

MCEETYA on the Web

The *National Report on Schooling in Australia 2003* provides, in an accessible and readable form, a comprehensive account of school to the nation. This edition has been prepared to accompany and complement the full text electronic version that is available at: <http://cms.curriculum.edu.au/anr2003/index.htm>.

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National Report on Schooling in Australia 2003
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Preface

The purpose of the National Report

In April 1989, Australian Government, 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 National Goals for Schooling in Australia has since been revised, through the introduction in 1999 of the National Goals for Schooling in the Twenty-first Century, the *National Report on Schooling in Australia 2003* 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 2003 towards the achievement of the national goals for schooling throughout approximately 9,600 schools across Australia's eight States and Territories.

The structure of the report

The structure of the *National Report on Schooling in Australia 2003* 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 have been developed and applied. The structure of the *National Report on Schooling in Australia 2003* 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 the MCEETYA website: <http://www.mceetya.edu.au/mceetya/anr/index.html>. Reports for previous years are also available online from the publications page of the MCEETYA website.

A major development in this edition of the National Report details the 2003 review of the Measurement Framework for National Key Performance Measures. The framework, agreed to by ministers in July 2002, provides a basis for measuring student achievement of the National Goals for Schooling in the Twenty-first Century, through target-setting program measures and key performance measures. An assessment cycle operates annually, for each program measure and key performance measure, from 2002–09. National triennial sample assessment cycles will be conducted in the areas of science, civics and citizenship education, and information and communication technologies.

The revised Measurement Framework for National Key Performance Measures, endorsed by ministers in July 2003, places greater emphasis on the assessment cycle. It includes

interim science and numeracy measures for 15-year-old students and revised measures for VET in schools. The framework is further discussed in this edition.

This edition also presents successful approaches and progress made to improve Indigenous education outcomes with the implementation of the National Statement of Principles and Standards for More Culturally Inclusive Schooling in the Twenty-first Century, and the Model of Culturally Inclusive and Educationally Effective Schools. In 2003, the Indigenous Education, Employment, Training and Youth Taskforce, established in 2002, continued to maintain its focus on developing and implementing strategies that demonstrably improve education and employment opportunities and outcomes for Indigenous students.

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, 5 and 7 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 introductory section provides a brief overview of the highlights of the year 2003, discussing developments, issues of national significance and achievements in relation to the National Goals for Schooling in the Twenty-first Century. Each topic is considered in greater detail in later sections of the report. The future directions section examines the 2003 school year, identifying trends, presented in previous reports, that are likely to continue to influence the future direction of Australian schooling. MCEETYA has also initiated action in a number of areas that will have an impact on schooling in the near future.

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', details the funding arrangements for both government and non-government schools, and also outlines changes made during 2003, in comparison with funding arrangements for previous years.

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

This section comprises the main body of the report and it details the progress made by Australian schools in their pursuit of the national goals during 2003. To a large extent, the section focuses on the priority areas for reporting as decided by MCEETYA. However, in line with MCEETYA's continuing concern for the educational outcomes being achieved by Indigenous students, the section includes a chapter that focuses on Indigenous education.

Part D – 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 2003. 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 and reporting issues'. Lists of publications and acronyms, a glossary 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, MCEETYA has established a taskforce with representation from each State and Territory, the Australian Government as well as from the National Council of Independent Schools' Associations, and the National Catholic Education Commission. The taskforce has responsibility to prepare recommendations for MCEETYA 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.

Following the introduction of the National Goals for Schooling in the Twenty-first Century, 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. MCEETYA established the Performance Measurement and Reporting Taskforce (PMRT), with responsibility to provide ministers with

recommendations regarding the processes to be used to monitor the progress of school education in Australia. The PMRT is responsible for developing key performance measures and for reporting nationally comparable outcomes of schooling. The *National Report on Schooling in Australia 2003* includes details of the monitoring processes being put in place by the PMRT.

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National Goals for Schooling in the Twenty-first Century

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 (1999) 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 life-long 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;
 - technology;and 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' socio-economic 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 and future directions

Chapter 1

Highlights of 2003 and future directions

Highlights

The *National Report on Schooling in Australia 2003* presents a review of the progress of Australia's schools towards the achievement of the National Goals for Schooling in the Twenty-first Century. Highlights of progress during 2003 included:

- national agreement on reporting to the parents of students who are assessed against the national literacy and numeracy benchmarks
- initiation of a process designed to produce an enhanced national reporting framework that provides increased public accountability and enables better informed choices by students and parents. This process includes a review and refinement of the previously agreed Measurement Framework for National Key Performance Measures
- the conduct and/or reporting of a number of important assessment programs relevant to Australian schooling.

Reporting to parents

For some years all States and Territories have reported aggregated literacy and numeracy benchmark data to the Australian community through the National Report on Schooling in Australia. For example, the results of the 2003 assessments against the literacy and numeracy benchmarks can be found in Chapter 6, 'Literacy and numeracy student outcomes'. In addition, States and Territories provide a wide range of information about student achievement to parents, including their performance in literacy and numeracy.

In 2002, ministers reaffirmed their commitment to meaningful and comprehensive reporting to all parents and care-givers on the achievement and progress of their children, and each State and Territory put this commitment into action within their curriculum, assessment and reporting frameworks. At the same time, ministers meeting as the Ministerial Council on Education,

Employment, Training and Youth Affairs (MCEETYA) agreed to participate in a study to investigate the educational and measurement issues associated with the reporting to parents of individual students' results against the national literacy and numeracy benchmarks.

The report resulting from the study was considered by ministers during 2003. It showed that there were potential benefits in providing benchmark information to parents, but there was also a range of other issues to consider when making a decision about providing information. It found a main benefit to be that benchmark data give parents and schools an independent indication, arrived at by educational experts, as to whether the student's levels of achievement are adequate for that year of schooling.

Ministers agreed that, provided the benchmark information was presented within a framework containing a rich array of relevant information, its inclusion in the report to parents would be generally beneficial. As a result, it was agreed that, commencing with the reporting of the 2004 literacy and numeracy testing, individual student reports to parents of all year 3 and year 5 students who have been assessed as part of the benchmarking process will show a student's results against the spectrum of achievement, and include literacy and numeracy benchmarks.

A similar in-principle agreement was reached concerning year 7 students, although it was acknowledged that actual implementation would be dependent on the resolution of the issues surrounding the release of year 7 results.

Enhancing national reporting

During 2003, ministers took two important steps towards the development of an enhanced national reporting framework that provides for increased public accountability and enables better informed choices by students and parents. Ministers broadened the reporting agenda and revised the Measurement Framework for National Key Performance Measures.

Broadening the reporting agenda

This first step comprised a set of decisions designed to broaden the existing reporting arrangements and involved three issues:

- reporting on literacy and numeracy at years 3, 5 and 7
- improving access to information
- reporting school outcomes at senior secondary level.

Reporting on literacy and numeracy at years 3, 5 and 7

Ministers noted that, under the current arrangement, only the proportions of students meeting the benchmark standards are reported. They also noted that the Programme for International Student Assessment (PISA) performance assessment reports offer additional information that can be used to better understand the progress being made. As well, there was seen to be some merit in the reporting of years 3, 5 and 7 literacy and numeracy on a common scale that would allow for the monitoring of literacy and numeracy achievement over time.

In order to pursue these matters, ministers set up an investigation that would produce a report and recommendations by the end of 2003.

Improving access to information

Under the existing arrangement, information about the outcomes of schooling is published in the annual editions of this report. Constraints of space mean that a relatively restricted account of each assessment is provided and ministers noted that an increasing amount of information is becoming available as the various elements of the Measurement Framework for National Key Performance Measures are published online. Since MCEETYA is committed to the principle of enabling public access to data sets and detailed analyses of results, it resolved to investigate alternative methods for the full and timely publication of reporting information.

Reporting school outcomes at senior secondary level

In recent years some States and Territories have begun reporting to the public on a range of school outcomes at the senior secondary level. These include rates of successful completion

of year 12 certificates and a transition profile on post-year 12 student pathways. Ministers were interested to explore the possibilities for all States and Territories, and included this issue in the investigation, a report of which is due at the end of the year.

