed in key schools. The program is designed to improve the outcomes for students in basic numeric understanding through the professional development of teachers. The program fosters an increased teacher awareness of how students learn about numeracy and supports teachers to match teaching strategies to identified students' needs. Numeracy Officers appointed to each educational district support this program.

The Developing Computation project was undertaken in selected primary schools to draft a student profile, for use by teachers, which sequences the conceptual points students move through when developing mental computation.

The Thinking and Working Mathematically Project began in 2001 through an Initiatives Based In Schools grant as a long-term collaborative initiative over five years. It involves the development of a range of exemplars for numeracy teaching and learning K–12, with a focus on developing exemplars and rich assessment tasks.

The Improving Numeracy for Indigenous Students in Secondary Schools program increases participants' understanding of Indigenous issues and culture while providing teachers with strategies to promote higher order thinking.

Northern Territory

In the Northern Territory, a comprehensive Literacy and Numeracy program was consolidated in 2001, and funded as a complete entity incorporating the First Steps project and Numeracy in Schools project.

Considerable progress was made in the Northern Territory towards raising awareness of literacy and numeracy issues. Much of this occurred in the context of the development of the Northern Territory Curriculum Framework, which was piloted and reviewed during 2001. The framework has an explicit focus on the critical lifelong aspects of learning including literacy and numeracy development, with a major focus on improvement in Indigenous and ESL student outcomes.

Developments under the NT Literacy and Numeracy Plan during 2001 included the following:

- The First Steps project operated in 23 Northern Territory schools and contributed case studies to a published report. Fifty-six Northern Territory schools participated in the Numeracy in Schools project, targeting students at risk of not reaching the national benchmarks. During 2001, these two projects were consolidated to form the Literacy and Numeracy program.
- Increased numbers of students were assessed against the national benchmarks in years 3 and 5. For the first time, in 2001 student Multilevel Assessment Program (MAP) results were reported to parents. Individual reports showing a student's achievement, the national benchmark and the average Northern Territory results were sent to schools for distribution to parents with end-of-year reports.
- The transformation of Literacy Support Teams in schools to more broadly based Learning Support Teams was fostered in schools and clusters. Literacy and Numeracy curriculum officers worked in collaboration with officers from the ESL team and Student Services to raise the profile of literacy and numeracy and to maximise outcomes for the 39 per cent of the student cohort for whom English is a second language.
- The Scaffolding Literacy project commenced with two pilot schools in Alice Springs receiving professional development and support to implement the methodology in 2001. The project targets Indigenous students and is aimed at improving literacy outcomes and parity of achievement.
- A tri-sector proposal from the Northern Territory Department of Employment, Education and Training, Catholic Education and independent schools for Commonwealth funding for a Numeracy Research and Development project targeting Indigenous ESL students in the middle years was developed and accepted in 2002.

- An Entry to School Assessment Tool was developed and trialing began in Term 4.
- A Middle Years of Schooling focus investigating Literacy and Numeracy development was established through networks that linked secondary schools to their primary feeder schools. This was initiated as part of the 2000 Middle Years Forum.

Australian Capital Territory

Policies and programs

The ACT has continued its development of assessment programs to enhance student achievement in literacy and numeracy, in line with the National Literacy and Numeracy Plan. A continued emphasis on improving teaching practices in literacy and numeracy has seen the introduction of additional programs to support professional learning in these areas.

Assessment and reporting

The year 2001 was the first year that all three sectors – government, Catholic and independent – were included in the literacy and numeracy results for the ACT. The results for 1999 and 2000 were for government schools only.

ACT Assessment Program

The ACT government's offer to cover the cost of all schools undertaking the ACT Assessment Program (ACTAP) resulted in Catholic primary schools and some Catholic secondary schools (approximately 60 per cent) joining the program for years 3, 5 and 7 assessments. Independent schools continued to use either the Australian Council for Educational Research's Literacy and Numeracy National Assessment or WALNA tests.

A new contractor, the Educational Testing Centre, University of NSW, developed ACTAP 2001, based on a collaborative model involving office-based and classroom teachers in the test development phase. As a result of this collaborative model, test instruments better met the needs of the ACT and its schools, and the links between the curriculum and ACTAP were more evident.

In 2001, a new theme for ACTAP – Australia Then and Now – was chosen in consultation with schools. Schools were encouraged to integrate the theme into their programs so that the literacy and numeracy testing became an integral part of the school program.

Parallel processing of data was implemented as part of the quality assurance process. This allowed for data issues to be identified and solved before school and individual reports were finalised.

ACTAP reports included an individual student report, which showed a student's results against the English and mathematics profiles, the achievement band for the middle 60 per cent of students and, where applicable, the national benchmarks. Schools received comprehensive reports on student performance at their schools, which they used to identify areas of success and to plan appropriate programs and strategies to address areas for improvement.

The *ACTAP Performance 2001* brochure, showing the literacy and numeracy results against the profiles and benchmarks from 1999 to 2001, was distributed to all ACT households. A detailed *ACTAP Statistical Report 2001* was also published, in print and online, distributed to all schools and other key stakeholders and provided, on request, to interested members of the community.

The 2001 literacy and numeracy results showed that in years 3 and 5 there was an increase in the proportion of students above the benchmark in both numeracy and writing. The proportion above the benchmark in reading was maintained.

There was no significant difference between the proportion of male and female students above the benchmark in numeracy; however, there were significant differences in reading and writing. There continued to be a significant gap in the performance of Indigenous students compared with non-Indigenous students. While care must be taken in interpreting the data due to the relatively small number of Indigenous students in ACT schools, improving Indigenous students' literacy and numeracy skills is an area of ongoing focus for the ACT.

Early Years assessment

The Early Years Assessment program, based on the UK Performance Indicators in Primary Schools (PIPS) was introduced in 2001 after trialing in 2000. All ACT government primary schools participated in beginning-of-year and end-of-year assessment of Kindergarten students using PIPS, a computer-based program that assesses a student's early reading, mathematical and phonological awareness. The overall results showed that in general, students' literacy and numeracy skills at the commencement of Kindergarten were much better developed than was previously assumed.

Teachers used the beginning-of-year assessments to develop programs to meet the needs of students during their first year of school. Comparison of the data from the two assessments showed the progress of each student during the Kindergarten year. Teachers used the end-of-year results to identify students in need of extra support, to assess the effectiveness of their Kindergarten programs and to plan learning programs for year 1 students. PIPS results were also used to determine additional learning assistance staffing points for schools, as well as for Territory and Commonwealth reporting.

Intervention and professional development

Numeracy

During 2001, the ACT Department of Education and Community Services (DECS) was involved in two major initiatives in the area of numeracy: the early number program Count Me In Too and the Assessing Numeracy in Primary Schools research project. The department provided professional development and in-school support to ACT primary schools to implement the Count Me In Too program. This included a series of workshops for over 500 participants from 37 schools. Additional support at the school level was customised to meet the individual needs of teachers. The initiative provided a strong foundation for schools to reflect on current mathematics pedagogy and plan for change.

The Commonwealth-funded research project Assessing Numeracy in Primary Schools involved action research by teachers from ten primary schools across the government, Catholic and independent jurisdictions. The first year of the project provided participants with rich input on effective teaching and assessment practices to trial in their classrooms. Participating schools worked towards developing a whole-school approach to improving student numeracy outcomes through linking assessment with teaching and learning.

A number of numeracy programs were implemented in Catholic schools in 2001. The Rich Assessment Tasks professional development program was aimed at assisting teachers in the design of rich assessment tasks in mathematics based on the work of Associate Professor Peter Sullivan of La Trobe University. During the course, teachers were engaged in a high level of professional dialogue with their colleagues through the design and trialing of student activities, and examining issues concerning standards and targets like scoring, recording, interpreting and intervention. The Early Literacy and Numeracy Project focused on the implementation of the Count Me In Too

professional development program, training teachers to become Count Me In Too tutors.

Literacy

Following a successful trial in 2000, ACT DECS implemented the Early Literacy Officer program. Three Early Literacy Officers worked in 16 primary schools to improve literacy outcomes for students in Kindergarten to year 3. They guided and supported teachers in reflecting on their current practices and implementing new and effective strategies. The key factor in the success of the Early Literacy Officer program is the establishment of professional learning teams in each school. Schools apply to participate in the program and are selected on the basis of need as identified through the Early Years (Kindergarten) and year 3 ACTAP assessment data.

The ACT also maintained its focus on First Steps. Workshops in reading, writing, spelling and oral language were offered for new teachers to ensure that all ACT teachers had accessed this professional development. Schools continued to develop reporting programs that were focused on the indicators from the Developmental Continuum. The implementation of First Steps has strengthened the link between teaching and assessment.

The ACT maintained ESL programs in schools, supporting 1,720 students from Kindergarten to year 12. The four Intensive English Centres catered for the needs of 2,015 students who were new arrivals with minimal English. This was 105 more than in 2000. In addition, LBOTE students were supported through two professional development programs. These were the Language through Understanding Across the Curriculum (LUAC) program and the Early Literacy and the ESL Learner course, which was run in Term 3 for 18 primary teacher participants. Mainstream ESL teachers are provided with a half-day professional development program each term.

Learning Assistance programs continued to operate in all primary and high schools to support students at risk. Professional development was offered to all Learning Assistance teachers to assist them in identifying and catering for the diverse needs of these students. Students in the lowest performing 20 per cent are identified for Learning Assistance support through system assessment programs and school-based assessment. Teachers develop a program of support for students in collaboration with mainstream teachers. The Learning Assistance program includes the Reading Recovery program for students in their second year of schooling.

In 2001, there was an increase in the number of teachers training in Reading Recovery. An additional seven primary schools offered the Reading Recovery program in 2001 and the program serviced 280 students, 40 more than the previous year. Indigenous students represented 3 per cent and ESL students 9 per cent of the total students accessing the program in 2001.

The department continued its support for the Parents as Tutors program conducted by the Schools and Community Centre at the University of Canberra. This program, based on the Scaffolding Literacy strategy, involves intensive work with students, as well as assistance to parents to support their children at home. Each year the program supports about 100 students who are referred by schools after their involvement with other intervention programs.

The Language for Understanding in the New Millennium program, focusing on high schools, commenced in 2001, adopting a 'train the trainer' model. The LUAC Team trained two tutors per high school to deliver a series of in-school workshops and provided support for the implementation of LUAC strategies in each school. The program was designed to reach teachers across a broad range of key learning areas. In 2001, six high schools participated in the New Millennium LUAC program. By the end of 2003, all ACT high schools will have participated in the program.

ACT Catholic schools were also engaged in a number of professional development programs in Literacy during 2001. These included the Secondary Literacy Initiatives Program, which provided professional development for secondary teachers in teaching literacy across the curriculum. A professional development program to address the needs of students with significant language disorder was implemented. The First Steps professional development program continued. This was school-based, focusing on the area of need – reading, writing, spelling or oral language – identified through earlier work with schools.

Indigenous Literacy and Numeracy Consultant

An Indigenous Literacy and Numeracy Consultant has been employed to provide support for government schools and teachers to improve the literacy and numeracy skills of Indigenous students. The consultant assists teachers in implementing effective and inclusive classroom practices, accessing Indigenous resources and developing Individual Learning Plans for Indigenous students.

Networks

The DECS Literacy and Numeracy Team supported teachers' professional development through a number of networks. The Kindergarten Teachers Network was expanded to include preschool teachers and this partnership assisted in establishing transition programs. The Kindergarten and Preschool Teachers Network focused on developing shared understandings of literacy and numeracy development. Topics included good assessment practices, computers in classrooms, and health and development.

The Learning Assistance Teachers Network provided three hours of professional development for Learning Assistance teachers each term. The network provided an opportunity for the specialist teachers to access professional development that would inform their practice. Topics included Scaffolding Literacy, numeracy strategies for students with learning difficulties, and addressing the learning needs of Indigenous students.

The Numeracy Network continued to be well attended and a Count Me In Too Network was established to meet the ongoing professional development needs of primary teachers implementing the program.

The Indigenous Literacy and Numeracy Consultant established a Teachers of Indigenous Students Network to promote sharing of practice among teachers and raise awareness of the particular needs of Indigenous students.

Chapter 7

Vocational education and training in schools

Defining the concepts

In 2001, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) endorsed the New Framework for Vocational Education in Schools and authorised the widespread distribution of two documents, one on the policy directions underpinning the Framework, and the second to provide an implementation strategy. Both documents are available on the MCEETYA website. The policy directions booklet outlines the vision for vocational education agreed to by ministers at MCEETYA in March 2000:

Vocational education in schools assists all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways. It engages students in work-related learning built on strategic partnerships between schools, business, industry and the wider community.

The Framework has been developed around the following six interrelated elements:

- *Vocational education and training*
Appropriately accredited industry-specific training based on qualifications within the Australian Qualifications Framework (AQF) and competencies endorsed within the National Training Framework.
- *Enterprise and vocational learning*
Enterprise and vocational learning perspectives incorporated into general learning that is appropriate for all years of schooling.
- *Student support services*
Services that guide and support young people in their transition from compulsory schooling to post-compulsory schooling options and post-school destinations, especially the inclusion of explicit career education programs in school curriculum. Services will allow for local discretion over delivery and relate to participation and attainment in education, training and work.
- *Community and business partnerships*
Mechanisms that foster close cooperation between all levels of government, business and community organisations, education and labour market authorities.
- *Effective institutional and funding arrangements*
Policy coherence and effective program implementation

through institutional arrangements for the organised and continuous involvement of all relevant players at the national, State or Territory and local levels.

- *Monitoring and evaluation*
Data collection to provide information that will enable the effectiveness of current and future arrangements to be measured.

Vocational education encompasses a range of programs that connect young people with the world of work. The Framework embraces vocational learning, enterprise education and vocational education and training (VET) as important components of lifelong learning, and supports young people's transitions through and from school to employment and further education and training.

The VET in Schools Taskforce defined vocational learning as 'general learning that addresses the broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments.' It includes elements such as general employment skills, career education and community and work-based learning. Vocational learning is appropriate for all years of schooling and, when integrated into the school curriculum, provides students with the skills, experiences and attributes that they will need to adapt to the changes that are going to be a constant feature of their lives.

Vocational learning encourages students to further develop their:

- understanding of the dynamic nature of work, its cultures and environments
- understanding of changing economic and social environments, including patterns of employment and factors that influence the labour market
- understanding of the range of school and post-school options
- self-awareness and ability to make and implement decisions on educational and career pathways
- generic employability skills and competencies
- acquisition of enterprise skills and enterprising behaviour, including the ability to recognise, create and utilise opportunities, products and services in business, community and other contexts
- capacity to manage transitions throughout post-school life.

The definition of enterprise education proposed by the VET in Schools Taskforce is:

learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.

Enterprise education has significant potential to contribute to students' general education, vocational learning and preparation for the world of work. It creates a bridge between academic and applied learning and gives young people a means of acquiring and exercising skills such as initiative, problem-solving, creativity, adaptability and flexibility, which they will need in all aspects of their lives.

VET in Schools (VETIS) has a more specific definition. It refers to programs that are undertaken by school students as part of the senior secondary certification which provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework (AQF). The training that students receive reflects specific industry competency standards and is delivered by Registered Training Organisations (RTOs) or by the school in partnership with an RTO. Some schools are recognised as RTOs in their own right. The number of schools with this registration status varies greatly between States and Territories and is a reflection of different policy directions.

VETIS programs increasingly provide opportunities for students to participate in structured workplace learning or on-the-job training. These opportunities are often provided by local businesses. Students learn practical workplace skills that industry and employers have identified as important for a specific job or career. The skills students learn are subject to formal assessment by an RTO against the standards outlined in the Australian Quality Training Framework (AQTF). Activities such as general work experience do not qualify as VET in Schools programs.

VET in Schools programs allow students to combine vocational studies with their general education curriculum as they continue to work towards their senior secondary school certificate. In this way, students can keep their options open to pursue further full-time or part-time vocational training or to move into tertiary studies. Considerable work has been undertaken to progress greater recognition of VET in Schools qualifications for tertiary entrance purposes. There is increasing acceptance of the qualifications by the employment market as schools extend their use of training

packages, and delivery and assessment arrangements are further adjusted to meet the new standards outlined under the AQTF, which will be fully implemented from July 2002.

The Vocational Education and Training element of the Framework includes the relatively new pathway of School-based New Apprenticeships, which was first introduced in 1998. Under nationally agreed arrangements for School-based New Apprenticeships, secondary school students are required to:

- be enrolled as full-time students
- undertake the program as part of their broader study towards the senior secondary school certificate
- enter a formal training agreement with an employer
- attend school for part of the time, be employed and attend work for part of the time and attend a place of training for the off-the-job component
- be paid a pro-rata wage for the on-the-job component of the New Apprenticeship.

VET in Schools programs, including School-based New Apprenticeships, are therefore designed to expand opportunities for senior secondary students, to link schools to industry and training providers, to help meet the needs of industry and to prepare young people for the workplace of the future.

An overview of trends

The provision of VET programs for secondary students has grown dramatically over the past five years. This trend continued in 2001 with increases in enrolments in all school sectors. Over 40 per cent of senior secondary students undertook at least one VET course as part of their senior secondary certificate. Participation rates vary across sectors and jurisdictions as does the depth of study (indicated by hours).

In each jurisdiction there has been greater recognition of the role of industry and the need to more closely link the delivery of VET programs to key industry areas, and align them to State priorities, emerging occupations and skill shortages.

Arrangements for VET assessments to contribute directly to tertiary entrance scores continue to be developed to ensure genuine pathways for young people. In Victoria, scored assessment is available in ten VET programs. More scored programs are to follow.

There are continuing efforts to implement strategies designed to promote the effectiveness and efficiency of VET in Schools

delivery. As the integration of VET into schools will depend on the ability of schools to re-shape their approach to planning, leadership, resourcing and curriculum management, critical factors are being identified which address organisational and cultural change. One such factor is the resourcing of VET in Schools programs. Jurisdictions have reported that the unit cost of VET in Schools implementation to AQTF standards exceeds the cost of general education delivery to senior school students and that national funding provided for improving the outcomes of VET in Schools programs meets only part of these additional costs. A study, under the supervision of the Transition from Schools Taskforce, is currently underway to investigate the cost of VET in Schools. The Australian National Training Authority's national funding for VET in Schools is conditional on the development of a funding framework that promotes the integration of VET into schools and system budgets and operations and the transfer of resources to VET from other activities.

Enterprise and vocational learning is increasingly being represented across the bands of schooling within curriculum frameworks and school programs. Work is continuing on how enterprise and vocational learning can be embedded within curriculum programs and assessment practices and can contribute to the development of lifelong learning skills.

There are increasing efforts directed towards providing individualised support for young people during the transitions through post-compulsory education and training. There has been general recognition that transition options for young people are varied and often complex. Through the Ministerial Subcommittee on Young People's Transitions, ministers across jurisdictions are committed to improving opportunities and outcomes for all young people including those who are disconnected or at risk of becoming disconnected from society.

Issues for the future

- Ensuring quality assurance processes for structured workplace learning arrangements.
- Increasing demand for quality structured workplace learning placements, and increasing insurance premiums.
- Addressing a range of flow-on issues to the school sector through the introduction of the AQTF, including RTO compliance requirements.
- Increasing the levels of student programs so that higher levels of completion of AQF qualifications result.

- Expanding secondary students' access to VET opportunities through greater use of information and communication technologies.
- Developing curriculum and teacher support materials, especially in enterprise and vocational learning.
- Up-skilling and retraining teachers in VET and in enterprise and vocational learning.
- Identifying, assessing and reporting on enterprise and vocational learning.
- Clarifying the connections between enterprise and vocational learning and general employability skills and successful transitions.
- Reporting and credentialling requirements.
- Evaluating outcomes.
- Supporting the increase in the number of students participating in School-based New Apprenticeships.

Reporting against the Framework

In implementing the Vocational Education and Training in Schools Framework, all jurisdictions have either built on existing initiatives or have proposed or put in place new programs and processes to implement the Framework's six elements. In the independent schools sector, VET courses were available in the majority of secondary schools for years 11 and 12. Very few schools provided these courses for all secondary classes.

Courses in hospitality and information and communication technologies were prominent but most schools were able to offer a range of subjects although school size had a strong impact on the number available.

Vocational education and training

Different emphases and approaches for VET in Schools arrangements across States and Territories have resulted in varied growth patterns. Some States and Territories have adopted flexible approaches to student enrolment that have resulted in large numbers of students participating. Approaches in other States and Territories have ensured that students are undertaking VET programs of greater depth and consequently

student numbers are not as high. The uptake of School-based New Apprenticeships has also varied across jurisdictions, with Queensland accounting for more than 60 per cent of all commencements in 2001. Irrespective of the approach and emphasis there has been consistent growth in VET in Schools.

- In 2001, a total of 169,809 students were enrolled in VET in Schools programs (compared with approximately 60,000 in 1996). This represents 41 per cent of all students enrolled in year 11 and/or 12 programs.
- 95 per cent of all schools offering senior secondary programs offer VET in Schools programs.
- The most popular industry areas were Tourism and Hospitality, Computing, Business and Clerical, and General Education and Training. Together they accounted for more than 60 per cent of all enrolments.
- Nearly 35 million hours of training were delivered (total annual student contact hours) representing an average of 205 hours per student across Australia. This average varies across States and Territories, ranging from 106 to 381 hours per student.
- 101,208 students spent a total of 7,113,742 hours in workplace learning, an average of 70 hours per student.
- In December 2001, States and Territories reported that 5,755 School-based New Apprenticeships commenced during 2001. More than 75 per cent of these apprentice-ships were in the areas of Sales and Personal Services, Tourism and Hospitality, Business and Clerical, and Primary Industry.

This large growth has been accompanied by an increased integration of VET within senior secondary schooling, and improved recognition of VET courses for access to university entrance. In several jurisdictions there is now a range of specific VET in Schools courses (based on training packages) approved by Boards of Studies, which contribute to tertiary entrance ranks.

All jurisdictions place importance on up-skilling and retraining programs for those directly involved in delivering training or assessment.

A range of structures are used by jurisdictions to manage the complexities of engaging and sustaining employer involvement and for coordinating work placements, for example Local Learning and Employment Networks (LLENs) in Victoria and Regional Networks in South Australia. In New South Wales the Board of Vocational Education and Training Work Placement

Coordination Project provides support to local community networks through well-established partnerships with schools, TAFE, industry and community groups.

Partnerships with TAFE institutes also operate, particularly in New South Wales, where TAFE delivery accounts for 30 per cent of VET in Schools provision. Partnerships with other tertiary institutions, for example the Canberra Institute of Technology in the ACT, and other school–industry links programs and school clustering arrangements are also in place.

Enterprise and vocational learning

There is variation across sectors and systems in the degree to which enterprise and vocational learning is identified and interpreted within the curriculum and in respect of its intended outcomes. There is increasing interest and activity across the jurisdictions and sectors to include some of the generic skills being targeted for post-compulsory education and training within compulsory education.

In Victoria, work by the Victorian Curriculum and Assessment Authority on recording and reporting on key competencies, and their inclusion in the curriculum, is fostering employability skills for secondary students. This work includes recognising a broader range of learning outcomes in the pre-compulsory years.

In the Northern Territory, South Australia and New South Wales, enterprise and vocational learning outcomes have also been explicitly included in new or revised curriculum frameworks. In the ACT, schools develop their own curriculum documents and enterprise education is integrated into these documents.

In New South Wales a major initiative has been the introduction of a School to Work planning log book focusing on employment-related skills. It allows students to document their employment-related skills in a range of school and community contexts.

Similarly, in South Australia, all year 10 students are provided with a Transition Portfolio for the same purpose. In Queensland, three accredited work education certificates designed to raise students' work readiness and general employability skills are proving popular. General work experience also remains a common and popular learning opportunity for many students across all jurisdictions.

Many schools across all systems and authorities are engaged in a wide range of formal and in-school programs that develop and foster the enterprise skills of students. These programs

include E-Team, Australian Business Week, Young Achievement Australia, Young Film Makers, Plan Your Own Enterprise, community service placements, Mission Outreach, peer support leaders programs, student exhibition programs, The Real Game series, student mini enterprises, and business-sponsored programs (such as BP Education Grants).

Student support services

The Framework calls for services that guide and support young people in their transition from compulsory schooling to post-compulsory schooling options and post-school destinations. This includes explicit career education programs in school curriculum. The operation of these services should allow for local discretion over delivery and relate to participation and attainment in education, training and work.

There is a diversity of approaches to implementing this element. For example, Western Australia is undertaking a student destination and tracking pilot project, the results of which will better inform policy and the development of resources for supporting student career development. Other jurisdictions are also active in this area. In Tasmania, work has commenced on a longitudinal tracking project to follow the progress of the State's entire year 10 cohort for the ensuing three years. In South Australia and New South Wales, developmental work has commenced on a statewide student destination tracking and monitoring system. In Victoria, longitudinal studies of post-school destinations have been undertaken since 1996.

Students in most schools undertake a range of career education programs and activities in the compulsory and post-compulsory years of schooling. The type of programs and activities that are implemented are generally determined at the school level based on the perceived needs of the student population. In most jurisdictions these activities tend to be clustered prior to the two major transition points – in year 10 in preparation for senior subject/course selection and in year 12 in preparation for the transition from school to further education, training or employment. Programs and activities include stand-alone or integrated units of work/activities that cover topics such as self and occupational awareness, decision-making, job search skills and which, in many cases, involve opportunities for work experience.

Schools receive career information from many sources including education departments, industry bodies, tertiary institutions (including TAFE), and other government departments.

Increasingly, information is accessed on the Internet. Advances in technology have enabled the Commonwealth and State and Territory governments to develop a single, comprehensive and effective career information and exploration service available free on the Internet. The soon-to-be released *myfuture* website is Australia's model for a world standard online career exploration and information system.

The *myfuture* website is aimed at all Australians who wish to explore their skills and interests, identify possible career paths, develop their career plan and research options for further study and training. The free site will be a 'one-stop-shop' bringing together comprehensive, easy-to-follow information about occupations, industries, the labour market, and education and training in Australia. One of its unique features is that users can create an individual profile and match their interests, values, skills, aspirations and abilities to possible occupations. Users can re-enter the site at any time to access and update their profiles as their skills develop or interests change. The *myfuture* website is due to be released in mid-2002.

States and Territories provide career guidance to secondary school students in a variety of ways; for example, in Queensland every secondary school has access to a guidance officer/careers adviser and in New South Wales a full-time careers adviser is employed in every government high school. Their work can involve working directly with students or with other school personnel to coordinate development and delivery of career services. In the Catholic sector, more teachers are undertaking training in counselling and student welfare with particular focus on helping students develop transitional pathways. In Victoria, guidance support resources for students are provided to government secondary schools through the Managed Individual Pathways program. The ACT has embarked on a three-year project to develop Student Pathway Plans, which will promote vocational learning across the key learning areas.

The MCEETYA Transition from School Taskforce plays a key role in developing a careers blueprint for all Australians, which will describe the competencies needed by individuals in order to develop their careers over their lifetime. The Taskforce also has a role in the development of work on standards for careers professionals and performance indicators for careers education in schools.

The Taskforce has made considerable progress in the design of a national Framework for Career and Transition Services. This is a key component of a national approach to developing career and transition services to support all young people from their first

year of secondary schooling to make effective transitions through school and between school and post-school destinations.

Community and business partnerships

The Enterprise and Career Education Foundation was established in 2001 by the Commonwealth as a key means of assisting with the implementation of the Framework for Vocational Education in Schools. It also has a major responsibility for Structured Workplace Learning, including to extend its Work-Placement Coordinator arrangements into remote areas of central and northern Australia, ensuring national coverage.

Many partnership arrangements are in place across the States and Territories, and across sectors. In the Northern Territory a number of Memorandums of Understanding have been developed between communities, business, and education and training sectors to promote the development of skilled youth in communities and foster the development and delivery of School-based New Apprenticeships. Such partnerships have also been significant in other jurisdictions, including the ACT. In Victoria the LLENs have been created to develop collaborative approaches and trial key elements of regional coordination and delivery.

In South Australia, the Regional Networks also foster community and business and industry collaboration in enterprise and vocational learning, VET in Schools programs and student support services in order to provide better outcomes for young people. More work is currently being undertaken across all jurisdictions to clearly define the roles of school–community–business partnerships and to strengthen and facilitate their ongoing development and support.

Effective institutional and funding arrangements

In Tasmania the school–community–business partnerships that have been established across the State are increasingly used as a basis for program and project funding for the development and implementation of new initiatives. Similarly, in New South Wales, districts are provided with coordination and support for all aspects of the Framework, and in Western Australia all school districts have been allocated staffing resources to coordinate the further development of enterprise and vocational learning, including VET. In South Australia, the Regional Networks have been funded to work towards achieving greater integration of services at the local

level and strengthening cross-agency cooperation, particularly in the implementation of career and transition services.

New South Wales has implemented an innovative funding model for government schools through which funding ‘follows the student’ to whichever RTO is providing their VET course. Under this model school staffing funds are effectively transferred to TAFE institutes to contribute to TAFE delivery.

All school systems and authorities have examined options for funding vocational education programs to ensure that the ongoing growth is sustainable and that flexible post-compulsory pathways are supported.

All systems recognise that implementing new initiatives such as the Framework incur program establishment costs and additional outlay to maintain and strengthen the partnerships between schools, business and the community.

Monitoring and evaluation

The use of comprehensive and consistent data to enable the implementation of the Framework to be measured is essential.

All jurisdictions have well-established processes to capture, interrogate and report VET in Schools data. Jurisdictions report that findings from their own evaluations of programs have informed policy and planning for future VET in Schools activity. All jurisdictions are working towards ensuring that their data is compliant with the Australian Vocational Education and Training Management Information Statistical Standard. Compliance is expected by the end of 2003. This has prompted the development of electronic systems for credentialling, data collection, archiving and reporting. As mentioned above, there is also increasing interest in monitoring and tracking students once they have left school.

There is less activity in measuring student achievement of enterprise and vocational learning, but sectors and systems are contributing to the difficult task of identifying performance measures related to participation and achievement. Ministers approved three key performance measures of participation in VET in Schools during 2001 and noted two other proposed measures of attainment would be submitted for consideration at a later date. Further work is being undertaken on these measures. The provision of VET programs for secondary students has grown dramatically over the past five years. This trend continued in 2001 with growth in enrolments in all school sectors.

Chapter 8

Science student outcomes

Introduction

Science education is one of the six priority areas selected by ministers for the development of measures to monitor and report on progress towards the achievement of the National Goals for Schooling in the Twenty-first Century. The national goals specify that students should attain high standards of knowledge, skills and understanding in the agreed eight key learning areas through a comprehensive and balanced curriculum in the compulsory years of schooling.

This chapter of the report looks at the progress made in 2001 towards developing national measures for science education. It also contains a summary of current trends and participation in science from *The Status and Quality of Teaching and Learning of Science in Australian Schools*, which was published by the Commonwealth Department of Education, Training and Youth Affairs (DETYA) in August 2001.

Performance measures

The Performance Measurement and Reporting Taskforce focused on developing measures for primary science. This was in response to a decision by ministers in March 2000 that the measure for students' performance in science at the end of compulsory schooling should, for the time being, be derived from the information obtained through Australia's participation in the Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA).

The taskforce developed a tender proposal for primary science assessment instruments, measures and draft standards based on the recommendations from a science advisory group and a report and an addendum by Professors Sam Ball, Ian Rae and Jim Tognolini, curriculum and educational measurement experts.

A key recommendation from the experts was that the student outcome measures should assess 'science literacy'; that is, students should be assessed on a range of science concepts and science process skills, rather than their acquisition of factual information. In particular, the report recommended adoption of the OECD PISA project's definition of science literacy for the

purposes of primary science monitoring. By this definition, science literacy is:

... the capacity to use scientific knowledge, to identify questions and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity.

Other major recommendations included in the report from the expert consultants and the science advisory group were as follows.

- Assessments should take place in year 6. The development and trialing of instruments should be completed in time for advice to be submitted to ministers by the end of 2002 with a view to the first full assessment cycle taking place no later than 2003.
- A sample survey approach should be adopted rather than full cohort testing assessment (with oversampling in small States and Territories and/or for categories of disadvantaged students).
- Assessments should include objective, open-ended and practical tasks.
- A set of draft standards that enable both normative and criterion-referenced reporting should be developed. This development work should include various ways of reporting student achievement in relation to the standards, for example the percentage of students achieving each standard, the mean abilities and the standard deviations. All methods of reporting achievement should include an error component.
- Sufficient assessment materials should be developed to enable some of the instruments to be available to schools after the initial sample assessment has been undertaken and others to be retained for national longitudinal monitoring of primary science outcomes.

As part of the proposal the taskforce requested that tenderers include advice on:

- methodologies to ensure that data from national reporting against standards will be comparable over time
- the role of teachers in the proposed assessment process, including professional development and training for teachers both prior to and after the sample testing.

It is expected that the successful tenderer will begin to develop the assessment materials for national monitoring and reporting of primary science outcomes early in 2002.

Information about OECD PISA and Australian secondary students' performances in the 2000 round of testing is published in *15-Up and Counting, Reading, Writing, Reasoning ... How Literate are Australia's Students? the PISA 2000 survey of students' reading, mathematical and scientific literacy skills* by J Lokan, L Greenwood and J Cresswell (Australian Council for Educational Research, 2001). Summary information is available from the *National Report on Schooling in Australia 2000*. It is expected that in 2002 ministers will endorse interim key performance measures for secondary science.

Current trends in the teaching of science

Status and quality of teaching and learning in science education in Australian schools

In 1999, the Department of Education, Science and Training (then the Department of Education, Training and Youth Affairs) commissioned an investigation into the status of teaching and learning in science education in Australian schools. This study was conducted in collaboration with the Australian Science Teachers' Association, the Australian Academy of Science and Curriculum Corporation. The report of the study, *The Status and Quality of Teaching and Learning of Science in Australian Schools*, by D Goodrum, M Hackling and L Rennie, was published by DETYA in March 2001. The report can be accessed at: <http://www.detya.gov.au/schools/publications/2001/science/index.htm>.

The researchers first constructed a picture of the ideal science education, based on literature reviews, document analysis, case studies, professional standards, written submissions and the results of focus groups. This, together with information from teacher and student surveys, was then used to prepare a description of the actual status of teaching and learning in science education.

The researchers found many examples of excellent science education in Australian schools, but noted that there was

variability among classrooms in the way science was taught and the intended curriculum was implemented. The report highlighted the efforts of education systems and their teachers to respond to the changing needs of society and identified a need to assist teachers in delivering high-quality education that challenges and engages students.

The research showed that in primary schools science teaching is typically based around practical activities involving small-group work, reading and note-taking, and is often integrated with other learning areas such as Technology. The greater freedom for student investigation resulted in higher levels of student satisfaction.

Secondary science teaching is typically teacher-directed, and lessons are of two main types: practical activities in which students follow the directions of the teacher to complete an experiment, and chalk-and-talk lessons in which learning is centred on teacher explanation, copying of notes and working from an expository text. The assessment and reporting of student achievement is more formal than in primary schools and thus provides a significant barrier to educational reform, as teachers are required to cover content to prepare students for assessment.

In response to the findings of *The Status and Quality of Teaching and Learning of Science in Australian Schools* report, the Commonwealth government will provide some \$2.5 million for a National School Science Project over the next three years to support a package of initiatives. This project will include the development of an online collection or resource bank of science education assessment resources for teachers across the compulsory years of schooling. This assessment bank will help teachers and schools ensure that student performance is maintained and improved and will complement national measures for reporting educational outcomes in science.

Student participation

The Status and Quality of Teaching and Learning of Science in Australian Schools also reported on student participation in the compulsory and non-compulsory years of schooling, using school enrolment data from 1980 to 1998 and teacher telephone interviews. On average, science is taught 59 minutes per week at primary schools, although there was a wide variation among teachers and schools. The separation of the science component in primary schools is very difficult as it is often integrated with other learning areas. For the compulsory

years of secondary schooling science is taught on average 200 minutes per week, with the range being from 240 minutes to 150 minutes.

The report highlights that fewer students are studying science in the non-compulsory years of secondary schooling. Enrolment data from 1980 to 1998 show that the size of the year 12 cohort doubled from 1980 to 1998, while enrolments in the traditional subjects of Biology, Chemistry, Physics and Geology decreased by 25 per cent, 13 per cent, 11 per cent and 3 per cent respectively.

The data also indicated that, over the same period, science education became more gender inclusive. Chemistry and Physics were more attractive to males than females in both 1980 and 1998, but the differences between male and female participation rates were significantly less in 1998, decreasing from 21 per cent to 3 per cent for Chemistry and from 31 per cent to 17 per cent for Physics. For Biology, the only subject more attractive to females than males in 1998, the difference between male and female participation rates halved, from 26 per cent to 13 per cent. While there has been a decrease in enrolments in the traditional science subjects in recent years, some States offer courses in Psychology in the science stream. To some extent, increasing enrolments in Psychology account for declining enrolments in the traditional science strands.

State and Territory initiatives to support science learning

As well as the national initiatives described above, each of the States and Territories has made considerable progress in the development and use of online materials relating to science education. Below is a list of websites of State and Territory initiatives to support science learning and teaching.

