

# LIST OF TABLES

## PART 1 NATIONAL OVERVIEW

### Chapter 3 MEETING THE NATIONAL GOALS FOR SCHOOLING: FOCUS AREAS

Table 3.1	Students in skill bands, government and Catholic schools, NSW, 1998 (per cent)	11
Table 3.2	Levels of proficiency, years 7 and 8, government schools, NSW (per cent)	11
Table 3.3	Average growth in test scores for matched students, year 3 (1996) and year 5 (1998), government schools, NSW (per cent)	11
Table 3.4	Reading and writing, years 3 and 5, all schools, Victoria, 1998 (per cent)	12
Table 3.5	Year 2 Diagnostic Net: Proportion in phases, government schools, Queensland, 1997–98 (per cent)	13
Table 3.6	Year 2 scale scores, government schools, Queensland, 1997–98	13
Table 3.7	Aspects of literacy, year 5, all schools, Queensland, 1998	14
Table 3.8	Students in literacy skill bands, year 3, government schools, SA, 1998 (per cent)	14
Table 3.9	Students in literacy skill bands, year 5, government schools, SA, 1998 (per cent)	14
Table 3.10	Writing results, year 3, selected government schools, SA, 1998 (per cent)	15
Table 3.11	Writing results, year 5, selected government schools, SA, 1998, (per cent)	15
Table 3.12	Literacy benchmark performance, year 3, all sectors, WA, 1998	16
Table 3.13	Literacy results, year 3, government schools, Tasmania, 1998 (per cent)	16
Table 3.14	Literacy results, year 7 government schools, Tasmania, 1998 (per cent)	16
Table 3.15	Achievement on reading benchmarks, government schools, NT, 1998 (per cent)	17
Table 3.16	Performance on reading benchmarks, non-urban Indigenous schools, NT, 1998 (per cent)	17
Table 3.17	Participation on the reading benchmarks, non-urban Indigenous schools, NT, 1998	17
Table 3.18	Performance on reading benchmarks, all urban schools, NT, 1998 (per cent)	17
Table 3.19	Performance against National English Profiles, year 3, government schools, ACT, 1998 (per cent)	18
Table 3.20	Performance against National English Profiles, year 5, government schools, ACT, 1998 (per cent)	18
Table 3.21	CVP visits by State and Territory, all schools, 1998–99	23
Table 3.22	Mean curriculum time on the arts by year level, government schools, Victoria, 1997	25
Table 3.23	Arts enrolments, year 12, by gender and strand, Australia, 1991–98	26
Table 3.24	Arts enrolments, year 12, by gender and strand, Australia, 1991–98 (per cent)	27
Table 3.25	Arts enrolments, year 12, by gender, Victoria, 1998 (per cent)	27
Table 3.26	Median arts level by strand and year, government schools, SA, 1998	29
Table 3.27	Performance in arts strands, year 3, 7, 10, government schools, WA, 1998	30
Table 3.28	VET enrolments, government colleges, ACT, 1996–98	32
Table 3.29	VET in Schools enrolments, Australia	32
Table 3.30	Enrolments in VET in Schools programs by Australian National Training Authority industry groups, government schools, 1998 (per cent)	33
Table 3.31	Schools participating in VET in Schools programs, 1997–99	33