Revising the Measurement Framework for National Key Performance Measures

In the second important step towards upgrading the existing reporting arrangements, MCEETYA also reviewed and revised the Measurement Framework for National Key Performance Measures. The changes that were made are outlined in detail in Chapter 4, 'Measuring the performance of Australian schooling'. In summary, the revisions provide for:

- a streamlining to focus on the assessment cycle
- the inclusion of interim science measures for 15-year-old students
- the inclusion of revised measures for Vocational Education and Training (VET) in Schools
- the inclusion of interim numeracy measures for 15-year-old students.

Assessments

During 2003, a number of assessment programs either conducted testing or published reports that were relevant to Australian schools.

Primary Science Assessment Program

In October 2003, the Primary Science Assessment Program conducted the first national sample assessment to measure the scientific literacy of year 6 students. The test was administered to over 14,000 students from both government and non-government schools throughout Australia, as part of the Measurement Framework for National Key Performance Measures.

More information on the Primary Science Assessment Program is provided in Chapter 8, 'Science education', and the program report, *National Year 6 Assessment Report: 2003* is available on the MCEETYA website at <http://www.mceetya.edu.au/mceetya/>.

Civics and Citizenship Education Assessment Project

This project has been established in order to deliver the requirements of the Measurement Framework for National Key Performance Measures in relation to civics and citizenship education. It involves the triennial assessment of a sample of each of years 6 and 10 students across the country. The first assessment will be conducted in 2004. In 2003, a trial of assessment materials and processes was undertaken. Over 3,000 year 6 and year 10 students in 138 schools across Queensland, New South Wales, South Australia and Victoria participated in the trials. The project remains on track to produce the first national assessment results of this kind during 2004.

Programme for International Student Assessment (PISA)

The agreed Measurement Framework for National Key Performance Measures makes significant use of the Organisation for Economic Co-operation and Development (OECD) PISA for measuring the performance of 15-year-old students in literacy, numeracy and science. PISA conducted its assessments in each of these areas during 2003 and the results will be available at the end of 2004.

Organisation for Economic Co-operation and Development publications

During 2003, the OECD published data, collected during 2002, relating to the educational attainment of 25–64-year-olds and the primary and secondary student–teacher ratios in government and non-government schools. The data is for most OECD countries, including Australia and the results are summarised in Figures 1 and 2 of Appendix 1: Statistical annex.

Future directions

In this section, the 2003 school year is examined in light of a number of trends that have been identified in previous reports and are likely to continue to influence the future directions of Australian schooling. In addition, initiatives taken by MCEETYA that will have an impact on Australian schooling in the near future are also identified.

Enrolments

Total enrolments in Australian schools in 2003 were 3.330 million, an increase of 0.47 per cent on the previous year. This level of increase was well within expectations, and predicted increases for each of the remaining years of this decade are of a similar size. Predicted enrolments in the various school categories were also on target for the 2003 school year. Despite the overall increase in the population of Australian schools, enrolments actually fell by approximately 4,000 students (0.17 per cent) in the government sector, while they rose sharply (1.84 per cent) in the non-government sector. While it has been usual for enrolment increases in the non-government sector to exceed those in the government sector throughout this and the previous decade, it is unusual for there to be a decline in enrolments in any sector.

The differences in rates of enrolment resulted in a further decline in the proportion of students being educated in government schools (see Table 1.1). In 2003, 68.0 per cent of students were in government schools, compared with 68.4 per cent in 2002. The proportion of students in government schools has fallen from 72.1 per cent in 1990 to 68.0 per cent in 2003. The decline, however, has not been uniform over time. From 1990 until 1992, government schools had 72.1 per cent of the enrolments. Their share fell to a low of 70.7 per cent in 1996, before returning to 72.1 per cent in 1998. Since then, it has fallen sharply and the decline appears likely to continue in the immediate future.

Total enrolments are set to rise by approximately 0.5 per cent each year for the remainder of this decade, by which time it is likely that the government schools' share of enrolments will have fallen to about 66 per cent. The changing distribution of enrolments is reflected in the number of schools in each sector.

Table 1.1 Proportion of students in government schools, selected years (per cent)

Year	Primary students	Secondary students	All students
2003	71.7	62.9	68.0
2002	72.0	63.4	68.4
1998	74.9	68.3	72.1
1996	74.0	66.0	70.7
1992	74.9	68.2	72.1

Source: MCEETYA, *National Report on Schooling in Australia*, selected years

Indigenous students

A previously noted trend of an increasing proportion of Indigenous students in Australian schools was again apparent in 2003. There were 125,893 Indigenous students enrolled in 2003, which represented an increase of 3.5 per cent on the number in 2002. It also meant that the percentage of Indigenous enrolments was at an all-time high of 3.8 per cent.

A further aspect of Indigenous student enrolment concerns the proportion of Indigenous students enrolled in secondary classes. Table 1.2 shows that the proportion of Indigenous students enrolled in secondary classes is slowly approaching the same level as the result for all Australian students. As this trend has been evident for several years, it appears likely to continue into the future.

Teachers

Recent editions of the National Report on Schooling in Australia have documented an increase in teacher numbers to accompany the increase in enrolments and, in 2003, this trend continued. The total number of full-time equivalent teachers rose by 1.8 per cent to 229,575, as reported by the Australian Bureau of Statistics in *Schools Australia*, 2003. The trend is likely to remain while total enrolments increase and State and Territory governments attempt to reduce class sizes. For example, in 2003, despite government school enrolments falling by nearly 4,000 students, the sector recorded an increase in teacher numbers of 1,632 full-time equivalent staff members.

The National Report on Schooling in Australia has also drawn attention to the differences in rates of increase in the numbers

of male and female teachers in all sectors. This trend, noted in 2001 and again in 2002, was apparent in 2003, but there were some signs that it may be softening. For example, while the increase in the number of male teachers (1.6 per cent) was still less than the increase for female teachers (2.0 per cent) in 2003, it was considerably higher than it was in 2002 (0.5 per cent). Furthermore, while the number of male teachers employed in the primary sector in 2002 fell, it increased in 2003 by 2.0 per cent. In the same period, the increase in the number of female teachers was 1.8 per cent. The largest difference between increases in the numbers of male and female teachers in 2003 was in the secondary area, with a 0.9 percentage point difference. This represented 2.3 per cent more female teachers and 1.4 per cent more male teachers.

Table 3.4 in Chapter 3, 'Resourcing Australia's schools' shows the changes to full-time equivalent student-teacher ratios that have occurred between 1997 and 2003. The table demonstrates that the ratios have fallen steadily over this time and the fall is apparent in all sectors and across all categories of schools. The change appears to represent a general decrease in class size as well as an increase in the number of support teachers available to classroom teachers.

Nationally consistent curriculum outcomes

During 2003, there was further progress towards the adoption of nationally consistent curriculum outcomes and this appears to confirm a trend in the direction of a more national approach to curriculum development in Australian schools.

At their first meeting in 2003, ministers discussed a research report that was the result of work undertaken to map curriculum approaches across jurisdictions and to identify areas of both commonality and difference. As a result, a project was set up to deliver consistent curriculum outcomes in all schools across Australia, in the four domains of English, mathematics, science and civics and citizenship. It was planned to consider a report from this project during 2004.

Ministers also endorsed the development of Statements of Learning that define and deliver common curriculum outcomes to be used by jurisdictions to inform their own curriculum development and implementation. The process is to begin with the development of a set of statements of learning in English.

The meeting also set 2010 as a target date for the implementation of more uniform nomenclature and procedures in relation to starting ages for schooling. It was considered that this

Table 1.2 Proportions of Indigenous students and all students in secondary classes, selected years (per cent)

Year	Indigenous students in sec. classes (A)	All students in sec. classes (B)	Difference (B – A)
2003	33.2	41.9	8.8
2000	31.2	41.4	10.2
1997	30.7	41.5	10.8
1994	29.8	41.1	11.3

Source: MCEETYA, *National Report on Schooling in Australia*, selected years; ABS, *Schools Australia*, 2003

work would inform the development of the first set of Statements of Learning, especially in relation to the determination of the junctures of schooling for which statements would be written.

Vocational Education and Training (VET) in Schools

Recent editions of this report have pointed to a continuing trend towards the expansion of VET in Schools to the point where this program is no longer a marginal activity but is now an established part of mainstream, senior secondary schooling across Australia. The issue is discussed fully in Chapter 7, 'Vocational education and training in schools' and Table 1.3 shows some aspects of continuing growth in 2003.