Commonwealth

Australian Science Teachers' Association
<http://www.asta.edu.au/home>

Australian National Science Week <http://scienceweek.info.au/>

Commonwealth Department of Education, Science and Training
Science Education
http://www.dest.gov.au/science/Science_Education.htm

Commonwealth Scientific and Industrial Research Organisation (CSIRO) Online Education
<http://www.csiro.au/index.asp?type=educationIndex>

New South Wales

New South Wales Department of Education and Training (DET)
Environmental Education
<http://www.curriculumsupport.nsw.edu.au/enviroed/index.cfm>

New South Wales DET Learning and Teaching, Science
http://www.schools.nsw.edu.au/learning/yr07_10/science/science/index.php

Science Teachers' Association of New South Wales
<http://www.stansw.asn.au/>

Victoria

Department of Education and Training, Victoria, Science in Schools strategy
<http://www.sofweb.vic.edu.au/science/inschools/>

Government of Victoria, Teenagers' Science website
<http://goamazing.com>

Department of Education and Training, Victoria, School Innovation in Science, an Initiative of the Science in Schools Strategy <http://www.scienceinschools.org/home.htm>

Gould League, Victoria <http://www.gould.edu.au/>

Scienceworks museum, Victoria
<http://scienceworks.museum.vic.gov.au/>

SOFWeb Science curriculum resources
<http://www.sofweb.vic.edu.au/curric/kscience.htm>

Queensland

Queensland Technology, Maths and Science Centres of Excellence
<http://education.qld.gov.au/curriculum/area/science/tmsce.html>

Queensland Quest for Innovation, Science and Technology
<http://www.qist.net.au/>

Queensland Studies Authority, Science
<http://www.qsa.qld.edu.au/yr5to10/kla/science/index.html>

Education Queensland, Science
<http://education.qld.gov.au/curriculum/area/science/index.html>

Education Queensland Curriculum Exchange – Science (requires a username and password to login)
http://education.qld.gov.au/tal/curriculum_exchange/teachers/science/

South Australia

South Australian Science Teachers' Association
<http://www.sasta.asn.au/index.html>

South Australian Curriculum Standards and Accountability Framework <http://www.sacsa.sa.edu.au/>

South Australian Museum Division of Science
<http://www.samuseum.sa.gov.au/orig/science.htm>

Western Australia

Western Australia Department of Education and Training, Teaching and Learning – Science
<http://www.eddept.wa.edu.au/science/teach/>

Science Teachers' Association of Western Australia
<http://www.stawa.asn.au/index.asp>

Department of Conservation and Land Management, NatureBase for Schools
<http://www.calm.wa.gov.au/schools/index.html>

Tasmania

Discover – Science Learning Area Home Page
<http://www.discover.tased.edu.au/science/>

Discover – Science curriculum resources for teachers
<http://www.discover.tased.edu.au/teachers/curric/science.htm>

Hydro Tasmania, Education
<http://www.hydro.com.au/education/index.html>

CSIRO Tasmania, Education <http://www.csiro.au/hobcsirosec/>

Science Teachers' Association of Tasmania
<http://www.key.org.au/stat/>

Northern Territory

Northern Territory Department of Employment, Education and Training, Learning and Technology in Schools (LATIS) Teacher Resources
<http://www.latis.net.au/resources/index.htm>

Australian Capital Territory

The Green Machine, ACT Department of Education, Youth and Family Services and the CSIRO Science Education Centre
<http://www.csiro.au/greenmachine/>

ACT Department of Education, Youth and Family Services – Quality Teacher Program, Science
http://www.decs.act.gov.au/services/qtp_science.htm

ACT Science Online
http://www.decs.act.gov.au/services/qtp_scionline.htm

Science Educators' Association of the Australian Capital Territory <http://www.seaact.asn.au/>

Questacon, the National Science and Technology Centre, Canberra http://www.questacon.edu.au/index_flash.asp

Australian Academy of Science, Nova – Science in the News
<http://www.science.org.au/nova/>

Chapter 9

Information and communication technologies student outcomes

The policy context

The Commonwealth recognises the critical role information and communication technologies (ICT) will play in the future lives of young Australians. In recognition of this a number of major policy initiatives have been instituted. This chapter outlines progress against each of these initiatives.

ICT and Australia's National Goals for Schooling

The rationale for the pursuit of student learning outcomes in the area of ICT is derived from Goal 1.6 of the National Goals for Schooling in the Twenty-first Century:

When students leave school they should be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society.

Learning for the Knowledge Society

Launched in September 2000, following Commonwealth consultation with the education and training sector, Learning for the Knowledge Society: An Education and Training Plan for the Information Economy, <http://www.dest.gov.au/edu/edactplan.htm>, is a focus for change. It comprises an action plan for the education and training sector as a whole, including strategic priorities, and a set of action plans for each part of the sector (schools, vocational education and training, and higher education). It establishes a framework under which the sector can:

- develop strategies and implement key initiatives to ensure that all citizens possess the skills for life and work and that there are adequate numbers of people with the specialist skills for the ICT industries and other Australian industries to service the needs of the economy
- reconsider the ways that all stakeholders do business to achieve and maintain their national and international competitiveness.

The education and training action plan details five interrelated Action Areas: People, Infrastructure, Online Content, Policy and Organisational Framework, and Regulatory Framework. Key strategic priorities have been identified for each Action Area.

Learning in an Online World: A School Education Action Plan for the Information Economy

This is the school sector component of Learning for the Knowledge Society. Endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in March 2000, the action plan sets out a vision for the future and an agreed national framework for change. By implementing strategies identified in the action plan, school sector stakeholders will help ensure that young people have the school education that is needed for the knowledge society and the information economy. The MCEETYA ICT in Schools Taskforce has responsibility for monitoring progress against the identified goals and strategies of the action plan.

Joint Statement on Education and Training in the Information Economy

In December 2000, MCEETYA released a joint statement to provide a strategic agenda for the period 2001–03 (<http://www.curriculum.edu.au/mceetya/public/pub3313.htm>) for the Commonwealth, States and Territories, and all parts of the education and training sectors to work together to achieve key outcomes identified in Learning for the Knowledge Society.

Underpinning this statement is a shared vision of the key role education and training must play in supporting the development of Australia's information economy and knowledge society:

In the information economy, quality education and training is fundamental to the well-being of individuals, communities and nations. Schools, vocational education and training providers and universities all have a key role to play in contributing to Australia's development as an equitable, imaginative and economically strong knowledge society. Education and training will continue to grow in importance as

Australia's economy and society become more knowledge-based and globally integrated.

Information and communications technologies (ICT) offer the [education and training] sector a vast array of opportunities to deliver its services better, more accessibly and more cost-effectively, while taking full advantage of the benefits of networked learning communities. These technologies are also exposing the sector, as well as the community generally, to the challenges of global competition.

To achieve this shared vision, MCEETYA set the following priorities for cooperation during 2001–03:

- ensuring that the education and training sectors are able to provide all learners with opportunities to develop their ability to use technology confidently and creatively, and to develop the specialist skills needed to service the needs of the information economy
- supporting education and training workers, especially teachers, to acquire and maintain the skills needed to take full advantage of the potential of ICT to transform learning
- providing effective and affordable access to the Internet for all learners, regardless of their geographic location
- promoting collaboration in the development and dissemination of high-quality digital educational content, services and applications that enable Australian learners to gain maximum education benefits from the online revolution, and that also develop a market and generate export income
- sharing leading practice and research on ICT issues
- working across agencies at all levels of government to ensure the development of a policy and regulatory framework that supports the uptake of ICT in education and training.

MCEETYA also acknowledged that the opportunities and challenges posed by Australia's development as an economically strong knowledge society would not be met by the school community alone. If education and training were to be truly effective in supporting Australia's transition to the information economy, then collaborative strategic action would be required across all education and training sectors.

Monitoring and reporting on Australia's national goals

Taking the National Goals for Schooling as the starting point for its work on ICT, the National Education Performance Monitoring Taskforce (NEPMT) commissioned a project in 2000 to develop advice on monitoring ICT skills and knowledge of Australian school students for the purposes of national reporting and monitoring progress towards the attainment of the national goal for ICT in schools. The outcome of this process was a report to the NEPMT, *Monitoring Progress Towards the National Goals for Schooling: Information and Communication Technology (ICT) Skills and Knowledge*, by P Cuttance and S Stokes.

The NEPMT report:

- describes the context of learning ICT skills and knowledge as a necessary outcome of schooling
- identifies and describes performance measurement approaches, definitions and sources of data currently used in relation to schooling, research and national and international reporting on ICT skills and knowledge
- evaluates the ICT measures currently in use in the context of the National Goals for Schooling in the Twenty-first Century
- proposes a strategy for monitoring the profile of ICT skills and knowledge of school students
- identifies further work required to establish an operational monitoring program
- explores the costs and benefits to school systems of introducing a national monitoring program.

The report also describes the ICT environment as one characterised by rapid technological change and acknowledges that compared with other key learning areas, ICT skills are characterised by their relative infancy.

The NEPMT report suggests that the ICT skills and knowledge relevant to the modern knowledge society include not only the functional skills necessary to operate and use current technology but also the deeper knowledge and application skills required for analysis and interpretation. Another point noted is that ICT skills and knowledge are acquired both inside and outside the school setting.

The NEPMT proposed the following definition of ICT, which was endorsed by MCEETYA in July 2001:

technologies used for accessing, gathering and the manipulation [and] presentation or communication of information.

In July 2001, MCEETYA established a new national taskforce, the Performance Measurement and Reporting Taskforce, to continue the work of the former NEPMT and further investigate key recommendations of the NEPMT report. The new taskforce will begin work in 2002 on developing measures for national reporting on student skills and knowledge in ICT.

Student participation and outcomes

NEPMT evaluation of ICT usage in Australian schools

The NEPMT's Monitoring Progress towards the National Goals for Schooling: Information and Communication Technology (ICT) Skills and Knowledge reported that in 2000:

- 71 per cent of schools had a student–computer ratio of 15:1 or less, and this ratio is decreasing each year
- 37 per cent of the computers in schools were in laboratories and 31 per cent in classrooms
- laptop computers constituted 16 per cent of all computers used for educational purposes in schools – most of these in the non-government school sector
- secondary schools generally had lower student–computer ratios than primary schools
- secondary schools were more likely to place computers in laboratory settings and offer specific ICT courses rather than integrating their use in classrooms across the curriculum
- most computers used for educational purposes in Australian schools ran at 100MHz or faster and students had access to printers, modems, scanners, file servers and digital cameras
- common applications in schools included integrated packages, reference CDs, educational games and virus protection software.

Participation in the learning area

It is difficult to make an accurate estimate of current levels of student participation in the ICT learning area in Australian schools, because a great deal of the learning takes place in integrated settings, across the curriculum. Indeed, the national action plan for the Australian school sector, Learning in an Online World, acknowledges that:

information and communication technologies have the potential to transform all aspects of school education and to contribute to the achievement of all learning goals.

This action plan envisages that ICT will be integrated into all Australian classrooms within the next two to three years and there is considerable evidence that this is already occurring. Increasingly, ICT is being used to enhance student learning across all key learning areas.

In addition, recent evidence indicates that more Australian students are participating in specific ICT learning area studies.

As Australia's framework for national monitoring and reporting of student skills and knowledge in ICT is currently under development, the next section focuses on earlier research that provides information on ICT usage by Australian students.

Longitudinal Surveys of Australian Youth

This research program, jointly managed by the Australian Council for Educational Research and the Commonwealth Department of Education, Science and Training, investigates subject choice in the final year of secondary school (year 12 students aged 16–17 years) using a national, stratified sample of students who were in year 9 in 1995 (aged 13–15 years).

One aspect of this program is a study of enrolments in the eight key learning areas, Computer Studies and related subjects in the Technology learning area. The study found that:

The growth area from 1993 appears to be in the Technology Key Learning Area, accounting for almost one-fifth of enrolments (18 per cent) compared to just over one-tenth (11 per cent) of students in 1993. Computer Studies was the subject in this area most frequently chosen by students.

Analysis of the results in terms of students rather than enrolments reveals that the percentage of year 12 students studying Computer Studies rose from 20.7 per cent in 1993 to 27.7 per cent in 1998.

PISA: an international study of student outcomes

The Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) aims to measure how well students nearing the end of their compulsory schooling are prepared for adult life. The assessment is forward-looking, focusing on students' ability to meet real-life challenges, rather than testing whether they have mastered a particular curriculum.

The first PISA survey was carried out in 2000 in 32 countries, with about 265,000 15-year-old students doing the assessments. Students were given a two-hour test, which assessed their abilities in three main domains: reading, mathematical and scientific literacies.

In Australia, 231 schools participated in PISA, with over 5000 students doing the assessment. Some of the key findings (<http://www.pisa.oecd.org>) of the survey are presented below. Summary information is provided in the *National Report on Schooling in Australia 2000*.

Availability of computers

- Nearly 85 per cent of Australian students had access to computers at home almost every day compared with 63 per cent of their counterparts in other OECD countries.
- There were 9 per cent of Australian students who never had access to computers at home, compared with 23 per cent of the OECD population.

Use of computers at home and at school

- 43 per cent of Australia's students used a computer almost every day at home compared to the OECD average of 38 per cent.
- Australian students who used a computer at home almost every day obtained a mean score of 539 on the PISA reading assessment and the mean of the OECD students who used a computer almost every day was 519. Each of these scores was above the overall OECD mean for reading literacy (500).

- The mean reading literacy score for students who used a computer almost every day at school was 533 (above the Australian mean of 528), compared to the OECD mean of 496.
- Just over 31 per cent of Australian students accessed the Internet almost every day, and a further 32 per cent accessed it a few times a week.

Australian Bureau of Statistics surveys

Student access to computers and the Internet at home

The Australian Bureau of Statistics publication *Household Use of Information Technology* (May, 2001) contains the results of four quarterly surveys conducted during 2000. A different picture of computer and Internet access in Australian homes emerges than that reflected in the OECD's PISA study. A possible reason for the high proportions in the PISA study could be that households with school-age children may be more likely to have access to computers.

The proportion of Australian households with access to a computer at home increased steadily from 45 per cent in 1998 to 48 per cent in 1999 and 53 per cent in 2000. The increase in the number of households with access to the Internet continued to rise strongly. In 2000, 33 per cent of Australian households had access to the Internet at home, up from 22 per cent in 1999 and 16 per cent in 1998.

The growth in home Internet access is much higher than the growth in home computer access. Of the households which had a home computer, the proportion which also had home Internet access was 63 per cent in 2000, up from 47 per cent in 1999 and 37 per cent in 1998. The proportion was expected to rise to 77 per cent in 2001.

Development of online curriculum and resources

Australia's national action plan for schools, *Learning in an Online World*, includes as one of its key priorities the provision of:

Access to and application of online resources and services that support continuous improvement in curriculum practice, in classroom and distance settings, and in school administration.

The plan provides a framework for action by setting four goals:

- 1 A viable market will be established for the generation of quality online curriculum content for Australian school education.
- 2 All students will have access to quality digital education materials that support Australian school curricula and optimise opportunities provided by new technologies for learning.
- 3 EdNA Online will support access by educators and students to high-quality public domain online resources and services relevant to Australian curricula.
- 4 Schools and schooling systems will provide education services using efficient and effective online business practices.

This section examines progress towards the achievement of these goals.

National online content initiatives

The Le@rning Federation: Schools Online Curriculum Content Initiative

In January 2001, the Prime Minister announced \$34.1 million over five years for the Learning Federation: Schools Online Curriculum Content Initiative (<http://www.thelearningfederation.edu.au>) as part of the government's innovation strategy: Backing Australia's Ability: Innovation Action Plan. The States and Territories agreed to match this funding. Potentially \$68.2 million of Australian funding is available for the initiative over five years, and the New Zealand government is also involved in the project. The initiative will:

- develop a body of nationally funded curriculum content that is suitable for each State and Territory
- develop this content within a framework of open platform communication and management tools that support distributed access and intellectual property rights and assist teachers and students to use, customise and integrate the content.

In the longer term, the framework and the content will be used to stimulate further contributions to the pool of material, meeting agreed standards.

The initiative is managed on behalf of the Commonwealth and State and Territory governments through a joint venture of Curriculum Corporation and *education.au* limited, companies owned by the Commonwealth, State and Territory ministers for education.

Preliminary work has involved:

- developing standards for interoperability, intellectual property and educational soundness including accessibility
- devising quality assurance processes
- agreeing on curriculum priority areas for development of content during the years 2001–06, including:
 - Science P–6 and 9–10
 - Maths/Numeracy P–9
 - Literacy for Students at Risk 5–9
 - LOTE Chinese, Indonesian, Japanese
 - Australian Studies P–10
 - Innovation, Creativity and Enterprise P–10.

The 2001–06 Schools Online Curriculum Content Initiative will:

- develop the information exchange system
- scope and develop online curriculum content
- continually refine the standards and the content development processes
- develop an Australian education marketplace
- stimulate the online curriculum content marketplace.

States and Territories are responsible for the development of the infrastructure to deliver the curriculum content to their schools.

EdNA Online

EdNA Online (<http://www.edna.edu.au/>) supports and promotes the benefits of the Internet for learning, education and training at all levels in Australia. The site has developed from a directory service into a suite of services providing wholesale delivery of customised content and value added services to State and Territory online initiatives. It provides:

- free access to online resources (over 16,300 core quality online resources and 385,000 items linked to the core collection) for the education and training community

- a range of services including weekly email newsletters to education and training communities, search functions and information categories for resources
- free collaborative tools such as discussion lists, forums, chat rooms and noticeboards.

EdNA Online is also advancing the development, acceptance and use of supporting technical standards to promote access and interoperability at national and international levels.

Curriculum Corporation

The ministerial company Curriculum Corporation (<http://www.curriculum.edu.au>) is a major Australian innovator in the development of ICT-based resources for the K–12 sector. Most of its work is funded by governments, although a number of private-sector relationships have also been developed. Curriculum Corporation has:

- developed resources that can be digitally delivered in a range of forms
- developed online support for teachers
- conducted market research and developed the underpinning technology to support more flexible and effective resource production.

The corporation has developed over 30 CD-ROMs in a wide range of curriculum areas that progressively demonstrate increasing levels of technical and educational sophistication, as the technology has developed, and as its uses for educational purposes have been explored. Some examples include:

- *Stories of Democracy*, an interactive CD-ROM, developed as a part of the Primary and Secondary Discovering Democracy Kits that were produced and distributed to all Australian schools in 1998.
- *Parliament at Work* was developed as a CD-ROM to provide an innovative way for students to develop their understanding of how the Australian parliamentary system works using problem-based scenarios and virtual tours.
- *One Destiny! The Federation Story Centenary Edition*, a series of LOTE CD-ROMs in Japanese, Chinese, Indonesian, French, Italian, German and Greek that support innovative teaching and encourage high levels of student engagement in language learning.

State and Territory initiatives to support online learning

As well as the national initiatives described above, each of the States and Territories has made considerable progress in the development and use of online materials. Below is a list of websites of State and Territory initiatives to support online learning.

New South Wales HSC Online <http://hsc.csu.edu.au>

New South Wales Department of Education and Training, Curriculum Support Directorate, 'Through My Window' classroom email activity
<http://www.curriculumsupport.nsw.edu.au/learningtechnologies/window/index.htm>

New South Wales Department of Education and Training and the Australian Broadcasting Corporation, 'The Common Good – One World, Many Democracies civics and citizenship education'
<http://www.abc.net.au/civics/oneworld/>

Australian Museum Online Backyard Diversity program for New South Wales schools
<http://amonline.net.au/biodiversity/backyard/index.htm>

Access Asia Online program for New South Wales schools
<http://www.accessasia.edu.au/>

e-magine, Tasmanian Department of Education Centre of Excellence in Online Learning
<http://www.e-magine.education.tas.gov.au/>

Northern Territory Department of Employment, Education and Training, Learning and Technology in Schools Teacher Resources
<http://www.latis.net.au/>

ACT Department of Education, Youth and Family Services – Quality Teacher Program
http://www.decs.act.gov.au/services/qtp_index.htm

ACT Department of Education, Youth and Family Services – Youth interACT <http://www.youth.act.gov.au/>

Education Queensland – The Learning Place
<http://education.qld.gov.au/learningplace/>

Education Queensland – The Learning Place, Staff information on Getting Started in online learning courses
<http://education.qld.gov.au/staff/learning/courses/>

Education Queensland – The Learning Place, online courses or activities for Education Queensland students
<http://education.qld.gov.au/curriculum/learning/courses/>

Queensland Catholic Education Commission – ‘A case study of 2001 Diocesan strategic planning influencing the development of a school’s technology environment, Rockhampton Diocese.’
<http://svc183.bne115v.server-web.com/site/www/index.cfm?fuseaction=editStaticContents&pageID=8>

Queensland Government, Education and Training Reforms for the Future <http://education.qld.gov.au/etr/>

Education Queensland Learning and Teaching Initiatives BYTE Awards – Building Youth Technology Excellence
<http://education.qld.gov.au/students/advocacy/gifted/byte/>

Education Queensland Learning and Teaching Initiatives Technology, Maths and Science Centres of Excellence
<http://education.qld.gov.au/curriculum/area/science/tmsce.html>

Education Queensland, The Learning Place, Online learning (professional development programs) <http://education.qld.gov.au/learningplace/onlinelearning/index.html>

Education Queensland, ICTs for Learning
<http://education.qld.gov.au/ictsforlearning/>

Department of Education and Training, Victorian Education Channel <http://www.education.vic.gov.au/ch/>

Victorian Curriculum and Assessment Authority and the Department of Education and Training – ‘Curriculum at Work’ Teacher resource materials online (accessible with a username login and password)
<http://www.eduweb.vic.gov.au/curriculumatwork/>

SOFWeb – an initiative of the Department of Education and Training, Victoria <http://www.sofweb.vic.edu.au>

SOFWeb ICT in Schools <http://www.sofweb.vic.edu.au/ict/>

Victorian Curriculum and Assessment Authority
<http://www.vcaa.vic.edu.au/>

South Australian Curriculum Standards and Accountability Framework <http://www.sacsa.sa.edu.au/>

Technology School of the Future, Hindmarsh, South Australia
<http://www.tsof.edu.au/>

Open Access College, South Australia
<http://oac.schools.sa.edu.au/index.html>

ASP Infrastructure Trial, Fremantle
<http://www.asptrial.e2c.wa.edu.au/>

In the non-government schools’ sector, objectives in primary schools focused on enhancing student learning, increasing computer literacy and developing knowledge, competency and skills. The majority of schools implemented the curriculum through integration throughout all key learning areas. Most schools used a school-based curriculum while a few based teaching on the relevant State/Territory department documents, commercial publications or documentation from the associations with which they are affiliated. All Catholic schools in Victoria used a school-based curriculum, based on the relevant State department documents.

Schools emphasised the wide-ranging nature of activities in this area because of a strong emphasis on integration. Computers were used for report writing, research on the Internet, multimedia presentations, communication and utilising specific educational software in several key learning areas. Activities were mostly classroom-based.

Professional learning

It is clear that the new technologies are already being used extensively by Australia’s teachers. *SOCCI Market Research Report* by J Cooper, A Baturo and B Corcoran, Queensland University of Technology, 2001, a report commissioned by Curriculum Corporation, investigated the ways in which Australian primary and secondary school teachers identified, stored, used, reused and shared online and offline resources and how they expected that the new media would impact on teaching and learning.

The study found that 73 per cent of the teachers surveyed described themselves as quite confident at using a computer or having advanced or high-level skills and only 2 per cent described themselves as beginners. Eighty-three per cent of the teachers indicated that they had been using computer-based curriculum resources with their students for a period of 1–10 years and 42 per cent had been using them in their classrooms for longer than five years.

MCEETYA recognises that the engagement of all teachers will be critical to the achievement of the goals of *Learning in an Online World*. For this reason a number of professional development projects are underway to enable teachers to integrate ICT into their own professional learning and their curriculum practice. These programs focus on student outcomes and on the most effective use of ICT to improve learning.

Quality Teacher Programme

The Quality Teacher Programme, a Commonwealth-funded initiative, continued to support the provision of ICT-relevant professional development for teachers. Information technology is one of the program's six nominated priority areas. Reports from States and Territories in August 2001 indicated that about 17 per cent of participants, or approximately 9,000 teacher participants, undertook professional development in information technology during 2001.

Teacher professional development models for the integration of ICT

The first phase of this Commonwealth-funded project was completed in 2001. It involved a detailed examination of existing models of pre-service education and in-service professional development, both in Australia and overseas. Planning also began on the second phase, focusing on developing effective collaborative mechanisms to facilitate collegiality and sharing information through using online networks. The outcomes of this project will inform future government decisions about developing and resourcing professional development programs in ICT.

ICT competency standards for teachers

Work commenced on a Commonwealth project in 2001 to examine ways in which different Australian school systems use criteria, standards and benchmarks for beginning and existing teachers to underpin effective use of ICT in curriculum practice. The ICT requirements included in teacher education courses were also reviewed. The aim is to develop a framework for describing

teacher competency standards that can be used to inform the work of teacher education faculties and education authorities.

Infrastructure

One of the key areas identified in the national action plan for Australian schools, *Learning in an Online World*, is that of infrastructure, for which the goal is to provide:

Access to an advanced information and communication technology infrastructure that supports good teaching and learning and delivers efficiencies in business practice.

Learning in an Online World identifies a need to ensure bandwidth for school education that is:

- commensurate with the current and emerging needs of schools
- accessible from all parts of Australia, both urban and rural
- available at a cost that enables schools to participate in and contribute to the information economy.

School authorities across the country are actively pursuing this need.

Innovative Bandwidth Arrangements for the Australian Education and Training Sector

In August 2001, the Commonwealth released the report of a study entitled *Innovative Bandwidth Arrangements for the Australian Education and Training Sector*. The report examines case studies of innovative approaches used by schools and other education providers in Canada, Sweden and the United States to access affordable high-speed bandwidth. It also assesses the extent to which findings of the case studies could be applied to the Australian context. It is available at: <http://www.dest.gov.au/schools/publications/2001/bandwidth/finalrep.pdf>.

Computer Technologies for Schools

Through its Computer Technologies for Schools project, the Commonwealth government provides surplus government computers and equipment to schools across Australia. From 1998–2001, the Commonwealth has donated approximately 21,000 surplus computers and equipment to the project.

Chapter 10

Indigenous education

Introduction

2001 was the first year of the 2001–04 Indigenous Education Strategic Initiatives Programme (IESIP) funding quadrennium. New Indigenous Education Agreements were negotiated between the Commonwealth and education providers for 2001–04 for the purpose of improving Indigenous education outcomes. Under the agreements, education providers report annually against a number of performance indicators across the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) priority areas for Indigenous education. These priority areas are literacy, numeracy, educational outcomes, Indigenous enrolments, Indigenous employment, involvement of Indigenous Australians in education decision-making and culturally inclusive curricula.

English literacy and numeracy

In their IESIP agreements for 2001–04, education providers in the school sector are reporting the comparative distributions of Indigenous and non-Indigenous students across the full range of attainment levels in literacy and numeracy at years 3, 5 and 7 (where State/Territory test data is available). These report Indigenous outcomes from a different perspective to the national benchmarking data published in Chapter 6 'Literacy and numeracy student outcomes', of this report. The national benchmarking data provides information on the proportions of students who meet a defined minimum standard and reports this data as the percentage of Indigenous students against the percentage of all students achieving the benchmarks. Most providers are reporting on the percentages of Indigenous and non-Indigenous students in each of at least four attainment levels.

Outcomes for 2001 showed that Indigenous students were more concentrated in the lower levels of attainment than non-Indigenous students. This was the case for all government and Catholic systems in years 3 and 5, and year 7 (where available).

Retention and grade progression

Grade progression rates

Table 10.1 provides the apparent grade progression rates for Indigenous and non-Indigenous students nationally in 2001.

Table 10.1 Apparent grade progression rates, all schools, Australia, 2001 (per cent)

Year levels	Indigenous	Non-Indigenous
8–9	96.1	99.8
9–10	89.7	98.6
10–11	67.6	89.4
11–12	66.6	86.5

Source: Commonwealth DEST, derived from MCEETYA *National Schools Statistics Collection* and ABS, Cat. No. 4221.0, *Schools Australia*, 2001

Apparent grade progression rates show the number of students at each year level as a percentage of the number enrolled in the previous year, and so provide information about the points at which students are leaving school.

The data show that there is a marked gap between the Indigenous and non-Indigenous grade progression rate for years 9 to 10, with the largest gap occurring in the transition from year 10 to year 11.

Apparent retention rates

An apparent retention rate is the number of students in a given year level as a percentage of the number of students in the same cohort in an earlier year, usually from the commencement of secondary school.

The issues that need to be considered when using apparent retention rates are documented by the Australian Bureau of Statistics (ABS) in its annual *Schools Australia* publication. Notwithstanding these concerns, comparative Indigenous and non-Indigenous apparent retention rates can be a useful measure for monitoring the level of Indigenous educational disadvantage.

Table 10.2 shows the apparent retention rates to years 10, 11 and 12 of Indigenous students compared with non-Indigenous students at the national level from 1994 to 2001.

The data show that over the period from 1994–2001 there has been an improvement in the apparent retention of Indigenous students to years 10, 11 and 12 and in the gap between the apparent retention rates of Indigenous and non-Indigenous students. However, the gap between the apparent retention rates of Indigenous and non-Indigenous students to the senior secondary levels remains vast.

Table 10.2 Comparative apparent retention rates^{(a)(b)(c)}, all schools, 1994–2001, Australia (per cent)

	1994	1995	1996	1997	1998	1999	2000	2001
Year 10								
Indigenous	78.6	76.5	75.8	80.6	83.1	82.0	83.0	85.7
Non-Indigenous	97.4	96.9	97.3	97.6	97.5	97.9	98.0	98.4
Gap (percentage points)	18.8	20.4	21.5	17.0	14.4	15.9	15.0	12.7
Year 11								
Indigenous	47.5	48.8	47.2	49.6	52.3	56.0	53.6	56.1
Non-Indigenous	86.3	84.1	84.3	85.3	85.4	86.4	86.2	87.6
Gap (percentage points)	38.8	35.3	37.1	35.7	33.1	30.4	32.6	31.5
Year 12								
Indigenous	32.5	30.6	29.1	30.9	32.1	34.7	36.4	35.7
Non-Indigenous	75.6	73.2	72.4	72.9	72.7	73.2	73.3	74.5
Gap (percentage points)	43.1	42.6	43.3	42.0	40.6	38.5	36.9	38.8

- (a) Year 12 apparent retention rates are the proportion of students who appear to have been retained to year 12 from the commencement of their secondary school studies and are reported by States on the assumption that they are studying at year 12 level in school. The calculation is based on the cohort of students in the system at the commencement of secondary schooling in relation to those in year 12 in the current year. Ungraded students are not included, even though they may have been graded at the year of commencement of secondary schooling.
- (b) These derived statistics are based on full-time enrolments only.
- (c) Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time.

Source: Commonwealth DEST, derived from MCEETYA, *National Schools Statistics Collection*

The apparent retention rate from year 10 to year 12 is an indicator of the proportion of students who negotiate the critical transition point from compulsory to post-compulsory schooling. It is the number of enrolments in year 12 as a proportion of the number of enrolments in the same cohort in year 10. The two-year timeframe renders this measure less susceptible to factors that affect the apparent retention rate when it is measured from the commencement of secondary schooling (such as interstate migration).

Table 10.3 shows the apparent retention rates from year 10 to year 12 by State and Territory and nationally for 2001.

Caution should be taken in interpreting these data. It needs to be borne in mind that small numbers of Indigenous students in some States and Territories may result in apparent variations in retention from year to year that do not accurately reflect the long-term trend.

In terms of the national apparent retention rate from year 10 to year 12, the Indigenous year 12 enrolments in 2001 were less than half the Indigenous year 10 enrolments in 1999. This was well below the non-Indigenous rate: non-Indigenous year 12

enrolments in 2001 were around three-quarters of the non-Indigenous year 10 enrolments in 1999.

Attendance

Under IESIP, education providers in the school sector report on the attendance of Indigenous and non-Indigenous primary students and secondary students to year 10. Most providers are reporting average attendance rates; a number of providers are reporting the percentages of students absent for particular numbers of days in the year.

Average attendance rate data from government and Catholic systems show that the average attendance rates of Indigenous students are almost invariably lower than those of non-Indigenous students, irrespective of whether the students are in primary or secondary school. Lower rates for Indigenous students occurred in 11 out of 13 systems in primary schools and ten out of 13 systems in secondary schools. Where the average rates for Indigenous students were equal to, or slightly greater than, the rates for non-Indigenous students, the systems had relatively small numbers of Indigenous students.

Table 10.3 Apparent retention rates from year 10 to year 12^{(a)(b)(c)} for Indigenous and non-Indigenous students, by State and Territory and Australia, 2001 (per cent)

State/Territory	Indigenous students	Non-Indigenous students	Gap (percentage points)
New South Wales	37.1	71.0	33.9
Victoria	44.0	81.8	37.8
Queensland	59.1	80.6	21.5
South Australia	42.8	70.1	27.3
Western Australia	26.9	73.9	47.0
Tasmania	41.2	72.1	30.9
Northern Territory	42.9	68.7	25.8
Australian Capital Territory	53.8	93.7	39.9
Australia	43.6	76.2	32.6

(a) Apparent retention rates at the State and Territory level can be inflated by a net increase in interstate migration. Apparent retention rates for Indigenous students can also be inflated by an increased propensity to identify as Indigenous over time.

(b) These derived statistics are based on full-time enrolments only.

(c) Ungraded students not included.

Source: Commonwealth DEST, derived from MCEETYA, *National Schools Statistics Collection* and ABS, Cat. No. 4221.0, *Schools Australia*, 2001

In government schools, Indigenous primary students' average attendance rates varied between 75 and 92 per cent, compared with a range of 85 to 95 per cent for non-Indigenous students. For Indigenous secondary students, the average attendance rates ranged from 70 to 86 per cent, compared with a range of 86 to 92 per cent for non-Indigenous students.

Senior secondary school outcomes

The apparent retention and grade progression rate data show that Indigenous students are far less likely than non-Indigenous students to complete schooling to year 12, and a large number leave school before finishing year 10.

Of those Indigenous students who did go on to study at senior secondary levels in schools in 2001, data reported by providers under IESIP show that Indigenous students were less likely to complete senior secondary schooling with a year 12 certificate than non-Indigenous students.

In their IESIP agreements, education providers are reporting on the number of Indigenous and non-Indigenous year 12 students who met the requirements for a year 12 certificate as a percentage of the number of students who commenced year 11 in the previous year. The data demonstrate that in all States and Territories, Indigenous students who advance to senior

secondary schooling do not attain their year 12 certificates at a rate equivalent to that of non-Indigenous students.

Additional data are reported on the attainment of University Admissions Indexes (UAI) (also known as Tertiary Entrance Scores or Ranks) and vocational education and training credentials by students who attain their year 12 certificates. Data from 2001 show that:

- of those students who received a year 12 certificate, Indigenous students were less likely to gain a UAI, but generally more likely than non-Indigenous students to gain a vocational educational credential
- of those students who do gain a UAI, Indigenous students were less likely to gain a UAI at a high level than non-Indigenous students.

It is also important to note that the IESIP reports showed that there are Indigenous students who complete year 12 with very good school outcomes.

Indigenous employment in schools

In 2001, the employment data collection processes for IESIP reporting varied across providers. Some providers were able to report only sample data or had to rely on administrative databases

in which some of the information is not updated annually. Therefore, the availability and coverage of Indigenous employment statistics are limited, and it is likely that the IESIP employment data under-represents the actual situation. It is expected that Indigenous employment data should improve once the 2000 MCEETYA decision to include a category to identify Indigenous staff in the *National Schools Statistics Collection* is implemented.

From the employment data reported in their 2001 IESIP Performance Reports, government systems nationally had:

- 1,338 Indigenous teachers, which represents about 0.8 per cent of all teachers in government schools. (Indigenous students make up around 4.5 per cent of the student population in government schools nationally)
- 1,764 Aboriginal and Islander Education Workers (AIEWs)
- a ratio of around 33 Indigenous students for each Indigenous teacher and AIEW.

Catholic education systems nationally had:

- 52 Indigenous teachers, which was about 0.1 per cent of all teachers in Catholic systems. Indigenous students make up around 1.5 per cent of the student population in Catholic schools nationally (calculated from student numbers in all Catholic schools, not just schools in IESIP-funded Catholic systems)
- 411 AIEWs
- a ratio of around 21 Indigenous students for each Indigenous teacher and AIEW. (This estimate is based on staff numbers from IESIP-funded Catholic systems and student numbers from all Catholic schools.)

Professional development

Cross-cultural awareness training for teachers

Under IESIP, providers are reporting on the percentage of all permanent and continuing teachers who have received

professional development or training totalling at least one day in duration in the past three years which specifically related to their role as educators of Indigenous students or as teachers of Indigenous studies or issues.

Complete data were reported by each State and Territory Catholic system, indicating that nationally, 18 per cent of teachers in Catholic systems had undertaken this type of professional development. The individual State and Territory Catholic system outcomes ranged from 2 to 100 per cent, the higher levels of activity reported in those States and Territories with the highest proportions of Indigenous students.

Complete data were not available for every government system, but the outcomes reported for government systems ranged from 2 per cent to 40 per cent.

Aboriginal and Islander Education Workers

Education providers are also reporting on the percentages of their AIEWs who have completed or are undertaking various levels of formal qualifications.

Table 10.4 shows the numbers of AIEWs in government and Catholic systems who had completed or were undertaking formal studies in education across Australia in 2001.

The data show that a good proportion of Indigenous para-professional staff in government and Catholic education systems have upgraded, or are upgrading, their skills and knowledge in education.