Table 3.32	Absence rates by School Card and gender, government schools, SA, 1998	43
Table 3.33	Absenteeism by socioeconomic status, Catholic schools, SA, 1998	44
Table 3.34	Absentee rates by socioeconomic disadvantage, government schools, Tasmania, 1998 (per cent)	44
Table 3.35	Apparent retention by socioeconomic status, government schools, NT, 1998 (per cent)	44
Table 3.36	Apparent progression rates, Disadvantaged Schools Program, NSW, 1998 (per cent)	44
Table 3.37	School Certificate English, government schools, NSW, 1998, (per cent)	45
Table 3.38	Average English score matrix year 12, Victoria, 1996	45
Table 3.39	Average further mathematics score matrix, year 12, Victoria, 1996	45
Table 3.40	LAP test results by socioeconomic status, years 3 and 5, all schools, Victoria, 1998 (per cent)	46
Table 3.41	Literacy performance by socioeconomic status, year 2, Queensland, 1998 (per cent)	46
Table 3.42	Profile levels in mathematics strands by School Card status, selected years and levels, government schools, SA, 1998	47
Table 3.43	Reading levels by school socioeconomic status, year 3, government schools, Tasmania, 1998 (per cent)	48
Table 3.44	Writing levels by school socioeconomic status, year 3, government schools, Tasmania, 1998 (per cent)	48
<b>Chapter 4</b>	<b>MEETING THE NATIONAL GOALS FOR SCHOOLING: OTHER AREAS</b>	
Table 4.1	Participation in the State Numeracy Strategy, government schools, NSW, 1998	49
Table 4.2	Performance in Basic Skills Numeracy Test, government and Catholic schools, NSW, 1998 (per cent)	53
Table 4.3	Performance in School Certificate mathematics, government schools, NSW, 1998 (per cent)	53
Table 4.4	Students at each CSF mathematics (Measurement) level, year 3, all schools, Victoria, 1998 (per cent)	54
Table 4.5	Students at each CSF mathematics (Number) level, year 3, Victoria, all schools, 1998 (per cent)	54
Table 4.6	Students at each CSF mathematics (Measurement) level, year 5, all schools, Victoria, 1998 (per cent)	55
Table 4.7	Students at each CSF mathematics (Number) level, year 5, all schools, Victoria, 1998 (per cent)	55
Table 4.8	Numeracy scores, by strand and Sub-group, year 3, all schools, Queensland, 1998	55
Table 4.9	Numeracy scores, by strand and sub-group, year 5, all schools, Queensland, 1998	56
Table 4.10	Students in numeracy skills bands, year 3, government schools, SA, 1998 (per cent)	56
Table 4.11	Students in numeracy skills bands, year 5, government schools, SA, 1998 (per cent)	56
Table 4.12	Students in year 3, 7 and 10 samples achieving at or above specified levels in MSE mathematics (number), government schools, WA, 1992, 1996 and 1998 (per cent)	57
Table 4.13	Students in year 3, 7 and 10 samples achieving at or above specified levels in MSE mathematics (space), government schools, WA, 1992, 1996 and 1998 (per cent)	57
Table 4.14	Students in 3, 7 and 10 samples achieving at or above specified levels in MSE mathematics (chance and data), government schools, WA, 1992, 1996 and 1998 (per cent)	57
Table 4.15	Students in year 3, 7 and 10 samples achieving at or above specified levels in MSE mathematics (measurement), government schools, WA, 1992, 1996 and 1998 (per cent)	57
Table 4.16	Students in year 3, 7 and 10 samples achieving at or above specified levels in MSE mathematics, by strand, WA, 1998 (per cent)	58
Table 4.17	Students by KINO levels, year 3, government schools, Tasmania, 1998 (per cent)	58
Table 4.18	Students by KINO levels, year 7, government schools, Tasmania, 1998 (per cent)	58
Table 4.19	Students at each grade and level, mathematics, year 10, all schools, NT, 1997, 1998 (per cent)	58

Table 4.20	Students at each mathematics National Profile level, year 5, government schools, ACT, 1998 (per cent)	58
Table 4.21	Mean performance in numeracy, by language background, year 5, government schools, ACT, 1998	59
Table 4.22	Mean performance in numeracy, by gender, year 5, government schools, ACT, 1998	59
Table 4.23	Mean literacy scores in the Basic Skills Test, years 3 and 5, government schools, NSW, 1996–98	77
Table 4.24	Comparative literacy performance in the LAP test, years 3 and 5, government schools, Victoria 1996–98 (per cent achieving CSF levels)	78
Table 4.25	Students requiring special literacy intervention, years 3 and 5, government schools, SA, 1996–98 (per cent)	78
Table 4.26	Mean numeracy scores in the Basic Skills Test, years 3 and 5, government schools, NSW, 1996–98	78
Table 4.27	Comparative numeracy performance in the LAP test, years 3 and 5, government schools, Victoria, 1996–98 (per cent)	79
Table 4.28	Students requiring special numeracy assistance, years 3 and 5, government schools, SA, 1996–98 (per cent)	79
Table 4.29	Comparative apparent retention rates, all schools, Australia, 1992–98 (per cent)	80
Table 4.30	Comparative apparent retention rates to years 10, 11 and 12, (comparative numbers in year 12), by States and Territories, all schools, Australia, 1998	81
Table 4.31	Grade progression rates for years 8 to 12, Indigenous and non-Indigenous students, Australia, 1997–98 (per cent)	81
Table 4.32	Indigenous and non-Indigenous students' computer skills (basic and advanced) (per cent)	83
Table 4.33	Language background other than English, funding levels, government schools, Victoria	90
Table 4.34	Funding sources for LBOTE students, Victoria, 1998	90
Table 4.35	Participation in ESL programs, government schools, WA, 1998	91
Table 4.36	Funding for equity programs, government schools, ACT, 1998 (\$)	92
Table 4.37	Funding for equity programs, Catholic schools, ACT, 1998 (\$)	92
<b>PART 2</b>	<b>STATE/TERRITORY AND COMMONWEALTH REPORTS</b>	
<b>Chapter 6</b>	<b>NEW SOUTH WALES</b>	
Table 6.1	Schools and students in New South Wales, 1998	101
Table 6.2	Basic Skills Test – percentage of students in skill bands, government and Catholic schools, 1998	105
<b>Chapter 7</b>	<b>VICTORIA</b>	
Table 7.1	State government grants to non-government schools, Victoria, 1998	112
Table 7.2	State recurrent grants to non-government schools, Victoria, 1998	112
<b>Chapter 8</b>	<b>QUEENSLAND</b>	
Table 8.1	Number and percentage of students in Queensland schools, 1998	115
<b>Chapter 10</b>	<b>WESTERN AUSTRALIA</b>	
Table 10.1	Monitoring Standards in Education, LOTE, students achieving at or above level 2, WA, 1997 (per cent)	135
<b>Chapter 11</b>	<b>TASMANIA</b>	
Table 11.1	Commonwealth funding for targeted programs, government schools, Tasmania, 1998	139
Table 11.2	Year 3 literacy results, Tasmania, 1998	141
Table 11.3	Year 7 literacy results, Tasmania, 1998	142
<b>Chapter 14</b>	<b>COMMONWEALTH</b>	
Table 14.1	Commonwealth grants for schools by program and category of school, States and Territories, 1998 (\$000)	174