Table 1.3 Aspects of VET in Schools in 2002 and 2003

	2002	2003
Number of students in VET in Schools programs	185,520	202,935
Number of hours of training delivered	37.4 million	42.9 million
Average number of hours per student	201	211

Source: MCEETYA, *National Report on Schooling in Australia*, selected years

Part B

literacy, numeracy,
indigenous education,
science, the arts

The provision of schooling in Australia

and values for a productive
rewarding life in an educational
just and open society

The context of Australian schooling

Responsibilities for schooling in Australia

During 2003, 3.344 million students (including part-time students) attended school in 9,607 institutions across Australia. The Constitution of Australia allocates primary responsibility for school education to State and Territory governments, all of which provide and manage government schools and support 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 government registration authorities. Many non-government schools have some religious affiliation, most with the Catholic Church: 19.9 per cent of all students and 62.1 per cent of non-government students were enrolled in Catholic schools in 2003.

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 Australian Government's policies and programs for schools are administered through the Department of Education, Science and Training (DEST). Through DEST, the Australian Government provides supplementary 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, while non-government schools receive the majority of their government funding from the Australian Government.

The Australian Government also has some specific responsibilities for the provision of financial assistance to students and for Australia's international relations in education, as well as 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 inter-related portfolios. One of these councils, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), was the result of the merger of three previously existing councils – the Australian Education Council, the Council of Ministers of Vocational Education, Employment and Training, and the Youth Ministers Council.

MCEETYA was formally established in January 1994. Membership of the Council comprises State, Territory, Australian Government 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

MCEETYA's areas of responsibility are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programs and education and training, adult and community education, youth policy and programs and cross-sectoral matters. This work takes place in close interaction with the Ministerial Council on the Australian National Training Authority, which in 2003 had a statutory responsibility in relation to certain aspects of vocational education and training.

MCEETYA's functions include:

- coordination of strategic policy at the national level
- negotiation and development of national agreements on shared objectives and interests (including principles for

federal–State/Territory relations) in the Council’s areas of responsibility

- negotiations on the scope and format of national reporting on areas of responsibility
- sharing of information and collaborative use of resources, including national research funds, towards agreed objectives and priorities
- coordination of communication with, and collaboration between, related national structures.

Taskforces

MCEETYA is supported by a number of taskforces. At their meeting in 2001, ministers agreed to a new set of taskforce arrangements for school education. As a result, the following taskforces were established during the latter half of 2001. Each taskforce was chaired by a chief executive officer from one of the school education authorities.

Taskforce	Chair supplied by
Schools Resourcing	New South Wales
Teacher Quality and Educational Leadership	Victoria
Student Learning and Support Services	Western Australia
Information and Communication Technologies in Schools	Tasmania
Targeted Initiatives of National Significance	Australian Government
Indigenous Education, Employment, Training and Youth Taskforce	Northern Territory
Transition from School	South Australia
Performance Measurement and Reporting	Queensland

At the July 2002 MCEETYA meeting, the Council agreed to create two new taskforces, dividing the functions of the Indigenous and Other Targeted Initiatives Taskforce. The Indigenous Education, Employment, Training and Youth Taskforce is chaired by the Northern Territory, and the Targeted Initiatives of National Significance Taskforce is chaired by the Australian Government. In 2003, the Targeted Initiatives of National Significance Taskforce, and the Indigenous Education,

Employment, Training and Youth Taskforce reported to the Council on improving the education and employment outcomes for Indigenous people.

MCEETYA is further supported by some cross-sectoral or non-school taskforces and the Australian Education Systems Officials Committee. This committee comprises the chief executive officers from each of the State and Territory school systems and vocational education and training authorities, as well as from the Australian Government.

The Council, which meets at least once a year, is chaired in rotation for a calendar year by each of the member governments. In 2003, Western Australia hosted the Council meeting and provided the Chair for both MCEETYA and the Australian Education Systems Officials Committee. The Council is serviced by a small, independent secretariat, which is located in Melbourne and is funded by all member governments.

Membership

Members of MCEETYA with responsibility for school education in 2003 were:

New South Wales	The Hon. Andrew Refshauge, MP, Minister for Education and Training
Victoria	The Hon. Lynne Kosky, MP, Minister for Education and Training
Queensland	The Hon. Anna Bligh, MP, Minister for Education
South Australia	The Hon. Trish White, MP, Minister for Education and Children’s Services
Western Australia	The Hon. Alan Carpenter, MLA, Minister for Education and Training
Tasmania	The Hon. Paula Wriedt, MHA, Minister for Education
Northern Territory	The Hon. Syd Stirling, MLA, Minister for Employment, Education and Training; Treasurer; Minister for Racing, Gaming and Licensing
Australian Capital Territory	Ms Katy Gallagher, MLA, Minister for Education, Youth and Family Services; Minister for Women; Minister for Industrial Relations
Australian Government	The Hon. Dr Brendan Nelson, MP, Minister for Education, Science and Training

The Chair of the Council in 2003 was The Hon. Alan Carpenter, MLA.

The structure of Australian schooling

Schooling in Australia is compulsory for children from the ages of 6 to 15 (16 in South Australia and Tasmania). However, as indicated in Table 2.1, most children start school when they are younger than 6 and remain at school beyond the age of 15. It is usual for children to start full-time schooling nearing the

age of 5, when they enrol in a class that is variously called 'kindergarten', 'preparatory', 'transition', 'reception' or 'pre-primary'. Commonly, the majority of these students will have already had some part-time school or preschool experience.

In most cases, these students commence year 1 sometime between the ages of 5 and 6. Primary education then continues for either six or seven years, depending on the State or Territory concerned (see Table 2.1). Specific arrangements that apply in each State and Territory are discussed below.

Table 2.1 Primary and secondary school structures, and ages of commencement for year 1, by State and Territory, 2003

State/Territory	Preschool	Preparatory year before year 1 (first year of school)	Month and age of commencement for year 1	Primary schooling	Secondary schooling
New South Wales	Preschool	Kindergarten	January, 5 turning 6 by 31 July	Years 1–6	Years 7–12
Victoria	Preschool	Preparatory	January, 5 turning 6 by 30 April	Years 1–6	Years 7–12
Queensland		Preschool (until 2006) Preparatory (from 2007) ^(a)	January, 5 turning 6 by 31 December	Years 1–7	Years 8–12
South Australia	Preschool	Reception ^(b)	January, 5 years 6 months by 1 January	Years 1–7	Years 8–12 ^(c)
Western Australia	Kindergarten	Pre-primary ^(d)	January, 5 turning 6 by 30 June	Years 1–7	Years 8–12
Tasmania	Kindergarten	Preparatory	Turning 6 by 1 January	Years 1–6	Years 7–12
Northern Territory	Preschool	Transition ^(e)	January, 5 years 6 months by 1 January	Years 1–7	Years 8–12 ^(f)
Australian Capital Territory	Preschool	Kindergarten	January, 5 turning 6 by 30 April	Years 1–6	Years 7–12

Note:

- (a) In 2003 and 2004, a total of 66 Queensland schools participated in trials of a non-compulsory full-time preparatory year of schooling prior to year 1. From 2007, the preparatory year will be offered in Queensland primary schools, replacing the current part-time State preschool year. The minimum age for children entering the preparatory year from 2007 will be 4 years 5 months, and the minimum starting age for year 1 will increase to 5 years 5 months in 2008.
- (b) Staggered intake for each term.
- (c) The minimum school leaving age was raised to 16 years from the commencement of the 2003 school year.
- (d) From 2001, Western Australia changed its minimum school starting age (Kindergarten) from 3 years to 3 years 6 months. A half-year cohort is currently progressing through the year levels.
- (e) Staggered intake for each term.
- (f) In some places, Northern Territory's secondary schooling begins at year 7.

Source: State and Territory departments of education; Australian Government DEST, *Country Education Profiles: Australia 2006*

In 2003, there were approximately 1.929 million primary school students in Australia, 71.7 per cent of whom were enrolled in government schools.

Secondary schooling is available for either five or six years according to the State/Territory arrangements, as set out in Table 2.1. Students normally commence secondary school at about age 12. In 2003, there were approximately 1.389 million Australian secondary school students, 62.7 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. See Glossary for definition of school.

Features

Some features of the structure of Australian schooling in 2003 were as follows.