More detailed information on Indigenous education in 2001, including information covering Indigenous involvement in schooling and culturally inclusive curriculum, is available in the Commonwealth Department of Education, Science and Training's *National Report to Parliament on Indigenous Education and Training*, 2001.

Table 10.4 Percentage of AIEWs in government and Catholic schools completed or undertaking professional development leading to formal qualifications, by level, Australia, 2001

	Degree	Diploma	Certificate	Unknown level	All qualifications
Government schools	3.8	2.8	19.1	0	25.7
Catholic schools	10.7	9.6	13.1	15.2	48.6

Source: Commonwealth DEST IESIP Performance Reports, 2001

Summary of progress in improving the educational outcomes for Indigenous students

Commonwealth: Overview of IESIP 2001–04 agreements and summary report on agreed outcome measures

The Commonwealth's major supplementary funding program for education providers under IESIP has been reoriented to elicit concrete and measurable outcomes. Clear performance indicators and baseline data have been established. Importantly, specific performance improvement targets have been set as the basis for the Indigenous Education Agreements between education providers and the Commonwealth.

IESIP provides per capita and other supplementary funding to education providers across the preschool, school and vocational education sectors. Funding is also provided to enable tertiary students studying through a combination of distance education and face-to-face teaching to attend face-to-face activities. It also provides funding to Indigenous advisory and support groups. IESIP recipients must report to the Commonwealth against an agreed set of performance indicators.

The flexibility of IESIP enables it to address the differing needs of Indigenous students throughout the country. IESIP recipients determine how the funding will be used to achieve an improvement in educational outcomes for Indigenous students. The performance information obtained through Indigenous Education Agreements enables education providers to demonstrate the progress they are making towards achieving equitable and appropriate outcomes for Indigenous Australians. Performance indicators have been established for:

- improving literacy
- improving numeracy
- improving educational outcomes for Indigenous students
- increasing Indigenous enrolments
- increasing Indigenous employment in education and training
- increasing professional development of staff involved in Indigenous education

- increasing involvement of Indigenous parents and/or community members in education decision-making
- expanding culturally inclusive curricula.

In addition to the per capita IESIP funding, some \$27 million over four years has been earmarked for the National Indigenous English Literacy and Numeracy Strategy (NIELNS), launched by the Prime Minister in March 2000. The objective of this strategy is to ensure that Indigenous people achieve English literacy and numeracy levels comparable with those of other young Australians.

The strategy is designed to complement the national goals agreed to by Commonwealth, State and Territory Education ministers in relation to literacy and schooling: that all children leaving primary school should be numerate and able to read, write and spell at an appropriate level, and that every child commencing school from 2001 will achieve a minimum acceptable literacy and numeracy standard within four years. It aims to lift Indigenous school attendance rates, address health problems that undermine learning, attract and retain good teachers and use the most effective teaching methods to obtain successful results for Indigenous students.

Other key NIELNS initiatives that have a strong impact across education systems and raise the profile of this strategy within States and Territories are:

- the Ambassadors Programme, which involves prominent Indigenous Australians to provide leadership and positive role-models through school visits, meetings with parents and attendance at high-profile events and key national conferences
- the Dare to Lead project for school principals, which takes the challenge of accelerating the achievement of educational equality direct to school principals
- the Accelerating Literacy Achievement project in independent schools, which is delivered by the University of Canberra using techniques that have demonstrated rapid improvements in English literacy levels
- the Indigenous Youth Partnership Initiative, which provides school-to-work and vocational pathway projects for young Indigenous adults, as well as professional development support activities.

NIELNS is currently being evaluated in order to examine the added value of NIELNS to literacy and numeracy outcomes for

Indigenous students, and to identify the key factors for success. The final evaluation report will be submitted in December 2003.

A model of more culturally inclusive and educationally effective schools

The National Aboriginal and Torres Strait Islander Education Policy (1989) is Australia's national policy on Indigenous education. The policy contains 21 national goals for which there is support from all Australian governments. In the context of these goals, the Commonwealth aims to improve the quality of education in Australia leading to improvement in the learning outcomes of Indigenous students. To this end, the Commonwealth addresses nationally significant issues through policy development, research and analysis. It also supports emerging and ongoing national initiatives in relation to the teaching profession and professional development, curriculum, assessment and student welfare.

The Commonwealth's Quality Teacher Programme provides funding to strengthen teacher skills and understanding in the priority areas of literacy, numeracy, mathematics, science, information technology and vocational education. In the context of the National Goals for Schooling, the program also supports the commitment to improving educational outcomes for educationally disadvantaged students. It does this by including among its targeted groups, teachers of Indigenous students, teachers in rural and remote schools and teachers in disadvantaged urban schools.

A framework for developing more efficient and effective cross-portfolio mechanisms

The Commonwealth is committed to developing more efficient and effective cross-portfolio mechanisms. As part of the Australians Working Together package, \$10 million over four years will provide support for secondary, and secondary-aged Indigenous students to stay on and complete year 12, go on to further education and training or move into paid employment. Some 1,600 students will be assisted through this initiative. Facilitation Agents will work to develop compacts with business, schools and Indigenous families to provide support and encouragement to these students.

The Enterprise and Career Education Foundation, through its network of Work Placement Coordinators, works with key stakeholders to provide structured work placement

opportunities and vocational learning experience through the implementation of the MCEETYA Framework for Vocational Education in Schools. As part of its initial response to the Youth Pathways Taskforce Report, the Commonwealth provided an additional \$9.297 million over the financial years 2001–02 to 2004 to enable the Enterprise and Career Education Foundation to expand its network of Work Placement Coordinators into remote parts of central and northern Australia.

In June 2000, ministers representing States, Territories and the Commonwealth agreed to a national strategy to improve training outcomes for Indigenous people: Partners in a Learning Culture, A National Strategy and Blueprint. The Commonwealth has provided funding of \$1.91 million to the Australian National Training Authority to support the national activities outlined in the blueprint for implementation of this strategy.

Student health is a crucial antecedent to student learning. The Commonwealth is funding a number of health-related initiatives under the NIELNS, at a cost of around \$3.75 million. One example is the provision of funding to the National Aboriginal Community Controlled Health Organisation to employ five additional Aboriginal Health Workers. The project aims to establish a link between effective treatment of chronic suppurative otitis media, reduced periods of deafness and school exclusion, and improved attendance and educational outcomes. It is expected that early intervention and treatment for chronic suppurative otitis media will have a positive impact on school attendance and, ultimately, lead to improved educational outcomes.

New South Wales

All New South Wales government schools have been provided with the National Statement and Model through the implementation of the goals of the 1996 Aboriginal Education Policy:

- implementation of Aboriginal Studies and Aboriginal perspectives into NSW syllabus documents in K–12
- provision of Aboriginal cultural funding to each of the 40 districts to develop reconciliation and Aboriginal cultural programs in schools
- implementation of Aboriginal language programs in 23 schools
- implementation of Maths in Context for Aboriginal Students, whereby schools develop and implement

mathematics units in consultation with their local Indigenous communities

- piloting of a Bidialectal Approach to Teaching Standard Australian English to increase teachers' understanding of Aboriginal English and Aboriginal students' use of language for specific purposes.

Indigenous communities are represented on the Director-General's Aboriginal Education and Training Advisory Group. The Advisory Group provides high-level, coordinated advice on education and training for Indigenous people to the Director-General of the Department of Education and Training District Aboriginal Education Advisory Committees. These committees select, monitor and evaluate literacy, numeracy, attendance and retention programs for Indigenous students in New South Wales schools to be funded under the IESIP Panels for the recruitment of departmental staff to positions identified for Indigenous people.

Schools are encouraged to make contact with local Indigenous communities and organisations to ensure that Indigenous people are included in the development of teaching and learning programs. The department has Indigenous staff in schools and district offices to assist schools to develop and implement programs to improve educational outcomes for Indigenous students and to provide Indigenous community cultural knowledge to school staff, students and communities.

The department is involved in a number of programs with other agencies. These are implemented at a local level and include:

- an Otitis Media Strategy from 2002 to 2004. The strategy will develop and strengthen links between the New South Wales Department of Education and Training, the Catholic Education Commission, the New South Wales Aboriginal Education Consultative Group Inc., New South Wales Department of Health and Indigenous communities. Local Otitis Media committees will be established to better inform Indigenous parents and teachers about Otitis Media and Conductive Hearing Loss. The partnerships developed will ensure that coordinated and culturally appropriate Otitis Media and Conductive Hearing Loss programs and services are available for Indigenous children and their families.
- the Aboriginal Communities Protecting Children project, which aims to reduce sexual violence in Indigenous communities. The purpose of the project is to increase the

capacity of Indigenous communities to respond to child abuse. The project will bring together government agencies and Indigenous community members to address child protection issues through a new learning and development strategy that is underpinned by a community capacity development strategy and supported by a local mentoring system. The New South Wales Department of Education and Training is a key stakeholder in the project and is represented on the project management group.

Victoria

The Department of Education and Training, through the Koorie Education Strategy Unit's Koorie Education Development Officers, assists individual schools or regions on curriculum issues. Schools are supported to deliver units of work that have been developed and published as course advice material available to all Victorian schools. These units are consistent with the Curriculum and Standards Framework II Studies of Society and Environment learning outcomes.

The department has put in place a number of initiatives to service the needs of Koorie students in Victoria and to ensure that the schools are more culturally inclusive and educationally effective. These initiatives are detailed as follows.

Yalca 2001

Yalca: A Partnership in Education and Training for the New Millennium is an agreement between the Victorian Aboriginal Education Association Incorporated and the Victorian Government that places the Koorie student at the centre of education policy and decision-making, and acknowledges that local Koorie communities, through the Local Aboriginal Education Consultative Groups, are best able to determine local education and training.

KODE campuses

Two campuses of the Koorie Open Door Education (KODE) campuses were established in 1995 in Morwell and Glenroy. In 1998, a KODE campus commenced operation at Mildura. The fourth campus will open in Swan Hill in 2002.

A series of special projects has also been developed to assist Koorie students, especially in the areas of literacy and numeracy.

The Koorie Literacy Links Project

This project is exploring the use of technology to improve the educational outcomes of Koorie students from Prep–year 4 in 14 schools. Video-conferencing technology has been used to link Victorian school communities with Koorie students to create a network. This has enabled students, education workers, teachers and community members to explore interactive and innovative ways of learning.

The Gifted Koorie Students Program

Through the Koorie Literacy Links Project, schools have begun to identify gifted Koorie students. These students have been underachieving or have displayed work practices that have previously prevented them from reaching their full educational potential. This program aims to improve these students' academic achievements. A group of project participants is now working to establish a list of attributes to help other teachers and community members to identify underachieving Koorie students and those who are who are gifted or talented.

The Koorie Middle Years Link Project

This project involves 14 schools in Victoria, both mainstream and KODE schools, and aims to improve the educational outcomes and extend successful literacy and curriculum models for Koorie students in years 5–9. The project uses video-conferencing technology to create a network for communities, teachers and Koorie education workers to develop collaborative ways of learning through integration of literacy and technology.

Regional Koorie Student Support Teams

Regional Koorie Student Support Teams consisting of a Home–School Liaison Officer and Literacy Officers have been established. These teams identify the current support mechanisms, programs and initiatives available to assist Koorie students, their families and schools to facilitate improved attendance and participation in schooling.

The Catholic Education Sector has also expanded its Literacy Advance Strategy to benefit Indigenous students through the development of a professional development resource for teachers, *Guiding Tracks – Literacy and the Indigenous Learner*.

The development of a cross-portfolio framework

KODE preschools

Through an arrangement between the Department of Human Services and the Department of Education and Training, preschools have been established at two of the KODE schools.

Wur-cum Barra

This is an Indigenous Employment Strategy of the Victorian government that aims to improve the diversity and responsiveness of the Victorian Public Sector to Indigenous issues by increasing Indigenous employment across the whole government sector. The Wur-cum Barra Strategy planning framework includes a requirement for departments to develop an Indigenous Employment Plan to address six Key Result Areas as a focus for planning, action and performance monitoring.

Queensland

Partners for Success is Education Queensland's major policy framework addressing the education needs of Aboriginal and Torres Strait Islander students throughout the State.

The Partners for Success strategy was launched in 2000 and initially trialed in 38 school communities, mainly in rural and remote locations, across the State. The trial focused on the ways in which partnerships between schools and Aboriginal and Torres Strait Islander communities could improve outcomes for Aboriginal and Torres Strait Islander learners through flexible and innovative practices at the local level.

Key initiatives under the strategy included:

- developing a communication and engagement strategy
- developing school–community partnership agreements
- establishing the Western Cape College, with campuses at Jessica Point, Mapoon, Aurukun and Weipa
- implementing training programs through the Indigenous Education and Training Alliance to ensure that teachers in rural and remote areas have resources and skills to teach Indigenous learners of English as a Second Language
- continuing development of flexible human resource arrangements to support staffing in selected remote community schools

- developing and launching the Aboriginal and Torres Strait Islander Employment Strategy: 2002–2005 and the Action Plan for the Employment and Career Development of Aboriginal and Torres Strait Islander Peoples in Queensland.

The Partners for Success strategy has helped to establish an evidence base that will be used to inform future planning and activity in Indigenous education. In addition, the strategy has contributed to a number of positive outcomes and successes for Indigenous learners, including:

- forging closer partnerships with parents, Aboriginal and Torres Strait Islander communities and other agencies to increase school attendance, improve literacy and numeracy, and foster leadership and employment opportunities to provide Indigenous children and employees with better life prospects
- supporting major school–community achievements and initiatives across the State, which contribute to building the capacity of local communities to identify and remove impediments to improving outcomes
- developing English as a Second Language bandscales for years 1 to 3 and years 4 to 10, specifically to address the literacy needs of Indigenous students when English is not the students' first language
- development of the Pregnant and Parenting Students program to provide greater understanding of issues affecting diverse groups of pregnant and parenting young women in relation to school participation and completion and providing advice to schools to support the retention of pregnant and parenting students to year 12
- implementing an evaluation research agenda on strategies for increasing the school completion rates of Aboriginal and Torres Strait Islander students
- developing five Literacy Education and Practice sites for mentoring of teachers in methods for enhancing literacy outcomes, particularly for 'at risk' students. Each site would service a cluster of schools.

The Partners for Success strategy will be expanded across the State to support whole-of-government partnerships to address major issues affecting Indigenous student achievement such as attendance, retention and literacy attainment.

Overall, the Partners for Success strategy will continue to be extended to include dissemination of successful practice, the

building of community capacity, provision of professional development and training across a range of cultural, curriculum and community development issues, and the implementation of new staff recruitment and selection processes.

South Australia

Aboriginal Education Services across the State administer Commonwealth funding targeted to employ Indigenous people as Language and Cultural Hourly Paid Instructors in schools and sites. Additional funds available for the teaching of languages other than English supported nine Indigenous languages being taught in sites across the State. The number of sites increased from 47 to 62 in the last year.

A wide range of Indigenous perspectives were included in the South Australian Curriculum Standards and Accountability framework (SACSA). This has emerged as best practice, both nationally and internationally.

Aboriginal Voices: Activities and Resources for English, a support document for teachers of English R–12, has been launched and training implemented.

Merit selection processes for preschool staff were modified to include Indigenous parents on panels where ten or more Indigenous children are enrolled.

An Aboriginal languages framework for Early Childhood Education was developed and an Aboriginal Early Childhood Project Officer employed. This resulted in an increase in the number of site-based Aboriginal language programs.

The program for the Early Childhood Conference 2001, held in Adelaide, included an Indigenous perspective and Indigenous presenters.

The Aboriginal and Islander Career Aspiration Program implemented appropriate career and post-compulsory schooling options awareness programs for Aboriginal and Torres Strait Islander students (years 6–12) in government, Catholic and independent schools at the school, district and system levels.

The training and development package *Career Education Course – Aboriginal and Islander Students*, for educators with responsibility for the career education needs of Indigenous students, was implemented.

The appointment of Aboriginal Education Teachers in schools with significant Indigenous student enrolments contributed to the ongoing professional development of school-based staff and action research to improve the learning outcomes for Indigenous students.

- Professional networks and agreements with a range of agencies, both Indigenous and whole-of-government were developed and maintained.
- A major nutrition project is currently underway in cooperation with the Department of Human Services.
- Collaboration with the Senior Secondary Assessment Board of South Australia resulted in the development of an Indigenous student database that helps to track student location, support personnel and subject choices.
- Anangu Education Services worked with the Office of Employment and Youth and the Department of Employment and Workplace Relations on establishing traineeships; the University of South Australia on the Anangu Teacher program; and the University of South Australia, University of Adelaide, Flinders University and Melbourne University to carry out teacher recruitment field trips each year for students interested in teaching in Anangu Schools.

Western Australia

The Aboriginal Education Strategy for 2001–04 (Creating the Vision) has been developed to assist this acceleration of improvement in Aboriginal education.

The Aboriginal Education Strategy supports the Adelaide Declaration on National Goals for Schooling in the Twenty-first Century. It is based on the premise that schooling can provide a positive foundation for young Indigenous people's holistic development through the recognition of their differences as strengths that can be enhanced. Schooling can also contribute to the young Indigenous person's sense of self-worth, enthusiasm for learning and optimism for the future by providing a culturally sensitive, supportive and nurturing environment that assists their learning.

The Aboriginal Education Strategy 2001–04 is based on the Model of More Culturally Inclusive and Educationally Effective Schools, developed by MCEETYA and endorsed in March 2000. It is designed for use by schools and systems as a means of creating sustainable change and improvement that integrates the successful outcomes of Indigenous programs into mainstream schooling practice.

In particular, the Aboriginal Education Strategy is premised on the following:

- Indigenous students are mainstream students who are entitled to more culturally inclusive and educationally effective schooling to enable their achievement of positive and successful educational outcomes.
- Mainstream education programs and resources must be used to address the educational needs of Indigenous students.
- Schools have a major role in and responsibility for the implementation of education and related policy and the delivery of educational services to Indigenous students and their families, and are supported by district and central offices of the Department of Education.

The key elements of culturally inclusive and educationally effective schools for Indigenous students are:

- strong partnerships between the school and Indigenous students, parents and/or care-givers and the community
- commitment and effective leadership and coordination of the school leadership team
- commitment and effective teaching skills of the classroom teacher.

The existing Aboriginal Support Network comprising the Aboriginal Education Directorate, district-based Aboriginal Liaison Officers, school-based Aboriginal Education Officers and the Aboriginal Student Support and Parent Awareness Committees provide a significant two-way linkage between the Indigenous community and the educational community.

The Western Australian Aboriginal Education and Training Council is another pivotal community-based organisation, which has an integral role in providing advice and directions for inclusion in the Department of Education of Western Australia's programs and services.

Tasmania

The Department of Education's current Strategic Plan for Aboriginal Education has as its broad goals:

- ensuring that all Indigenous students have access to education and attend school regularly
- ensuring that Indigenous students' educational outcomes match, over time, those of other students

- increasing the participation of Indigenous parents and the Aboriginal community in education
- increasing the number of Indigenous people employed in the education sector.

In relation to literacy and numeracy, the Aboriginal Literacy Program in Early Childhood funded Aboriginal Education Workers to provide focused intervention for Aboriginal students in 19 nominated schools and to assist schools develop strategies to affirm Indigenous student identity and capacity to succeed in the school system.

Seven Aboriginal Education Officers worked in school districts to increase the retention and participation of Aboriginal students in grades 9–12. In addition, in 2001, eight part-time Aboriginal Project Officers were funded to provide particular support to students at senior secondary level (grades 11 and 12).

At the end of 2001, six Indigenous students undertaking or about to undertake either a Bachelor of Teaching or a Bachelor of Education at the University of Tasmania were awarded scholarships, which they took up in 2002. This program is aimed at increasing the numbers of Indigenous teachers entering the teaching service.

In 2001, two important resources were released to assist in the development of more culturally inclusive curriculum. These were *On the Track*, a resource designed to facilitate the integration of Aboriginal Studies in the early childhood curriculum, and *From Gumnuts to Buttons*, an interactive activity which portrays Tasmanian history from an Indigenous perspective. Professional development was provided to assist in the use of these resources.

Professional development was also provided in relation to cultural awareness-raising and appropriate pedagogy. Two highly successful programs, Changing Places and Improving Numeracy for Indigenous Students in Secondary Schools, continued in 2001, involving approximately 50 schools. An Aboriginal Speakers Program was also maintained with a register of 80 speakers. Seventy-three schools and colleges utilised these speakers. In 2001, 270 departmental staff attended Aboriginal Cross-Cultural Awareness courses.

The department continued to work closely with the Tasmanian Aboriginal Education Association in all matters relating to policy, programs and community participation in Indigenous education.

Northern Territory

During 2001, a new Curriculum Framework was developed for the guidance of schools. A unique feature for the Northern Territory was the inclusion of an Indigenous Languages and Culture Outcomes section. This focuses on:

- development of important cultural knowledge about people, kinship, country and land, and the natural environment
- interrelated language strands that describe the ways in which learners communicate using language.

In 2001, twelve schools conducted Two-way Learning programs and a further 29 schools provided Indigenous Language programs. These were designed to help Indigenous students to acquire the literacy skills required to operate competently in both their Indigenous language and the wider English-speaking community.

An Accelerated Literacy project has been initiated in six pilot schools with a primary focus on Indigenous students. The project targets students whose literacy levels place them at risk of not participating effectively in schooling. The approach engages students in age-appropriate texts to develop their capacity to access the curriculum. The Northern Territory Department of Employment, Education and Training is working in collaboration with Brian Gray and his team from the University of Canberra to provide teachers with skills in the Accelerated Literacy approach and to monitor the progress of students towards achieving improved English literacy outcomes. The project is embedded in the NT Literacy and Numeracy Strategy, which is aimed at identifying and implementing successful literacy and numeracy approaches across the system.

In late 2001, the new Northern Territory government focused on improving Indigenous education outcomes. It established a Learning Lessons Implementation Steering Committee with a charter to oversee implementation of a reform program based upon a comprehensive response to recommendations from Learning Lessons – An Independent Review of Aboriginal Education in the Northern Territory.

To help address low rates of school attendance, Aboriginal and Islander Indigenous Education Workers were employed in 49 schools, and Aboriginal Resource Officers were employed across 82 schools in both remote and urban areas. These staff liaised with Indigenous parents and students to promote school as a

positive place to be, to encourage Indigenous students to attend school every day, to encourage Indigenous parents to participate in the schooling process and to promote cultural awareness within schools.

In recognition of the fact that real change can best be achieved through partnerships with critical stakeholders, the membership of the Learning Lessons Implementation Steering Committee includes representatives of key Indigenous organisations, including the Aboriginal and Torres Strait Islander Commission, Central and Tiwi Land Councils, National Aboriginal Community Controlled Health Organisation, Yuendumu Community Government Council, Indigenous educators and Anyinginyi Congress. The Commonwealth and Territory governments are represented through the Commonwealth Department of Education Science and Training, and the Northern Territory Department of Employment, Education and Training.

The predominance of Indigenous members on the Learning Lessons Implementation Steering Committee provides Indigenous people with a direct voice to government on matters critical to improving Indigenous education in the Northern Territory.

Australian Capital Territory

The Indigenous population of the ACT, like the non-Indigenous population, is drawn from across Australia and is growing larger. The Ngunnawal people, the original inhabitants, continue to have a strong presence as do people from the surrounding areas. Indigenous people come to the ACT for a variety of reasons including employment opportunities, educational facilities and family ties. There is a growing Torres Strait Islander population in the ACT, with its own vibrant culture.

Enrolments of Indigenous students in ACT schools continue to grow. In 2001, there were 792 Indigenous students in ACT government schools, an increase of 10 per cent on 2000. To meet the needs of the increased enrolments the staff at the Indigenous Education Unit was increased. This improved the Indigenous Education Worker to student ratio. The work of the Indigenous Education Workers focuses on the core business of monitoring attendance and retention, monitoring Indigenous students' literacy and numeracy progress and providing support to teachers and schools. The Home—School Liaison Officers work with Indigenous families and their schools to improve outcomes for students and to enable them to access services both within and outside the department.

The successful Koorie preschool program has continued. The preschool program has an emphasis on learning programs with an Indigenous focus. Three Koorie preschool sessions per week are held in different parts of Canberra and parents are assisted with transport to their nearest Koorie preschool, if necessary. Indigenous children are able to attend Koorie preschool from 3 years of age, whereas for mainstream preschool, access is usually only available for 4-year-olds in the year prior to commencing Kindergarten. Koorie students can also attend mainstream preschools. In addition, Koorie preschool staff are able to refer younger Indigenous children to the early entry program for mainstream preschools.

An Indigenous Literacy and Numeracy Field Officer was appointed to assist schools and teachers develop programs for Indigenous students who are having difficulties in literacy and numeracy. This position is based in the Literacy and Numeracy team so that the officer can access specialised advice and support and can tap into the programs offered by the team.

The ACT Indigenous Education Consultative Body (IECB) plays an important part in advising the ACT Government on Indigenous education. In 2001, the IECB and the Department of Education and Community Services (DECS) worked together on developing the Indigenous Education Compact. The compact will be an agreement between the department and the ACT Indigenous community, acknowledging the inequitable outcomes of the past. The department has made a commitment to ensure just and equitable outcomes for Indigenous students with proper consultation with the Indigenous community, particularly through the IECB. There is a commitment by the ACT Indigenous community to ensure attendance by children at school, participation in consultations and support for mutually agreed programs and initiatives. A number of consultative meetings have been held during the drafting of the compact. Following agreement on the wording of the compact the final draft will be sent to all families of Indigenous students for final consultation. The Chief Executive of DECS and the IECB Chairperson will sign the compact.

In 2001, a draft Services to Indigenous People Plan was developed and sent out for consultation with staff of the department and the wider community. There are four key commitments of the plan:

- overcoming racism and valuing diversity
- forming genuine and ongoing partnerships with Indigenous communities

- creating safe, supportive, welcoming and culturally inclusive educational and service environments
- Indigenous young people achieving outcomes equitable to the total population.

The plan will give the necessary guidance to schools, service and central office personnel in working with and for Indigenous people.

The IECB played a major role in providing feedback to the department on changes that should be made to the Services to Indigenous People Plan. Along with comments and suggestions from the wider community, a final draft will be developed. The ACT DECS is committed to ensuring that the Indigenous

community, through the IECB, agree to this plan before its implementation.

The IECB and the ACT DECS conducted school board workshops for Indigenous people in 2001. The aim is to train Indigenous people in the skills necessary to be a school board member. The participants were encouraged to seek election on their local school board or were asked to be community members of a school board.

In 2001, the Chief Executive of the ACT DECS sent a minute to all principals encouraging them to include 'Acknowledgment of Country' at official school functions. Most schools have enthusiastically taken this up. This simple courtesy is seen as an important step in the Indigenous reconciliation process in schools.

Chapter 11

Civics and citizenship student outcomes

Background

The national goals require that students 'be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life' (goal 1.4).

Moreover, students should:

have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their lives and to accept responsibility for their own actions (goal 1.3).

Having endorsed the paper 'Conceptualising Civics and Citizenship Education' as the general curriculum basis for its work, the civics and citizenship education sub-group of the National Education Performance Monitoring Taskforce (NEPMT) proposed a two-stage process for the development of key performance measures (KPMs) as the basis for nationally comparable reporting of student outcomes. This approach was endorsed by ministers in July 2001.

Development of key performance measures

Dr Murray Print and Dr John Hughes at the Centre for Research and Teaching in Civics, University of Sydney, undertook the first stage of the development of KPMs. This involved collecting information on what can be expected of students in late primary and late compulsory schooling and the development of draft KPMs to monitor student learning outcomes.

The KPMs developed were:

KPM I: Civic knowledge, including an understanding of Australian democracy, government, law, national identity, diversity, cohesion and social justice.

KPM II: Participatory skills and values associated with active citizenship.

Primary school students

At the primary school level, these two KPMs are based on the expectation that students can:

KPM I

- *identify key features of a democracy*

In a democracy people govern themselves directly or indirectly through elected representatives. Decisions are made for the common good. Freedom of speech, media, religion and assembly are key features of democratic life.

- *describe significant events in the development of Australian democracy*

European settlement in Australia began with a penal settlement. Political decisions were made by the governor. Scant regard was paid to Aboriginal governance and civic life. Over the nineteenth century Australia gradually became more democratic, though participation was not open to all. In the twentieth century Australian democracy became more inclusive.

- *describe the structure and roles of governments in Australia*

Australia's three levels (two levels in ACT) of government, local, State (ACT – local and State combined) and national, are responsible for different services and affect citizens' lives in different ways.

- *describe how rules and laws are made and changed*

School is one place where rules that govern behaviour are made. Laws are made by parliaments, through judicial decisions and guided by constitutions. Laws are not static and may be changed as society changes.

- *explain what it means to be an Australian, particularly with respect to diversity and social cohesion*

Being Australian means different things to different people and it is important to appreciate and respect that difference. Social cohesion and what people have in common are part of a shared civic destiny, which is important for Australian society.

- *identify and recognise contributions of diverse groups to Australian civic life*

Australian society consists of many diverse groups who need to respect each other and work collaboratively to enhance social cohesion.

KPM II

- *identify rights and responsibilities of citizens participating in Australia's democracy*

Citizens have many political, social and economic rights that serve to protect them. They also have responsibilities, which protect democracy, such as obeying the law, voting, paying taxes and jury duty.

- *describe how students can participate as effective Australian citizens*

Being informed and monitoring public events, communicating with others, voting in elections, participating in social action and accepting the rule of law are all ways Australians can become active citizens at local, state, national and international levels.

- *explain how and why citizens can influence decision-making*

There are many formal and informal democratic processes through which citizens can influence decision-making and enhance the common good. Citizens can influence what happens to them through being informed, joining groups, monitoring decision-making and communicating with those in power.

- *identify values that shape Australian civic life*

A healthy democracy in Australia depends upon people who believe in and support freedom, equity, diversity, social cohesion and social justice for all citizens.

Secondary school students

At the secondary school level, the two KPMs are based on the expectation that students can:

KPM I

- *recognise how perspectives of Australian democratic ideas and institutions have changed and continue to evolve*

Democracies such as Australia are not static and reflect changes in society and new ideas about what it means to live in a democracy. Laws, parliaments, courts, constitutions

and other civic institutions adapt to reflect and embody these changes.

- *explain the role of the Australian Constitution, particularly as it affects the lives of citizens*

The Australian Constitution determines how Australia should be governed. It has become the absolute reference point for many decisions and continues to evolve and to be interpreted in different ways. It affects the day-to-day lives of citizens.

- *explain the evolving nature of law in Australia's democracy*

How law has been created, interpreted and applied has changed significantly from the legal structures of traditional Aboriginal society as well as from the first European settlement. For over a century the law has reinforced and redefined Australian democracy and civic life.

- *analyse how diversity and social cohesion have affected Australian civic life*

Australia is a highly multicultural country. Australian democracy enables diversity to flourish through acceptance of and respect for different cultures. Such acceptance and respect, supported by the rule of law and parliamentary democracy, protects social cohesion and civic life.

- *evaluate Australia's role as a nation in the global community*

Australia interacts with other nations in many ways, such as through trade, tourism, migration, international agreements, defence and participation in international organisations. Australia is judged by these interactions and by its handling of issues such as human rights and social justice.

- *understand multiple and different views of Australian identity and how they have been formed*

Being Australian means different things in different contexts to different people. This difference has evolved over time and needs to be respected within a framework of social cohesion for the common good.

- *critically evaluate the purposes of governments*

In a highly governed country like Australia, citizens should constantly reflect upon the impact of government on their lives. Maintaining government accountability is essential to the freedom of citizens.

KPM II

- *identify and justify values fundamental to Australia's democracy*

Australia's liberal democracy is based on values such as individual rights and freedoms, the common good, majority rule, minority protection, social justice, tolerance and respect for others.

- *apply understandings of the rights and responsibilities of active and informed citizens in a variety of contexts*

Effective citizens exercise their rights and responsibilities in a range of contexts and situations. Despite changing contexts, citizens exercise rights such as freedom and equity and discharge responsibilities such as voting and participation.

- *analyse why and how Australians participate in political processes*

Australians participate in many political processes, including elections, community organisation activities and environmental activities, and present their views to protect themselves, enhance civic life and maintain democracy.

- *identify values that shape the actions of Australians as global citizens*

Australia is part of the global community. As global citizens Australians need to value and uphold international conventions such as human rights, international treaties and concern for the common good, and other international treaties.

The KPMs and a number of recommendations were included in the report to the NEPMT, *Key Performance Measures in Civics and Citizenship Education*. The civics and citizenship sub-group reviewed the report and formulated six recommendations for approval by the Performance Measurement and Reporting Taskforce in early 2002. These recommendations are:

- 1 that there be two KPMs for civics and citizenship education, the first to focus on civic knowledge and understanding, the second on citizenship participation skills and civic values
- 2 that the KPMs be applied to both primary and secondary schooling and be set at year 6 and year 10 respectively
- 3 that national student assessments derived from the KPMs be designed for year 6 and year 10

- 4 that a trial assessment be conducted in 2002 as a preliminary to a national sample survey assessment

- 5 that the assessment survey consist of three parts: assessing civic knowledge (KPM I), assessing skills and values for active citizenship participation (KPM II), and an indication of opportunities and examples of citizenship participation by students together with relevant contextual information

Note: The sub-group agreed that a reassessment of the opportunities and examples of the citizenship participation component be undertaken following the trial assessment.

- 6 that the national assessment of student understandings, skills, values and citizenship participation occur initially in 2004. Subsequent testing would occur in 2007 and then every three years thereafter.

National assessment instruments

A project is expected to commence in 2002 to develop and trial a suite of national assessment instruments using the above KPMs. The trial is expected to involve a sample of students nationally in each of years 6 and 10.

The assessment survey is expected to consist of three parts as indicated above – assessment of civic knowledge (KPM I); assessment of skills and values for active citizenship participation (KPM II); and an indication of opportunities and examples of citizenship participation by students together with relevant contextual information. The outcomes of the field trial will be considered by the Performance Measurement and Reporting Taskforce following the trial assessment.

Commonwealth, State and Territory civics and citizenship initiatives

The following links describe Commonwealth, State and Territory online civics and citizenship education initiatives, targeted curriculum resources and professional development material for learning and teaching.

Commonwealth

Discovering Democracy

From 1997–2000, the Discovering Democracy programme was fully funded to consolidate civics and citizenship education in schools, higher education institutions and centres for adult and community education. Identified as a national priority to encourage informed, active awareness of Australia's political and legal system, Discovering Democracy has been extended to 2004.

The website (<http://www.curriculum.edu.au/democracy/>) supports program material distributed to schools and States and Territories have implemented the program in diverse ways.

To highlight the program's success, the non-government school sector reports clear gains in civics and citizenship education. A wide range of techniques have been utilised to assess student performance. In humanities subjects, these included student responses given in examinations, tests and essays. In subject streams relating to lifeskills and/or religious education, assessment of student performance involved observing the development of concepts and skills in students' writing, discussions, debating and general behaviour.

Other assessment methods measured student participation in integrated activities across all key learning areas, or in community projects valuing service and assistance, such as opportunities for internal school governance. The integrated, cross-curricular form of assessment was commonly used at the primary school level. Where students were occupied with community activities and projects, many schools relied on feedback from the community groups involved to assess their students and evaluate their programs.

New South Wales

The New South Wales Discovering Democracy website
<http://www.abc.net.au/civics/democracy/>

The Parliament of New South Wales website
<http://www.parliament.nsw.gov.au>

The New South Wales Board of Studies
<http://www.boardofstudies.nsw.edu.au>

Victoria

SOFWeb, Studies of Society and Environment (SOSE) – Civics and Citizenship Education
<http://www.sofweb.vic.edu.au/sose/civics/index.htm>

The Victorian Electoral Commission <http://www.vec.vic.gov.au>

Queensland

The Queensland Discovering Democracy website
<http://education.qld.gov.au/tal/ddemo>

The Electoral Commission of Queensland
<http://www.ecq.qld.gov.au>

Federation Matters
<http://education.qld.gov.au/tal/federation/html/about.html>

Queensland Parliament for schools
<http://www.parliament.qld.gov.au/Education/ForSchools/>

Queensland Studies Authority, Studies of Society and Environment
<http://www.qsa.qld.edu.au/yrs1to10/kla/sose/modules.html>

Education Queensland, Studies of Society and Environment
<http://education.qld.gov.au/curriculum/area/sose/projects.html>

Queensland Department of Justice and Attorney-General's website for students
<http://www.justice.qld.gov.au/education/home.htm>

South Australia

The South Australian Civics and Citizenship Professional Development Program
<http://www.civics.dete.sa.gov.au/home.html>

The State Electoral Office of South Australia
<http://www.seo.sa.gov.au>

Western Australia

The Constitutional Centre of Western Australia
<http://www.ccentre.wa.gov.au>

The Western Australian Curriculum Council
<http://www.curriculum.wa.edu.au>

The Western Australian Electoral Commission
<http://www.waec.wa.gov.au>

The Parliament of Western Australia
<http://www.parliament.wa.gov.au>

The Department of Education's Curriculum Materials
Information Services website
<http://www.eddept.wa.edu.au/cmisis/index.htm>

Tasmania

The Tasmanian Electoral Office <http://www.electoral.tas.gov.au>

The Parliament of Tasmania <http://www.parliament.tas.gov.au>

The Tasmanian Office for Curriculum, Leadership and Learning,
Curriculum Consultation Project
<http://www.education.tas.gov.au/ocll/currcons/>

The Discover – Department of Education, Tasmania SOSE
website <http://www.discover.tased.edu.au/sose/>

Northern Territory

The Northern Territory Parliamentary Education Office
<http://www.nt.gov.au/lant/parliament/nt.shtml>

Australian Capital Territory

The ACT Department of Education, Youth and Family Services
Civics and Citizenship Education website
<http://www.decs.act.gov.au/schools/curriccc0.htm>

The Commonwealth Parliamentary Education Office
<http://www.peo.gov.au/>

Chapter 12

Future directions

Examination of the 2001 school year in Australia confirms a number of trends that have been identified in previous reports and which are likely to continue to influence the future direction of Australian schooling.