Table 14.2	Commonwealth per capita grants to government and non-government schools by level of education and Commonwealth funding category, Australia, selected years (\$ estimated at final 1998 prices)	175
Table 14.3	Number of Commonwealth-funded non-government schools and students, by funding category and affiliation, selected years	176
Table 14.4	Summary of Commonwealth capital expenditure, all schools, 1998 (\$m)	177
Table 14.5	Commonwealth grants for schools, Annual Appropriations, 1997–98 (\$000s actual expenditure)	178
Table 14.6	IESIP expenditure, payments to State and Territories, 1998 (\$000)	179
<b>PART 3</b>	<b>APPENDICES</b>	
<b>Appendix 1</b>	<b>STATISTICS</b>	
	<b>Schools and Students</b>	
Table 1	Population by age group, Australia, selected years	186
Table 2	Number of schools by category (and non-government affiliation) and level of education, by State, 1998	187
Table 3	Proportion of full-time students enrolled in government and non-government schools by level of education, by State, selected years (per cent)	188
Table 4	Full-time students, by level of education, category of school and non-government affiliation, and gender, by State, 1998	189
Table 5	Full-time primary Indigenous students, by year of education and category of school, by State, 1998	190
Table 6	Full-time secondary and total Indigenous students, by year of education and category of school, by State, 1997	191
Table 7	Number of full-time students, actual and projected by level of education and category of school, Australia, July, selected years ('000)	192
Table 8	Age participation rates, full-time students aged 15–19, by gender, all schools, by State, 1998 (per cent of relevant population)	193
Table 9	Age participation rates, full-time students aged 15–19, by gender, all schools, Australia, 1994–98 (per cent of relevant population)	194
Table 10	Progression rates, years 8–12, full-time students, by sector, Australia, 1993–94 to 1997–98 (per cent)	194
Table 11	Apparent retention rates of secondary school students to year 12, by gender, category of school (and non-government affiliation), by State, selected years (per cent)	195
Table 12	Full-time year 12 students by gender and category of school, by State, selected years	196
Table 13	Year 12 subject enrolments in tertiary-accredited subjects, by Key Learning Area, by gender, Australia, 1998	197
Table 14	Year 12 school leavers commencing a course at bachelor level or below, by gender, Australia, 1989–98	198
Table 15	Year 12 school leavers commencing a course at bachelor level or below, by gender and broad field of study, Australia, 1998	199
Table 16	Destinations of students aged 15–19 years who completed school in 1997, by labour force status/tertiary institution attended in 1998, by State (per cent)	200
Table 17	Destinations of 15–19-year-old students in year following completion of year 12, by gender, school sector, labour force status/type of tertiary institution attended, Australia, 1998 (per cent)	201
Table 18	Destinations of 15–19-year-old school leavers, in the year following completion of year 12, by labour force status/tertiary institution attended, 1991–98, Australia (per cent)	202
Table 19	Number of students aged 15–19 years who completed school in 1997 and attended TAFE in 1998, by sector, Australia	202
Table 20	Year 12 enrolments in tertiary-accredited LOTE, by languages, all schools, Australia, 1993–98 (per cent)	203
	<b>Teachers and Teaching</b>	
Table 21	FTE of school staff, by area of activity, gender, category of school and major function,	207