- There were 9,607 schools in Australia, and this represents a slight decrease on the previous year. Prior to 1998, there was a pattern of decline in the number of schools, but since then, the number has remained relatively stable at around 9,600. However, this overall picture hides the trend towards an increase in the number of non-government schools and a corresponding decrease in the number of government schools. In the ten years up to and including 2003, the number of non-government schools has risen by 157 (an increase of 6.2 per cent) and in the same period, the number of government schools has declined by 229 (a decrease of 3.2 per cent).
- The number of special schools was 395, and this is approximately the same as 2002. This stability over the last two years is contrary to the trend in the period 1990–2001, when the number of special schools decreased by approximately 17 per cent (444 were operating in 1990). See Glossary for definition of special school.
- There were 3.319 million full-time students in Australian schools. This represented an increase of approximately 0.51 per cent on the number enrolled in 2002. The enrolments were distributed such that 58 per cent were primary and 42 per cent were secondary.
- The proportion of students enrolled in non-government schools continued to rise. In 2003, 32.1 per cent of students were enrolled in non-government schools compared to 31.6 per cent in 2002. Over the period 1993–2003, the number of students attending government schools rose by 1.2 per cent, while the number attending non-government schools increased by 22.3 per cent. See Glossary, 'Category of school'.
- In government schools, 61.4 per cent of enrolments were in the primary sector and 38.6 per cent were secondary, while in the non-government schools the distribution was 51.3 per cent primary and 48.7 per cent secondary. This resulted in the non-government sector having 28.3 per cent of all primary enrolments, but 37.3 per cent of all secondary enrolments.
- Compared to 2002, the number of government school enrolments decreased by 2,705 (0.1 per cent), while non-government school numbers increased by 19,576 (1.9 per cent).
- There were 125,892 Indigenous students enrolled in Australian schools in 2003, an increase of 3.7 per cent on the 121,647 who were enrolled in 2002. Furthermore, the proportion of Indigenous students in the total school population continues to rise. The proportion in 2003 was 3.79 per cent, compared to 3.68 per cent in 2002 and 2.13 per cent in 1990.
- Of all the Indigenous students enrolled in Australian schools, just 33.2 per cent were in the secondary sector, compared to 41.9 per cent for all students.
- For the last few years, Japanese has headed the year 12 enrolments in tertiary accredited Languages other than English (LOTE) subjects. However, in 2003, it was joined by Chinese, with each language having 19 per cent of the total LOTE enrolments.
- The year 12 completion rate for Australian students was 69 per cent, a figure which has remained virtually unchanged for several years.
- The total number of teaching and non-teaching staff (in full-time equivalents) employed in Australian schools was 305,210, an increase of 3.2 per cent on the number employed in 2002.
- There were 229,575 teaching staff (in full-time equivalents) employed in Australian schools and this was a 1.8 per cent increase on the previous year. The average number of

students per teacher was 16.4 in government primary schools, 17.1 in non-government primary schools, 12.5 in government secondary schools and 12.1 in non-government secondary schools.

- In the ten years since 1993, student–teacher ratios have fallen in government primary schools (18.1 to 16.4), non-government primary schools (19.5 to 17.1) and non-government secondary schools (13.0 to 12.1), but have risen in government secondary schools from 12.1 to 12.5.
- An Organisation for Economic Co-operation and Development survey of student–teacher ratios, conducted in 2002 and published in 2003, rated Australia seventeenth of the thirty countries surveyed.
- Females constituted 79.1 per cent of the teaching staff in primary schools and 55.3 per cent in secondary schools and these proportions are relatively unchanged from the previous year.
- The per capita recurrent expenditure on government schools in the 2002–03 financial year was \$8,676 in primary schools and \$11,072 in secondary schools. This represents an increase on the previous year of 7.8 per cent for primary schools and 7.0 per cent for secondary schools.

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 in Australia. 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 a new set of goals, it re-affirmed its commitment to national reporting of comparable educational outcomes and agreed that the new set of goals, the National Goals for Schooling in the Twenty-first Century, provided an appropriate framework for such reporting. Ministers also decided that the following six areas from within the goals provided a basis for the first stage of reporting:

- literacy
- numeracy
- student participation, retention and completion
- vocational education and training in schools
- science
- information technology.

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. For this reason the report has sections dedicated to each of these areas. The report also contains chapters on 'Indigenous education' and 'Civics and citizenship education', as these are topics which ministers have allocated a high priority.

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 2003. In some cases proxy measures have been used while permanent performance measures are under development.

The National Report on Schooling in Australia is also the vehicle through which education authorities meet some of their accountability requirements relating to educational programs funded by the Australian Government.

The 2003 National Report is published in both print and electronic formats in order to make the information contained in the report available to as wide an audience as possible.

Resourcing Australia's schools

Introduction

This chapter provides information on five main areas:

1. 'Background' includes total government expenditure on school education in 2002–03, a brief explanation of the Average Government School Recurrent Costs Index, and a description of new developments in school funding in 2003.
2. 'Student participation and teaching resources' includes enrolments of Australian school students in government and non-government school sectors as well as student–teacher ratios and numbers of graduates from teacher-education courses.
3. 'Funding for government schools' describes funding arrangements for government schools and the level of this funding in 2002–03 compared with previous years.
4. 'Funding for non-government schools' describes funding arrangements for non-government schools and the level of this funding in 2002–03.
5. 'Capital expenditure' briefly describes capital expenditure on all Australian schools in 2002–03 from both levels of government (Australian Government and State/Territory governments).

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

Background

Australia's Constitution gives States and Territories regulatory and funding responsibility for government schooling. States and Territories provide supplementary assistance to non-government schools. The Australian Government is the primary source of public funding for non-government schools and provides supplementary assistance to government schools. The regulatory role of the States and Territories means that they also provide resources for infrastructure such as curriculum support,

assessment and certification, school and teacher registration and accreditation which benefit government and non-government schools.

Australian government and non-government school authorities work cooperatively towards achieving the National Goals for Schooling in the Twenty-first Century.

Operating government expenditure on school education from both the Australian Government and the State and Territory governments in 2002–03 was approximately \$27.1 billion. Expenditure on government schools was \$21.8 billion, or 80.4 per cent of the total. Note that non-comparability between government and non-government school financial data makes the calculation of total government expenditure over both sectors imprecise. The total expenditure of \$27.1 billion comprises \$21.8 billion expenditure on government schools and \$5.3 billion expenditure on non-government schools from government sources over 2002–03. The \$21.8 billion total government expenditure on government schools derives from Table 19 of Appendix 1: Statistical annex. The \$5.3 billion total government expenditure on non-government schools is a 50:50 weighted average of total Australian Government and State and Territory government grants to non-government schools for 2002 and 2003 sourced from Financial Questionnaire data maintained by the Australian Government Department of Education, Science and Training (DEST).

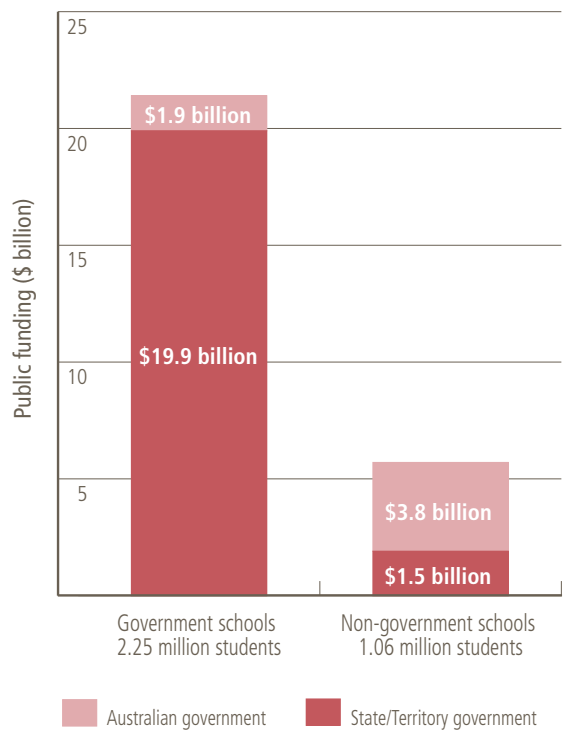
Figure 3.1 illustrates accrual-based government expenditure on school education, broken down by source of funding for government and non-government schools.