Enrolments

Total enrolments in Australian schools continue to rise slowly and, in 2001, they reached 3.268 million, an increase of 0.65 per cent from the 3.247 million in 2000. The percentage increase was similar to that of the previous year and the expectation is that enrolments will continue to rise slowly and reach a peak of 3.296 million in 2011.

However, the picture across the sectors is significantly different. In 2001, enrolments in government schools remained virtually unchanged from 2000, while those in non-government schools rose by 2.1 per cent to exceed one million students for the first time. Government school enrolments are predicted to rise to 2.256 million in 2002 and then begin to fall to 2.171 million in 2011. On the other hand, non-government school enrolments are expected to continue to rise to 1.126 million by 2010, before commencing a slight decline. The overall decline in school enrolments reflects a predicted decline in the population of school-aged children and young people in the population generally.

Primary enrolments are predicted to rise until 2002 and then start to decline, reflecting the overall decline in the population of children who would attend primary school. Secondary enrolments are projected to rise until 2009 before starting to fall. The differences between the government and non-government sectors are again evident. Whereas enrolments in government primary schools have risen by 7.4 per cent since 1986, and are set to peak in 2002, those in non-government primary schools have risen by 36.8 per cent in the same time and will continue to rise until 2006. Similarly, in secondary schools, the increase since 1986 has been 6.0 per cent in the government sector compared with 28.1 per cent in the non-government sector and both sectors are expected to continue to rise until 2009.

The proportion of students in government schools fell from 72.1 per cent in 1991 to 68.8 per cent in 2001. The decline, however, has not been uniform over time. An increase and then a plateau at 72.1 per cent in the period 1997–1999 followed a fall during the early part of the decade. The decline appears likely to continue in the near future.

From 1986 to 2001, the number of government schools has fallen by 647, representing a decline of 8.5 per cent. In the same period, the number of non-government schools rose by 158 or 6.3 per cent. In 2001, the number of new non-government schools increased by 20, while the number of government schools decreased by 19. Again, it appears likely that this trend will continue.

The trend towards an increasing proportion of Indigenous students in schools continued in 2001, with the enrolment of Indigenous students rising by almost 4,000, an increase of 3.5 per cent on 2000. This puts the proportion of Indigenous students at an all-time high of 3.53 per cent of total enrolments.

Teachers

The overall increase in school enrolments throughout the last decade was matched by an increase in the number of teachers. From 1991 to 2001, the number of teachers rose by 18 per cent to the full-time equivalent of 290,603 in 2001. A significant feature of this change was the uneven growth between genders, with female teacher numbers growing at 27.2 per cent while male teacher numbers increased by only 0.9 per cent. This trend was even more apparent in primary schools, where the increase in the number of female teachers over the same period since 1991 was 31.6 per cent and for male teachers just 0.1 per cent.

While the number of female teachers in primary schools rose steadily over the period 1991–2001, the number of male teachers fell until 1998 and then rose again. However, the rate of increase in the number of female teachers still exceeds that of male teachers, so the trend towards an increasing proportion of female teachers, especially in primary schools, is likely to continue.

In general terms, in the period 1991–2001, the rate of increase in the number of teachers exceeded the rate of increase in the number of students, so there was an overall improvement in the student–teacher ratios in Australian schools. The gains were fairly widespread, although not uniform, across the sectors. Government secondary schools were the only ones not to record some improvement, while the biggest gains were in Catholic primary schools, followed by independent primary schools, independent secondary schools, government primary schools and Catholic secondary schools.

The trend data regarding teacher employment coupled with the predictions for enrolments point to the likelihood that the number of teachers in Australian schools will increase. This has resulted in some concerns regarding the future supply of teachers, with a number of researchers and commentators predicting a substantial shortfall in the number of teachers available in the short term. In part, these concerns have been fuelled by the observation that the number of graduates from initial teacher education courses in Australian universities fell sharply during the early years of the last decade. For example, a fall of nearly 27 per cent from 13,343 to 9,790 occurred between 1992 and 1997. However, after 1997, the number of graduates increased and 2001 saw an increase of 17 per cent over the previous year, with 12,675 students graduating from initial teacher education courses.

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has reported on teacher supply and demand in Australia on a biennial basis from 1988. The report for 2000, *Demand and Supply of Primary and Secondary School*

Teachers in Australia, found that the teacher labour market was broadly in balance in 2000 but there were recruitment difficulties in a number of key learning areas and in rural and remote regions.

Tertiary-accredited subject enrolments

Table 12.2 shows the changes in the pattern of year 12 enrolments in tertiary-accredited subjects between 1992 and 2001. It reveals that, while the proportions of enrolments in the key learning areas of English and Mathematics have remained stable, there were significant changes in other key learning areas. In particular, the proportions of enrolments in the Science and Studies of Society and Environment key learning areas each fell and were offset by increases in the proportions of enrolments in Languages Other than English (LOTE), the Arts, Technology and Health and Physical Education.

Table 12.1 Proportion of students in government schools, 1997–2001 (per cent)

Year	Students enrolled in government schools		
	Primary students	Secondary students	All students
1997	74.9	68.3	72.1
1998	74.9	68.3	72.1
1999	74.9	68.3	72.1
2000	72.8	64.2	69.2
2001	72.4	63.7	68.8

Source: *National Report on Schooling in Australia*, 1997–2000, 2001 data Table 3 (Appendix 1: Statistical annex)

Table 12.2 Year 12 enrolments in tertiary-accredited subjects as a percentage of all enrolments, by key learning area, Australia, 1992 and 2001 (per cent)

Learning area	Male enrolments		Female enrolments		Total enrolments	
	1992	2001	1992	2001	1992	2001
English	18.6	18.8	19.8	20.0	19.2	19.4
Mathematics	20.1	20.3	16.9	16.8	18.5	18.5
Science	19.9	15.5	16.9	15.4	18.3	15.5
Studies of society and environment	24.7	19.5	27.6	21.7	26.3	20.7
LOTE	1.6	2.0	2.9	3.5	2.3	2.8
Arts	3.9	5.9	6.9	9.6	5.5	7.9
Technology	8.8	13.6	7.3	7.6	8.0	10.3
Health and physical education	2.4	4.4	1.6	5.3	2.0	4.9

Source: *National Report on Schooling in Australia*, 1992, 2001 data Table 9 (Appendix 1: Statistical annex)

The table also shows that, in general terms, the distribution of enrolments across the genders has remained relatively unchanged. However, some changes are evident and include:

- a diminishing difference in gender in regard to enrolments in Science
- an increasing difference in gender in regard to enrolments in Technology
- a much larger increase in the proportion of female students enrolled in Health and Physical Education.

Changes occurring within senior secondary schooling include an increasing call for the inclusion of some vocational education courses. While such changes may alter the pattern of pre-tertiary enrolments, it remains likely that the trends indicated in Table 12.1 will continue into the immediate future.

Measurement against key performance measures

Over the last several years, MCEETYA ministers have monitored progress towards the National Goals for Schooling in the Twenty-first Century by a process of measurement against a set of key performance measures. During 2001, there were a number of developments to ensure the continuation and enhancement of this process in the future.

- The process of developing key performance measures in each of the priority areas defined by the Council has continued. Details of this progress are set out in each of the relevant chapters of this report and there is a summary in Chapter 4, 'Meeting the national goals'.
- Significant progress was made in relation to the use of key performance measures in the setting of national targets for student achievement. Such targets have already been set in the areas of reading, writing, spelling and numeracy for years 3, 5 and 7 and there is agreement that further targets will be set as appropriate performance measures become available.
- By the end of 2001, ministers had agreed to definitions of student sex and Indigenous status and had given in-principle approval to definitions of socioeconomic status and disadvantage, language background/culture/ethnicity and geo-location. Disaggregated data in key performance measures can be used to provide information about the performance of student sub-groups.

- As there had been a concern that the key performance measures selected for use in national reporting should reflect the national goals for schooling and should not focus on the intended outcomes of particular educational programs, MCEETYA clarified the differences between program measures and national key performance measures. In doing so, ministers cleared the way for the more extensive use of national key performance measures.

Civics and citizenship

Civics and citizenship is one of the priority learning areas for which key performance measures are being developed. During 2001, the first stage of this development was undertaken and, as a result, two key performance measures were established. The process, which is outlined in detail in Chapter 11, 'Civics and citizenship student outcomes' of this report, is set to continue over the next few years.

It is anticipated that a project will begin in October 2004 that will develop and trial a suite of national assessment instruments, using the agreed performance measures. The trial is expected to involve a sample of students nationally in years 6 and 10 and to consist of three parts:

- assessment of civic knowledge
- assessment of skills and values for active citizenship participation
- an indication of opportunities and examples of citizenship participation by students, together with relevant contextual information.

Following completion of the trial, it is likely that a program of assessment will be established in 2007 so that the progress towards the achievement of the relevant national goals can be monitored.

Vocational education in schools

A rapid increase in the number of senior secondary students participating in vocational education and training (VET) programs was a significant feature of Australian school education in the five years to 2001, as shown in Table 12.3. This trend continued in 2001 with increases in enrolments in all school sectors. Indeed, over 40 per cent of all senior secondary students undertook at least one VET course as part of their senior secondary certificate.

Table 12.3 Number of students participating in VET in Schools programs in Australia, 1996–2001

Sector	1996	1997	1998	1999	2000	2001
Government	n.a.	53,258	66,366	83,367	97,982	109,900
Catholic	n.a.	12,165	17,825	22,202	25,778	28,925
Independent	n.a.	5,043	8,300	11,035	14,252	15,721
TAFE	n.a.	23,600	24,500	22,803	15,604	15,263
Total	60,000	94,066	116,991	139,407	153,616	169,809

n.a. not applicable

Source: *Report of the MCEETYA Taskforce on Transition from Schools*, July 2002, Table 2

Table 12.4 Number of students commencing part-time New Apprenticeships in Australia, 1998–2001

1998	1999	2000	2001
1,500	3,994	4,288	5,755

n.a. not applicable.

Source: *Report of the MCEETYA Taskforce on Transition from Schools*, July 2002, Figure 8

Table 12.4 shows a substantial increase in the number of commencements in School-based New Apprenticeships training.

The trends and developments are discussed in detail in Chapter 7, 'Vocational education and training in schools', of this report and a number of issues for the future are identified, including:

- program quality
- resourcing
- recognition of VET in Schools achievement by both industry and overseas
- issues from the Australian National Training Authority evaluation of the School-based New Apprenticeships.

Part D

literacy, numeracy,
indigenous education,
science, the arts

Appendices

Our nation's future depends
on each citizen having the needed
knowledge, understanding
and values for a productive
rewarding life in an educational
just and open society

Appendix 1

Statistical annex

Schools and students

Population

Table 1 Population by age group, Australia, selected years

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
NSW	438,060	906,183	447,166	913,414	1,000,534	953,140	776,271	1,140,449	6,575,217
Vic.	308,382	652,356	326,433	678,496	747,321	697,583	564,122	830,033	4,804,726
Qld	247,633	524,926	262,588	510,231	543,159	528,024	438,102	574,263	3,628,946
SA	91,717	274,749	103,257	195,239	222,065	223,476	187,516	288,488	1,511,728
WA	126,813	274,749	139,639	267,924	293,215	287,165	225,417	286,237	1,901,159
Tas.	31,091	67,990	33,875	56,984	65,972	70,343	58,644	86,896	471,795
NT	17,599	33,576	14,860	34,566	35,569	29,161	19,920	12,517	197,768
ACT	20,835	44,546	24,776	52,342	50,540	48,481	39,304	38,493	319,317
Total 2001^(a)	1,282,357	2,704,841	1,352,745	2,709,493	2,958,819	2,837,851	2,309,576	3,257,558	19,413,240
2000	1,278,970	2,687,097	1,327,156	2,740,380	2,931,556	2,789,992	2,221,259	3,176,970	19,153,380
1999	1,284,153	2,666,719	1,303,011	2,763,956	2,921,645	2,747,806	2,133,906	3,104,659	18,925,855
1997	1,296,269	2,630,231	1,278,100	2,810,086	2,906,913	2,671,083	1,950,968	2,973,919	18,517,564
1991	1,271,703	2,513,827	1,364,074	2,796,427	2,754,122	2,323,416	1,572,884	2,687,583	17,284,036
1986	1,208,485	2,491,033	1,347,222	2,685,176	2,535,899	1,856,604	1,492,387	2,401,544	16,018,350

(a) Total includes 'Other Territories' from September 1993.

Sources: ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, December qtr 2001 and earlier publications; ABS, Cat. No. 3201.0, *Population by Age and Sex, 2001 Census Edition – Final*, March 2003, and ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, December qtr 1991 and earlier publications.

Schools

Table 2 Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2001

	Government	Catholic	Non-government Independent	Total	All schools Total	per cent ^(a)
New South Wales						
Primary	1,648	424	107	531	2,179	22.7
Secondary	394	124	20	144	538	5.6
Combined prim/sec	64	33	167	200	264	2.8
Special	80	7	24	31	111	1.2
Total	2,186	588	318	906	3,092	32.2
Victoria						
Primary	1,233	387	61	448	1,681	17.5
Secondary	264	87	16	103	367	3.8
Combined prim/sec	49	11	118	129	178	1.9
Special	79	6	10	16	95	1.0
Total	1,625	491	205	696	2,321	24.2
Queensland						
Primary	981	193	45	238	1,219	12.7
Secondary	187	64	12	76	263	2.7
Combined prim/sec	76	16	96	112	188	2.0
Special	49		2	2	51	0.5
Total	1,293	273	155	428	1,721	17.9
South Australia						
Primary	441	73	46	119	560	5.8
Secondary	72	12	10	22	94	1.0
Combined prim/sec	78	20	36	56	134	1.4
Special	20	2	1	3	23	0.2
Total	611	107	93	200	811	8.5
Western Australia						
Primary	516	109	48	157	673	7.0
Secondary	96	28	12	40	136	1.4
Combined prim/sec	89	19	65	84	173	1.8
Special	68	1	1	2	70	0.7
Total	769	157	126	283	1,052	11.0
Tasmania						
Primary	141	25	7	32	173	1.8
Secondary	39	5	2	7	46	0.5
Combined prim/sec	26	7	20	27	53	0.6
Special	8		1	1	9	0.1
Total	214	37	30	67	281	2.9
Northern Territory						
Primary	94	6	9	15	109	1.1
Secondary	10	2	4	6	16	0.2
Combined prim/sec	40	7	4	11	51	0.5
Special	5			0	5	0.1
Total	149	15	17	32	181	1.9
Australian Capital Territory						
Primary	66	22	5	27	93	1.0
Secondary	22	5	1	6	28	0.3
Combined prim/sec	3	2	6	8	11	0.1
Special	4		1	1	5	0.1
Total	95	29	13	42	137	1.4
Australia						
Primary	5,120	1,239	328	1,567	6,687	69.7
Secondary	1,084	327	77	404	1,488	15.5
Combined prim/sec	425	115	512	627	1,052	11.0
Special	313	16	40	56	369	3.8
Total all schools						
2001	6,942	1,697	957	2,654	9,596	100.0
2000	6,961	1,696	938	2,634	9,595	
1999	6,970	1,701	919	2,620	9,590	
1998	6,998	1,694	895	2,589	9,587	
1997	7,029	1,699	881	2,580	9,609	

(a) Components may not add to totals due to rounding.

Note: See Glossary for explanation of the structure of primary and secondary education in each State and Territory.
See Glossary for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2001

Students

Table 3 Proportion of full-time students enrolled in government and non-government schools by level of education^{(a)(b)}, by State and Territory, selected years (per cent)

Level of education	1991			1996			2001		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales									
Primary	74.1	20.5	5.4	73.9	19.7	6.4	71.8	19.8	8.3
Junior secondary ^(c)	69.8	21.2	8.9	69.0	21.2	9.8	65.1	22.8	12.1
Senior secondary	66.9	21.9	11.1	64.7	23.2	12.1	62.9	23.9	13.2
Total secondary	69.0	21.4	9.5	67.9	21.7	10.4	64.5	23.1	12.4
Total	72.0	20.9	7.2	71.3	20.5	8.1	68.7	21.2	10.1
Victoria									
Primary	69.9	23.6	6.5	69.7	23.2	7.1	69.4	22.4	8.2
Junior secondary ^(c)	65.3	21.2	13.5	63.4	22.0	14.6	61.9	22.0	16.1
Senior secondary	63.3	20.6	16.1	60.6	21.9	17.5	59.2	22.1	18.7
Total secondary	64.7	21.0	14.3	62.6	22.0	15.4	61.1	22.0	16.9
Total	67.6	22.4	10.0	66.6	22.7	10.7	65.8	22.2	12.0
Queensland									
Primary	78.7	16.1	5.2	77.2	15.7	7.1	75.8	15.4	8.8
Junior secondary ^(c)	70.1	17.2	12.8	66.5	18.0	15.5	65.1	18.1	16.8
Senior secondary	67.8	18.3	13.9	63.4	19.1	17.5	62.3	19.3	18.4
Total secondary	69.2	17.6	13.2	65.5	18.4	16.1	64.1	18.5	17.3
Total	75.0	16.7	8.3	72.6	16.8	10.7	71.2	16.6	12.1
South Australia									
Primary	78.3	13.6	8.1	74.8	15.0	10.2	71.7	16.3	12.0
Junior secondary ^(c)	72.1	15.2	12.6	68.6	17.0	14.4	66.7	17.8	15.5
Senior secondary	69.9	15.9	14.2	63.3	18.8	17.9	61.8	19.3	18.9
Total secondary	71.3	15.5	13.3	66.9	17.6	15.5	65.0	18.3	16.7
Total	75.7	14.3	10.0	72.1	15.9	12.0	69.3	17.0	13.7
Western Australia									
Primary	79.1	15.6	5.4	77.1	16.1	6.7	74.4	16.8	8.8
Junior secondary ^(c)	70.6	18.0	11.4	67.7	18.5	13.8	64.7	18.8	16.4
Senior secondary	68.1	18.3	13.6	65.5	18.8	15.7	63.3	19.5	17.2
Total secondary	69.8	18.1	12.1	67.0	18.6	14.4	64.3	19.1	16.7
Total	75.5	16.5	7.9	73.2	17.1	9.7	70.3	17.7	12.0
Tasmania									
Primary	77.7	15.2	7.0	76.5	15.9	7.6	77.7	14.8	7.6
Junior secondary ^(c)	74.5	14.4	11.1	72.6	15.5	11.9	70.6	17.0	12.5
Senior secondary	77.8	12.2	10.0	70.6	16.3	13.1	72.6	15.2	12.2
Total secondary	75.3	13.9	10.8	72.2	15.7	12.2	71.2	16.4	12.4
Total	76.7	14.6	8.7	74.6	15.8	9.6	74.9	15.5	9.7
Northern Territory									
Primary	82.4	13.5	4.1	80.5	14.0	5.5	80.2	13.4	6.3
Junior secondary ^(c)	75.6	14.7	9.7	71.1	13.3	15.7	67.9	15.2	16.9
Senior secondary	85.7	8.2	6.1	77.9	9.9	12.2	77.1	9.3	13.6
Total secondary	78.6	12.8	8.6	72.7	12.5	14.8	70.3	13.7	16.1
Total	81.2	13.3	5.5	78.2	13.5	8.3	77.2	13.5	9.3
Australian Capital Territory									
Primary	68.3	26.1	5.6	68.1	26.0	5.9	66.0	26.9	7.1
Junior secondary ^(c)	60.0	28.5	11.5	58.0	29.6	12.4	55.0	31.5	13.6
Senior secondary	71.4	19.8	8.8	69.4	20.7	9.9	66.6	23.7	9.8
Total secondary	63.8	25.6	10.6	61.7	26.7	11.6	58.7	29.0	12.3
Total	66.2	25.8	7.9	65.1	26.3	8.5	62.6	27.8	9.5
Australia									
Primary	74.9	19.2	5.9	74.0	18.9	7.1	72.4	18.9	8.7
Junior secondary ^(c)	68.7	19.9	11.3	66.9	20.3	12.8	64.3	21.1	14.6
Senior secondary	66.9	19.6	13.4	63.7	21.0	15.3	62.2	21.3	16.4
Total secondary	68.3	19.8	12.0	66.0	20.5	13.5	63.7	21.2	15.1
Total	72.1	19.5	8.4	70.7	19.6	9.7	68.8	19.9	11.4

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

(a) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See Glossary for definition of special schools.

(b) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(c) Includes ungraded secondary.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2001 and earlier related publications

Table 4 Full-time students, by level of education^{(a)(b)}, category of school and non-government affiliation, and gender, by State and Territory, 2001

	Primary	Junior secondary ^{(b)(c)}	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	452,626	224,302	78,318	302,620	755,246
Victoria	314,859	155,446	61,953	217,399	532,258
Queensland	282,143	100,103	52,849	152,952	435,095
South Australia	114,264	39,362	19,214	58,576	172,840
Western Australia	142,527	54,137	27,632	81,769	224,296
Tasmania	36,405	17,764	7,807	25,571	61,976
Northern Territory	20,603	5,659	2,276	7,935	28,538
Australian Capital Territory	21,439	10,455	6,076	16,531	37,970
Australia	1,384,866	607,228	256,125	863,353	2,248,219
Males	715,029	313,462	123,429	436,891	1,151,920
Females	669,837	293,766	132,696	426,462	1,096,299
Catholic					
New South Wales	125,085	78,479	29,798	108,277	233,362
Victoria	101,785	55,164	23,078	78,242	180,027
Queensland	57,521	27,850	16,323	44,173	101,694
South Australia	25,988	10,498	6,011	16,509	42,497
Western Australia	32,231	15,762	8,491	24,253	56,484
Tasmania	6,919	4,273	1,631	5,904	12,823
Northern Territory	3,446	1,268	274	1,542	4,988
Australian Capital Territory	8,733	5,991	2,161	8,152	16,885
Australia	361,708	199,285	87,767	287,052	648,760
Males	183,092	99,958	42,181	142,139	325,231
Females	178,616	99,327	45,586	144,913	323,529
Independent					
New South Wales	52,550	41,583	16,428	58,011	110,561
Victoria	37,122	40,353	19,605	59,958	97,080
Queensland	32,652	25,753	15,616	41,369	74,021
South Australia	19,148	9,138	5,873	15,011	34,159
Western Australia	16,875	13,723	7,517	21,240	38,115
Tasmania	3,548	3,139	1,311	4,450	7,998
Northern Territory	1,626	1,413	401	1,814	3,440
Australian Capital Territory	2,318	2,578	892	3,470	5,788
Australia	165,839	137,680	67,643	205,323	371,162
Males	83,890	69,560	32,894	102,454	186,344
Females	81,949	68,120	34,749	102,869	184,818
Total non-government					
New South Wales	177,635	120,062	46,226	166,288	343,923
Victoria	138,907	95,517	42,683	138,200	277,107
Queensland	90,173	53,603	31,939	85,542	175,715
South Australia	45,136	19,636	11,884	31,520	76,656
Western Australia	49,106	29,485	16,008	45,493	94,599
Tasmania	10,467	7,412	2,942	10,354	20,821
Northern Territory	5,072	2,681	675	3,356	8,428
Australian Capital Territory	11,051	8,569	3,053	11,622	22,673
Australia	527,547	336,965	155,410	492,375	1,019,922
Males	266,982	169,518	75,075	244,593	511,575
Females	260,565	167,447	80,335	247,782	508,347
All schools					
New South Wales	630,261	344,364	124,544	468,908	1,099,169
Victoria	453,766	250,963	104,636	355,599	809,365
Queensland	372,316	153,706	84,788	238,494	610,810
South Australia	159,400	58,998	31,098	90,096	249,496
Western Australia	191,633	83,622	43,640	127,262	318,895
Tasmania	46,872	25,176	10,749	35,925	82,797
Northern Territory	25,675	8,340	2,951	11,291	36,966
Australian Capital Territory	32,490	19,024	9,129	28,153	60,643
Australia	1,912,413	944,193	411,535	1,355,728	3,268,141
Males	982,011	482,980	198,504	681,484	1,663,495
Females	930,402	461,213	213,031	674,244	1,604,646

(a) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See Glossary for definition of special schools.

(b) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(c) Includes ungraded secondary.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2001

Table 5 Full-time primary^(a) Indigenous students, by year of education and category of school, by State and Territory, 2001

	Pre Yr 1 ^(b)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Ungraded	Total
New South Wales										
Government	3,132	2,991	2,782	2,809	2,658	2,590	2,548	n.a.	651	20,161
Non-government	311	325	269	310	291	258	278	n.a.	5	2,047
All schools	3,443	3,316	3,051	3,119	2,949	2,848	2,826	n.a.	656	22,208
Victoria										
Government	548	564	530	559	552	553	492	n.a.	42	3,840
Non-government	45	35	36	44	41	26	30	n.a.	4	261
All schools	593	599	566	603	593	579	522	n.a.	46	4,101
Queensland										
Government	n.a.	3,022	2,983	2,893	2,970	2,770	2,796	2,583	168	20,185
Non-government	n.a.	303	304	324	276	264	270	272	7	2,020
All schools	n.a.	3,325	3,287	3,217	3,246	3,034	3,066	2,855	175	22,205
South Australia										
Government	669	600	500	590	594	567	544	487	72	4,623
Non-government	51	43	56	43	48	43	50	44	1	379
All schools	720	643	556	633	642	610	594	531	73	5,002
Western Australia										
Government	n.a.	1,465	1,516	1,476	1,504	1,441	1,452	1,357	0	10,211
Non-government	n.a.	246	234	244	256	259	269	248	244	2,000
All schools	n.a.	1,711	1,750	1,720	1,760	1,700	1,721	1,605	244	12,211
Tasmania										
Government	331	341	371	367	375	384	347	n.a.	0	2,516
Non-government	35	35	40	51	43	46	40	n.a.	0	290
All schools	366	376	411	418	418	430	387	n.a.	0	2,806
Northern Territory										
Government	1,302	1,134	1,186	1,108	1,066	971	956	814	106	8,643
Non-government	148	144	138	134	111	149	115	82	116	1,137
All schools	1,450	1,278	1,324	1,242	1,177	1,120	1,071	896	222	9,780
Australian Capital Territory										
Government	74	93	75	70	73	78	60	n.a.	0	523
Non-government	10	19	16	20	13	10	19	n.a.	0	107
All schools	84	112	91	90	86	88	79	n.a.	0	630
Australia										
Government	6,056	10,210	9,943	9,872	9,792	9,354	9,195	5,241	1,039	70,702
Non-government	600	1,150	1,093	1,170	1,079	1,055	1,071	646	377	8,241
All schools	6,656	11,360	11,036	11,042	10,871	10,409	10,266	5,887	1,416	78,943

n.a. not applicable

(a) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 years or under and secondary if over 12. See Glossary for definition of special schools.

(b) Pre-year 1 is called Preparatory in Victoria and Tasmania, Kindergarten in NSW and the ACT, Reception in SA and Transition in the NT. WA and Qld commence primary school at year 1.

Source: MCEETYA, *National Schools Statistics Collection*, 2001

Table 6 Full-time secondary^(a) and total Indigenous students, by year of education and category of school, by State and Territory, 2001

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Ungraded	Total	Total primary & secondary
New South Wales									
Government	2,423	2,327	2,146	1,608	921	527	673	10,625	30,786
Non-government	236	229	214	214	85	81	18	1,077	3,124
All schools	2,659	2,556	2,360	1,822	1,006	608	691	11,702	33,910
Victoria									
Government	464	398	364	297	218	112	52	1,905	5,745
Non-government	38	52	31	45	29	23	3	221	482
All schools	502	450	395	342	247	135	55	2,126	6,227
Queensland									
Government	n.a.	2,131	1,856	1,696	1,210	880	203	7,976	28,161
Non-government	n.a.	423	488	447	344	258	6	1,966	3,986
All schools	n.a.	2,554	2,344	2,143	1,554	1,138	209	9,942	32,147
South Australia									
Government	n.a.	470	412	337	268	127	50	1,664	6,287
Non-government	n.a.	52	52	35	25	16	0	180	559
All schools	n.a.	522	464	372	293	143	50	1,844	6,846
Western Australia									
Government	n.a.	1,319	1,160	969	519	201	4	4,172	14,383
Non-government	n.a.	238	217	248	178	101	147	1,129	3,129
All schools	n.a.	1,557	1,377	1,217	697	302	151	5,301	17,512
Tasmania									
Government	370	308	275	331	233	128	0	1,645	4,161
Non-government	31	47	36	40	31	18	0	203	493
All schools	401	355	311	371	264	146	0	1,848	4,654
Northern Territory									
Government	n.a.	356	309	234	173	82	1,139	2,293	10,936
Non-government	n.a.	269	176	111	61	38	456	1,111	2,248
All schools	n.a.	625	485	345	234	120	1,595	3,404	13,184
Australian Capital Territory									
Government	49	52	62	50	37	19	0	269	792
Non-government	17	18	16	19	7	9	0	86	193
All schools	66	70	78	69	44	28	0	355	985
Australia									
Government	3,306	7,361	6,584	5,522	3,579	2,076	2,121	30,549	101,251
Non-government	322	1,328	1,230	1,159	760	544	630	5,973	14,214
All schools	3,628	8,689	7,814	6,681	4,339	2,620	2,751	36,522	115,465

n.a. not applicable

(a) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 years or under and secondary if over 12. See Glossary for definition of special schools.

Source: MCEETYA, *National Schools Statistics Collection*, 2001

Table 7 Number of full-time students, actual and projected^(a), by level of education and category of school, Australia, selected years ('000 as at July each year)

	Primary ^(b, c, d)			Secondary ^(c)			Total		
	Govt	Non-govt	Total ^(e)	Govt	Non-govt	Total ^(e)	Govt	Non-govt	Total ^(e)
1981	1,485	386	1,871	814	302	1,116	2,299	688	2,987
1986	1,290	410	1,700	918	384	1,301	2,208	794	3,001
1990	1,323	441	1,763	871	407	1,278	2,193	848	3,042
1991	1,339	448	1,787	879	410	1,289	2,217	858	3,075
1992	1,352	453	1,804	882	412	1,295	2,234	865	3,099
1993	1,359	457	1,816	869	414	1,282	2,228	870	3,098
1994	1,361	465	1,826	854	419	1,274	2,215	884	3,099
1995	1,361	472	1,834	847	429	1,276	2,208	901	3,109
1996	1,367	481	1,848	854	441	1,295	2,222	921	3,143
1997	1,367	489	1,856	863	453	1,316	2,230	942	3,172
1998	1,372	497	1,870	867	462	1,329	2,239	959	3,199
1999	1,379	506	1,885	869	472	1,341	2,248	979	3,227
2000	1,386	518	1,904	862	481	1,344	2,248	999	3,247
2001	1,385	528	1,912	863	492	1,356	2,248	1,020	3,268
2002	1,393	540	1,932	864	504	1,368	2,256	1,044	3,301
2003	1,381	544	1,925	867	517	1,384	2,248	1,061	3,309
2004	1,372	548	1,920	870	529	1,398	2,241	1,077	3,318
2005	1,360	550	1,910	875	542	1,417	2,236	1,092	3,328
2006	1,350	550	1,900	879	554	1,434	2,229	1,105	3,334
2007	1,340	549	1,889	880	565	1,446	2,221	1,114	3,335
2008	1,333	546	1,879	877	576	1,453	2,210	1,121	3,332
2009	1,325	542	1,867	873	583	1,456	2,198	1,125	3,323
2010	1,329	543	1,872	857	583	1,440	2,185	1,126	3,312
2011	1,323	541	1,864	848	584	1,432	2,171	1,125	3,296

(a) Figures for 2002 and beyond are projections based on 2000 and 1999 actual enrolments and the maintenance of 2000–1999 grade progression ratios. They will not reflect such factors as the effects of future changes in education and immigration policy, Government policy, and social and economic conditions.

(b) Prior to 1984 ungraded students were classified as primary students.

(c) From 1984 students in special schools have been allocated to either primary or secondary education.

(d) Projections take into account changes to enrolments due to Western Australia introducing a full-time 'pre-year 1' level from 2002.

(e) Components may not add to totals due to rounding.

Source: Commonwealth DEST

Table 8 Number of part-time students, by level of education^{(a)(b)}, category of school, and gender, by State and Territory, 2001

	Primary	Junior secondary (b)(c)	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	0	0	2,809	2,809	2,809
Victoria	400	309	2,518	2,827	3,227
Queensland	549	1,582	2,348	3,930	4,479
South Australia	36	1,928	5,004	6,932	6,968
Western Australia	0	2,687	2,261	4,948	4,948
Tasmania	17	32	2,821	2,853	2,870
Northern Territory	0	428	578	1,006	1,006
Australian Capital Territory	74	0	3	3	77
Australia	1,076	8,810	16,498	25,308	26,384
Males	727	2,644	7,206	9,850	10,577
Females	349	4,322	11,136	15,458	15,807
Non-government					
New South Wales	179	187	184	371	550
Victoria	278	81	81	162	440
Queensland	155	7	31	38	193
South Australia	77	24	286	310	387
Western Australia	30	68	1	69	99
Tasmania	77	111	29	140	217
Northern Territory	34	1	10	11	45
Australian Capital Territory	102	11	1	12	114
Australia	932	490	623	1,113	2,045
Males	525	257	256	513	1,038
Females	407	233	367	600	1,007
All schools					
New South Wales	179	187	2,993	3,180	3,359
Victoria	678	390	2,599	2,989	3,667
Queensland	704	1,589	2,379	3,968	4,672
South Australia	113	1,952	5,290	7,242	7,355
Western Australia	30	2,755	2,262	5,017	5,047
Tasmania	94	143	2,850	2,993	3,087
Northern Territory	34	429	588	1,017	1,051
Australian Capital Territory	176	11	4	15	191
Australia	2,008	7,456	18,965	26,421	28,429
Males	1,252	2,901	7,462	10,363	11,615
Females	756	4,555	11,503	16,058	16,814

(a) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See Glossary for definition of special schools.

(b) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(c) Includes ungraded secondary.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2001

Table 9 Year 12 enrolments in tertiary-accredited subjects, by key learning area, by gender, Australia, 2001

Key learning area	Subject enrolments		
	Males	Females	Total
English	80,755	99,521	180,276
Mathematics	87,505	83,680	171,185
Studies of society and environment	83,776	107,757	191,533
Science	66,908	76,677	143,585
Arts	25,429	47,847	73,276
LOTE	8,765	17,337	26,102
Technology	58,603	37,764	96,367
Health and physical education	18,836	26,306	45,142
Total subject enrolments	430,577	496,889	927,466
Total year 12 students	89,240	98,870	188,110

Sources: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2001

Table 10 Year 12 school leavers^(a) commencing a course at Bachelor level or below^(b), by gender, Australia, 1989–2001

Year	Males	Females	Persons	Percentage change on preceding year	Females %	School leavers as a proportion of total Bachelor level or below %
1989	28,309	34,431	62,740		54.9	45.6
1990	29,745	37,203	66,948	6.7	55.6	44.4
1991	29,709	37,600	67,309	0.5	55.9	42.7
1992	26,930	34,082	61,012	-9.4	55.9	42.0
1993	27,704	35,579	63,283	3.7	56.2	43.0
1994	28,560	36,689	65,249	3.1	56.2	42.6
1995	29,156	37,757	66,913	2.6	56.4	40.5
1996	29,552	38,726	68,278	2.0	56.7	39.2
1997	29,251	38,202	67,453	-1.2	56.6	38.9
1998	29,481	39,370	68,851	2.1	57.2	39.7
1999	29,760	40,248	70,008	1.7	57.5	39.8
2000	28,749	39,405	68,154	-2.6	57.8	38.5
2001	28,245	38,736	66,981	-1.7	57.8	36.9

(a) School leaver commencers who completed year 12 or equivalent in the reference year or the year prior to the reference year and with no prior qualifications higher than year 12 or equivalent.

(b) Includes Bachelor's entry; Bachelor's honours; Bachelor's pass; advanced diploma (AQF); other award, enabling course or non-award course.

Source: Commonwealth DEST

Table 11 Year 12 school leavers^(a) commencing a course at Bachelor level or below^(b), by gender and broad field of education^(c), Australia, 2001

Broad field of education	Males		Females		Persons	
	Number	%	Number	%	Number	%
Natural and physical sciences	4,116	14.6	5,272	13.6	9,388	14.0
Information technology	3,915	13.9	1,267	3.3	5,182	7.7
Engineering and related technologies	5,445	19.3	1,055	2.7	6,500	9.7
Architecture and building	803	2.8	658	1.7	1,461	2.2
Agriculture, environmental and related studies	707	2.5	830	2.1	1,537	2.3
Health	1,795	6.4	6,101	15.8	7,896	11.8
Education	937	3.3	3,880	10.0	4,817	7.2
Management and commerce	6,757	23.9	7,263	18.8	14,020	20.9
Society and culture	5,596	19.8	12,407	32.0	18,003	26.9
Creative arts	1,661	5.9	3,882	10.0	5,543	8.3
Food, hospitality and personal services	2	0.0	21	0.1	23	0.0
Mixed field programs	51	0.2	82	0.2	133	0.2
Non-award	383	1.4	474	1.2	857	1.3
Total	28,245	100.0	38,736	100.0	66,981	100.0

(a) School leaver commencers who completed year 12 or equivalent in the reference year or the year prior to the reference year and with no prior qualifications higher than year 12 or equivalent.