	Australia, 1998	
Table 22	FTE of school staff (teaching and non-teaching), by category of school and level of education, by State, 1998	208
Table 23	Full-time student/teaching staff (FTE) ratios, by level of education, category of school and non-government affiliation, by State, 1998	210
Table 24	Enrolments in teacher education courses by level of course and field of study, Australia, 1998	211
Table 25	Persons graduating in teacher education courses by level of course and field of study, Australia, 1997	212
	<b>Resourcing</b>	
Table 26	Expenditure by government education systems, by level of education and area of expenditure, by State, 1997–98 financial year (\$'000)	213
Table 27	Per capita expenditure on government schools, by level of education, by State, 1997–98 financial year (\$)	214
Table 28	State government per capita grants to non-government schools, by category, Australia, 1998 (\$)	215
Table 29	Capital expenditure by State governments in government schools, 1997–98 (\$ million)	216
Table 30	Commonwealth capital expenditure, all schools, 1998 (\$ million)	216
	<b>Equity</b>	
Table 31	Year 12 completion rates by locality and gender, by State, 1998 (per cent)	217
Table 32	Year 12 completion rates, by locality and gender, Australia, 1994–98 (per cent)	218
Table 33	Year 12 completion rates by SES and gender, by State, 1998 (per cent)	219
Table 34	Year 12 completion rates by socioeconomic status and gender, 1994–98 (per cent)	220

# LIST OF FIGURES

	<b>NATIONAL OVERVIEW</b>	
<b>Chapter 3</b>	<b>MEETING THE NATIONAL GOALS FOR SCHOOLING: FOCUS AREAS</b>	
Figure 3.1	Average growth in test scores, BST: Aspects of Literacy, for cohort year 3 (1996) and year 5 (1998), government schools, SA	15
Figure 3.2	BST literacy mean scores, year 5, government schools, SA, 1998	15
Figure 3.3	Performance against National English Profiles, year 3, government schools, ACT, 1998	17
Figure 3.4	Performance against National English Profiles, year 5, government schools, ACT, 1998	18
Figure 3.5	Allocated time for arts studies by year group, Catholic schools, SA, 1998	26
Figure 3.6	Arts enrolments by strand, selected States, 1998 (per cent)	27
Figure 3.7	Apparent retention by socioeconomic status, government schools, NT, 1998	44
Figure 3.8	Mathematics (Number) Profile levels by School Card status, years 1–8, government schools, SA, 1998	47
<b>Chapter 4</b>	<b>MEETING THE NATIONAL GOALS: OTHER AREAS</b>	
Figure 4.1	BST: Aspects of Numeracy, average growth in test scores for cohort year 3 (1996) to year 5 (1998), government schools, SA	56
Figure 4.2	TIMMS Population 3, achievement in advanced mathematics, by country, 1995	60
<b>Chapter 5</b>	<b>RETROSPECT AND PROSPECT</b>	
Figure 5.1	Enrolment share growth, independent schools, Australia, 1992–98 (per cent)	93
<b>Chapter 9</b>	<b>SOUTH AUSTRALIA</b>	
Figure 9.1	Students in South Australian schools, 1998	123
Figure 9.2	Schools in South Australia, 1998	123
Figure 9.3	Expenditure by State government on government schools, SA, 1997–98	124
<b>Chapter 10</b>	<b>WESTERN AUSTRALIA</b>	
Figure 10.1	Student participation by LOTE, government schools, WA, 1994–98	136
Figure 10.2	Total participation in LOTE studies, government schools, WA, 1994–98	136
<b>Chapter 14</b>	<b>COMMONWEALTH</b>	
Figure 14.1	Commonwealth expenditure on schools and students, by program, 1998	175
Figure 14.2	Commonwealth grants for schools, by sector, 1998	175
Figure 14.3	School students who received Commonwealth income support, by type of assistance, 1989–98	181
<b>PART 3</b>	<b>APPENDICES</b>	
<b>Appendix 1</b>	<b>STATISTICS</b>	
	<b>The context of Australian schooling</b>	
Figure 1	The structure of primary and secondary schooling in Australia	185
	<b>Schools and students</b>	
Figure 2	Destinations of 15–19-year-old students who completed school in 1997, by labour force status/tertiary institution attended in 1998, Australia (per cent)	201

	<b>International comparisons</b>	
Figure 3	Educational attainment of the population in OECD countries, 1996	205
Figure 4	Ratio of primary and secondary students to teaching staff, government and non-government education, OECD countries, 1996	206
	<b>Teachers and teaching</b>	
Figure 5	Female staff, by sector, level and function, 1998 (per cent)	209