In the 2002–03 financial year, the Australian Government provided Specific Purpose Payments (SPPs) of some \$5.99 billion for Australian schools and students. This comprised:

- \$4.97 billion for general recurrent grants (representing 83 per cent of Australian Government SPPs for schools)
- \$0.49 billion for targeted programs (8 per cent)
- \$0.36 billion for capital programs (6 per cent)
- \$0.17 billion for Indigenous programs (3 per cent).

Figure 3.2 illustrates this breakdown.

Figure 3.1 Recurrent public funding for school education, Australia, 2002–03 (accrual basis)



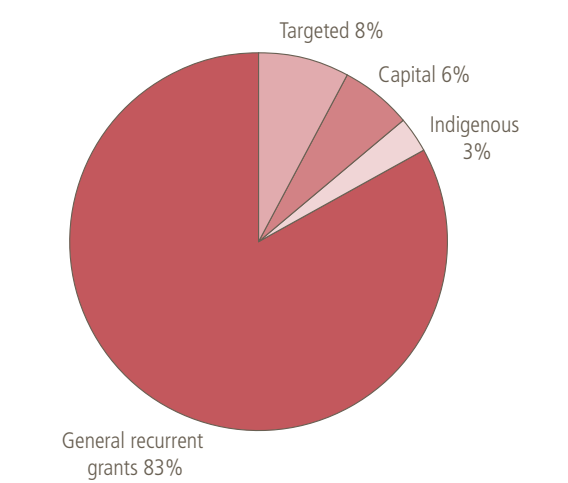
Note: Depreciation and user cost of capital expenses relating to government schools have been attributed to States and Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government Specific Purpose Payments. Other Australian Government funding for schools and students is not included.

Source: MCEETYA, *National Report on Schooling in Australia*, Appendix 1: Statistical annex, Tables 19, 23 and 28 (a 50:50 weighted average for 2002 and 2003 is used in relation to Tables 23 and 28)

Average Government School Recurrent Costs

Australian Government funding for all Australian schools is provided as a proportion of the cost of educating a child in a government school. The measure used to establish expenditure in government schools is the Average Government School

Figure 3.2 Australian Government Specific Purpose Payments to schools by program, 2002–03



Source: Australian Government DEST

Recurrent Costs (AGSRC). Note that the proportion of the cost varies from 8.9 per cent (for government primary schools) to 70 per cent (for low socioeconomic status non-government schools). See the section 'Funding for non-government schools' for a description of how the Australian Government determines the proportion of AGSRC paid to government and non-government schools.

The AGSRC is calculated for primary and secondary students. The AGSRC amounts for 2003 were:

- primary AGSRC \$6,056
- secondary AGSRC \$8,021

These amounts are based on expenditure by State/Territory governments for government schools in the 2001–02 financial year. There is an 18-month time lag between State/Territory government expenditure on government schools and the flow-on of Australian Government increases through the AGSRC mechanism. The delay is due to the time involved in gathering and preparing school financial data.

Year-to-year changes in the AGSRC amounts form the basis for Australian Government indexation of grants to schools. Targeted

grants are also supplemented annually by movements in the AGSRC Index.

The AGSRC amounts are expressed on a cash basis. While the Ministerial Council on Employment, Education, Training and Youth Affairs (MCEETYA) has moved from a cash to accrual basis, a cash-based derived collection is still used by the Australian Government to calculate its AGSRC amounts. This explains why the AGSRC amounts are different from the reported expenditure of States and Territories in this report.

2003 developments

Stage One project results from the Schools Resourcing Taskforce

The Schools Resourcing Taskforce (SRT) is a national body chaired by New South Wales and involving all State and Territory systems, non-government authorities and the Australian Government.

In 2003, work continued on a major national project, 'Resourcing the National Goals for Schooling', which examines the level of resources required for students to have a reasonable chance of achieving the national goals for schooling. Stage One of this project was presented to MCEETYA during the year.

The SRT began its work by establishing a funding floor for effectiveness that could apply to any school. This 'base cost' represents the average minimum level of resourcing that would be needed by a school for its students to achieve the minimum agreed measurable requirements of the national goals for schooling. The overwhelming majority of schools would have other cost factors that impose additional resourcing needs above this base cost. These marginal cost drivers include students with disabilities, concentrations of students from low socioeconomic backgrounds and Indigenous students. Nearly all schools have some marginal cost components but the type and extent of their impact vary greatly across schools.

Key elements of this first stage of the project were as follows:

- A total of 261 government schools were identified as meeting the national goals for schooling while exhibiting

few marginal cost drivers. The financial and non-financial records of all these schools were analysed to derive the 'base cost'.

- A study of these 261 'base cost only' government schools, revealed per capita base costs to be approximately 82–87 per cent of the average per capita in-school recurrent expenditures.
- Marginal cost drivers were found to account for 13–18 per cent of in-school recurrent expenditures.
- In government schools, there was a tendency, evidenced in all jurisdictions, for net funding allocations to be greater in needier schools.
- There were schools with a range of needs that were greater than, and unlikely to be met by, existing expenditures.

The cost of high resource need schools is an issue addressed in Stage Two of the SRT's project, which will identify the marginal cost drivers that impose resource demands above the base established in Stage One.

Student participation and teaching resources

In 2003, the enrolment rates of Australian school students in the school system were approximately:

- 68 per cent in government schools
- 32 per cent in non-government schools.

In terms of staffing, approximately:

- 67.5 per cent of Australia's school teachers work in government schools
- 32.5 per cent work in non-government schools.

Total teaching numbers increased by 3,964 in 2003, which constitutes an increase of 1.8 per cent. In 2003 there was also a very slight increase (0.3 per cent) in the number of graduates from initial teacher-education courses, from 14,007 in 2002

to 14,053 in 2003 (see Table 3.3). This increase somewhat alleviates concerns about the adequacy of the continuing supply of teachers for Australia's schools. However, the question of adequate supply of teachers continues to be an issue as graduation numbers decreased during the 1990s and are only increasing now from a relatively low base.

Student–teacher ratios vary by sector and school category, as listed in Table 3.4.

Funding for government schools

Government schools are funded mainly from public sources. Australian Government SPPs (excluding capital SPPs) represent about 9 per cent of total spending on government schools (\$1.9 billion from a total of \$21.8 billion), with the balance being met by State/Territory governments and a portion from non-government sources such as parent contributions.

Table 3.5 illustrates accrual expenditure by government education systems in 2000–01, 2001–02 and 2002–03.

State and Territory government accrual-based expenditure on government schools (including Australian Government contributions) has increased by 14.1 per cent in the three-year period 2000–01 to 2002–03, from \$19.1 billion to \$21.8 billion.

Per capita expenditure

Per capita expenditure in government schools has steadily increased over the past decade. In 2003, this expenditure reached \$8,676 for primary students and \$11,072 for secondary students. Table 3.6 shows a growth of 13.9 per cent in total per capita funding over the last three years, from \$8,435 to \$9,605.

Per capita funding for secondary schools increased by 13.4 per cent from 2000–2003, while funding for primary schools increased by 14.2 per cent over this same period. In terms of total per capita expenditure, secondary schools receive more, mainly because of the greater range of subject offerings and the smaller teacher–student ratios in the last two years of schooling.