(b) Includes Bachelor's entry; Bachelor's honours; Bachelor's pass; advanced diploma (AQF); other award, enabling course or non-award course.

(c) Previous year's field of study is no longer in use. It has been re-classified as field of education. The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all broad fields of education.

Source: Commonwealth DEST

Table 12 Destinations of students aged 15–19 years who completed school in 2000, by labour force status/tertiary institution attended in 2001, by State and Territory (per cent)

Labour force status/ tertiary institution	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Employed	25	19	26	32	28	43	*	32	25
Unemployed	*	*	14	10	*	*	*	*	9
Higher education institution	31	39	31	25	24	*	*	*	31
TAFE	27	26	20	26	28	*	*	34	25
Other ^(a)	10	10	10	*	*	*	*	*	10
Total ^(b)	100	100	100	100	100	100	100	100	100
Number of students	76,564	67,477	57,912	22,967	30,486	6,764	2,716	4,757	269,643

(a) 'Other' includes persons not in labour force or students attending business colleges, industry skills centres and other educational institutions.

(b) Since figures have been rounded, discrepancies may occur between the sums of component items and totals.

* Estimate too small for most practical purposes. Cut-off points are: NSW 7,300; Vic 5,600; Qld 4,800; SA 3,000; WA 3,400; Tas 1,400; NT 1,400; ACT 1,300; Australia 5,700.

Source: ABS, *Education and Work*, May 2001 (unpublished data)

Table 13 Destinations of 15–19-year-old students in the year following completion of year 12, by gender, school sector, labour force status/tertiary institution attended, Australia, 2001 (per cent)

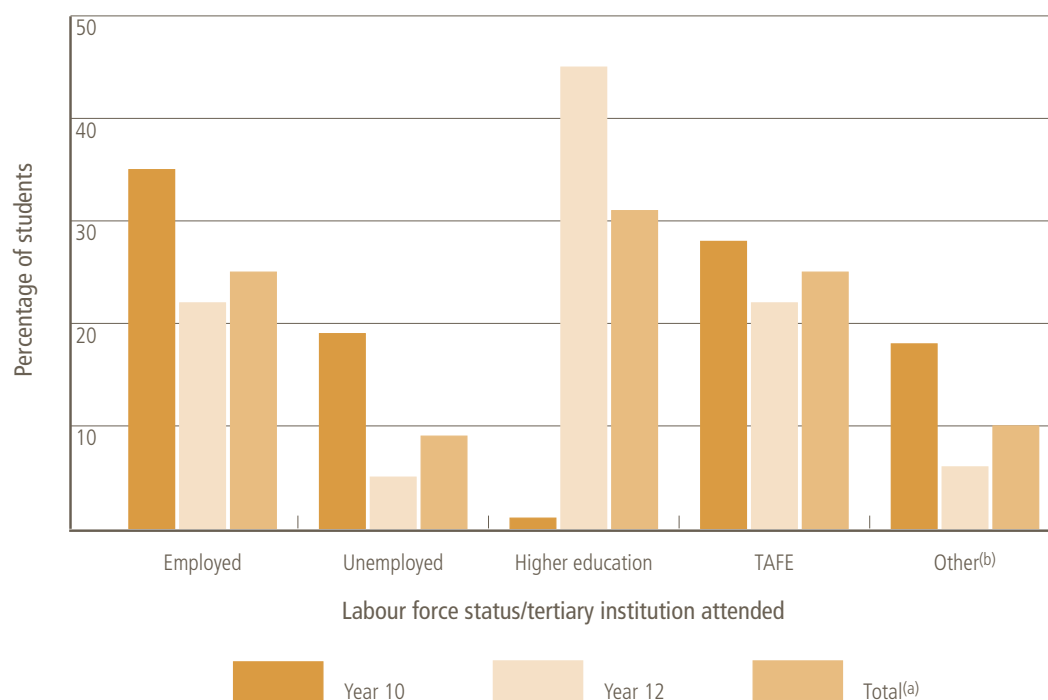
Labour force status/ tertiary institution attended in 2001	Government			Non-government			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Employed	22	25	24	18	20	19	21	23	22
Unemployed	6	5	6	2	4	3	5	5	5
Higher education institution	35	42	38	51	60	55	41	49	45
TAFE	30	21	25	23	13	18	27	18	22
Other ^(a)	7	7	7	5	3	4	6	5	6
Total ^(b)	100	100	100	100	100	100	100	100	100
Number of students	51,123	59,202	110,326	35,740	37,918	73,658	86,864	97,120	183,984

(a) Includes persons not in labour force or attending business colleges, industry skills centres and other educational institutions.

(b) Since figures have been rounded, discrepancies may occur between the sums of the component items and totals.

Source: ABS, *Education and Work*, May 2001 (unpublished data)

Figure 1 Destination of 15–19-year-old students who completed school in 2000, by labour force status/tertiary institution attended in 2001, Australia (per cent)



(a) Includes persons whose highest level of completed schooling was other than years 10 and 12.

(b) Includes persons not in labour force or attending business colleges, industry skills centres and other educational institutions.

Source: ABS, *Education and Work*, May 2001 (unpublished data)

Table 14 Destinations of 15–19-year-old students, in the year following completion of year 12, by labour force status/tertiary institution attended, 1994–2001, Australia (per cent)

Labour force status/ tertiary institution	1994	1995	1996	1997	1998	1999	2000	2001
Employed	20	20	23	24	21	22	24	22
Unemployed	10	9	7	7	6	5	6	5
Higher education institution	39	40	45	41	46	47	43	45
TAFE	23	26	21	20	18	19	17	22
Other ^(a)	8	4	4	9	8	8	9	6
Total ^(b)	100	100	100	100	100	100	100	100
Number of students	176,196	168,772	166,025	165,964	158,642	186,409	196,667	183,984

(a) 'Other' includes persons not in labour force or students attending business colleges, industry skills centres and other educational institutions.

(b) Since figures have been rounded, discrepancies may occur between the sums of the component items and totals.

Source: ABS, *Education and Work*, May 2001 (unpublished data)

Table 15 Number of students aged 15–19 years who completed school in 2000 and attended TAFE in 2001, by sector, Australia

Year 12	
Government	27,979
Non-government	13,273
Total	41,252
Years 10 and 11	
Government	16,730
Non-government	4,058
Total	20,789
Total ^(a)	
Government	49,696
Non-government	17,580
Total	67,275

(a) Includes a small number of persons who completed a year other than years 10, 11 or 12.

Source: ABS, *Education and Work*, May 2001 (unpublished data)

Table 16 Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 1995–2001 (per cent)

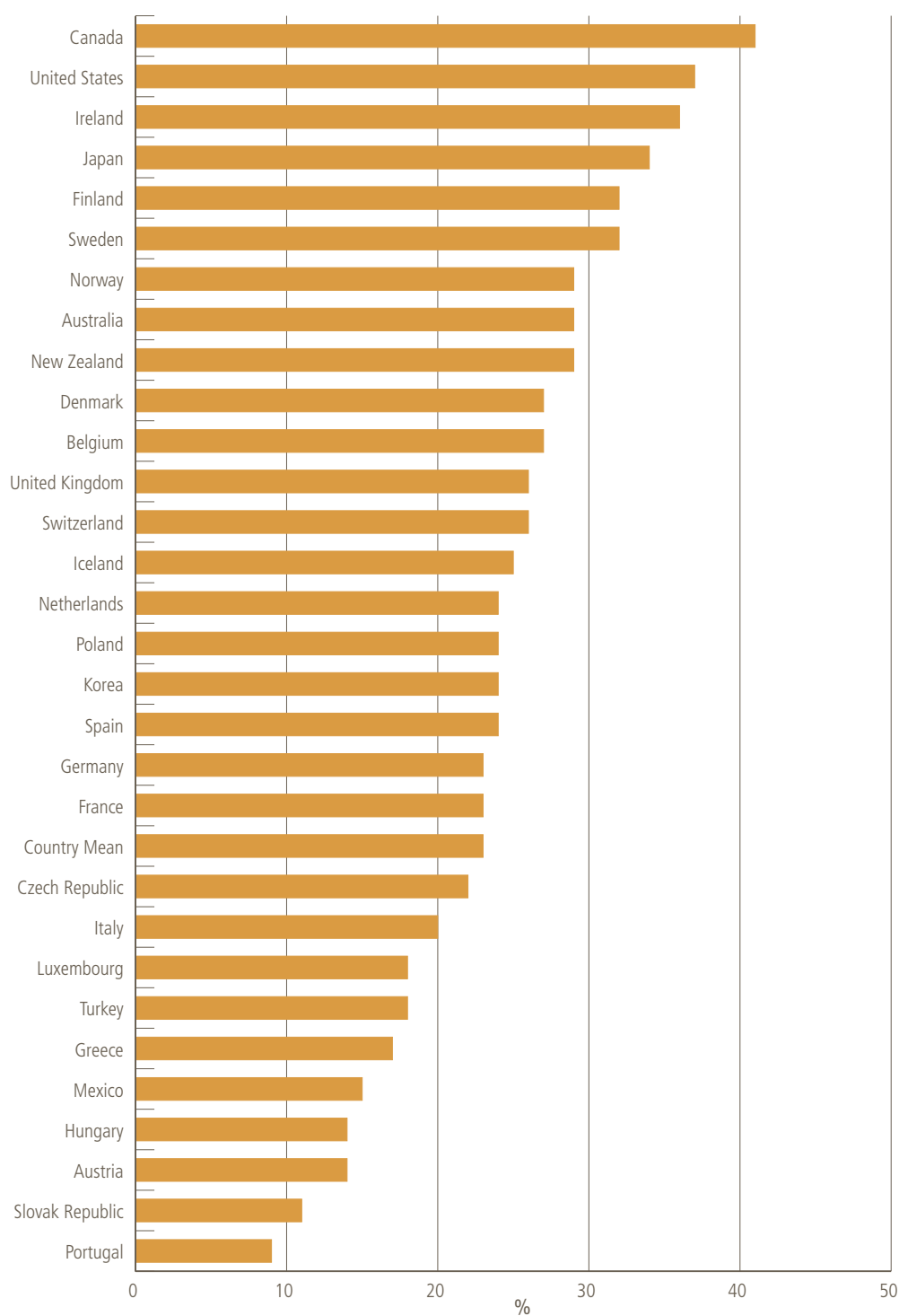
Language	1995	1996	1997	1998	1999	2000	2001
Japanese	21	22	21	22	22	22	21
French	18	17	16	17	17	17	17
German	11	11	11	11	11	11	11
Chinese	10	10	10	10	11	12	14
Italian	9	9	9	8	8	8	8
Indonesian	6	7	8	8	8	9	9
Greek	6	5	5	4	4	4	4
Vietnamese	5	4	4	3	3	3	2
Spanish	3	3	3	3	3	3	3
Arabic	2	2	2	2	2	2	3
Other	9	10	11	11	12	11	10
Total	100	100	100	100	100	100	100

Note: Where figures have been rounded, discrepancies may exist between totals and the sums of component parts.

Source: Commonwealth DEST, derived from data supplied by State accreditation authorities

International comparisons

Figure 2 Educational attainment of the population in OECD countries^{(a)(b)}, 2000

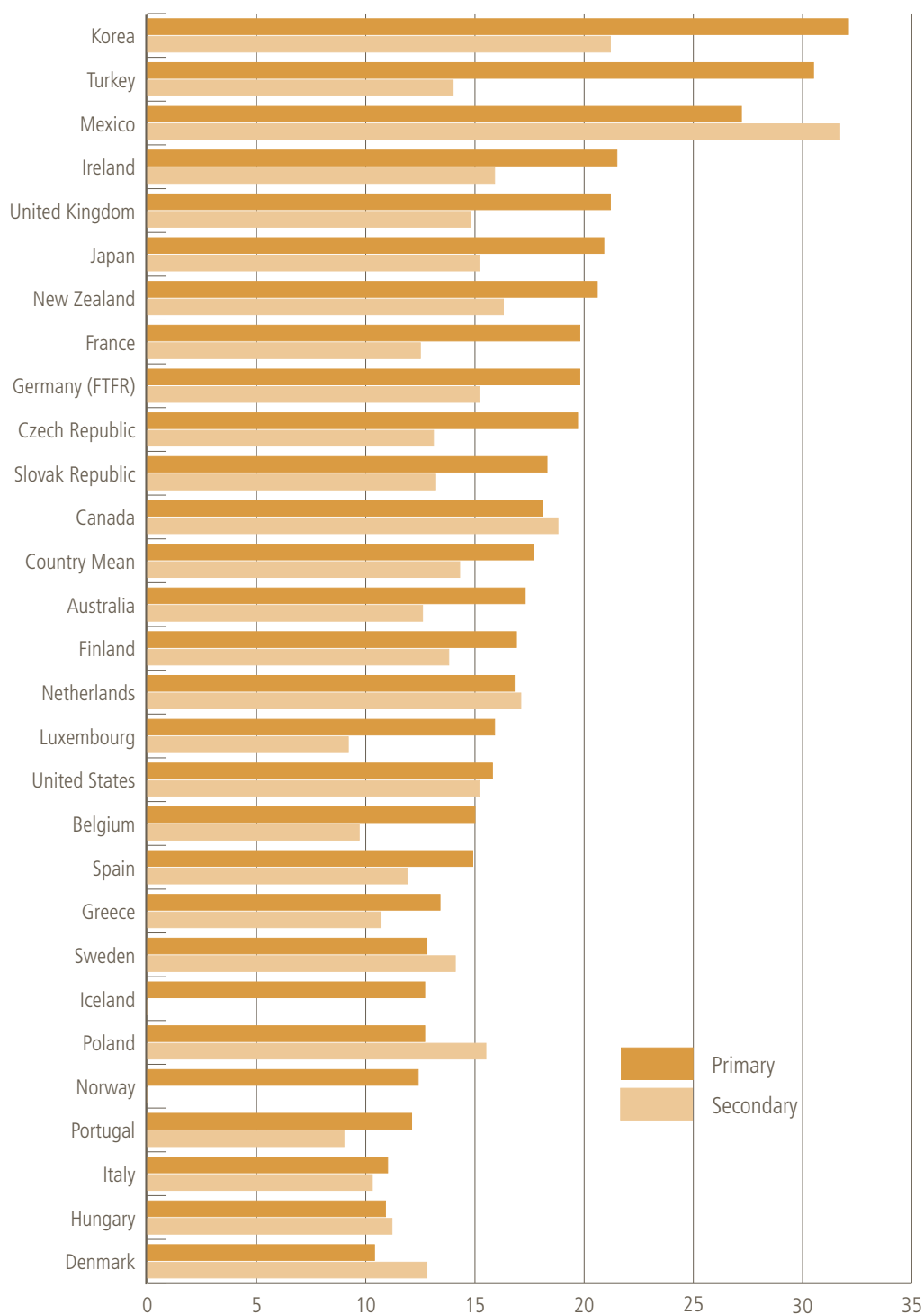


(a) Percentage of the population 25 to 64 years of age that has completed tertiary education (non-university and university).

(b) Some countries may have also included vocational education.

Source: OECD, *Education at a Glance*, 2002, Table A3.1a

Figure 3 Ratio of primary and secondary students to teaching staff, government and non-government education, OECD countries^{(a)(b)}, 2000



(a) Some countries did not provide information for the table.

(b) Some countries may have also included vocational education.

Source: OECD, *Education at a Glance*, 2002, Table D2.2

Teachers and teaching

Staff

Table 17 FTE^(a) of school staff^(b), by area of activity, gender, category of school and major function, Australia, 2001

Major function	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching	17,823	64,635	82,457	31,427	38,254	69,681	49,249	102,889	152,138
Specialist support	573	2,265	2,838	1,032	1,744	2,776	1,605	4,009	5,615
Administrative & clerical (including teacher aides)	938	19,995	20,933	1,368	13,799	15,166	2,306	33,793	36,099
Building operations, general maintenance & other	2,169	177	2,346	1,525	138	1,663	3,694	315	4,009
Total	21,502	87,072	108,574	35,351	53,934	89,286	56,854	141,006	197,860
Catholic									
Teaching	3,487	15,802	19,289	9,373	12,101	21,474	12,860	27,903	40,763
Specialist support	33	158	191	187	365	552	220	523	743
Administrative & clerical (including teacher aides)	141	4,052	4,193	824	3,990	4,814	965	8,042	9,007
Building operations, general maintenance & other	341	199	540	938	377	1,316	1,279	576	1,855
Total	4,001	20,211	24,212	11,322	16,834	28,156	15,323	37,045	52,368
Independent									
Teaching	2,671	8,097	10,768	8,561	9,697	18,258	11,232	17,794	29,027
Specialist support	61	266	327	187	357	544	248	623	871
Administrative & clerical (including teacher aides)	491	2,817	3,308	1,090	3,740	4,830	1,581	6,557	8,138
Building operations, general maintenance & other	672	152	824	1,212	303	1,515	1,884	455	2,339
Total	3,895	11,333	15,227	11,050	14,097	25,148	14,945	25,430	40,375
Non-government									
Teaching	6,158	23,899	30,057	17,934	21,798	39,732	24,092	45,698	69,789
Specialist support	94	424	518	374	722	1,096	468	1,146	1,614
Administrative & clerical (including teacher aides)	632	6,869	7,501	1,914	7,731	9,644	2,546	14,600	17,145
Building operations, general maintenance & other	1,013	351	1,363	2,150	681	2,831	3,163	1,031	4,194
Total	7,896	31,543	39,439	22,373	30,931	53,304	30,268	62,475	92,743
All schools									
Teaching	23,980	88,534	112,514	49,361	60,053	109,413	73,341	148,586	221,927
Specialist support	667	2,690	3,357	1,407	2,466	3,872	2,073	5,156	7,229
Administrative & clerical (including teacher aides)	1,570	26,864	28,434	3,282	21,529	24,811	4,852	48,393	53,244
Building operations, general maintenance & other	3,182	528	3,709	3,675	819	4,494	6,857	1,346	8,203
Total									
2001	29,398	118,615	148,013	57,724	84,866	142,590	87,122	203,480	290,603
2000	29,055	115,564	144,619	57,283	82,577	139,860	86,337	198,142	284,479
1999	28,609	109,517	138,126	56,652	81,509	138,161	85,261	191,026	276,287
1998	28,103	105,385	133,488	55,697	76,877	132,573	83,799	182,262	266,061
1997	28,483	102,944	131,428	55,278	75,234	130,512	83,762	178,178	261,940

(a) See Glossary for details of Full-Time Equivalent (FTE) of staff.

(b) Staff are persons who are involved in the administration or provision of primary or secondary education. Staff are categorised as school staff or non-school staff, based on the duties in which they spend the majority of their time. See Glossary, major function (of staff) for details of teaching and non-teaching staff.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 1997, 1998, 1999, 2000, 2001

Table 18 FTE^(a) of school staff (teaching and non-teaching)^{(b)(c)}, by category of school and level of education, by State and Territory, 2001

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia	Males	Females
Government											
Teaching											
Primary	25,796	18,934	17,549	6,820	8,304	2,269	1,489	1,298	82,457	17,823	64,635
Secondary	24,274	17,371	12,241	5,061	6,607	2,026	731	1,370	69,681	31,427	38,254
Total	50,070	36,304	29,790	11,881	14,911	4,295	2,220	2,668	152,474	49,249	102,889
Non-teaching											
Primary	6,542	5,029	7,651	2,319	2,942	800	463	371	26,117	3,680	22,437
Secondary	5,779	4,119	4,999	1,575	1,999	580	265	291	19,605	3,925	15,680
Total	12,322	9,147	12,650	3,893	4,941	1,380	728	662	45,722	7,605	38,117
Total	62,391	45,451	42,439	15,774	19,852	5,675	2,948	3,329	197,860	56,854	141,006
Catholic											
Teaching											
Primary	6,464	5,408	3,204	1,400	1,858	357	187	411	19,289	3,487	15,802
Secondary	8,106	5,814	3,320	1,250	1,816	448	135	586	21,474	9,373	12,101
Total	14,570	11,222	6,523	2,649	3,675	804	322	997	40,763	12,860	27,903
Non-teaching											
Primary	1,228	1,088	1,054	380	883	121	88	81	4,923	514	4,409
Secondary	2,000	1,925	1,284	422	654	155	51	192	6,682	1,950	4,733
Total	3,228	3,013	2,338	802	1,536	276	139	273	11,605	2,464	9,142
Total	17,798	14,235	8,862	3,451	5,211	1,080	461	1,270	52,368	15,324	37,045
Independent											
Teaching											
Primary	3,310	2,661	2,012	1,136	1,160	240	106	144	10,768	2,671	8,097
Secondary	5,437	5,488	3,381	1,281	1,814	392	166	301	18,258	8,561	9,697
Total	8,746	8,149	5,393	2,417	2,974	632	271	445	29,027	11,232	17,794
Non-teaching											
Primary	1,149	1,029	1,093	374	623	95	55	42	4,459	1,224	3,235
Secondary	1,730	2,103	1,452	487	762	151	90	114	6,889	2,489	4,400
Total	2,878	3,133	2,545	861	1,385	246	145	156	11,348	3,713	7,636
Total	11,624	11,282	7,938	3,278	4,359	878	417	600	40,375	14,945	25,430
Total non-government											
Teaching											
Primary	9,774	8,069	5,216	2,536	3,018	597	293	555	30,057	6,158	23,899
Secondary	13,543	11,302	6,700	2,531	3,630	840	301	887	39,732	17,934	21,798
Total	23,316	19,371	11,916	5,066	6,648	1,437	594	1,442	69,789	24,092	45,698
Non-teaching											
Primary	2,377	2,117	2,147	754	1,506	216	143	123	9,382	1,738	7,644
Secondary	3,729	4,029	2,737	909	1,416	306	141	305	13,571	4,438	9,133
Total	6,106	6,146	4,883	1,663	2,922	522	284	428	22,953	6,177	16,777
Total	29,422	25,516	16,799	6,729	9,570	1,958	878	1,870	92,743	30,268	62,475
All schools											
Teaching											
Primary	35,569	27,003	22,765	9,356	11,322	2,866	1,781	1,853	112,514	23,980	88,534
Secondary	37,816	28,673	18,941	7,592	10,237	2,866	1,032	2,256	109,413	49,361	60,052
Total	73,386	55,675	41,706	16,947	21,559	5,732	2,813	4,109	222,263	73,341	148,586
Non-teaching											
Primary	8,919	7,145	9,798	3,072	4,448	1,016	607	494	35,499	5,418	30,081
Secondary	9,509	8,147	7,735	2,484	3,415	886	406	596	33,176	8,363	24,813
Total	18,428	15,293	17,533	5,556	7,862	1,902	1,012	1,090	68,675	13,781	54,894
Total all schools											
2001	91,813	70,968	59,239	22,503	29,421	7,633	3,826	5,199	290,603	87,122	203,480
2000	90,024	69,001	57,772	22,282	28,856	7,605	3,898	5,040	284,479	86,337	198,141
1999	88,868	66,788	54,086	22,021	28,164	7,504	3,822	5,036	276,287	85,261	191,026
1998	87,144	63,910	50,256	21,752	26,995	7,381	3,634	4,988	266,061	84,441	179,907

(a) Since FTE figures have been rounded, discrepancies may occur between the sums of component items and totals.

(b) As from 1990, staff employed in special schools have been allocated to either primary or secondary education on a pro-rata basis. See Glossary for definition of special schools.

(c) See Glossary, major function (of staff) for details of teaching and non-teaching staff.

Sources: MCEETYA, *National Schools Statistics Collection*, 1998, 1999, 2000, 2001

Student–teaching staff ratios

Table 19 FTE student–teaching staff ratios^{(a)(b)}, by level of education, category of school^(c) (and non-government affiliation), by State and Territory, 2001

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	17.5	16.6	16.1	16.8	17.2	16.0	13.8	16.5	16.7
Secondary	12.5	12.5	12.5	11.6	12.4	12.6	10.8	12.1	12.5
Total	15.1	14.7	14.6	14.5	15.0	14.4	12.9	14.2	14.8
Catholic									
Primary	19.4	18.8	18.0	18.6	17.3	19.4	18.4	21.2	18.8
Secondary	13.4	13.5	13.3	13.2	13.4	13.2	11.4	13.9	13.4
Total	16.0	16.0	15.6	16.0	15.4	15.9	15.5	16.9	15.9
Independent									
Primary	15.9	13.9	16.2	16.9	14.6	14.8	15.4	16.1	15.4
Secondary	10.7	10.9	12.2	11.7	11.7	11.4	11.0	11.5	11.3
Total	12.6	11.9	13.7	14.1	12.8	12.7	12.7	13.0	12.8
Total non-government									
Primary	18.2	17.2	17.3	17.8	16.3	17.5	17.3	19.9	17.6
Secondary	12.3	12.2	12.8	12.5	12.5	12.3	11.2	13.1	12.4
Total	14.8	14.3	14.7	15.1	14.2	14.5	14.2	15.7	14.6
All schools									
Primary	17.7	16.8	16.4	17.0	16.9	16.4	14.4	17.5	17.0
Secondary	12.4	12.4	12.6	11.9	12.4	12.5	10.9	12.5	12.4
Total									
2001	15.0	14.5	14.6	14.7	14.8	14.4	13.1	14.8	14.7
2000	15.1	14.7	14.9	14.8	15.0	14.4	13.2	15.2	14.9
1999	15.2	14.9	14.8	14.9	15.1	14.6	13.1	15.1	15.0
1998	15.3	15.3	15.5	15.0	15.4	14.8	13.5	15.5	15.3

(a) Prior to 2001, students were classified as full-time. See Glossary for details of Full-Time Equivalent (FTE) of students.

(b) See Glossary for details of Full-Time Equivalent (FTE) of staff.

(c) Includes non-government affiliation.

Note: Teaching staff are defined as staff who spend the majority of their time in contact with students, i.e. support students either by direct class contact or on an individual basis, and have teaching duties, that is, are engaged to impart the school curriculum. For the purpose of this collection, teaching staff include principals, deputy principals, and senior teachers who may be involved in administrative duties. Excluded are emergency and casual relief teaching staff. The above table should not be used as a measure of class size.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2001 and earlier related publications

Teacher education

Table 20 Enrolments in teacher education courses, by level of course and field of education^(a), Australia, 2001

Area of specialisation	Higher ^(b) degree	Other post- graduate ^(c)	Bachelor ^(d)	Other ^(e)	Total	Total Indigenous enrolments ^(g)	Total NESB enrolments ^(g)
Initial teacher education^(f)							
Teacher education	60	389	6,143	0	6,592	56	136
Teacher education: early childhood	0	99	5,609	0	5,708	89	44
Teacher education: primary	37	770	20,071	83	20,961	466	96
Teacher education: secondary	58	3,215	8,492	0	11,765	151	139
Teacher-librarianship	0	0	0	0	0	0	0
Teacher education: vocational education and training	0	123	951	34	1,108	13	8
Teacher education: higher education	1	2	223	0	226	7	5
Teacher education: special education	0	0	428	0	428	4	3
English as a second language teaching	0	0	0	0	0	0	0
Nursing education teacher training	0	0	0	0	0	0	0
Teacher education not elsewhere classified	375	619	2,716	55	3,765	162	33
Total^(a)	524	5,217	42,376	172	48,289	914	416
Other teacher education							
Teacher education	1,160	169	1,354	20	2,703	31	37
Teacher education: early childhood	79	160	1,835	46	2,120	129	26
Teacher education: primary	32	199	1,261	0	1,492	26	16
Teacher education: secondary	43	294	961	0	1,298	13	19
Teacher-librarianship	0	112	0	0	112	2	0
Teacher education: vocational education and training	89	162	379	150	780	27	3
Teacher education: higher education	82	230	102	0	414	6	11
Teacher education: special education	427	322	236	28	1,013	10	13
English as a second language teaching	259	468	0	0	727	4	40
Nursing education teacher training	10	19	0	0	29	0	0
Teacher education not elsewhere classified	2,511	1,017	817	184	4,529	212	67
Total^(a)	4,692	3,152	6,683	428	14,955	456	231
Total enrolments	5,216	8,369	49,059	600	63,244	1,370	647

- (a) Previous year's field of study has been re-classified as field of education. The data takes into account the coding of combined courses in two fields of education. Counting both combined courses means that the data in the total may be less than the sum of all fields of education.
- (b) Includes doctorate by research, doctorate by coursework, Masters by research and Masters by coursework.
- (c) Includes postgraduate qualifying or preliminary and graduate/postgraduate diploma and graduate certificate.
- (d) Includes Bachelor's graduate entry, Bachelor's honours and Bachelor's pass.
- (e) Includes associate degree, advanced diploma (AQF), other award course, enabling course.
- (f) Refers to a course providing initial teacher training.
- (g) Equity data statistics are compiled using the broader definition of enrolment.

Source: Commonwealth DEST

Table 21 Number of persons graduating in teacher education courses, by level of course and field of education^(a), Australia, 2001

Area of specialisation	Higher ^(b) degree	Other post- graduate ^(c)	Bachelor ^(d)	Other ^(e)	Total	Total Indigenous completions	Total NESB completions
Initial teacher education^(f)							
Teacher education	14	212	1,210	12	1,448	8	23
Teacher education: early childhood	0	71	1,193	2	1,266	11	10
Teacher education: primary	21	471	4,097	3	4,592	47	18
Teacher education: secondary	19	2,234	1,715	0	3,968	26	51
Teacher-librarianship	0	0	7	0	7	0	0
Teacher education: vocational education and training	0	66	211	14	291	7	2
Teacher education: higher education	1	2	64	0	67	0	2
Teacher education: special education	0	0	80	0	80	0	0
English as a second language teaching	0	0	0	0	0	0	0
Nursing education teacher training	0	0	0	0	0	0	0
Teacher education not elsewhere classified	175	369	574	24	1,142	36	10
Total^(a)	228	3,425	8,967	55	12,675	135	112
Other teacher education							
Teacher education	473	121	520	10	1,124	7	22
Teacher education: early childhood	21	61	275	0	357	1	9
Teacher education: primary	7	53	287	1	348	4	3
Teacher education: secondary	10	290	107	0	407	1	12
Teacher-librarianship	0	50	1	0	51	0	0
Teacher education: vocational education and training	21	67	92	48	228	5	0
Teacher education: higher education	15	116	43	3	177	4	3
Teacher education: special education	168	190	85	6	449	4	8
English as a second language teaching	113	338	0	0	451	3	24
Nursing education teacher training	1	14	0	0	15	0	0
Teacher education not elsewhere classified	748	768	367	32	1,915	35	30
Total^(a)	1,577	2,068	1,755	100	5,500	64	111
Total persons graduating	1,805	5,493	10,722	155	18,175	199	223

(a) Previous year's field of study has been re-classified as field of education. The data takes into account the coding of combined courses in two fields of education. Counting both combined courses means that the data in the total may be less than the sum of all fields of education.

(b) Includes doctorate by research, doctorate by coursework, Masters by research and Masters by coursework.

(c) Includes postgraduate qualifying or preliminary and graduate/postgraduate diploma and graduate certificate.

(d) Includes Bachelor's graduate entry, Bachelor's honours and Bachelor's pass.

(e) Includes associate degree, advanced diploma (AQF), other award course.

(f) Refers to a course providing initial teacher training.

Source: Commonwealth DEST

Resourcing

Expenditure – government

Table 22 Expenditure by government education systems, by level of education and area of expenditure, by State and Territory, 2000–01 financial year (\$'000 – accrual^(a) financial reporting)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
In-school, primary education									
Teaching staff salaries	1,687,666	1,177,451	1,046,641	449,669	521,738	151,719	106,658	83,460	5,225,002
Non-teaching staff salaries	256,492	215,219	262,046	97,914	112,475	29,493	31,244	16,483	1,021,366
Redundancy payments	n.a.	n.a.	n.a.	18,004	74	n.a.	1,395	416	19,889
Non-salary costs	770,391	639,414	579,135	225,985	213,772	68,020	67,943	50,639	2,615,299
Recurrent costs	2,714,549	2,032,084	1,887,822	791,572	848,059	249,232	207,240	150,998	8,881,556
Capital/investing costs	112,996	104,148	108,542	5,443	64,153	6,522	5,138	4,561	411,503
In-school, secondary education									
Teaching staff salaries	1,579,311	1,121,210	751,347	335,118	425,352	133,539	53,909	94,538	4,494,324
Non-teaching staff salaries	239,800	170,630	175,039	72,509	86,824	21,470	19,093	11,775	797,140
Redundancy payments	n.a.	n.a.	n.a.	13,418	108	n.a.	729	584	14,839
Non-salary costs	685,305	573,186	368,741	126,269	164,675	64,040	40,980	61,833	2,085,029
Recurrent costs	2,504,416	1,865,026	1,295,127	547,314	676,959	219,049	114,711	168,730	7,391,332
Capital/investing costs	75,323	95,369	64,587	5,868	68,873	5,284	1,602	5,030	321,936
Out-of-school									
Teaching staff salaries	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-teaching staff salaries	151,127	83,936	125,029	57,125	63,881	20,975	30,148	10,928	543,149
Redundancy payments	105	124	134	118	604	n.a.	305	n.a.	1,390
Non-salary costs	94,913	126,623	99,262	34,224	54,711	8,487	9,494	6,004	433,718
Recurrent costs	246,145	210,683	224,425	91,467	119,196	29,462	39,947	16,932	978,257
Capital/investing costs	4,585	12,883	6,279	450	127	959	29	n.a.	25,312
Total primary, secondary and out-of-school									
Total recurrent costs	5,465,110	4,107,793	3,407,374	1,430,353	1,644,214	497,743	361,898	336,660	17,251,145
Total capital/investing costs	192,904	212,400	179,408	11,761	133,153	12,765	6,769	9,591	758,751

(a) In 1999–2000, MCEETYA moved from cash to accrual financial reporting. Government expenditure tables published in the *National Report on Schooling* prior to the 2000 report are therefore not comparable with this table.

n.a. not applicable

Note: Salary costs include oncosts such as superannuation, payroll tax (not applicable to WA and ACT) and workers compensation. Non-salary costs include other operating expenses, grants and subsidies, capital charges (only applicable to Victoria, Queensland and ACT) and depreciation. 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, eg 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.

Source: MCEETYA, *National School Statistics Collection*, 2001

Table 23 Per capita expenditure on government schools, by level of education, by State and Territory, 2000–01 (\$/FTE student – accrual^(a) financial reporting)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	6,300	8,535	7,198
Victoria	6,861	8,972	7,724
Queensland	7,249	8,922	7,843
South Australia	7,409	9,345	8,088
Western Australia	6,445	8,686	7,266
Tasmania	7,271	8,446	7,774
Northern Territory	11,345	15,036	12,407
Australian Capital Territory	7,482	10,508	8,810
Australia	6,841	8,889	7,633
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	255	253	254
Victoria	356	463	399
Queensland	402	434	413
South Australia	50	97	67
Western Australia	448	831	588
Tasmania	193	208	199
Northern Territory	248	192	232
Australian Capital Territory	213	300	251
Australia	308	380	336
Total per capita expenditure	Recurrent	Capital/Investing	
New South Wales	7,198	254	
Victoria	7,724	399	
Queensland	7,843	413	
South Australia	8,088	67	
Western Australia	7,266	588	
Tasmania	7,774	199	
Northern Territory	12,407	232	
Australian Capital Territory	8,810	251	
Australia	7,633	336	

(a) In 1999–2000, MCEETYA moved from cash to accrual financial reporting. Government expenditure tables published in the *National Report on Schooling* prior to the 2000 report are therefore not comparable with this table.

Note: These tables incorporate both salary and non-salary costs. Salary oncosts include expenses such as superannuation, payroll tax (not applicable to WA and ACT) and workers compensation. Non-salary costs include other operating expenses, grants and subsidies, capital charges (only applicable to Victoria, Queensland and ACT) and depreciation.

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, eg 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.

Source: MCEETYA, *National Schools Statistics Collection*, 2001

Table 23A Comparison of 2000–01 recurrent per capita expenditure on government schools with different bases, inclusive and exclusive of notional user cost of capital (\$ per FTE student)

	Recurrent per capita expenditure as per Table 23 (including actual payroll tax & actual user cost of capital)^(a)	Newly endorsed format recurrent per capita expenditure (including actual or notional payroll tax & notional 8% user cost of capital)^(b)
New South Wales	7,198	8,571
Victoria	7,724	7,804
Queensland	7,843	8,151
South Australia	8,088	8,752
Western Australia	7,266	8,883
Tasmania	7,774	8,614
Northern Territory	12,407	13,845
Australian Capital Territory	8,810	9,199
Australia	7,633	8,435

Note: See Glossary for explanation of user cost of capital.

- (a) Recurrent expenses incorporate both salary and non-salary costs. Salary oncosts such as superannuation, payroll tax (not applicable to WA and ACT) and workers compensation. Non-salary costs include other operating expenses, grants and subsidies, capital charges or user cost of capital (only applicable to Victoria, Queensland and ACT) and depreciation.
- (b) Recurrent expenses include actual payroll tax and notional payroll tax (only applicable to WA and ACT) and a notional user cost of capital, which is based on 8 per cent of each jurisdiction's total written value of capital assets.

Source: MCEETYA, *National Schools Statistics Collection*, 2001

Table 24 Government outlays on primary and secondary education as a percentage of gross domestic product (GDP), Australia, 1988–89 to 2000–01

Year	% of GDP
1988–1989	2.8
1989–1990	2.7
1990–1991	2.8
1991–1992	3.0
1992–1993	2.9
1993–1994	2.8
1994–1995	2.7
1995–1996	2.7
1996–1997	2.7
1997–1998 ^(a)	2.6
1998–1999	2.9*
1999–2000	2.9
2000–2001	2.9

(a) Data for 1997–1998 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 for a detailed explanation of the changes.

* Updated following new data from ABS.

Source: Derived by Commonwealth DEST from ABS Cat. No. 5518.0.55.001, *Australia, Expenditure on Education*

Income and expenditure – non-government

Table 25 Expenditure of non-government schools, by level of education, by State and Territory, 2001 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Primary schools									
Teaching staff salaries	379,787	307,928	183,790	82,371	93,823	16,227	8,789	22,384	1,095,102
Non-teaching staff salaries	68,142	45,460	43,675	17,654	31,229	4,047	3,088	3,868	217,167
Other costs ^(a)	281,370	174,066	116,339	73,836	78,564	12,067	6,630	15,003	757,878
Sub-total	729,299	527,455	343,805	173,862	203,617	32,342	18,507	41,256	2,070,149
Secondary schools									
Teaching staff salaries	424,502	311,762	173,305	41,800	80,927	14,433	10,563	27,913	1,085,209
Non-teaching staff salaries	78,827	80,921	47,438	11,621	21,062	3,698	3,310	6,826	253,707
Other costs ^(a)	331,481	273,238	136,329	48,027	69,524	13,181	8,747	21,840	902,371
Sub-total	834,810	665,921	357,073	101,450	171,514	31,313	22,621	56,580	2,241,288
Combined schools									
Teaching staff salaries	527,735	469,315	296,361	149,695	169,205	43,854	8,948	30,495	1,695,611
Non-teaching staff salaries	115,157	116,011	87,659	37,397	49,246	10,777	3,198	8,071	427,519
Other costs ^(a)	552,048	493,303	308,853	151,033	179,065	33,957	6,871	28,048	1,753,181
Sub-total	1,194,941	1,078,630	692,874	338,126	397,518	88,589	19,017	66,616	3,876,313
Total schools									
Teaching staff salaries	1,332,024	1,089,006	653,458	273,867	343,956	74,515	28,300	80,793	3,875,924
Non-teaching staff salaries	262,126	242,392	178,774	66,673	101,539	18,523	9,597	18,766	898,394
Other costs ^(a)	1,164,900	940,608	561,521	272,898	327,154	59,206	22,248	64,893	3,413,432
Total	2,759,051	2,272,007	1,393,754	613,439	772,650	152,246	60,146	164,453	8,187,751

(a) For a breakdown of 'Other costs' see Table 25A.

Notes:

- Break in series. From 2001, includes data on special schools, which were previously not collected.
- 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.
- In 2001, only total boarding and tuition costs were separately identified in the Financial Questionnaire; individual expenditure items relating to tuition costs in boarding schools have been estimated based on expenditure ratios from previous years.

Source: Commonwealth DEST

Table 25A Breakdown of 'Other costs' component of expenditure of non-government schools, by State and Territory, 2001 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Primary schools									
Teaching staff salaries	63,632	39,419	25,461	11,642	15,630	2,485	1,414	3,833	163,518
Debt servicing	14,026	5,638	3,637	3,424	1,708	517	774	394	30,121
Other operating expenditure	106,109	78,559	52,001	30,450	35,052	5,277	3,579	7,674	318,705
Capital expenditure	97,602	50,448	35,238	28,319	26,172	3,786	862	3,102	245,532
Total	281,370	174,066	116,339	73,836	78,564	12,067	6,630	15,003	757,878
Secondary schools									
Staff-related expenditure	71,694	52,137	26,848	7,014	12,921	2,160	1,676	4,769	179,223
Debt servicing	17,712	9,869	5,661	2,778	2,840	517	180	828	40,388
Other operating expenditure	139,413	120,395	68,916	19,764	35,790	5,248	4,688	11,861	406,078
Capital expenditure	102,661	90,835	34,902	18,470	17,972	5,256	2,201	4,380	276,680
Total	331,481	273,238	136,329	48,027	69,524	13,181	8,747	21,840	902,371
Combined schools									
Staff-related expenditure	88,533	71,979	46,084	24,628	27,127	7,430	1,495	5,477	272,756
Debt servicing	35,824	16,019	25,806	7,742	7,379	1,819	653	1,276	96,520
Other operating expenditure	224,506	225,827	130,979	69,917	72,885	16,922	3,769	14,161	758,970
Capital expenditure	203,184	179,476	105,983	48,746	71,672	7,785	952	7,133	624,934
Total	552,048	493,303	308,853	151,033	179,065	33,957	6,871	28,048	1,753,181
Total schools									
Staff-related expenditure	223,860	163,537	98,394	43,284	55,680	12,075	4,585	14,080	615,498
Debt servicing	67,562	31,527	35,105	13,945	11,928	2,854	1,609	2,499	167,031
Other operating expenditure	470,029	424,783	251,897	120,132	143,728	27,447	12,037	33,697	1,483,754
Capital expenditure	403,448	320,760	176,124	95,536	115,817	16,828	4,015	14,615	1,147,147
Total	1,164,900	940,608	561,521	272,898	327,154	59,206	22,248	64,893	3,413,432

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.
- In 2001, only total boarding and tuition costs were separately identified in the Financial Questionnaire; individual expenditure items relating to tuition costs in boarding schools have been estimated based on expenditure ratios from previous years.

Source: Commonwealth DEST

Table 26 Income and expenditure per student of non-government schools, by affiliation, by State and Territory, 2001 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Catholic schools									
Fees and charges	1,341	1,460	1,466	1,807	1,328	1,162	985.9	1,493	1,421
Private donations and income	589.81	322.19	371.02	503.18	278.89	322.31	402.42	320.04	433.31
Total private income	1,931	1,782	1,837	2,310	1,607	1,484	1,388	1,813	1,854
State government grants	1,412	1,093	1,407	1,290	1,544	1,371	1,678	1,270	1,325
Commonwealth government grants	3,637	3,684	3,651	3,564	3,598	3,830	3,827	3,410	3,643
Total income	6,981	6,558	6,895	7,164	6,749	6,685	6,893	6,494	6,822
Recurrent expenditure	5,964	5,821	6,147	6,311	5,803	5,766	6,039	5,816	5,954
Capital expenditure	817.31	812.36	644.46	1,227	692.07	789.14	259.19	319.66	786.39
Total expenditure	6,781	6,634	6,791	7,538	6,495	6,555	6,298	6,136	6,740
Loans at the end of the year	1,609	1,400	1,195	2,750	2,134	1,495	2,002	696.11	1,586
Loans at the start of the year	1,398	1,208	1,044.1	2,379	2,239	1,409	2,245	733.07	1,421
Annual movement in borrowing	210.13	192	150.86	371.13	-105.25	86.02	-243.39	-36.96	164.81
Independent schools									
Fees and charges	5,780	6,898	3,821	3,879	4,197	4,344	2,450	5,738	5,267
Private donations and income	692.32	810.55	633.67	615.1	464.93	297.57	617.28	931.66	674.14
Total private income	6,473	7,708	4,454	4,494	4,662	4,642	3,067	6,669	5,942
State government grants	1,255	780.58	1,346	1,257	1,413	1,371	2,408	1,062	1,178
Commonwealth government grants	2,324	2,225	2,901	2,711	2,653	2,378	4,717	2,223	2,508
Total income	10,052	10,713	8,701	8,462	8,728	8,391	10,191	9,954	9,627
Recurrent expenditure	8,668	9,173	7,476	7,244	7,366	7,373	8,775	8,789	8,263
Capital expenditure	1,913	1,773	1,412	1,258.19	1,804	804.64	834	1,569.6	1,664
Total expenditure	10,581	10,946	8,888	8,502	9,171	8,177	9,610	10,358	9,927
Loans at the end of the year	5,192	3,180	5,932	3,731	5,086	2,548	2,930	3,422	4,570
Loans at the start of the year	4,589	2,899	5,529	3,289	4,275	2,589	3,339	3,430	4,117
Annual movement in borrowing	603.33	280.52	402.78	441.67	811	-40.57	-408.93	-8.18	453.28
All non-government schools									
Fees and charges	2,773	3,382	2,467	2,732	2,464	2,416	1,653	2,589	2,830
Private donations and income	622.87	494.79	482.73	553.13	352.51	312.56	500.31	477.86	521.53
Total private income	3,396	3,876	2,950	3,285	2,816	2,728	2,153	3,066	3,351
State government grants	1,362	982.34	1,381	1,275	1,492	1,371	2,010	1,216	1,271
Commonwealth government grants	3,214	3,168	3,332	3,183	3,224	3,258	4,232	3,104	3,227
Total income	7,971	8,027	7,663	7,743	7,532	7,357	8,396	7,387	7,850
Recurrent expenditure	6,836	7,006	6,712	6,728	6,421	6,399	7,286	6,583	6,800
Capital expenditure	1,171	1,152	970.88	1,241	1,132	795.24	521.25	642.18	1,108
Total expenditure	8,006	8,158	7,683	7,969	7,554	7,194	7,807	7,226	7,908
Loans at the end of the year	2,764	2,029	3,210	3,188	3,302	1,910	2,425	1,399	2,679
Loans at the start of the year	2,427	1,806	2,952	2,785	3,045	1,874	2,744	1,429	2,409
Annual movement in borrowing	336.93	223.29	258.01	402.61	257.36	36.14	-318.81	-29.54	270.48

Notes:

- Break in series. From 2001, includes data on special schools, which were previously not collected.
- 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.
- In 2001, only total boarding and tuition costs were separately identified in the Financial Questionnaire; individual expenditure items relating to tuition costs in boarding schools have been estimated based on expenditure ratios from previous years.

Source: Commonwealth DEST

Table 27 Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2001 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
Catholic									
Primary	5,461	4,890	5,428	6,279	5,161	5,368	5,256	4,670	5,285
Secondary	7,990	8,360	8,469	8,771	7,842	8,368	9,328	7,624	8,183
Combined	8,533	12,029	7,975	8,549	8,438	6,456	5,971	7,213	8,652
Total	6,781	6,634	6,791	7,538	6,495	6,555	6,298	6,136	6,740
Independent									
Primary	8,050	6,906	6,668	6,049	6,114	6,698	7,399	8,209	6,938
Secondary	11,732	12,220	10,829	12,402	8,948	6,492	12,014	11,245	11,453
Combined	10,813	11,136	8,947	8,793	9,682	8,294	9,097	10,365	10,177
Total	10,581	10,946	8,888	8,502	9,171	8,177	9,610	10,358	9,927
Total non-government									
Primary	5,696	5,003	5,560	6,210	5,292	5,493	5,982	4,838	5,458
Secondary	8,240	8,651	8,791	10,075	7,977	8,342	10,919	8,118	8,513
Combined	10,368	11,223	8,776	8,689	9,397	7,690	7,490	9,173	9,867
Total	8,006	8,158	7,683	7,969	7,554	7,194	7,807	7,226	7,908

Notes:

- Break in series. From 2001, includes data on special schools, which were previously not collected.
- 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.
- In 2001, only total boarding and tuition costs were separately identified in the Financial Questionnaire; individual expenditure items relating to tuition costs in boarding schools have been estimated based on expenditure ratios from previous years.

Source: Commonwealth DEST

Recurrent funding

Table 28 Commonwealth funding per capita rates for government schools, 1996 and 2001 (\$)

	1996	2001
Primary	352	479
Secondary	520	711

Source: Commonwealth DEST

Table 29 Commonwealth General Recurrent Grants Programme – per student rates for non-government schools, 2001, by SES funding levels^(a)

SES score	SES % of AGSRC ^(b)	Primary rate \$	Secondary rate \$
130 or greater	13.7	737	973
129	15.0	807	1,066
128	16.2	872	1,151
127	17.5	942	1,243
126	18.7	1,006	1,328
125	20.0	1,076	1,421
124	21.2	1,141	1,506
123	22.5	1,211	1,598
122	23.7	1,275	1,683
121	25.0	1,345	1,776
120	26.2	1,410	1,861
119	27.5	1,479	1,953
118	28.7	1,544	2,038
117	30.0	1,614	2,131
116	31.2	1,678	2,216
115	32.5	1,748	2,308
114	33.7	1,813	2,394
113	35.0	1,883	2,486
112	36.2	1,947	2,571
111	37.5	2,017	2,663
110	38.7	2,082	2,749
109	40.0	2,152	2,841
108	41.2	2,216	2,926
107	42.5	2,286	3,018
106	43.7	2,351	3,104
105	45.0	2,421	3,196
104	46.2	2,485	3,281
103	47.5	2,555	3,373
102	48.7	2,620	3,459
101	50.0	2,689	3,551
100	51.2	2,754	3,636
99	52.5	2,824	3,729
98	53.7	2,888	3,814
97	55.0	2,958	3,906
96	56.2	3,023	3,991
95	57.5	3,093	4,084
94	58.7	3,157	4,169
93	60.0	3,227	4,261
92	61.2	3,292	4,346
91	62.5	3,362	4,439
90	63.7	3,426	4,524
89	65.0	3,496	4,616
88	66.2	3,561	4,701
87	67.5	3,631	4,794
86	68.7	3,695	4,879
85 or less	70.0	3,765	4,971

(a) From 2001, the Commonwealth introduced new funding arrangements for non-government schools which are based on the socioeconomic status (SES) of their school community. Refer to *Resourcing Australia's Schools* for details.

(b) AGSRC – Average Government School Recurrent Costs.

Source: Commonwealth DEST

Table 30 Commonwealth grants for schools, by program and category of school, by State and Territory, 2001 calendar year (\$'000 – accrual^(a) financial reporting)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	410,180	301,849	247,671	89,349	121,747	36,521	16,313	24,107	1,247,737
Capital	77,147	53,065	43,051	17,822	22,970	6,364	2,870	3,933	227,222
Country Areas	5,366	2,011	4,211	1,917	2,802	525	917	-	17,748
Strategic Assistance for Improving Student Outcomes Recurrent	76,348	48,141	35,999	17,375	18,410	6,606	3,655	2,023	208,557
Strategic Assistance for Improving Student Outcomes Per Capita	3,848	2,215	1,496	1,261	817	340	572	125	10,675
ESL New Arrivals	13,846	9,045	3,182	2,814	2,442	280	364	376	32,347
National Asian Languages and Studies in Australian Schools	6,680	4,653	3,939	1,551	2,127	561	257	336	20,106
Language Other Than English	5,080	3,700	1,095	772	571	133	51	217	11,618
Indigenous Education Strategic Initiatives Programme ^(b)	18,560	7,578	13,629	5,019	10,880	2,358	16,928	1,720	76,672
Total government	617,055	432,258	354,273	137,880	182,766	53,688	41,928	32,837	1,852,682
Non-government schools									
General Recurrent (including Distance Education)	1,022,829	819,670	566,531	230,749	303,302	62,754	26,474	65,840	3,098,148
General Recurrent Short Term Emergency Assistance	1,135	-	129	-	-	520	-	-	1,784
Establishment Grant 1	112	147	102	75	293	6	-	7	742
Capital	29,455	24,834	15,491	6,850	8,572	2,118	1,167	2,056	90,543
Country Areas	1,208	557	731	236	372	113	112	-	3,329
Strategic Assistance for Improving Student Outcomes Recurrent	35,550	27,821	10,062	5,813	8,769	1,617	1,313	208	91,153
Strategic Assistance for Improving Student Outcomes Per Capita	4,981	2,628	1,408	1,272	759	154	114	54	11,370
Strategic Assistance for Improving Student Outcomes Additional Assistance	1,343	1,515	179	535	139	80	1	110	3,903
ESL New Arrivals	1,087	832	303	437	517	124	20	-4	3,317
Centre Support	8,583	267	6,237	3,423	811	154	86	490	20,051
National Asian Languages and Studies in Australian Schools	1,505	2,342	1,519	648	838	179	66	96	7,194
Language Other Than English	1,310	5,202	781	388	427	57	6	136	8,308
Indigenous Education Strategic Initiatives Programme ^(b)	16,369	2,769	9,497	3,239	11,659	1,054	11,417	652	56,656
Total non-government	1,125,467	888,585	612,970	253,666	336,458	68,930	40,776	69,645	3,396,498
Joint programs									
National Asian Languages and Studies in Australian Schools	50	623	112	79	108	-	-	-	972
Total joint programs	50	623	112	79	108	-	-	-	972
Total all programs	1,742,571	1,321,466	967,355	391,625	519,332	122,617	82,704	102,482	5,250,152

(a) In 1999–2000, MCEETYA moved from cash to accrual financial reporting. Government expenditure tables published in the *National Report on Schooling* prior to the 2000 report are therefore not comparable with this table.

(b) The Indigenous Education Strategic Initiatives Programme is reported on a cash basis.
Figures in this table relate to the expenses recorded in the 2001 calendar year as at 30 June 2002.

Note: 2001 is the first year of the new quadrennium and is funded through new legislation: the *States Grants (Primary and Secondary Education Assistance) Act 2000*; and the *Indigenous Education (Targeted Assistance) Act 2000*.

Under the new States Grants legislation, the former Literacy and Numeracy Grants to Schools Programme, Special Education School Support Programme and Special Education Per Capita Grants (Students with Disabilities) have been combined into the Strategic Assistance for Improving Student Outcomes Programme. This streamlines administrative arrangements and minimises input controls and arbitrary distinctions between some of the Commonwealth's programs of targeted assistance. The new legislation also introduced Grants for Establishment Assistance to support new schools, and extended the General Recurrent Programme to encompass students undertaking Distance Education through non-government schools.

Source: Commonwealth DEST

Table 31 Commonwealth expenditure on schools, annual appropriations, 2000–01 (\$'000)

Grants and awards	Actual expenditure
Grants in Aid	1,067
Australian Students Prize	1,000
Curriculum Corporation	173
Asia Education Foundation	1,189
Total	3,430
Literacy	
Children's Literacy National Projects	537
Quality Outcomes	
Civics and Citizenship Education ^(a)	4,005
School Drug Education Strategy	5,022
Quality Outcomes – Other	8,197
Quality Teacher Programme	30,598
Total	47,822
School to Work	
Vocational Education in Schools	5,268
Careers, Transitions and Partnerships	8,320
Career Counselling Services	1,438
Jobs Pathway	18,592
Total	33,618
Indigenous Education	
Aboriginal Education Direct Assistance ^(a)	
– ATAS ^(b)	30,553
– VEGAS ^(c)	20,177
– ASSPA ^(d)	9,989
Total	60,718
Framework for Open Learning ^(a)	2,512
Total	148,637

(a) Cross-sectoral programs – not all funding is provided in respect of school education.

(b) ATAS – Aboriginal Tutorial Assistance Scheme.

(c) VEGAS – Vocational and Educational Guidance for Aboriginals Scheme.

(d) ASSPA – Aboriginal Student Support and Parent Awareness Scheme.

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

Source: Commonwealth DEST

Table 32 Commonwealth student assistance for school-age students, 2001 (\$'000)

ABSTUDY ^(a)	75,119
Assistance for Isolated Children	36,582
Total	111,701

(a) ABSTUDY is a Commonwealth financial assistance scheme for Aboriginal and Torres Strait Islander students wishing to go on with further studies.

Source: Commonwealth DEST

Table 33 Commonwealth-funded non-government schools with SES funding levels: number of schools and students (FTE) by level of education, SES funding level as a percentage of AGSRC funding and whether systemic or non-systemic for school year, 2001

Systemic status	SES funding level as % of AGSRC(a)	Number of schools	Number of funded students (FTE)	
			Primary	Secondary
Systemic Catholic schools				
	51.2	26	8,117.0	4,615.6
	56.2	1,585	351,643.5	234,851.5
Total systemic Catholic schools		1,611	359,760.5	239,467.1
Non-systemic schools(b)				
	13.7	2	891.0	941.0
	15.0	1	289.0	761.6
	16.2	3	1,086.0	2,435.0
	17.5	3	821.0	392.0
	18.7	3	1,216.0	2,245.7
	20.0	4	936.0	1,605.0
	21.2	7	2,275.8	4,725.0
	22.5	6	1,282.0	1,461.0
	23.7	8	2,694.0	4,754.2
	25.0	9	2,180.0	6,212.0
	26.2	8	1,516.0	3,635.0
	27.5	7	1,353.0	4,270.4
	28.7	7	2,900.0	5,505.6
	30.0	11	3,123.0	5,734.6
	31.2	8	2,425.0	2,552.6
	32.5	6	1,123.0	3,442.8
	33.7	12	2,867.0	5,232.8
	35.0	8	1,777.0	2,492.1
	36.2	9	2,866.0	6,010.6
	37.5	12	2,261.0	5,026.3
	38.7	14	2,325.7	4,528.2
	40.0	12	2,539.6	4,948.6
	41.2	9	1,275.9	1,709.0
	42.5	11	2,155.8	3,775.8
	43.7	14	2,755.2	3,852.4
	45.0	14	3,006.8	4,886.6
	46.2	18	3,338.7	4,710.5
	47.5	13	3,460.1	3,571.4
	48.7	15	2,504.8	3,928.5
	50.0	17	3,853.0	3,336.0
	51.2	16	2,670.4	2,967.8
	52.5	29	5,860.9	4,283.4
	53.7	27	5,351.4	5,245.5
	55.0	31	3,457.1	2,129.9
	56.2	25	3,419.4	3,796.7
	57.5	26	4,247.3	2,611.4
	58.7	29	3,521.0	2,095.1
	60.0	24	1,941.9	1,187.5
	61.2	22	3,003.4	2,205.4
	62.5	13	1,692.6	468.6
	63.7	12	1,336.7	585.5
	65.0	12	2,941.6	1,514.0
	66.2	9	1,493.0	732.0
	67.5	8	1,674.9	402.9
	68.7	2	438.0	208.0
	70.0	74	2,542.1	1,889.9
Total non-systemic schools		630	108,689.1	141,005.9

Cont...

...cont

Table 33 Commonwealth-funded non-government schools with SES funding levels: number of schools and students (FTE) by level of education, SES funding level as a percentage of AGSRC funding and whether systemic or non-systemic for school year, 2001

Systemic status	SES funding level as % of AGSRC(a)	Number of schools	Number of funded students (FTE)	
			Primary	Secondary
Systemic non-Catholic schools				
	37.5	1	285.0	670.4
	45.0	1	330.0	250.0
	46.2	6	1,078.0	894.7
	48.7	3	849.8	31.0
	50.0	7	1,171.5	1,493.0
	51.2	10	2,092.2	1,374.0
	52.5	12	2,900.0	2,914.0
	53.7	11	1,787.3	2,528.7
	55.0	13	2,362.0	1,834.0
	56.2	22	3,070.2	2,326.6
	57.5	10	1,475.4	394.0
	58.7	13	1,851.7	808.4
	60.0	7	552.2	353.0
	61.2	5	1,095.0	527.0
	62.5	9	1,247.6	321.8
	63.7	2	147.0	0.0
	65.0	4	782.0	634.0
	66.2	3	74.0	14.0
	67.5	2	256.4	0.0
	68.7	1	100.0	0.0
	70.0	2	24.0	0.0
Total systemic non-Catholic schools		144	23,531.3	17,368.6
Total schools with SES funding		2,385	491,980.9	397,841.6

(a) AGSRC – Average Government School Recurrent Costs.

(b) Includes non-systemic Catholic schools.

Note: From 2001, Commonwealth general recurrent funding for non-government schools is allocated according to the socioeconomic status (SES) of the school community which involves linking student address data to Australian Bureau of Statistics (ABS) national Census data to obtain a measure of the capacity of the school community to support its school.

Schools that would otherwise have their funding reduced under these arrangements have their year 2000 entitlements maintained in real terms (see Table 33A).

Funding for Catholic systems is set at 56.2 per cent of the average cost of educating a student in a government school (except for the ACT which is funded at 51.2 per cent).

Source: Commonwealth DEST

Table 33A Commonwealth-funded non-government schools with year 2000 funding levels: number of schools and students (FTE) by level of education, year 2000 funding level as a percentage of AGSRC^(a) and whether systemic or non-systemic for school year, 2001

Systemic status	Year 2000 funding levels		Number of schools	Number of funded students (FTE)	
	Primary % of AGSRC	Secondary % of AGSRC		Primary	Secondary
Systemic schools					
	35.0	39.1	2	313.0	0.0
	43.8	48.8	11	3,406.0	5,849.3
	47.5	53.0	27	5,093.2	7,079.6
	51.6	57.5	6	500.0	295.0
	56.0	62.4	2	1,036.0	1,140.0
Total systemic schools			48	10,348.2	14,363.9
Non-systemic schools					
	15.7	18.9	3	1,291.0	3,466.0
	19.6	21.9	10	2,817.4	4,999.0
	19.7	21.9	1	44.0	0.0
	23.9	28.7	3	406.0	0.0
	29.0	32.2	5	490.0	1,558.5
	32.0	35.7	11	1,565.5	3,990.0
	35.0	39.1	4	926.0	1,768.8
	38.7	43.2	13	2,488.8	4,314.7
	43.8	48.8	25	4,455.8	9,236.0
	47.5	53.0	70	17,633.5	26,721.6
	51.6	57.5	33	2,559.7	13,474.4
	56.0	62.4	28	1,406.4	2,204.3
Total non-systemic schools			206	36,084.1	71,733.3
Total non-government schools with year 2000 funding levels			254	46,432.3	86,097.2

(a) AGSRC – Average Government School Recurrent Costs.

Source: Commonwealth DEST

Capital expenditure

Table 34 Summary of Commonwealth capital expenditure, all schools, by State and Territory, 2001 (\$'000)

State	Government	Non-government	Total
New South Wales	77,147	29,455	106,602
Victoria	53,065	24,834	77,899
Queensland	43,051	15,491	58,542
South Australia	17,822	6,850	24,672
Western Australia	22,970	8,572	31,542
Tasmania	6,364	2,118	8,482
Northern Territory	2,870	1,167	4,037
Australian Capital Territory	3,933	2,056	5,989
Total	227,222	90,543	317,765

Source: Commonwealth DEST

Equity

Student sub-group data

Table 35 Year 12 completion rates^(a) by locality^(b) and gender, by State and Territory, 2001 (per cent)

	Urban			Rural centres			Other rural & remote centres			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	60	70	65	53	65	59	56	77	66	59	70	64
Victoria	66	77	71	58	74	66	60	87	73	64	78	71
Queensland	67	73	70	71	75	73	67	83	75	68	76	72
South Australia	63	78	70	46	69	57	48	82	64	59	78	68
Western Australia	60	69	64	47	64	55	53	68	60	58	68	63
Tasmania	78	82	80	61	70	65	55	82	68	67	78	72
Northern Territory	35	50	43	(c)	(c)	(c)	13	22	17	22	34	28
Australian Capital Territory	73	78	75	(d)	(d)	(d)	(d)	(d)	(d)	73	78	75
Australia	63	73	68	59	70	65	57	78	67	62	74	68

(a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. It is important to note that there are variations in assessment, reporting and certification methods for year 12 across States and Territories.

(b) Definitions of 'urban', 'rural centres' and 'rural and remote areas' are based on Department of Primary Industries and Energy classification. Note that categories in this table differ from those in Table 36.

(c) There are no 'rural centres' in the Northern Territory.

(d) All of the ACT is defined as 'urban'.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Table 36 Year 12 completion rates^(a) by locality^(b) and gender, Australia, 1994–2001 (per cent)

Year	Urban			Rural			Remote ^(c)			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1994	66	76	71	57	71	64	51	65	58	63	74	68
1995	64	75	69	54	70	62	46	59	52	61	73	67
1996	62	72	67	54	71	62	45	64	54	60	72	65
1997	61	71	66	54	70	62	43	62	51	58	71	64
1998	62	73	67	55	71	63	48	61	54	60	72	66
1999	63	74	68	57	73	64	45	69	56	61	74	67
2000	63	74	69	57	74	65	47	64	55	61	74	67
2001	63	73	68	59	75	67	46	62	54	62	74	68

(a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. It is important to note that there are variations in assessment, reporting and certification methods for year 12 across States and Territories.

(b) Definitions of urban, rural and remote are based on the Rural, Remote and Metropolitan Areas Classification developed by the Department of Primary Industries and Energy. In this table the 'Urban' includes Darwin, Townsville/Thuringowa and Queanbeyan. In this table the 'Rural' group comprises rural centres and other rural areas and the 'Remote' comprises remote centres and other remote areas.

(c) 'Remote' comprises approximately 3 per cent of the 15–19-year-old population in 1999 and as a result, relatively small changes in the estimated resident population or the number of completions annually can lead to quite substantial changes in the completion rates from year to year.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Table 37 Year 12 completion rates^(a) by socioeconomic status^(b) and gender, by State and Territory, 2001 (per cent)

State	Low socioeconomic status deciles			High socioeconomic status deciles			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	56	69	62	69	77	73	59	70	64
Victoria	58	70	64	73	85	79	64	78	71
Queensland	65	76	70	76	78	77	68	76	72
South Australia	49	68	58	78	92	85	59	78	68
Western Australia	44	54	49	74	83	79	58	68	63
Tasmania	59	72	65	88	88	88	67	78	73
Northern Territory	8	13	10	(d)	(d)	(d)	22	34	28
Australian Capital Territory	(c)	(c)	(c)	74	81	77	73	78	75
Australia	56	68	62	73	82	77	62	74	68

- (a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. It is important to note that there are variations in assessment, reporting and certification methods for year 12 across States and Territories.
- (b) The ABS Index of Relative Socio-Economic Disadvantage (IRSED) has been used to calculate SES on the basis of postcode of students' home addresses. 'Low' SES is the average of the lowest three deciles and 'high' is the average of the top three deciles.
- (c) On the basis of this Index, the Australian Capital Territory has no low SES deciles.
- (d) Small increases in the estimated resident population can cause significant fluctuations in the data. Because of this, high SES rates for the Northern Territory are unreliable and have therefore not been included.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Table 38 Year 12 completion rates^(a) by socioeconomic status^(b) and gender, 1994–2001 (per cent)

	Low socioeconomic status deciles			High socioeconomic status deciles			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
1994	55	66	60	74	85	79	63	74	68
1995	53	65	59	73	83	78	61	73	67
1996 ^(c)	50	62	56	71	82	76	59	71	65
1996 ^(d)	52	67	59	72	80	76	60	72	65
1997	51	66	58	71	80	75	58	71	64
1998	53	67	60	72	81	76	60	72	66
1999	53	68	61	73	83	77	61	74	67
2000	54	69	61	73	83	78	61	74	67
2001	56	68	62	73	82	77	62	74	68

(a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year.

(b) The ABS Index of Relative Socio-Economic Disadvantage (IRSED) has been used to calculate SES on the basis of postcode of students' home addresses. 'Low' SES is the average of the lowest three deciles and 'high' is the average of the top three deciles.

(c) These 1996 figures have been calculated using SES deciles derived from the 1991 Census.

(d) These 1996 figures have been recalculated using SES deciles derived from the 1996 Census.

Note: SES deciles are derived using the ABS Socio-Economic Indexes for Areas (SEIFA) produced from Census data, and these indices were updated by the ABS following the 1996 Census.

The line indicates a break in the series. It results from the differences in the IRSED indices based on the 1991 and 1996 Census respectively. Comparisons are best made in the inter-censal period.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Other areas of national importance

National Asian Languages and Studies in Australian Schools Strategy

Background

The National Asian Languages and Studies in Australian Schools (NALSAS) Strategy is a collaborative initiative of State and Territory and Commonwealth governments. The strategy supports Asian languages and studies in order to improve Australia's capacity and preparedness to interact internationally, in particular with Asian countries. There are four languages targeted under the Strategy: Chinese, Indonesian, Japanese and Korean. Studies of Asia, rather than being treated as a separate subject, is developed within key learning areas, in particular Studies of Society and Environment, English and the Arts.

Commonwealth funding for the NALSAS Strategy currently amounts to \$30 million per annum and, as announced in the 1999 Budget, runs until December 2002. States and Territories match this funding.

Some 5 per cent of Commonwealth NALSAS funds are dedicated to national collaborative projects, principally to undertake relevant research, develop curriculum resources, and develop and deliver professional development and teacher training activities. Apart from the 5 per cent set aside for national projects, Commonwealth NALSAS funds have been allocated to jurisdictions on a per capita basis.

Data on student participation

As identified in the Strategic Plan, the NALSAS Taskforce developed an agreed set of data fields for reporting on the four NALSAS languages. 2001 data indicates that 785,355, or over 24 per cent, of all Australian students were studying a NALSAS language at some level (see Table 42) and some 4,635 or over 48 per cent of all schools were offering a NALSAS language program (see Table 39). As indicated in Table 42, participation rates were highest at upper primary and lower secondary levels of schooling.

Overall participation in NALSAS languages increased by over 15,000 students from 2000, which was the first year for collection of systematic national data, with increased enrolment in Chinese and Indonesian, decreased enrolment in Japanese and enrolment in Korean remaining small but steady.

National collaborative projects

The following national collaborative projects were completed in 2001:

- Identifying Critical Factors for Effective Teaching and Learning of Chinese, Japanese and Korean Writing Systems
- Voices and Visions from Indonesia: Texts for the Senior English Classroom
- Literature Research and Analysis of the Benefits of Language Learning to Literacy Development in English
- Impact of Teacher In-country Study on the Uptake of Studies of Asia in Schools
- Review of Studies of Asia Activities in Australian Schools
- Scan of Studies of Asia Activities in Pre-service Teacher Education
- Annotated Bibliography and Analysis of NALSAS-funded Products

The following projects were new in 2001:

- Japanese language resources for online delivery

- An introduction to the traditional performing arts of Asia video package
- Online readers for Japanese and Indonesian for students in the middle years
- Investigation of the links between vocational education and Asian languages
- A Languages Methodology Course for accredited and non-award teacher professional development to be delivered by distance education
- A Methodology Course for the distance delivery of languages to students
- Modularisation of *Bridges to China*, to become a stand-alone professional development resource for teachers of Chinese
- Adaptation of the OPAL Japanese Course to CD-ROMs as a professional development resource for teachers of Japanese
- *Voices and Visions from Japan: Texts for the Senior English Classroom*
- *Voices and Visions from China: Texts for the Senior English Classroom*
- Development of studies of Asia in-country professional development modules
- Extension and implementation of the Studies of Asia professional development modules
- Development of a professional development package for *Voices and Visions*
- Extension of Asia EdNet
- A sample survey of student outcomes in the studies of Asia
- Stage 1 of a proposed survey of student outcomes in Asian languages (Japanese and Indonesian) to identify key performance measures for students in years 6–7 and year 10, and prepare draft assessment instruments to measure these
- A report on infusing socio-cultural dimensions successfully into languages programs
- Stage 2 of Snapshots of Asia – resources for early to middle primary students
- Asia Big Card series – visual resources for students in the middle years

Note: Online NALSAS language projects are being developed in alignment with The Learning Federation's languages projects.

Evaluation of progress with the NALSAS Strategy

In the second half of 2001, an evaluation of progress with the NALSAS Strategy was commissioned as a national project. The report indicates the extent to which the NALSAS Strategy is extending the uptake of NALSAS languages and studies of Asia in Australian schools, describes the outcomes the Strategy has achieved so far, and raises issues about future implementation, in the context of Australian links to Asia. An electronic copy of the Evaluative Report is available on the NALSAS website at <http://www.curriculum.edu.au/nalsas/reports/reports01.htm>.