Table 3.1 School sector enrolments, Australia, 2001–03

Sector	2001	2002	2003
Government	2,248,219	2,257,337	2,254,632
Non-government	1,019,958 ^r	1,044,412 ^r	1,063,988
All schools	3,268,177^r	3,301,749^r	3,318,620

^r revised

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2004

Table 3.2 Full-time equivalent (FTE) of teaching staff, Australia, 2001–03

Sector	2001	2002	2003
Government	152,474 ^r	153,240 ^r	154,872
Non-government	69,789	72,371	74,704
Catholic	40,763	41,740	42,540
Other	29,027	30,631	32,163
All schools	222,263	225,611	229,576

^r revised

Note: Totals may not add due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2004 and Australian Government DEST

Table 3.3 Number of persons graduating from initial teacher-education courses, Australia, 1999–2003

Year	Number of graduates
1999	11,208
2000	10,813
2001	12,675
2002	14,007
2003	14,053

Source: MCEETYA, *National Report on Schooling in Australia*, 2002–03, (Appendix 1: Statistical annex, Table 18) (2002–03 data). MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 21) (2001 data). MCEETYA, *National Report on Schooling in Australia*, 2000, Chapter 3, Table 3.13 (1999–2000 data)

Table 3.4 Full-time equivalent (FTE) student–teacher ratios, by sector and school category, Australia, 1997–2003

Sector and category	1997	1998	1999	2000	2001	2002	2003
Government primary	17.6	17.7 ^r	17.0	17.1	16.7 ^r	16.7	16.4
Government secondary	12.9 ^r	12.8 ^r	12.7 ^r	12.6 ^r	12.5 ^r	12.5 ^r	12.5
Catholic primary	20.0	19.9	19.4	19.1	18.8	18.5	18.3
Catholic secondary	13.7	13.7	13.5	13.4	13.4	13.3	13.1
Independent primary	16.0	15.9	15.8	15.6	15.4	15.2	15.1
Independent secondary	11.6	11.6	11.5	11.4	11.2	11.1	11.1
All schools	15.3	15.3	15.0	14.9	14.7	14.8	14.5

^r revised

Note: In 2003, the ABS changed the way it published student–teacher ratios, adopting the method that compared teaching FTE with student FTE. Previously, teaching FTE had been compared with full-time students. The new method is considered to be a more accurate reflection of resource usage.

Source: MCEETYA, *National Report on Schooling in Australia*, 1996–2002, 2003 data from ABS, Cat. No. 4221.0, *Schools Australia*, 2003

Table 3.5 Operating expenditure by government education systems, Australia, 2000–03 financial years (accrual basis) (\$'000)

Area of expenditure	2000–01	2001–02	2002–03
In-school expenditure			
Salaries (teaching)	9,783,695	10,359,046	11,303,911
Salaries (non-teaching)	1,831,408	1,953,963	2,146,532
Redundancies	34,728	36,302	36,009
Non-salary costs	3,967,524	4,275,983	4,528,124
User cost of capital	2,390,817	2,503,941	2,599,131
Subtotal	18,008,172	19,129,235	20,613,707
Out-of-school expenditure			
Salaries (non-teaching)	547,429	581,334	636,772
Redundancies	1,390	13,371	7,437
Non-salary costs	429,835	468,333	486,305
User cost of capital	77,277	43,192	28,405
Subtotal	1,055,931	1,106,230	1,158,918
Total	19,064,103	20,235,464	21,772,626

Note: Figures include user cost of capital for 2000–01 for comparability purposes.

Amounts include Australian Government non-capital-related Specific Purpose Payments and other grants made to States and Territories. Depreciation and user cost of capital expenses included in the figures are based on assets owned by States and Territories, some of which have been acquired with Australian Government capital grants.

Source: MCEETYA, *National Report on Schooling in Australia*, 2001, Appendix 1: Statistical annex, Table 22 (2001 data); *National Report on Schooling in Australia*, 2002, Appendix 1: Statistical annex, Table 19 (2002 data); *National Report on Schooling in Australia*, 2003, Appendix 1: Statistical annex, Table 19 (2003 data)

Table 3.6 Recurrent per capita expenditure on government schools, by level of education, Australia, 2000–03 financial years (accrual basis) (\$)

Financial year	Primary	Secondary	Total
2000–01	7,596	9,765	8,435
2001–02	8,050	10,344	8,937
2002–03	8,676	11,072	9,605

Note: Figures include user cost of capital for 2000–01 for comparability purposes.
Figures include Australian Government and State/Territory government contributions.

Source: MCEETYA, *National Report on Schooling in Australia*, 2001, Appendix 1: Statistical annex, Table 23 (2000–01 data); MCEETYA, *National Report on Schooling in Australia*, 2002, Appendix 1: Statistical annex, Table 20 (2001–02 data); *National Report on Schooling in Australia*, 2003, Appendix 1: Statistical annex, Table 20 (2002–03 data)

Australian Government funding for government schools

Australian Government SPPs (excluding capital SPPs) represent about 9 per cent of total spending on government schools (\$1.9 billion from a total of \$21.8 billion). Australian Government recurrent funding for government schools was 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 2003 were \$539 per primary school student and \$803 per secondary school student. Additional recurrent funding of \$129 per student was available for eligible students with disabilities. Australian Government contributions to government schools also include assistance under targeted programs such as English as a Second Language (ESL) – New Arrival (the per capita grant in 2003 was \$4,439 per eligible student), Strategic Assistance for Improving Student Outcomes, the Country Areas Programme, the Languages other than English program and the Indigenous Education Strategic Initiative Programme.

As mentioned earlier in this chapter, the Australian Government provided SPPs of approximately \$5.99 billion for Australian schools and students, both government and non-government, in 2002–03. Table 3.7 shows how this \$5.99 billion was distributed to government and non-government authorities, by State and Territory.

Funding for non-government schools

In 2003, the funding system the Australian Government introduced in 2001, based on the socioeconomic status (SES) of an independent school's community, was continued. The SES approach to school funding 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 with SES scores of 85 and below are funded by the Australian Government 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.

The Catholic system is 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).

Per capita income

Non-government schools derive their income from fees and fundraising, including donations, as well as Australian Government and State/Territory government grants. Table 23 in Appendix 1: Statistical annex details this per capita income while Table 3.8 provides a summary.

Table 3.7 Australian Government Specific Purpose Payments for schools, by program and category of school, by State and Territory, 2002–03 financial year (accrual basis) (\$'000)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	476,158	340,049	285,872	105,410	143,847	39,555	17,352	26,115	1,434,358
Capital	81,850	56,309	62,618	24,007	23,736	6,560	6,013	4,018	265,111
Country Areas	5,929	2,222	4,652	2,118	3,095	580	1,013	0	19,610
Strategic Assistance for Improving Student Outcomes Recurrent	88,670	55,905	41,727	20,658	21,242	7,659	4,593	2,413	242,868
ESL New Arrivals	17,266	10,447	4,365	2,965	2,415	659	274	400	38,790
National Asian Languages and Studies in Australian Schools	333	231	197	78	106	28	13	17	1,003
Languages Other Than English	5,613	4,089	1,210	853	631	147	56	239	12,838
Indigenous Education Strategic Initiative Programme	25,616	5,965	25,028	8,509	18,581	2,799	26,009	1,128	113,636
Total government	701,435	475,218	425,669	164,598	213,653	57,986	55,323	34,330	2,128,213
Non-government schools									
General Recurrent (including Distance Ed.)	1,164,932	941,736	645,771	268,646	339,203	70,346	29,573	74,902	3,535,108
General Recurrent Short Term Emergency Assistance	193	0	710	0	285	10	300	110	1,608
Establishment Grants	191	72	113	62	14	0	6	51	507
Capital	30,949	25,290	16,332	6,998	9,000	2,067	793	2,089	93,518
Country Areas	1,334	616	808	261	411	125	123	0	3,678
Strategic Assistance for Improving Student Outcomes Recurrent	46,195	35,375	12,763	8,445	10,621	2,048	1,564	1,662	118,673
ESL New Arrivals	1,230	1,098	554	248	578	98	-1	51	3,856
Centre Support	9,483	6,313	6,891	3,781	897	170	96	542	28,172
National Asian Languages and Studies in Australian Schools	145	118	77	33	42	9	3	10	437
Languages Other Than English	2,112	5,748	863	429	472	63	7	199	9,892
Indigenous Education Strategic Initiative Programme	14,538	3,058	9,615	2,889	13,302	1,021	13,653	689	58,764
Total non-government	1,271,303	1,019,424	694,495	291,791	374,825	75,957	46,117	80,303	3,854,215
Joint programs									
National Asian Languages and Studies in Australian Schools	0	571	84	251	71	0	0	0	977
National Literacy and Numeracy Strategies and Projects	1,252	1,365	1,772	377	923	138	648	54	6,528
Total joint programs	1,252	1,936	1,856	628	995	138	648	54	7,505
Total all programs	1,973,989	1,496,578	1,122,021	457,017	589,473	134,081	102,088	114,686	5,989,933

Notes:

- Figures in this table relate to the 2002–03 financial year as at 30 June 2003.
- Cash expenditure in a particular program year may continue in relation to that year in future years.