Table 39 Schools offering each NALSAS language by level of education, 2001

	Primary	Secondary	Combined	Special	Total
Chinese	256	139	88	2	485
Indonesian	1,123	395	244	6	1,768
Japanese	1,311	741	284	1	2,337
Korean	21	20	3	1	45
Total	2,711	1,295	619	10	4,635

Source: Commonwealth DEST, derived from data supplied by all education jurisdictions

Table 40 Students studying each NALSAS language by level of education, by State and Territory, 2001

	NSW	Vic.	Qld	WA	SA	Tas.	ACT	NT	Total
Chinese									
Primary	13,722	15,378	18,159	2,215	8,687	0	630	44	58,835
Secondary	5,441	11,936	5,775	819	2,694	307	486	120	27,578
Total	19,163	27,314	23,934	3,034	11,381	307	1,116	164	86,413
Indonesian									
Primary	31,796	90,292	24,390	40,564	20,433	6,990	6,411	5,198	226,074
Secondary	9,689	47,561	13,184	10,790	4,533	2,776	1,203	1,067	90,803
Total	41,485	137,853	37,574	51,354	24,966	9,766	7,614	6,265	316,877
Japanese									
Primary	36,676	73,002	68,741	26,254	32,465	4,704	7,135	1,193	250,170
Secondary	39,288	39,477	23,514	12,451	6,315	3,977	2,875	538	128,435
Total	75,964	112,479	92,255	38,705	38,780	8,681	10,010	1,731	378,605
Korean									
Primary	906	481	583	0	0	0	0	0	1,970
Secondary	745	556	178	0	0	0	11	0	1,490
Total	1,651	1,037	761	0	0	0	11	0	3,460
All NALSAS languages									
Primary	83,100	179,153	111,873	69,033	61,585	11,694	14,176	6,435	537,049
Secondary	55,163	99,530	42,651	24,060	13,542	7,060	4,575	1,725	248,306
Total	138,263	278,683	154,524	93,093	75,127	18,754	18,751	8,160	785,355

Source: Commonwealth DEST, derived from data supplied by all education jurisdictions

Table 41 Students studying each NALSAS language by system and schooling level, 2001

	Chinese	Indonesian	Japanese	Korean	Total
Government					
Primary	41,667	169,680	182,888	1,738	395,973
Secondary	14,443	52,993	80,501	1,346	149,283
Total	56,110	222,673	263,389	3,084	545,256
Catholic					
Primary	6,351	30,127	44,465	206	81,149
Secondary	3,051	23,738	24,033	0	50,822
Total	9,402	53,865	68,498	206	131,971
Independent					
Primary	10,817	26,267	22,817	26	59,927
Secondary	10,084	14,072	23,901	144	48,201
Total	20,901	40,339	46,718	170	108,128
Totals					
Primary	58,835	226,074	250,170	1,970	537,049
Secondary	27,578	90,803	128,435	1,490	248,306
Total	86,413	316,877	378,605	3,460	785,355

Source: Commonwealth DEST, derived from data supplied by all education jurisdictions

Table 42 Students studying NALSAS languages by year level and as a percentage of the total student cohort, 2001

Year level	Total student cohort	Students studying a NALSAS language	Students studying a NALSAS language (per cent)
Pre-year 1	189,600	40,553	21.4
Year 1	269,718	46,145	17.1
Year 2	267,778	49,763	18.6
Year 3	268,624	68,467	25.5
Year 4	266,625	77,865	29.2
Year 5	267,907	99,325	37.1
Year 6	264,769	101,404	38.3
Year 7	261,796	121,200	46.3
Year 8	257,991	97,203	37.7
Year 9	254,893	38,855	15.2
Year 10	251,794	23,087	9.2
Year 11	223,455	11,808	5.3
Year 12	188,110	9,434	5.0
Totals	3,233,060	785,109	
		246*	
Total		785,355	24.3

* Ungraded primary and secondary students.

Source: Commonwealth DEST, derived from data supplied by all education jurisdictions; ABS Cat. No 4221.0, *Schools Australia*, 2001

Appendix 2

Publications

New South Wales

Board of Studies

In 2001, the Board of Studies produced a number of significant documents of wide interest to teachers, students, parents and employers. All key Board publications, policy and planning documents, and specific interest documents can be accessed on the Board of Studies website at <http://www.boardofstudies.nsw.edu.au> under the headings listed. Other headings allow you to access HSC syllabuses, past HSC exam papers, all New South Wales syllabuses, and publications related to the School Certificate and Higher School Certificate. Major Board of Studies publications for 2001 include:

Australian Curriculum Assessment and Certification Authorities Conference Sydney 2001 – Bringing Assessment and Curriculum Issues Together http://www.boardofstudies.nsw.edu.au/manuals/acaca_conf_prog.html

The Board of Studies NSW Syllabus Development Process
http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/syl_dev_process.pdf

Guide to the School Certificate

Mathematics K–10 Literature Review
<http://www.boardofstudies.nsw.edu.au/manuals/index.html#mathk10litreview>

Middle Years Literature Review
<http://www.boardofstudies.nsw.edu.au/manuals/index.html#middlelitreview>

An Overview of the Primary Curriculum
http://www.bosnsw-k6.nsw.edu.au/parents/pdf_doc/prim_curr00.pdf

Studying for the HSC

Department of Education and Training

The department produces a wide range of pamphlets, books, periodicals, CD-ROMs and audiovisual materials, with further information available online at <http://www.det.nsw.edu.au>, or <http://www.schools.nsw.edu.au>. Some materials produced during 2001 include:

An Information Package for Students and Parents from Language Backgrounds other than English – VET Courses and the New HSC
http://hsc.csu.edu.au/for_parents/

Department of Education and Training Annual Report 2001
http://www.det.nsw.edu.au/reports_stats/annual_reports/report2001.htm

Parents' Guide to Schools
http://www.det.nsw.edu.au/languagesupport/documents/parents_guide.htm
(Note: This website address is for the translated versions of this document including English)

Protecting and Supporting Children and Young People, 2001
http://www.det.nsw.edu.au/policies/student_serv/child_protection/protosupp/PD20020072.shtml

Research Guidelines: Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools (revised edition, June 2001)
http://www.det.nsw.edu.au/policies/students_serv/student_welfare/stude_welf/PD20020052.shtml

School Attendance
http://www.det.nsw.edu.au/languagesupport/documents/sch_attendance.htm
(Note: This website address is for the translated versions of this document including English)

Student Welfare Policy
http://www.det.nsw.edu.au/policies/student_serv/student_welfare/stude_welf/PD20020052.shtml

Values of NSW Public Schools

Who's Going to Teach My Child?

Literacy and numeracy

The following websites provide information and showcase our performance and achievements in literacy and numeracy in 2001, particularly in relation to the National Literacy and Numeracy Plan and our performance against the national benchmarks.

Literacy Action Research Kit (LARK) Online
<http://www.tdd.nsw.edu.au/lark/index.asp>

Literacy – Premier's Reading Challenge
<http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm>

National Literacy and Numeracy Week (New South Wales)
<http://www.nlnw.nsw.edu.au>

Vocational education

These sites provide information on VET in Schools, Enterprise Education and Vocational Learning in 2001:

Board of Studies HSC Course Band Descriptors (select by course)
http://www.boardofstudies.nsw.edu.au/bos_stats/hsc2001_percent_bands/BandDes16245.htm

VET in Schools Information Package for Students & Parents from Language Backgrounds Other Than English

Catholic Education Commission

In 2001, Diocesan Catholic Education Offices did not produce major publications other than systemic policies and strategic plans, curriculum support materials, research reports and administrative bulletins related to the needs of school communities.

Representatives from all dioceses worked through the Catholic Education Commission, New South Wales in responding to major State and Commonwealth reports, discussion papers and similar documents. The Catholic Education Commission's website, <http://www.cecnsw.catholic.edu.au/> provides links to publication information, statistical information on Catholic schooling, and a range of resources.

Victoria

Department of Education and Training

Government school publications

2000–2001 Annual Report: Victorian Learning and Employment Skills Commission

2000–2003 Corporate Plan Department of Education, Employment and Training
<http://www.det.vic.gov.au/det/media/news/ArchivedLinks.asp>

2000–2001 DEET Annual Report
<http://www.det.vic.gov.au/det/pdfs/Deet01.pdf>

2001–2002 DEET Business Plan

Department of Education and Training, Reports, Policies & Resources
<http://www.det.vic.gov.au/det/resources/default.htm>

Knowledge, Innovation, Skills and Creativity: A Discussion Paper on Achieving the Goals and Targets for Victoria's Education and Training System
<http://www.det.vic.gov.au/det/consultation/kisc.htm>

Victoria's Government Information – Education
<http://www.vic.gov.au/VictoriaOnline>

Standards and accountability information

Perspectives on Education, Teaching and School Effectiveness, by Peter Hill
<http://www.sofweb.vic.edu.au/standards/publicat/articles.htm>

School Management Benchmarks 2000
<http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

VCE Benchmarks 2000
<http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Years Prep–10 CSF Benchmarks 2000
<http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Portfolio integration information

Planning the Future – the Evaluation of Phase One of the Pathways Project in Victoria, DEET, Victoria, July 2001

Transitions from the VET in Schools Program – the 1999 Year 12 Cohort, DEET, Victoria, February 2001
<http://www.sofweb.vic.edu.au/voced/research>

The following three reports, funded by the Commonwealth's Full Service Schools Program and published in the Successful Learning Publications series, are available online at <http://www.successfullearning.com.au/resources.html>:

Building Scaffolds of Support: Case Management in Schools, DEET, Victoria, August 2001

Making Connections – The Evaluation of the Victorian Full Service Schools Program, DEET, Victoria, May 2001

Room to Move – Why School/ACE partnerships expand opportunities for potential early school leavers, DEET, Victoria, February 2001

LOTE, ESL and multicultural education

Guidelines for Managing Cultural and Linguistic Diversity in Schools, June 2001

2000 Languages Data Report, June 2001. This gives a comprehensive and statistical analysis of language programs in Victorian government schools, including the Victorian School of Languages, for the 2000 school year taken from the annual LOTE Survey conducted in August. The report is published online at <http://www.sofweb.vic.edu.au/lem/lotel/LOTEdata.htm>.

Informative websites on this topic, accessed through SOFWeb, include:

- *The LOTE, ESL and Multicultural Education, and Languages and Multicultural Education Resources Centre*
<http://www.sofweb.vic.edu.au/lem/index.htm>
- *The New Arrivals Program for Students with Language Backgrounds Other Than English (LBOTE)*
<http://www.sofweb.vic.edu.au/lem/esl/enew.htm#DATA>

Indigenous education

The Gifted Koorie Students Program

The Koorie Literacy Links Project

The Koorie Middle Years Link Project

SOFWeb 'Koorie Education' website,
<http://www.sofweb.vic.edu.au/Koorie/index.htm>

Strategic Plan for Koorie Education 2001–2004

Yalca: A partnership in Education and Training for the New Millennium. This is an agreement between the Victorian Aboriginal Education Association Incorporated and the Victorian Government that places Koorie students at the centre of education policy and decision-making, and acknowledges that local Koorie communities through the Local Aboriginal Education Consultative Groups are best able to determine local education and training.

Student well-being

Better Services, Better Outcomes in Victorian Government Schools: A Review of Educational Services for Students with Special Educational Needs

DAI 2002 – Information Kit for principals, parents and teachers (Program for Students with Disabilities)

In First Language – a report on training bilingual community leaders and workers as parent drug education facilitators

Taking it On – conference papers from the ‘Taking it On – Putting Research into Practice’ conference held in Melbourne, 25th to the 26th October, 1999. This conference showcased findings from two significant drug education initiatives: the Backgrounds Project and the Connect Project.

Early years of schooling

The Early Numeracy Research Project, 1999–2001, was a collaborative study conducted by the Australian Catholic University and Monash University, and commissioned by the Department of Education, Employment and Training, the Melbourne Catholic Education Office and the Victorian Association of Independent Schools Victoria. It is available online at <http://www.sofweb.vic.edu.au/eyes/num/enrp.htm>.

Researching Numeracy Teaching in Primary Schools is part of the Numeracy and Research Development Initiative, a Commonwealth-funded programme for enhancing numeracy learning outcomes for all primary students. Details are available online at http://www.dest.gov.au/schools/publications/subject_numeracy.htm.

Further information can be obtained from the SOFWeb ‘Early Years of Schooling’ website, <http://www.sofweb.vic.edu.au/eyes/index.htm>.

Middle years of schooling

The Middle Years Literacy Research Project Executive Summary

The Middle Years Literacy Research Project – Final Report

The Middle Years Numeracy Research Project Executive Summary

The Middle Years Numeracy Research Project – Final Report

These documents are available on the SOFWeb ‘Middle Years’ website: <http://www.sofweb.vic.edu.au/mys>

Vocational education

Vocational education material can be accessed through SOFWeb at <http://www.sofweb.vic.edu.au/voced/index.htm>.

Statutory authority publications

Victorian Board of Studies Annual Report 2000–2001

The Victorian Curriculum and Assessment Authority (VCAA), <http://www.vcaa.vic.edu.au>, services both government and non-government schools, establishing guidelines for what students learn in years Prep to 12. The VCAA’s 2000–01 Annual Report is available at <http://www.det.vic.gov.au/det/pdfs/vcaa01.pdf>.

Details of the VCAA’s investigation of the use of technology in the senior mathematics curriculum and examinations, *Mathematical Methods Computer Algebra System Pilot Study* are available online at <http://www.vcaa.vic.edu.au/vce/studies/mathematics/caspilot/casindex.html>.

VCE Statistical Information 2001 is available through the VCAA at <http://www.vcaa.vic.edu.au/vce/statistics/index.html>.

The Victorian Qualifications Authority (VQA), <http://www.vqa.vic.gov.au/vqa/default.asp>, is a statutory body for the accreditation, certification and quality assurance of post-compulsory education. Publications for 2001 include:

VQA Annual Report 2001–2002

<http://www.det.vic.gov.au/det/resources/annual2002.htm#vqa>

The Victorian Certificate of Applied Learning (VCAL) Course Accreditation Document
<http://www.vqa.vic.gov.au/vqa/pdfs/VCALAccredDoc.pdf>

VCAL Interim Evaluation Report

The Victorian Institute of Teaching, <http://www.vit.vic.edu.au>, is designated as a representative professional body for the teaching profession. In May 2001, the Ministerial Advisory Committee for the Victorian Institute of Teaching produced a discussion paper, *Have Your Say on the Proposed Victorian Institute of Teaching*, <http://www.vit.vic.edu.au/macvit/haveysay.htm>, containing the Committee's 29 proposals for the Institute, its purposes, membership and governance.

Following the Committee's report to the minister in July 2001, Cabinet agreed to the drafting of a Bill that was introduced into the 2001 spring session of Parliament. At the time the Bill was being debated in Parliament, a further communication with the education community was being prepared: *Message from the Minister* (November, 2001) <http://www.vit.vic.edu.au/pdfs/Tri-fold13Nov.pdf>. This brochure outlined the key components of the legislation and explained the implications for Victoria's teachers – what the Institute would do, how it would operate, and how it would be governed. *The Victorian Institute of Teaching Act 2001* received assent on 18 December 2001.

Independent sector

The following publications were prepared for distribution to the public for the provision of information about the relevant sections of independent schools in Victoria. Some can be accessed through the Association of Independent Schools of Victoria website: <http://www.ais.vic.edu.au/index.html>

Directory of Member Schools (2001 Edition)

Open Days at Independent Schools

Schooling Away from Home Booklet

Catholic Education Commission

The following publications were produced in 2001:

Annual Report 2000 (published 2001)

Children's Literacy Success Strategy (CLaSS) Annual Report, 2000

In the Middle

Learning Matters Vol. 6, Numbers 1–3

Pathways and Transition in the Post Compulsory Years

Reconciliation Gap (video)

Science Education

Towards Reconciliation

The Catholic Education Commission can be found online at: <http://www.cecv.melb.catholic.edu.au/>

Queensland

Government sector

Annual Report (Education Queensland) 2000–2001
<http://education.qld.gov.au/publication/production/reports/html/annual.html>

Education Budget Highlights 2001–2002

Education Queensland Strategic Plan 2001–2005
http://education.qld.gov.au/strategic/planning/pdfs/strat_plan01_05.pdf

The Queensland School Reform Longitudinal Study
http://education.qld.gov.au/public_media/reports/curriculum-framework/qsrls/

Queensland the Smart State: Education and Training Reforms for the Future
http://www.thepremier.qld.gov.au/library/pdf/the_future_is_here.pdf

South Australia

Department of Education, Training and Employment

In 2001, the Department produced the following publications:

Annual Report, 2001, Department of Education, Training and Employment

Building on success: A window of opportunity, the primary years 3, 4 and 5. A collaboration between the Curriculum Policy Directorate and the South Australian Primary Principals' Association, 2001.

Listen to Me, I'm Leaving: Early School Leaving in South Australian Secondary Schools, John Smyth, Robert Hattam, Jenny Cannon, Jan Edwards, Noel Wilson, Shirley Wurst. A joint publication by the Department of Education, Training and Employment, Flinders University of South Australia and the Senior Secondary Assessment Board of South Australia, 2000.

Social Action Through Literacy, Early to Primary Years, Lynne Badger and Phil Kimber. A joint publication by the Department of Education, Training and Employment and the University of South Australia, 2001.

Socio-economically Disadvantaged Students and the Development of Literacies in School: A Longitudinal Study, Barbara Comber, Lynne Barnett, Helen Nixon, and Jane Pitt, Volumes 1–3, 2001. A joint publication by the Department of Education, Training and Employment and the University of South Australia.

Independent sector

2001 Annual Report, the Association of Independent Schools of South Australia

Linking Literacy with Studies of Asia edited by Suzanne Bradshaw, Jodie Hancock and Deirdre Travers. Published by the South Australian Independent Schools Targeted Programs Authority Inc., with funds provided by the NALSAS Strategic Assistance for Improving Student Outcomes Programme.

Pilot Student Destination Study, produced by the South Australian Independent Schools Targeted Programs Authority Inc., with funds provided by the Commonwealth School to Work Programme and the ANTA VET in Schools Program.

Students with Disabilities – Enrolment Guidelines for Independent Schools, produced by the South Australian Independent Schools Targeted Programs Authority Inc., with funds provided by the Commonwealth Department of Education, Science and Training, through the Strategic Assistance for Improving Student Outcomes Programme.

Taking a Closer Look: Identifying ESL/Special Needs Students, produced by the South Australian Independent Schools Targeted Programs Authority Inc., with funds provided by the Commonwealth Department of Education, Science and Training, through the Strategic Assistance for Improving Student Outcomes Programme.

Western Australia

Government sector

Building Resiliency

Competency Framework in Teaching

Department of Education Annual Report 2000–2001
<http://www.eddept.wa.edu.au/AnnualReport/>

Disputes and Complaints Policy and Procedures

Employment of People with Disabilities Policy and Guidelines
English as a Second Language in the Mainstream
Gifted Under-Achievers
Graduate Supply Paper
Guide for Parents 2001
Handbook for Parents and Caregivers of Students at Educational Risk
Injury Management and Workers Compensation Policy
Local Management of Schools Pilot Project
LOTE Beyond 2000
Making the Difference by Making the Links
Mathematics Learning in Upper Primary and Lower Secondary School
Mixed Age Groupings in Early Childhood Education
Occupational Health and Safety Policy, Procedures and Guidelines
Opening a New School
PD – What Do Teachers Want?
Swimming and Water Safety Teaching Handbook and Guidelines
Swimming and Water Safety Continuums
Talking to Your School
Teaching Reading Practice (video and handbook)
Vocational Education and Training Review 2000
Water Based Excursions Policy and Procedures
What is Good Teaching in an Outcomes Focus? (video)

Catholic sector

Annual Report 2001 Catholic Education Office
Improving Literacy Through Integrated Studies (Years 8–10)
Mapping Your Future – broad counselling advice for Years 10–11 students and parents
Supporting Students with Disabilities and Special Learning Needs – Guidelines and Procedures for Catholic Schools in WA
Surviving the Selection Process – a guide for year 12 students wishing to gain entry into university or TAFE

Association of Independent Schools

Literacy Net P-3: Putting it into Practice

Tasmania

Government sector

Department of Education Annual Report 2000–2001
<http://www.education.tas.gov.au/annualreport/00–01/>

Department of Education Annual Report 2001–2002
<http://www.education.tas.gov.au/annualreport/01–02/>

In-school education

International Education Business Plan 2001–03

Vocational Education and Training

Items published in 2000 but released in 2001

Business to Business: Learning through Mentoring
Coaching in Small Workplaces: Facilitator's Guide and Participants' Workbooks
Cross Boundaries: Effective Learning Networks
E-business Springboards
Grow Facilitator's Guide
Grow Participant's Workbook
Our Business, Our Way
Size Matters: Small Business, Small Workplaces
The Business of Small Business Training: A Planning Guide
The Right Start: Using Diagnostic Tools
Ways That Work: Recruiting Participants
Where Business Meets Training: Key Themes

Items published and released in 2001

Certificate 1 in Work Skills
Workplace Learning – Guidelines (Annual)

Post-compulsory education and training

Department of Education Vocational Education and Training in Schools Framework Policy
<http://www.opcet.tas.gov.au/vel/vetpolicy.htm>

Tasmania responded to recommendations 16–23 of the MCEETYA report, *Footprints to the Future*. The report containing the case study responses, 'Snapshots', by States, Territories and the Commonwealth, is *Stepping Forward – Sharing What Works*
<http://www.mceetya.edu.au/stepping/casestudies/casestudy.htm>

Tasmanian Qualifications Authority discussion paper
http://www.opcet.tas.gov.au/pub_res/tqa/discussionpaper/default.htm

A Destinalional Survey of the 2001 year 10 student cohort is currently being undertaken. There will be a series of reports published over the next 3-year period. The first will focus on early school leavers and is due to be published around October 2002.

Tasmanian VET Strategy 2002
http://www.opcet.tas.gov.au/pub_res/2002vetstrategy/

Youth participation in education: a review of trends, targets and influencing factors
http://www.opcet.tas.gov.au/pub_res/oldpubres.htm

Youth participation in education and training and factors affecting participation: a review of resource literature and policy documents
http://www.opcet.tas.gov.au/pub_res/oldpubres.htm

Equity

Equal Partners

<http://www.education.tas.gov.au/equitystandards/vet/equalpartners/default.htm>

Gumnuts to Buttons and *On the Track* are Indigenous teaching resource materials. Both were launched 8 May 2001.

Partners in Time

<http://www.education.tas.gov.au/equitystandards/ace/partners/default.htm>

Educational review

The following four items are available online, with password access, at: <http://staff.education.tas.gov.au/pages/oer/index.htm>

School Improvement Review Guidelines 2001

Suspensions, Exclusions, Expulsions and Exemptions in Tasmanian Government Schools 2000

2000 Literacy and Numeracy State Results and Individual School and Student Results (web-based only)

2000 Term 3 System-wide Attendance Survey in Tasmanian Government Schools

Education policy and curriculum development

Devonport Primary School Work Samples – Support Materials for the Tasmanian Literacy Outcomes Years K to 6

The Classroom Literacy Website

<http://www.discover.tased.edu.au/literacy>

Parent Participation Policy

Our Families Resource Pack

<http://www.education.tas.gov.au/ooe/ppp/families/default.htm>

Tasmanian Secondary Schools Assessment Board

Department of Education Annual Report 2000–2001

Department of Education Chapter – Budget Paper No. 2

The Essential Guide for the Senior School Administrator: The Red Book

Finance Facilities and Planning Services

Financial Statements for the Year Ended 30 June 2001

2001 Tasmanian Certificate of Education Manual

e-magine, Centre of Excellence in Online Learning

Major publications for e-magine include:

Research papers: *Supporting Online Learning*

Review of Discover Website and Services

Review of ICT Related Professional Learning in Tasmanian Government Schools (2002)

Strategic Directions 2002–2003

Association of Independent Schools

Annual Report of The Independent Schools Block Grant Authority of Tasmania

Annual Report of Association of Independent Schools Tasmania

Northern Territory

Annual Report 2000–2001, Northern Territory Department of Education, Darwin, 2001
http://150.191.80.32/pdf/2000-01_Annual_Report.pdf

English as a Second Language Planning Project, Northern Territory Department of Employment, Education and Training, Darwin, 2001

Literacy and Numeracy Strategy 2001

The Northern Territory Literacy and Numeracy Strategy 2001, <http://www.schools.nt.edu.au/curricbr/lns/plan/index.htm>. This is a combined literacy and numeracy document which is the product of ongoing collaboration between the Northern Territory Department of Education, the Catholic Education Office (CEO) and the Association of Independent Schools of the Northern Territory. It provides an overview of the programs and projects funded through the Commonwealth Strategic Assistance for Improving Student Outcomes Programme, which are currently in place in the Northern Territory to support government and non-government schools in the development of students' English literacy and numeracy under the National and Northern Territory Literacy and Numeracy Plans.

Australian Capital Territory

Government sector

ACT Government School Education Literacy and Numeracy Performance – General Results 2001

Annual Report Department of Education and Community Services 2000/2001

Annual Report Department of Education and Community Services 2001/2002

Census of ACT Government Schools – February 2001

Census of ACT Government Preschools – February 2001

Census of ACT Non-Government Schools – February 2001

Census of ACT Government Schools – August 2001

Drug Education Project for School Communities in the ACT

Information and Communication Technology Competencies

LOTE Survey Bulletin 2001

Plan for Information and Communication Technology in Learning and Teaching: 2001–2002 Expansion Pack

Projected Enrolments 2002–2006, ACT Government Schools 2001

School Development Report 2001

<http://www.decs.act.gov.au/publicat/pdf/schooldevreport2001.pdf>

School Management Manual 2001

Starting Point: Integrating Information and Communication Technologies in the Curriculum

Taking Off: A Directory of Transition Services for Students with Disabilities in the ACT, Sandra Parker, ACT Department of Education and Community Services <http://www.decs.act.gov.au/publicat/pdf/TakingOff.pdf>

The Department's publications can also be accessed through the website, <http://www.decs.act.gov.au/publicat/anr.htm>.

Catholic sector

The Catholic Education Office produced the following publications in 2001:

Archdiocese of Canberra and Goulburn Annual Report 2001, Catholic Education Commission

Confraternity of Christian Doctrine Annual Report 2001, CEO, CCD Committee

Treasures New and Old: Making Connections, CEO Religious Education Committee

Commonwealth

Australian Background Report – OECD Thematic Review of Early Childhood Education and Care Policy, Frances Press and Professor Alan Hayes, Institute of Early Childhood, Macquarie University (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/index.htm>

Building Relationships: Making Education Work. A Report on the Perspectives of Young People, Australian Centre for Equity through Education and the Australian Youth Research Centre (2001), Canberra: Department of Education, Science and Training

Career Guidance Understandings Informing the Development of the National Career Information System – Career: More than Just a Job, Mary Mahon and Peter Tatham (2001), Canberra: Department of Education, Science and Training, <http://www.myfuture.edu.au>

Citizenship and Democracy: Students' Knowledge and Beliefs – Australian Fourteen Year Olds and the IEA Civic Education Study, University of Canberra (in conjunction with the Australian Council for Educational Research), Suzanne Mellor, Kerry Kennedy and Lisa Greenwood (published online 2001), Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/iea/AustCivicReport.pdf>

Commonwealth Programmes for Schools Quadrennial Administrative Guidelines 2001–2004 (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/guidelines/index.htm>

DEST Annual Report – 2000–01, Canberra: Department of Education, Science and Training, http://www.dest.gov.au/directory/publications/annual_reports.htm

Doing it Well: Case Studies of Innovation and Best Practice in Working with At-Risk Young People, Strategic Partners in association with the Centre for Youth Affairs and Development (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/fss/index.htm>

Footprints to the Future, (2001) Canberra: Department of Education, Science and Training, the Prime Minister's Youth Pathways Action Plan Taskforce Report, available through <http://www.youthpathways.gov.au/>

Full Service Schools Program 1999 and 2000 National Evaluation Report, Strategic Partners in association with the Centre for Youth Affairs and Development (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/fss/evaluation.pdf>

Improvement or Transformation: Proceedings of the National Conference on Quality Schools, sponsored by Department of Education, Science and Training (July 2001), <http://www.dest.gov.au/schools/publications/2001/teachers/index.htm>

Indigenous Education Strategic Initiatives Programme – Preschool Profile Documents (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/preschoolprofile/IESIPreschoolprofile.htm>

Innovation and Best Practice in Schools: Review of Literature and Practice, Strategic Partners in association with the Centre for Youth Affairs and Development (2001), Canberra: Department of Education, Science and Training

Innovative Bandwidth Arrangements for the Australian Education and Training Sector, Ross Kelso, Royal Melbourne Institute of Technology (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/bandwidth/finalrep.pdf>

Job Guide 2001, the Good Guides Group and Miles Morgan on behalf of the Department of Education, Science and Training (2001) Canberra, <http://jobguide.dest.gov.au>

PD 2000 in Australia: A National Mapping of School Teacher Professional Development, David McRae, Geoff Ainsworth, Robin Groves, Mike Rowland, Vic Zbar and National Curriculum Services (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/pd/index.htm>

Practical Partnerships: Local School-Community Drug Summits Support Materials (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/drugs/practicalpartnerships.pdf>

Review of The Real Game 12 – 14 Project, Curriculum Corporation (2001), Canberra: Department of Education, Science and Training

School Innovation: Pathway to the Knowledge Society, Professor Peter Cuttance, University of Melbourne (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/innovation/report.pdf>

School Insight Newsletter (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/insight/index.htm>

Schooling Issues Digest No. 1 – Building Better Outcomes: The Impact of School Infrastructure on Students' Outcomes and Behaviour, and *No. 2 – Information and Communication Technology for Teaching and Learning* (2001), Canberra: Department of Education, Science and Training <http://www.dest.gov.au/schools/publications/2001/digest/technology.pdf>

The Status and Quality of Teaching and Learning of Science in Australian Schools, Dennis Goodrum, Mark Hackling, Edith Cowan University; and Leonie Rennie, Curtin University of Technology, in collaboration with the Australian Science Teachers Association, the Australian Academy of Science and Curriculum Corporation (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/science/index.htm>

Teachers in Australian Schools: A Report from the 1999 National Survey, Australian College of Education (2001), Canberra: Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/pd/teachers1999.htm>

Tertiary Entrance Performance: the Role of Student Background and School Factors (LSAY Research Report No. 22), Gary Marks, Julie McMillan, Kylie Hillman (November 2001), Melbourne: Australian Council for Educational Research, <http://www.acer.edu.au/research/LSAY/research.html>

VET in Schools: Participation and Pathways (LSAY Research Report No 21), Sue Fullarton (November 2001), Melbourne: Australian Council for Educational Research, <http://www.acer.edu.au/research/LSAY/research.html>

Appendix 3

Explanatory notes

New South Wales

Exemption from Testing Policy	Students may be exempted from the test if, in consultation with parents, the school believes that participation in the test will be detrimental to the student. Reasons for exemption include: students from a non-English-speaking background who have been enrolled in an English-speaking school for less than 12 months; students with high support needs; students with a medical condition that would affect well-being and test performance; students attending Stewart House on the test day; students attending Schools for Specific Purposes. (Note: as these students are ungraded, the age distribution of year 3 and 5 students doing the tests was used to estimate the notional number of year 3 and 5 students in these schools.)
Average Age Calculation Method	Average age at time of testing was determined from New South Wales Department of Education birth date data for government school year 3 and 5 students.
Years at School Calculation Method	Most year 3 and 5 students in New South Wales have completed 3–5 full years of schooling prior to the tests being held at the beginning of August. Years at school were thus taken to be 3 years, 7 months for year 3 students and 5 years, 7 months for year 5 students.
Definition, Identification of Indigenous Students	Indigenous students are those who answered 'Yes' to the question: 'Are you an Aboriginal or Torres Strait Islander person?'.
Definition, Identification of LBOTE Students	LBOTE students are those who answered 'Yes' to the question: 'Does anyone speak a language other than English in your home?'.

Victoria

Exemption from Testing Policy	The principal may grant an exemption to students with disabilities and impairments and to students who have been learning English in Australia for less than two years, and in other exceptional circumstances. The decision is made at the school level. The principal should consult specialist staff and ensure that parents sign a document agreeing to the exemption.
Average Age Calculation Method	Students provide date of birth on test task books. Average age is calculated at August of each testing year by using the month and year of birth and averaging the age of all students who participated in the test.
Years at School Calculation Method	Students commence schooling in the Preparatory year and the year of schooling is calculated as the 3 or 5 years from Prep to the beginning of year 3 or 5, and 7 months to the beginning of August to when testing takes place.
Definition, Identification of Indigenous Students	Schools were asked to answer the following question: 'Is this student Aboriginal or a Torres Strait Islander?' on the front page of each student's test booklet. Students are identified as Indigenous on enrolment forms at the commencement of school.
Definition, Identification of LBOTE Students	Schools were asked to answer the following question: 'Is this student of non-English-speaking background?' on the front page of each student's test booklet. The generally accepted definition of a LBOTE student is one where the student or either parent was born in a non-English-speaking country or has a home language other than English.

Queensland

Exemption from Testing Policy	The following students may be exempted: students for whom English is not their first language and who are assessed by their English as a Second Language (ESL) teacher and/or classroom teacher as achieving at or below Level 2 using the Draft Queensland ESL Proficiency Levels or Reading Level 3 and Writing Level 3 of the National Languages and Literacy Institute of Australia ESL Band Scales; or those with intellectual impairment who have been identified as having educational needs at levels 5 or 6 through the systemic ascertainment process.
Average Age Calculation Method	The average ages are calculated on age distributions of the populations of year 3 and 5 students attending government and non-government schools based on 1 July census enrolment data, published in ABS, Cat. No. 4221.0, <i>Schools Australia</i> , 2000.
Years at School Calculation Method	Compulsory schooling commences at year 1. Students sat the test in late August. Year 3 students who sat the test would typically have been at school for 2 years and 8 months. Year 5 students typically have been at school for 4 years and 8 months.
Definition, Identification of Indigenous Students	Students self-identify that they are Indigenous by answering 'Yes' to either or both the questions: 'Are you an Aboriginal person?' or 'Are you a Torres Strait Islander person?'. Teachers are required to check the accuracy of the students' responses.
Definition, Identification of LBOTE Students	LBOTE students are those who answer 'Yes' to the question: 'At home, do either of your parents/care-givers speak a language other than English MOST of the time?' and who are not classified as Indigenous. Students self-identify and teachers are required to check the accuracy of the students' responses.

South Australia

Exemption from Testing Policy	A student may be exempted from the testing program by the school principal in consultation with the parent/care-giver. Reasons for exemptions include: students from a non-English-speaking background who have been enrolled in an English-speaking school for less than 12 months; students with high support needs who would not be able to read the test.
Average Age Calculation Method	The average age of students at the time of testing is estimated from student enrolment information which schools collect.
Years at School Calculation Method	A student may begin school once they turn 5 years of age. Most students will spend between 10 and 13 terms in junior primary school classes (ie Reception, and years 1 and 2).
Definition, Identification of Indigenous Students	Indigenous students were identified through their response to a question on the test cover asking if they were an Aboriginal or Torres Strait Islander person.
Definition, Identification of LBOTE Students	LBOTE students were identified through their response to a question on the test cover asking if a language other than English is spoken in their home.

Western Australia

Exemption from Testing Policy	Exemptions may be granted by the principal with the signed agreement of parent/care-givers on the following grounds: temporary or permanent disability or impairment; enrolment in specified intensive language centres; ESL students in mainstream classes who have been in Australia for one year or less.
Average Age Calculation Method	Students provide date of birth on test booklets. Average age was calculated at the week of testing on the basis of this information.
Years at School Calculation Method	The figure given is an estimate based on the assumptions of: (a) continuous attendance of students in all years of schooling; (b) an equal number of students skipping a year of studies and repeating a year of studies; and (c) that for these cohorts of year 3 and 5 students the pre-primary year was neither full-time nor compulsory and is therefore not included in the calculation.
Definition, Identification of Indigenous Students	Indigenous students were identified through their 'Yes' response to the question: 'Are you an Aboriginal or Torres Strait Islander person?'. This question was included on the front of the student answer booklet.
Definition, Identification of LBOTE Students	Students from a language background other than English were identified by their responses to the question: 'Does anyone in your home usually speak in a language other than English?'.

Tasmania

Exemption from Testing Policy	Principals of government schools were able to exempt students on the following grounds: Category A students on the Department's intellectual disabilities register; and ESL students who the Principal Education Officer (ESL) identified as being unable to complete the test owing to the students' inability to comprehend English. Students in Catholic and independent schools were exempted at their principal's discretion, under strict guidelines established by each sector.
Average Age Calculation Method	The average age of government and Catholic school students was calculated from date-of-birth records held in the database of each sector. The average age of independent school students was provided by ACER. The average age reported is a weighted average for all three sectors.
Years at School Calculation Method	In Tasmania, most students enrol in Kindergarten. Compulsory schooling begins in Prep, followed by years 1, 2, 3 etc. Thus, the average number of years of compulsory schooling at the time of testing was approximately 3 years, 7 months (year 3) and 5 years, 7 months (year 5). Testing for government and Catholic school students occurred in late August of 2000 and 2001, whereas in 1999 it occurred in early August (hence the one-month difference).
Definition, Identification of Indigenous Students	Indigenous students were identified by each school from information collected at enrolment, or through self-identification. If the Indigenous status was unknown, the student was not considered to be Indigenous.
Definition, Identification of LBOTE Students	Government schools identified LBOTE students from enrolment records and Catholic schools used new-arrival and special education applications to identify LBOTE students. Independent schools used self-identification. If the LBOTE status of a student was unknown, that student was considered not to have had a language background other than English.

Northern Territory

Exemption from Testing Policy	A student is considered to be exempt from the reading test if they are unable to attempt, with teacher support, all questions at Pre-Level 2 in the reading test. Students are exempted from the mathematics test if they are unable to attempt any questions at Level 1 in the mathematics test.
Average Age Calculation Method	The date of birth of each student is recorded on the test cover. The age of the student relative to the official end of the testing period is then calculated as a decimal. The average age of all students in the cohort (eg year 3) is then calculated.

Years at School Calculation Method	Schooling begins at age 5 in Transition classes. The typical time in school for year 3 students was calculated as follows: 2 years, 8 months (years 1, 2 and 3 to time of testing) plus 7 months (Transition) equals 3 years, 3 months. For year 5 students, the calculation was as follows: 4 years, 8 months (years 1, 2, 3, 4 and 5 at time of testing) plus 7 months (Transition), equals 5 years and 3 months.
Definition, Identification of Indigenous Students	Indigenous students are identified by schools at the time of enrolment or by self-identification.
Definition, Identification of LBOTE Students	In 1999, data represents students identified by teachers as being eligible for inclusion in the ESL program. From 2000 onwards, if a student answers 'No' to the question, 'Does everyone at home speak to you in English?' or answers 'Never/Sometimes' to the question, 'How often do you speak English at home?', they are considered to be an LBOTE student.
Australian Capital Territory	
Exemption from Testing Policy	Exempt students include mainstream ESL students who have been learning English in Australia for less than 2 years; students enrolled in Introductory English Centres; students enrolled in Learning Support Centres and Units; students with diagnosed communication disorders; mainstream students who have a temporary physical disability at the time of the assessments.
Average Age Calculation Method	From date of birth until August 1 in the year of testing.
Years at School Calculation Method	The years and months beginning February 1 in the Kindergarten year through to August 1, in year 3 or 5.
Definition, Identification of Indigenous Students	Indigenous students are identified at the time of enrolment by the parents/care-givers.
Definition, Identification of LBOTE Students	Data represent funded ESL students rather than the broader LBOTE category.