Source: Australian Government DEST

Table 3.8 Non-government school per capita incomes, by source, Australia, 2003 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	4,086	53.3	3,071	28.0
State/Territory grants	1,455	19.0	1,292	11.8
Total government grants	5,541	72.2	4,363	39.8
Private income	2,129	27.8	6,606	60.2
Total	7,670	100.0	10,969	100.0

Source: MCEETYA, *National Report on Schooling in Australia*, 2003, Appendix 1: Statistical annex, Table 23

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 23 and 24 in Appendix 1: Statistical annex, while Table 3.9 summarises the total per capita expenditure. Recurrent expenditure calculations are a mixture of cash and accrual-based expenditures, including debt servicing of loans for capital and operating purposes. Recurrent expenditure excludes user cost of capital, loan principal payments and government

subsidies for transport-related costs that are included in government school recurrent costs, but includes capital expenditure that is not included in the government school recurrent costs.

State funding for non-government schools

As well as providing recurrent grants to government schools, all States and Territories fund non-government schools. State/Territory governments used a variety of mechanisms for allocating funding to non-government schools in 2003. New South Wales, Victoria, Western Australia and the ACT allocated funding based on the former Australian Government Education Resource Index (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 Australian Government ERI index and Australian Government 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 Australian Government ERI or current Australian Government SES scores. The Northern Territory has single funding rates for primary students, secondary students and students attending remote schools.

State/Territory per-capita funding to non-government schools is as follows:

Table 3.9 Non-government schools per capita expenditure, by affiliation and level of education, Australia, 2003 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	
Primary	6,085
Secondary	9,416
Combined	9,764
Independent	
Primary	7,925
Secondary	13,313
Combined	11,551

Source: MCEETYA, *National Report on Schooling in Australia*, 2003, Appendix 1: Statistical annex, Table 24

Table 3.10 State/Territory government per capita grants to non-government schools, by category, 2003 (\$)

Australian Government funding category	NSW(a)	Vic.(b)	WA(c)	ACT(d)	Rates for other States	
Primary					Tasmania(e)	
1	555	315/376	970	299	Primary	1,272
2	721	439	970	397	Junior secondary	1,569
3	832	564	970	492	Senior secondary	2,029
4	888	606	1,086	600	Northern Territory	
5	943	608	1,086	695	Primary	1,509
6	999	633	1,124	768	Secondary	2,057
7	1,054	636	1,124	844	Remote	2,146
8	1,110	673	1,176	925	South Australia(f)	
9	1,165	739	1,176	988	Primary	501
10	1,221	744	1,228	1,050	Secondary	696
11	1,276	749	1,228	1,113	Queensland(g)	
12	1,455	751	1,268	1,179	Primary	848
Remote	n.a.	n.a.	1,904	n.a.	Secondary	1,297
Secondary						
1	797	463/552	1,472	472		
2	1,036	648	1,472	623		
3	1,196	832	1,472	722		
4	1,275	956	1,758	942		
5	1,355	958	1,758	1,007		
6	1,435	996	1,854	1,119		
7	1,515	1,000	1,854	1,230		
8	1,594	1,059	1,934	1,352		
9	1,674	1,161	1,934	1,445		
10	1,754	1,165	1,998	1,531		
11	1,833	1,168	1,998	1,621		
12	1,990	1,170	2,072	1,717		
Remote	n.a.	n.a.	3,106	n.a.		

n.a. not applicable

Note: All amounts rounded to the nearest dollar. Rates are expressed in 2003 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 2003 \$17.5 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 2002–03 and 2003–04.
- (e) Tasmanian figures represent the average level of funding per student per sector. From 2003, Tasmania moved to a 100 per cent needs basis of funding.
- (f) SA also pays a needs component, which constituted 52.5 per cent of total grants available in 2003. Total amount of needs component is distributed among schools, for disadvantage (28 per cent); interest subsidy (4.5 per cent); isolation (1.25 per cent); rurality (1.25 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 2003. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2003, the 'needs components' were \$245 per primary student and \$368 per secondary student. In their first year of funding, new schools are assumed to have 'average needs'.

Source: State and Territory departments of education

Capital expenditure

State and Territory capital expenditure

Capital expenditure by State/Territory governments in government schools was in excess of \$1 billion in 2002–03. As Table 3.11 illustrates, there has been an uneven level of capital expenditure over the past four years.

Table 3.11 Capital expenditure by State and Territory governments in government schools, Australia, 1999–2003 financial years

Financial year	Expenditure (\$m)
1999–2000	803.1
2000–01	758.8
2001–02	1,044.5
2002–03	1,006.8

Note: Figures include Australian Government capital grants contributions.

Source: MCEETYA, *National Report on Schooling in Australia*, 2000, Chapter 3, Table 3.7 (1999–2000 data); *National Schools Statistics Collection* (2000–03 data)

Australian Government Capital Grants programme

The Australian Government allocated \$359 million in capital funding for Australian schools in 2002–03. This funding was made available through the Capital Grants programme in the form of block grants for government and non-government schools. Of the \$359 million made available in 2002–03, \$265 million was provided for projects at government schools and \$94 million for projects in non-government schools. Table 3.12 provides a summary of Australian Government capital funding.

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

In 2003, a number of projects funded by the Australian Government 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 or drama areas.

In the independent sector, the capital projects completed physically and financially in 2003 included classrooms, computer rooms, students' amenities, boarding facilities, and home-economics and staff administration areas.

Table 3.12 Summary of Australian Government capital expenditure, all schools, 2002–03 (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	81,850	30,949	112,799
Victoria	56,309	25,290	81,599
Queensland	62,618	16,332	78,950
Western Australia	23,736	9,000	32,736
South Australia	24,007	6,998	31,005
Tasmania	6,560	2,067	8,627
Australian Capital Territory	4,018	2,089	6,107
Northern Territory	6,013	793	6,806
Total	265,111	93,518	358,629

Source: Australian Government DEST

Part C

literacy, numeracy,
indigenous education,
science, the arts

The progress of Australian
schools in meeting the
national goals

Chapter 4

Measuring the performance of Australian schooling

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 Australian Government, meeting as the Australian Education Council, adopted the Common and Agreed National Goals for Schooling in Australia.

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 for literacy. The new goal was then amended to include numeracy, before a complete and major review of the goals began in 1998. Following a process of national consultation, the review was completed in 1999 when MCEETYA endorsed the 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 entail a commitment to collaborate in setting explicit and defensible standards that will guide improvements in student achievement, and enable the effectiveness, efficiency and equity of schooling to be measured and evaluated.

Preamble to the Adelaide Declaration on National Goals for Schooling in the Twenty-first Century

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.

The 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 national goals for schooling establish a foundation for action among State and Territory governments with their constitutional responsibility for schooling. The national goals assist the Australian Government, 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 enable the effectiveness, efficiency and equity of schooling to 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 (ICT), 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.

The list of national goals is available at the MCEETYA website, <http://www.mceetya.edu.au/mceetya/nationalgoals/index.htm>.

Progress in developing nationally comparable reporting of educational outcomes

When MCEETYA adopted the National Goals for Schooling in the Twenty-first Century, it also affirmed its commitment to national reporting of comparable educational outcomes and agreed that the National Goals for Schooling in the Twenty-first Century provided an appropriate framework for such reporting.

Developing key performance measures

In March 2000, ministers endorsed the definition of national key performance measures as '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 21st Century'.

At the MCEETYA meeting held in July 2002, a measurement framework for national key performance measures was agreed to, covering the following areas:

- participation and attainment
- literacy and numeracy
- Vocational Education and Training (VET) in Schools
- science
- ICT
- civics and citizenship education.

Ministers had previously noted the need to develop key performance measures in enterprise education. Further, they agreed that there should be national three-yearly sample assessment cycles for science, civics and citizenship education, and ICT, with science commencing in 2003, civics and citizenship education in 2004, and ICT in 2005.

At the 2002 MCEETYA meeting, ministers agreed to a Key Performance Measures Assessment Cycle, which provided for a program of assessment in the areas of:

- participation
- attainment
- literacy (reading) in years 3, 5 and 7
- literacy (writing) in years 3, 5 and 7
- literacy (spelling) in years 3, 5 and 7
- numeracy in years 3, 5 and 7
- VET in Schools
- science in year 6
- ICT in each of years 6 and 10
- civics and citizenship (civic knowledge and understanding) in years 6 and 10
- civics and citizenship (participation and civic understanding) in years 6 and 10.