Appendix 4

Measurement issues

Performance Measurement and Reporting Taskforce established

The Performance Measurement and Reporting Taskforce (PMRT) was established in July 2001 by the twelfth annual meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs.

The newly established taskforce integrated the work of the National Educational and Performance Measurement Taskforce (NEPMT), the Benchmarking Taskforce and the Taskforce on School Statistics (TOSS).

The PMRT reports to each meeting of MCEETYA on the progress since the previous meeting in the development and reporting of key performance measures against the National Goals for Schooling in the Twenty-first Century and the achievement of comparability of measures.

In particular, the PMRT is required to advise MCEETYA on:

- the development of strategic measures for nationally comparable reporting of comparable educational outcomes
- the development and maintenance of key performance measures as the basis for national reporting in certain agreed areas including literacy, numeracy, science, vocational education and training, information and communication technologies, civics and citizenship education and enterprise education
- the identification of areas in which it may be appropriate to establish national targets or benchmarks in relation to the agreed key performance measures to assist school and system level reporting and planning for improvement, with a particular emphasis on those elements that are crucial to increasing year 12 (or equivalent) completion rates
- the maintenance of the National Schools Statistics Collection including the presentation, publication and dissemination of data
- the generation of data relating to resourcing of schools to meet agreed requirements for national reporting
- the achievement of consistency in reporting to the Council of Australian Governments, the Australian National Training Authority Ministerial Council and MCEETYA
- more effective reporting of student learning outcomes to the general public.

Literacy and numeracy

The former Benchmarking Taskforce's terms of reference included facilitating the implementation of MCEETYA decisions regarding reporting against the national years 3, 5 and 7 literacy and numeracy benchmarks.

During 2001 educational measurement experts advising the Benchmarking Taskforce recommended that modifications be made to the process of estimating the proportion of students achieving the benchmark. The proposed change will bring the methodology in line with the practice in large-scale international studies such as the Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA).

The Benchmarking Taskforce advised ministers that it planned to locate the spelling benchmarks on State and Territory tests so it would be possible to report students' results against the nationally agreed benchmarks. The taskforce also advised that as the large-scale assessment of spelling had not been well researched internationally or locally the benchmarking work would be breaking new ground and would need to proceed with caution.

The Benchmarking Taskforce suggested to ministers that it may be prudent to repeat the equating and benchmark cut-score setting processes after three or four years. This would enable the validity of the equating and reporting to be reviewed in light of possible changes in practice around Australia.

Science

As the first step towards developing key performance measures for science, the NEPMT commissioned a project to develop options for the assessment and reporting of the achievements of primary students in science. The outcome of this process was a report entitled *Options for the assessment and reporting of primary students in the key learning area of science to be used for the reporting of nationally comparable outcomes of schooling within the context of the National Goals for Schooling in the Twenty-first Century* (S Ball, I Rae and J Tognolini, 2000).

The Ball Report recommended that students' achievement of science literacy (that is, science concepts and science process skills) rather than their acquisition of factual information be

assessed and reported. In particular, the report advocated adoption of the definition of science literacy used in the OECD PISA.

In July 2001, MCEETYA agreed to the development of assessment instruments and key performance measures for reporting on student skills, knowledge and understandings in primary science. It directed the newly established PMRT to undertake the national assessment program. In December 2001, the PMRT sought proposals for the assessment based on the recommendations of the Ball Report.

Civics and citizenship

As with science, the NEPMT commissioned a project in 2001 to investigate and develop key performance measures in civics and citizenship. The outcome of this process was a report to the NEPMT entitled *Key Performance Measures in Civics and Citizenship Education* (M Print and J Hughes, 2001).

Twelve recommendations were initially proposed in the report by Print and Hughes. These were revised following consultation by a NEPMT sub-group and subsequently endorsed by PMRT. The six recommendations endorsed by PMRT were:

- that there be two key performance measures for civics and citizenship, the first to focus on civic knowledge and understanding, the second on citizenship participation skills and civic values
- that the key performance measures be applied to both primary and secondary schooling and be set at year 6 and year 10 respectively
- that national student assessments, derived from the key performance measures, be designed for years 6 and 10
- that a trial assessment be conducted in 2003 as a preliminary to a national sample survey assessment
- that the assessment survey consist of three parts – assessment of civic knowledge and understanding (KPM1); assessment of skills and values for active citizenship participation (KPM2); and an indication of opportunities and examples of citizenship participation by students together with relevant contextual information
- that the national sample assessment of student knowledge, understanding, values and citizenship participation skills be

undertaken initially in 2004, with subsequent testing in 2007 and thereafter every three years.

In July 2001 MCEETYA endorsed the proposed approach to the assessment and development of key performance measures for civics and citizenship.

Information and communication technologies

In response to MCEETYA requirements to develop measures to monitor and report on students skills in information and communication technologies (ICT), the NEPMT established an advisory group and commissioned a project to review current national and international practice and propose a measurement approach. The report from the consultants provided NEPMT with background information for the development of assessment instruments and key performance measures. The broad directions for the ICT assessments were endorsed, in principle, by MCEETYA in July 2001.

Work commissioned by NEPMT for the development of the assessment materials was examined by PMRT late in 2001. PMRT concluded that ICT was an area where internationally it has been difficult to reach consensus on assessment approaches. Furthermore the technology and its availability to schools and students were fast changing, as were students' understandings and skills. This combination of factors was likely to make the development of key performance measures to monitor students' skills and understandings more costly and challenging than was the case for science and civics and citizenship. In light of this, PMRT proposed to seek further advice from jurisdictions before proceeding with the development of measures in ICT.

Geographic location

At the July 2001 meeting of MCEETYA, ministers agreed to a number of proposals to improve national reporting of student outcomes by geographical location, including incorporating the Accessibility/Remoteness Index of Australia, as supported by the Australian Bureau of Statistics, into the MCEETYA classification of geographical location.

Ministers agreed that the definition of geographic location should be based on the home address of secondary students,

but that for primary school students, the location of the school would be used.

The structure for classifying geographic location adopted by ministers divides Australia into three broad zones, Metropolitan, Provincial and Remote. These zones are subdivided into five categories: two Metropolitan, two Provincial and one Remote. A Very Remote Zone is also available when data permit reporting at this detailed level.

The implementation of these arrangements was to be undertaken by PMRT and required two processes. The first would involve coding the addresses of all schools using the agreed classification. The second would develop the procedures needed to secure information from secondary students and code it using the classification.

Targets and measures

In recognition of the importance of key performance measures and targets on the program of work assigned to it by education ministers, the NEPMT developed a discussion paper and a series of recommendations, which MCEETYA endorsed in 2001, regarding their use in the context of measuring and reporting on

the national goals for schooling and the conditions for effective national target setting. Included in the endorsed recommendations were the following:

- program measures are a set of measures to describe the scope and coverage of a particular program and the performance of that program
- a target is a measurable level of performance expected to be attained within a specified time
- setting targets would be a means of expressing aspirations and of providing motivation for continuous school and system improvement, and an additional way of guiding, supporting and monitoring school and system improvement
- that national targets be set in the areas of reading, writing, spelling and numeracy for years 3, 5 and 7
- that MCEETYA consider the establishment of further national targets as key performance measures become available for other national goals.

The NEPMT indicated that it would enquire further into the impact of linking resource allocation to the achievement of targets, and the impact of target setting on school and system improvement.

List of tables

Chapter 3 Resourcing Australia's schools

Table 3.1	Commonwealth General Recurrent Grants Programme – per student rates for non-government schools, 2001, by SES funding levels	16
Table 3.2	Year 2000 ERI funding levels – per student rates for non-government schools	17
Table 3.3	School sector enrolments, 1999–2001	17
Table 3.4	Teaching staff (FTE), 1999–2001	17
Table 3.5	FTE student/teaching staff ratios, by sector and school category, Australia, 1995–2001	18
Table 3.6	Number of persons graduating from initial teacher-education courses, Australia, 1998–2001	18
Table 3.7	Operating expenditure by government education systems, 1998–2001 (financial year, accrual basis) (\$'000)	18
Table 3.8	Recurrent per capita expenditure on government schools, by level of education, 1998–2001 (\$ – accrual format)	19
Table 3.9	Commonwealth Grants for schools, by program and category of school, State and Territory, 2001 calendar year (\$'000 – accrual financial reporting)	20
Table 3.10	Non-government school per capita incomes, by source, 2001 calendar year	21
Table 3.11	Non-government schools per capita expenditure, by affiliation, 2001 calendar year	21
Table 3.12	State and Territory government per capita grants to non-government schools, by category, Australia, 2001 (\$)	22
Table 3.13	Capital expenditure by State and Territory governments in government schools, 1998–99 to 2000–01	23
Table 3.14	Summary of Commonwealth capital expenditure, all schools, 2001 (\$m – accrual financial reporting)	23

Chapter 5 Student participation and attainment

Table 5.1	Full-time participation rates, 15–24-year-olds by State and Territory, Australia, 2001 (per cent)	32
Table 5.2	Full-time participation rates, 15–24-year-olds, by gender, Australia, 2001 (per cent)	33
Table 5.3	Full-time participation rates, Australia, 1991–2001 (per cent)	34
Table 5.4	Percentage point difference of non-Indigenous and Indigenous persons, by single year of age (15–24-year-olds), and State and Territory	35
Table 5.5	19-year-olds with year 12 or basic vocational qualification or higher, by State and Territory, 2001 (per cent)	35
Table 5.6	19-year-olds with year 12 or basic vocational qualification or higher, Australia, 1997–2001 (per cent)	35
Table 5.7	24-year-olds with skilled vocational qualification or higher, by State and Territory, 2001 (per cent)	37
Table 5.8	24-year-olds with skilled vocational qualification or higher, by gender, 1997–2001 (per cent)	37

Chapter 6 Literacy and numeracy student outcomes

Table 6.1	Percentage of year 3 students achieving the reading benchmark, by State and Territory, 2001	44
Table 6.2	Percentage of year 5 students achieving the reading benchmark, by State and Territory, 2001	45
Table 6.3	Years of schooling and level of participation: Reading, by State and Territory, 2001	46
Table 6.4	Participation by school sector: Reading, by State and Territory, 2001	46
Table 6.5	Exemptions, absences and participation of equity groups: Reading, by State and Territory, 2001	47
Table 6.6	Percentage of students achieving the reading benchmark, years 3 and 5, Australia, 1999–2001	48
Table 6.7	Percentage of students achieving the reading benchmark, by gender, years 3 and 5, Australia, 1999–2001	48
Table 6.8	Percentage of Indigenous students achieving the reading benchmark, years 3 and 5, Australia, 1999–2001	48
Table 6.9	Percentage of year 3 students achieving the writing benchmark, by State and Territory, 2001	50

Table 6.10	Percentage of year 5 students achieving the writing benchmark, by State and Territory, 2001	51
Table 6.11	Years of schooling and level of participation: Writing, by State and Territory, 2001	52
Table 6.12	Participation by school sector: Writing, by State and Territory, 2001	52
Table 6.13	Exemptions, absences and participation of equity groups: Writing, by State and Territory, 2001	53
Table 6.14	Percentage of year 3 students achieving the writing benchmark, by State and Territory, 1999	54
Table 6.15	Percentage of year 5 students achieving the writing benchmark, by State and Territory, 1999	55
Table 6.16	Percentage of year 3 students achieving the writing benchmark, by State and Territory, 2000	56
Table 6.17	Percentage of year 5 students achieving the writing benchmark, by State and Territory, 2000	57
Table 6.18	Years of schooling and level of participation: Writing, year 3, by State and Territory, 1999, 2000	58
Table 6.19	Years of schooling and level of participation: Writing, year 5, by State and Territory, 1999, 2000	58
Table 6.20	Participation by school sector: Writing, year 3, by State and Territory, 1999, 2000	59
Table 6.21	Participation by school sector: Writing, year 5, by State and Territory, 1999, 2000	59
Table 6.22	Exemptions, absences and participation of equity groups: Writing, by State and Territory, year 3, 1999, 2000	60
Table 6.23	Exemptions, absences and participation of equity groups: Writing, by State and Territory, year 5, 1999, 2000	61
Table 6.24	Percentage of students achieving the writing benchmark, years 3 and 5, Australia, 1999–2001	62
Table 6.25	Percentage of students achieving the writing benchmark, by gender, years 3 and 5, Australia, 1999–2001	62
Table 6.26	Percentage of Indigenous students achieving the writing benchmark, years 3 and 5, Australia, 1999–2001	62
Table 6.27	Percentage of year 3 students achieving the numeracy benchmark, by State and Territory, 2001	64
Table 6.28	Percentage of year 5 students achieving the numeracy benchmark, by State and Territory, 2001	65
Table 6.29	Years of schooling and level of participation: Numeracy, by State and Territory, 2001	66
Table 6.30	Participation by school sector: Numeracy, by State and Territory, 2001	66
Table 6.31	Exemptions, absences and participation of equity groups: Numeracy, by State and Territory, 2001	67
Table 6.32	Percentage of students achieving the numeracy benchmark, years 3 and 5, Australia, 2000–01	68
Table 6.33	Percentage of students achieving the numeracy benchmark, by gender, years 3 and 5, Australia, 2000–01	68
Table 6.34	Percentage of Indigenous students achieving the numeracy benchmark, years 3 and 5, Australia, 2000–01	68

Chapter 10 Indigenous education

Table 10.1	Apparent grade progression rates, all schools, Australia, 2001 (per cent)	103
Table 10.2	Comparative apparent retention rates, all schools, 1994–2001, Australia (per cent)	104
Table 10.3	Apparent retention rates from year 10 to year 12 for Indigenous and non-Indigenous students, by State and Territory and Australia, 2001 (per cent)	105
Table 10.4	Percentage of AIEWs in government and Catholic schools completed or undertaking professional development leading to formal qualifications, by level, Australia, 2001	106

Chapter 12 Future directions

Table 12.1	Proportion of students in government schools, 1997–2001 (per cent)	124
Table 12.2	Year 12 enrolments in tertiary-accredited subjects as a percentage of all enrolments, by key learning area, Australia, 1992 and 2001 (per cent)	124
Table 12.3	Number of students participating in VET in Schools programs in Australia, 1996–2001	126
Table 12.4	Number of students commencing part-time New Apprenticeships in Australia, 1998–2001	126

Appendix 1 Statistical annex

Table 1	Population by age group, Australia, selected years	129
Table 2	Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2001	130
Table 3	Proportion of full-time students enrolled in government and non-government schools by level of education, by State and Territory, selected years (per cent)	131
Table 4	Full-time students, by level of education, category of school and non-government affiliation, and gender, by State and Territory, 2001	132
Table 5	Full-time primary Indigenous students, by year of education and category of school, by State and Territory, 2001	133
Table 6	Full-time secondary and total Indigenous students, by year of education and category of school, by State and Territory, 2001	134
Table 7	Number of full-time students, actual and projected, by level of education and category of school, Australia, selected years ('000 as at July each year)	135
Table 8	Number of part-time students, by level of education, category of school, and gender, by State and Territory, 2001	136
Table 9	Year 12 enrolments in tertiary-accredited subjects, by key learning area, by gender, Australia, 2001	137
Table 10	Year 12 school leavers commencing a course at Bachelor level or below, by gender, Australia, 1989–2001	138
Table 11	Year 12 school leavers commencing a course at Bachelor level or below, by gender and broad field of education, Australia, 2001	139
Table 12	Destinations of students aged 15–19 years who completed school in 2000, by labour force status/tertiary institution attended in 2001, by State and Territory (per cent)	140
Table 13	Destinations of 15–19-year-old students in the year following completion of year 12, by gender, school sector, labour force status/tertiary institution attended, Australia, 2001 (per cent)	141
Table 14	Destinations of 15–19-year-old students, in the year following completion of year 12, by labour force status/tertiary institution attended, 1994–2001, Australia (per cent)	143
Table 15	Number of students aged 15–19 years who completed school in 2000 and attended TAFE in 2001, by sector, Australia	144
Table 16	Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 1995–2001 (per cent)	145
Table 17	FTE of school staff, by area of activity, gender, category of school and major function, Australia, 2001	148
Table 18	FTE of school staff (teaching and non-teaching), by category of school and level of education, by State and Territory, 2001	149
Table 19	FTE student–teaching staff ratios, by level of education, category of school (and non-government affiliation), by State and Territory, 2001	150
Table 20	Enrolments in teacher education courses, by level of course and field of education, Australia, 2001	151
Table 21	Number of persons graduating in teacher education courses, by level of course and field of education, Australia, 2001	152
Table 22	Expenditure by government education systems, by level of education and area of expenditure, by State and Territory, 2000–01 financial year (\$'000 – accrual financial reporting)	153
Table 23	Per capita expenditure on government schools, by level of education, by State and Territory, 2000–01 (\$/FTE student – accrual financial reporting)	154
Table 23A	Comparison of 2000–01 recurrent per capita expenditure on government schools with different bases, inclusive and exclusive of notional user cost of capital (\$ per FTE student)	155

Table 24	Government outlays on primary and secondary education as a percentage of gross domestic product (GDP), Australia, 1988–89 to 2000–01	156
Table 25	Expenditure of non-government schools, by level of education, by State and Territory, 2001 calendar year (\$'000)	157
Table 25A	Breakdown of 'Other costs' component of expenditure of non-government schools, by State and Territory, 2001 calendar year (\$'000)	158
Table 26	Income and expenditure per student of non-government schools, by affiliation, by State and Territory, 2001 calendar year (\$ per student)	159
Table 27	Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2001 calendar year (\$ per student)	160
Table 28	Commonwealth funding per capita rates for government schools, 1996 and 2001 (\$)	161
Table 29	Commonwealth General Recurrent Grants Programme – per student rates for non-government schools, 2001, by SES funding levels	162
Table 30	Commonwealth grants for schools, by program and category of school, by State and Territory, 2001 calendar year (\$'000 – accrual financial reporting)	163
Table 31	Commonwealth expenditure on schools, annual appropriations, 2000–01 (\$'000)	164
Table 32	Commonwealth student assistance for school-age students, 2001 (\$'000)	165
Table 33	Commonwealth-funded non-government schools with SES funding levels: number of schools and students (FTE) by level of education, SES funding level as a percentage of AGSRC funding and whether systemic or non-systemic for school year, 2001	166
Table 33	Commonwealth-funded non-government schools with SES funding levels: number of schools and students (FTE) by level of education, SES funding level as a percentage of AGSRC funding and whether systemic or non-systemic for school year, 2001	167
Table 33A	Commonwealth-funded non-government schools with year 2000 funding levels: number of schools and students (FTE) by level of education, year 2000 funding level as a percentage of AGSRC and whether systemic or non-systemic for school year, 2001	168
Table 34	Summary of Commonwealth capital expenditure, all schools, by State and Territory, 2001 (\$'000)	169
Table 35	Year 12 completion rates by locality and gender, by State and Territory, 2001 (per cent)	170
Table 36	Year 12 completion rates by locality and gender, Australia, 1994–2001 (per cent)	171
Table 37	Year 12 completion rates by socioeconomic status and gender, by State and Territory, 2001 (per cent)	172
Table 38	Year 12 completion rates by socioeconomic status and gender, 1994–2001 (per cent)	173
Table 39	Schools offering each NALSAS language by level of education, 2001	176
Table 40	Students studying each NALSAS language by level of education, by State and Territory, 2001	177
Table 41	Students studying each NALSAS language by system and schooling level, 2001	178
Table 42	Students studying NALSAS languages by year level and as a percentage of the total student cohort, 2001	179

List of figures

Chapter 2 The context of Australian schooling

Figure 2.1	Primary and secondary school structures, by State and Territory, 2001	11
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Chapter 3 Resourcing Australia's schools

Figure 3.1	Public funding for school education, cash-based expenditure, 2000–01	14
Figure 3.2	Commonwealth funding for schools, by program, 2001	14

Chapter 5 Student participation and attainment

Figure 5.1	Full-time participation rates, Australia, 2001 (per cent)	33
Figure 5.2	Full-time participation rates, selected year groups, by gender, Australia, 2001 (per cent)	34
Figure 5.3	19-year-olds with year 12 or basic vocational qualification or higher and 24-year-olds with skilled vocational qualification or higher, by gender, Australia, 2001 (per cent)	36
Figure 5.4	19-year-olds with year 12 or basic vocational qualification or higher, Australia, 1997–2001 (per cent)	36
Figure 5.5	24-year-olds with skilled vocational qualification or higher, by gender, 1997–2001 (per cent)	36

Chapter 6 Literacy and numeracy student outcomes

Figure 6.1	Percentage of year 3 students achieving the reading benchmark, by sub-group, Australia, 2001	49
Figure 6.2	Percentage of year 5 students achieving the reading benchmark, by sub-group, Australia, 2001	49
Figure 6.3	Percentage of year 3 students achieving the writing benchmark, by sub-group, Australia, 2001	63
Figure 6.4	Percentage of year 5 students achieving the writing benchmark, by sub-group, Australia, 2001	63
Figure 6.5	Percentage of year 3 students achieving the numeracy benchmark, by sub-group, Australia, 2001	69
Figure 6.6	Percentage of year 5 students achieving the numeracy benchmark, by sub-group, Australia, 2001	69

Appendix 1 Statistical annex

Figure 1	Destination of 15–19-year-old students who completed school in 2000, by labour force status/tertiary institution attended in 2001, Australia (per cent)	142
Figure 2	Educational attainment of the population in OECD countries, 2000	146
Figure 3	Ratio of primary and secondary students to teaching staff, government and non-government education, OECD countries, 2000	147

Glossary

Aboriginal and Torres Strait Islander student: A student of Aboriginal or Torres Strait Island origin who identifies as an Aboriginal or Torres Strait Islander.

ABSTUDY: A Commonwealth financial assistance scheme for Aboriginal and Torres Strait Islander students wishing to go on with further studies.

Affiliation of non-government schools: Non-government schools are classified into two groups: Catholic and independent. Included in the independent category are schools with specific religious affiliations (other than Catholic) and schools that are inter-denominational, non-denominational or which have no religious affiliation.

Apparent retention rate: The percentage of full-time students of a given cohort group who continued to a particular level/year of education. In this publication, retention rates are calculated for students who continued to years 10, 11 and 12 of secondary schooling.

Appraisalment: The Appraisalment process is a school-based process, which consists of: the identification of a student who may have learning difficulties or learning disabilities; data gathering about that student; the recommendation of a Program Type for intervention; the construction of a Support Plan by the class teacher; and Learning Support teachers to meet the needs of that student.

Area of activity (of staff): Considered to be primary education or secondary education. As a rule, the full-time equivalent (FTE) of staff is apportioned across areas of activity on the basis of time spent in the various areas of activity.

Austudy: A Commonwealth financial assistance scheme for eligible students aged 25 and over who are permanent residents of Australia.

Benchmarks: Benchmarks underpin the reporting of student achievement. They are nationally agreed minimum acceptable standards for literacy and numeracy at particular year levels, representing the minimum level of achievement, without which a student will have difficulty making sufficient progress at school. Formulated through assessment procedures undertaken by States and Territories, benchmarks allow teachers to determine students' locations on an achievement continuum. See also Developmental Continua; Key Performance Measures.

Category of school: Schools are classified to the government or non-government sector.

Criterion, or standards referenced: A system of assessment whereby results are obtained by assessing whether the candidate has achieved some previously defined standards or criteria. Under this system there is no predetermined pattern of distribution of results.

Developmental continua: The developmental continua use descriptors of behaviour to indicate what and how children are learning. These indicators are clustered into 'phases', allowing teachers to map overall progress. They demonstrate that children's learning does not develop in a linear sequence. Using the continua helps teachers make decisions about appropriate practice in the light of knowledge about student development. Government schools in Queensland use continua to map progress in Reading, Writing and Number in Years 1, 2 and 3.

Educational attainment: Measures the highest qualification obtained by the respondent. Qualifications may include those obtained at other than educational institutions (eg nursing qualifications obtained at a hospital).

ESL Bandscales: A nationally produced assessment and reporting framework used in a number of States and Territories to monitor the progress of students whose first language is not English.

First Steps: An early literacy program developed by the Education Department of Western Australia during the early 1990s. First Steps provides teachers in the early years of schooling with developmental continua across a series of developmental phases for reading, writing, spelling and oral language plus support books that help teachers select and apply teaching strategies appropriate to students' needs and current stage of development. The program includes comprehensive professional development that helps K–3 teachers to accurately assess student literacy development and tailor teaching to student needs.

Full-Time Equivalent (FTE) of staff: A measure of the total level of staff resources used. A full-time staff member, ie one who is employed full-time and is engaged solely on activities which fall within the scope of the *National Schools Statistics Collection* (NSSC), is equal to 1.0. The calculation of FTE for part-time staff is as follows:

- (a) The FTE of part-time staff performing some activities which fall outside the scope of this collection (eg preschool, TAFE) is calculated on the basis of the proportion of time spent on in-scope activities compared with that spent by a full-time staff member solely occupied by in-scope activities.
- (b) The FTE of part-time staff performing activities which fall solely within the scope of the NSSC is calculated on the basis of time worked compared with that worked by full-time staff performing similar duties.

Some States are not able to calculate FTEs on a 'time spent' basis for all staff functions but use wages paid as a fraction of full-time rate, or a resource allocation-based formula. Some also use a pro-rata formula based on student or teacher numbers to estimate aggregate FTE for some categories of staff.

Highest level of secondary schooling available: The highest level of secondary schooling (or equivalent) offered by the education system at the time the respondent left school.

Index of Relative Socio-Economic Disadvantage

(IRSED): A measure developed by the Australian Bureau of Statistics, using Census data to categorise areas on the basis of their social and economic characteristics. IRSED identifies relative attributes such as educational attainment levels; income levels; occupations, skilled–unskilled; and levels of public-sector housing.

Indigenous student: An Indigenous student is a student of Aboriginal or Torres Strait Islander origin. At present, the way in which Indigenous status is determined varies across States and Territories.

Key Performance Measures: Indicators of student learning outcomes, these are a set of measures, limited in number and strategic in orientation, that provide nationally comparable data on aspects of performance critical to the monitoring of progress against the National Goals for Schooling in the Twenty-first Century. Key performance measures assist in establishing the skills and abilities of a key learning area that are achievable by students in particular year levels.

Leavers: Persons who were full-time students at any time in the previous calendar year, but were not full-time students at the time of the survey.

Level of education: This can be defined as follows:

- (a) Primary education is that full-time education which typically commences at around age 5 and lasts for seven to eight years. It does not include sessional education such as pre-school education. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, primary education may extend from pre-year 1 to year 7 (or equivalent). In Queensland and Western Australia it may extend from year 1 to year 7 (or equivalent).
- (b) Secondary education is that education which typically commences at around age 12 after completion of primary education and lasts for five or six years. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, Western Australia, South Australia and the Northern Territory it may extend from year 8 to year 12 (or equivalent). *Junior secondary education* comprises years 7 to 10 in New South Wales, Victoria, Tasmania, and the Australian Capital Territory and years 8 to 10 in Queensland, South Australia, Western Australia and the Northern Territory. *Senior secondary education* comprises years 11 and 12 in all States and Territories.
- (c) Combined education refers to those schools which offer both primary and secondary education.

Major function (of staff): 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, ie support students either by direct class contact or on an individual basis, and have teaching duties, ie are engaged to impart the school curriculum. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties.
- (b) Specialist support staff are staff who perform functions that are of special benefit to students or teaching staff in the development of the school curriculum. While these staff may spend the majority of their time in contact with students, they are not engaged to impart the school curriculum. Instead they generally undertake such duties as providing advice on appropriate courses of study or careers advice.
- (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, grounds etc. Also included are staff providing associated technical services and janitorial staff.

The functional categories for staff not generally active in schools are as follows:

- (a) Executive staff are staff generally undertaking senior administrative functions which are broader than those of a secondary school principal. Executive staff salaries generally exceed those of a secondary school principal.
- (b) Specialist support staff are staff who manage or are engaged in curriculum development and research activities, assisting with teaching resources, staff development, student support services and teacher support services.
- (c) Administrative and clerical staff are staff whose main duties are of a clerical/administrative nature. Includes office staff, publicity staff and information technology staff in State and regional offices.
- (d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

Post-school qualification: A level of educational attainment or course attendance, undertaken since leaving school and recognised as one of the seven levels of qualification under the Australian Bureau of Statistics Classification of Qualifications. The seven levels are Higher Degree, Post-graduate Diploma, Bachelor Degree, Undergraduate Diploma, Associate Diploma, Skilled Vocational Qualifications and Basic Vocationals.

Primary education: Primary education typically commences at around age 5 and lasts for seven to eight years. It does not include sessional education such as preschool education. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, primary education may extend from pre-year 1 to year 6 (or equivalent). In South Australia and the Northern Territory it may extend from pre-year 1 to year 7 (or equivalent). In Queensland and Western Australia it may extend from year 1 to year 7 (or equivalent).

Reading Recovery: A one-to-one literacy intervention process based on the work of New Zealand educator Marie Clay and widely used in Australian primary schools.

Relative Standard Errors: Since the Australian Bureau of Statistics survey estimates in this publication are based on information obtained from occupants of a sample survey of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate might have varied by chance because only a sample of dwellings was included.

Another measure of the likely difference is the relative standard error, which is obtained by expressing the SE as a percentage of the estimate. The smaller the estimate is, the higher the relative standard error (RSE). Very small estimates may be subject to such high RSEs as to seriously detract from their value for most reasonable uses. In the tables in this publication, percentages without any annotation have RSEs of less than 10 per cent and are considered sufficiently reliable for most purposes. Percentages with RSEs between 10 per cent and 25 per cent are preceded by an 'a' and may be sufficiently reliable depending on the purpose. Percentages with RSEs of 25 per cent or more are preceded by a 'b' and should be used with caution.

Remote areas: The Rural, Remote and Metropolitan Areas Classification (Department of Primary Industries and Energy/Department of Human Services and Health, 1994) utilises Census data to identify statistical local areas of population density. Under this classification, all States and Territories are divided into three zones: urban/metropolitan, rural and remote, with seven categories within these groupings. 'Remote' includes the categories 'Remote centres', with populations of, or greater than, 5,000 persons; and 'Other remote areas', with populations of, or less than, 5,000 persons. See also Urban/metropolitan areas and Rural areas.

Rural areas: The Rural, Remote and Metropolitan Areas Classification (Department of Primary Industries and Energy/Department of Human Services and Health, 1994) utilises Census data to identify statistical local areas of population density. Under this classification, all States and Territories are divided into three groups, urban/metropolitan, rural and remote, with seven categories within these groupings. 'Rural' includes the categories 'large rural centres', with population levels between 25,000 and 99,999 persons; 'small rural centres', with population levels between 10,000 and 24,999 persons; and 'Other rural areas', with population levels of lower than 10,000 persons. See also Urban/metropolitan areas and Remote areas.

School: A school (other than a special school) must satisfy the following criteria:

- its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.

The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments. The term 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.

Secondary education: Secondary education typically commences after completion of primary education, at around age 12, and lasts for five or six years. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, South Australia, Western Australia and the Northern Territory it may extend from year 8 to year 12 (or equivalent). Part-time secondary figures vary considerably between States and Territories. Age level data are not published as not all States and Territories collect the age of part-time students.

Skilled vocational qualification: Skilled vocational qualification courses provide individuals with the knowledge and skills necessary to work in a specific vocation, recognised trade or craft that requires a high degree of skill, usually in a range of related activities. Skilled vocational qualifications are recognised as one of the seven levels of qualification under the Australian Bureau of Statistics Classification of Qualifications. The seven levels are Higher Degree, Post-graduate Diploma, Bachelor Degree, Undergraduate Diploma, Associate Diploma, Skilled Vocational Qualifications and Basic Vocationals.

Special school: A school which requires students to exhibit one or more of the following characteristics before enrolment is allowed:

- intellectual disability
- physical disability
- autism
- social/emotional disturbance
- in custody or on remand.

The following are not considered to be special schools: intensive language centres; schools whose distinguishing feature is the lack of formal curriculum; or schools for exceptionally bright or talented students.

Staff: Persons who are involved in the administration or provision of primary, secondary or special education. Staff are categorised as *teaching staff* and *non-teaching staff*, staff not generally active in schools. School teaching staff spend the majority of their time in contact with students and have teaching duties; that is, they are engaged to impart the school curriculum or are engaged in the provision of services for the direct benefit of students. Non-teaching staff are staff engaged in duties in one or more schools and may include specialist support staff (eg counsellors); teacher aides and assistants; administrative and clerical staff; and building operations, general maintenance and other services staff. *See also* Major function (of staff).

Student: A person who is formally enrolled in a school and active in a course of study other than pre-school or TAFE

courses. A *full-time* student is one who undertakes a workload specified as full-time in the government or non-government sector. A *part-time* student is one who undertakes a workload less than that specified as full-time in either sector. The method used to determine student workload varies between States and Territories. Most of the tables in this publication relate to full-time students, unless indicated otherwise.

Urban/metropolitan areas: The Rural, Remote and Metropolitan Areas Classification (Department of Primary Industries and Energy/Department of Human Services and Health, 1994) utilises Census data to identify statistical local areas of population density. Under this classification, all States and Territories are divided into three zones, urban/metropolitan, rural and remote, with seven categories within these groupings. 'Urban/ metropolitan' areas includes the categories 'Capital cities', which record populations of, or greater than, 100,000 persons; and 'Other urban/metropolitan centres', with populations of, or less than 100,000 persons. *See also* Rural areas and Remote areas.

User cost of capital: In the government budget context the user cost of capital is typically defined as the opportunity cost of funds tied up in the capital used to deliver government services, that is, the opportunity cost foregone due to the tying up of funds in particular capital assets.

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.

Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ACER	Australian Council for Educational Research
ACTAP	Australian Capital Territory Assessment Program
AESOC	Australian Education Systems Officials Committee
AGSRC	Average Government School Recurrent Costs
AIEW	Aboriginal and Islander Education Worker
ANTA	Australian National Training Authority
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ASSPA	Aboriginal Student Support and Parent Awareness Scheme
ATAS	Aboriginal Tutorial Assistance Scheme
BEPA	Business Education Partnerships Advocates
CEO	Catholic Education Office
CESCEO	Conference of Education Systems Chief Executive Officers (integrated into AESOC, 2001)
CLNP	Commonwealth Literacy and Numeracy Programme
COAG	Council of Australian Governments
CSIRO	Commonwealth Scientific and Industrial Research Organisation
DECS	Department of Education and Community Services, ACT
DEET	Department of Education, Employment and Training, Victoria
DEST	Department of Education, Science and Training (prior to November 2001, DETYA, Department of Education, Training and Youth Affairs), Commonwealth
DET	Department of Education and Training, New South Wales
DETE	Department of Education, Training and Employment, South Australia
DETYA	Department of Education, Training and Youth Affairs (now DEST, Department of Education, Science and Training), Commonwealth
EBA	Enrolment Benchmark Adjustment
EdNA	Education Network Australia Online
ERI	Education Resource Index
ESL	English as a Second Language
FTE	Full-Time Equivalent
GST	Goods and Services Tax
HSC	Higher School Certificate (New South Wales)
ICT	Information and Communication Technologies
IECB	Indigenous Education Consultative Body (ACT)
IESIP	Indigenous Education Strategic Initiatives Programme
IRSED	Index of Relative Socio-Economic Disadvantage (ABS)
IT	Information Technology
KODE	Koorie Open Door Education
KPMs	Key Performance Measures
LBOTE	Language Background other than English
LLENs	Local Learning and Employment Networks (Victoria)
LOTE	Language other than English
LSAY	Longitudinal Surveys of Australian Youth
LUAC	Language through Understanding Across the Curriculum
MAP	Multilevel Assessment Program

MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MYRAD	Middle Years Research and Development
NALSAS	National Asian Languages and Studies in Australian Schools
NEPMT	National Education Performance Monitoring Taskforce (replaced in July 2001 by the PMRT)
NESB	non-English speaking background
NIELNS	National Indigenous English Literacy and Numeracy Strategy
NSSC	<i>National Schools Statistics Collection</i>
OECD	Organization for Economic Co-operation and Development
PIPS	Performance Indicators in Primary Schools Baseline Assessment
PISA	Programme for International Student Assessment
PMs	Program Measures
PMRT	Performance Measurement and Reporting Taskforce (replaced the NEPMT after July 2001)
RSE	Relative Standard Error
RTO	Registered Training Organisation
SACSA	South Australian Curriculum Standards and Accountability framework
SAPPA	South Australian Primary Principals Association
SE	Standard Error
SEA	School Entry Assessment
SES	socioeconomic status
TAFE	Training and Further Education
UAI	University Admissions Indexes
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VEGAS	Vocational and Educational Guidance for Aboriginals Scheme
VET	Vocational Education and Training
VETIS	VET in Schools
VQA	Victorian Qualifications Authority
WALNA	Western Australian Literacy and Numeracy Assessment