The cycle also outlined the nature of the assessment instrument and frequency of assessment in each performance area. The agreed cycle, together with details for each performance area was included in the *National Report on Schooling in Australia 2002*. Ministers also agreed that the measurement framework should be reviewed annually.

Consequently, at their meeting in 2003, ministers endorsed a revised Measurement Framework for National Key Performance Measures. In accordance with ministers' stated view that national key performance measures must be 'few in number and strategic in orientation', the revisions provide for:

- a streamlining to focus on the assessment cycle
- the inclusion of interim science measures for 15-year-old students
- the inclusion of revised measures for VET in Schools
- the inclusion of interim numeracy measures for 15-year-old

students.

Participation and attainment

Most of the data for measuring participation and attainment of 15 to 24-year-olds are derived from the Australian Bureau of Statistics' (ABS) *Survey of Education and Work*, with the remainder derived from the five-yearly *Census of Population and Housing*. During 2003, the ABS advised that, while the measures derived from the *Survey of Education and Work* provide reliable estimates in any given year at State and Territory and national levels, the data were not appropriate for providing reliable estimates of small changes from one year to the next at the State and Territory or national levels. However, it was noted that the measures could be more useful over longer timeframes. A decision was made to report the attainment data at the national level for each year, compared with the previous year, and to report the State and Territory level for each year compared with the five previous years.

Chapter 5, 'Student participation and attainment' of this report contains contextual information about trends in student participation and attainment, an outline of the conceptual framework for reporting approved by MCEETYA, and data and analysis based on the approved key performance measures.

Literacy and numeracy

Ministers at the 2002 MCEETYA meeting reaffirmed their commitment to reporting nationally comparable data against the national literacy and numeracy benchmarks, including reporting aggregated data for all students nationally, and for each State and Territory.

Ministers also reaffirmed their commitment to the MCEETYA agreed processes to produce nationally comparable data against the literacy and numeracy benchmarks; and, in the interests of further improving national comparability of data, referred various technical issues to the Performance Measurement and Reporting Taskforce, for further investigation, including:

- a common equating method to be used by all States and Territories, nationally consistent criteria for defining exempt students and an agreed method for collecting information on exemption and absent students
- a common standardised process for calculating and reporting the known forms of error associated with the

assessment and reporting of student achievement against the national benchmarks.

Chapter 6, 'Literacy and numeracy student outcomes' of this report contains the results of testing conducted during 2003, in which the performance of students in years 3, 5 and 7 was measured against the national benchmarks for reading, writing and numeracy.

The revised Measurement Framework for National Key Performance Indicators also provides for the inclusion of assessment in numeracy of 15-year-old students. At the 2003 MCEETYA meeting, ministers agreed that, as an interim measure, the Organisation of Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) results will be processed to show the percentage of students achieving at or above the OECD mean, and this will be supported by statistics showing the range of student achievement.

Vocational education

The revised Measurement Framework for National Key Performance Indicators contains two national key performance measures for student participation and attainment in VET in schools. These two replace a number of previous measures and place the emphasis on students who are undertaking, as part of their secondary certificate, VET activity that provides credit towards a nationally recognized VET qualification within the Australian Qualifications Framework. The measures reflect participation and attainment respectively and are expressed as follows:

Participation

School students undertaking VET (with New Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year, as a proportion of all school students undertaking a senior secondary school certificate in that year.

Attainment

School students enrolled in a senior secondary school certificate in a calendar year, who have completed at least one VET unit of competency/module, as a proportion of all school students undertaking a senior secondary school certificate in that year.

Chapter 7, 'Vocational education and training in schools' includes an explanation of relevant concepts; an overview of current trends in educational provision and funding for these areas and issues for the future; and reports against the six key elements of the Vocational Education in Schools Framework.

Science

At the MCEETYA meeting in 2002, ministers approved in principle the use of information from the OECD's PISA for reporting the performance of 15-year-old students in literacy and numeracy. At the same time, ministers also approved an interim key performance measure for science using PISA results. The agreed science measure is expressed as 'the percentage of students achieving at or above the OECD mean score in the scientific literacy assessment of the OECD PISA'. The measure will be accompanied by statistics showing the range of student achievement.

In the meantime, work on the development of an assessment framework, progress map, assessment instruments and key performance measures for reporting on year 6 student skills, knowledge and understanding in scientific literacy continued during 2003. Details of the progress made and the subsequent published report are detailed in Chapter 8, 'Science education'.

Information and communication technologies

At the MCEETYA meeting in 2002, ministers agreed that national monitoring of the ICT skills and knowledge of students occur, by means of three-yearly sample assessments, and that these should be at years 6 and 10, and commence from 2005. Work towards the 2005 assessment began in 2003 with the initiation of the ICT National Assessment Project. Details of the activities generated by this project are included in Chapter 9, 'Information and communication technologies'.

Indigenous education

The establishment of a specific Indigenous Education, Employment, Training and Youth (IEETY) taskforce was agreed to at the July 2002 MCEETYA meeting. The taskforce is chaired by the Northern Territory and has representatives from all States and Territories and the Australian Government, reports annually to Council and prepares the MCEETYA report on reconciliation

to the Council of Australian Governments. The taskforce has in place a strategic reporting framework for 2002–05 and a work plan for 2003–04.

Chapter 10, 'Indigenous education' focuses on the progress of States and Territories, working in conjunction with the Australian Government, in Indigenous education in 2003 in the areas of:

- literacy and numeracy
- retention and grade progression
- apparent retention rates
- year 10 to 12 retention
- attendance
- senior secondary school outcomes
- Indigenous employment in schools
- professional development.

The chapter also provides an overview of the Australian Government Indigenous Education Strategic Initiatives Programme 2002–04 agreements.

Civics and citizenship education

In July 2002, ministers approved the plan for a national, triennial, sample assessment cycle for civics and citizenship education and agreed it should commence in 2004. In November 2002, the Australian Council for Educational Research was awarded the consultancy to conduct Phase One of the Civics and Citizenship Education Assessment Project during 2003. The focus of Phase One was the development and trialing of appropriate assessment instruments in preparation for the first sample assessment in 2004. A report on the successful completion of Phase One is in Chapter 11, 'Civics and citizenship education'.

The key performance measures and assessment cycle

Table 4.1 outlines the revised set of key performance measures and assessment cycle that was agreed to at the 2003 MCEETYA meeting.

Table 4.1 Key performance measures assessment cycle, endorsed by MCEETYA in 2003

Measure	Year level	Cycle	2002	2003	2004	2005	2006	2007	2008	2009
1 Literacy % achieving the reading benchmark [15-year-old measure under discussion]	Years 3, 5, 7 *15-year-olds	Annual Triennial	✓	✓ PISA	✓	✓	✓ PISA	✓	✓	✓ PISA(a)
2 Literacy % achieving the writing benchmark	Years 3, 5, 7	Annual	✓	✓	✓	✓	✓	✓	✓	✓
3 Literacy % achieving the spelling benchmark(b)	Years 3, 5, 7	Annual	✓	✓	✓	✓	✓	✓	✓	✓
4 Numeracy % achieving the numeracy benchmark. Interim measure: % achieving at or above the agreed OECD mean score	Years 3, 5, 7 *15-year-olds	Annual Triennial	✓	✓ PISA	✓	✓	✓ PISA	✓	✓	✓ PISA(a)
5 Science % achieving the standard in scientific literacy. Interim measure: % achieving at or above the agreed OECD mean score	*Year 6 *15-year-olds	Triennial Triennial	Trial	✓ PISA			✓ PISA			✓ PISA(a)
6 Civics and citizenship education % achieving the standard in civic knowledge and understanding	*Year 6 *Year 10	Triennial Triennial	Trial	Trial	✓			✓		
7 Civics and citizenship education % achieving the standard in citizenship participation skills and civic values	*Year 6 *Year 10	Triennial Triennial	Trial	Trial	✓			✓		
8 Information and communication technologies % achieving the standard	*Year 6 *Year 10	Triennial Triennial				✓ ✓	PISA		✓ ✓	
9 VET in Schools participation School students undertaking VET (with New Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year, as a proportion of all school students undertaking a senior secondary school certificate in that year	Senior secondary	Annual	✓	✓	✓	✓	✓	✓	✓	✓
10 VET in Schools attainment School students enrolled in a senior secondary school certificate in a calendar year who have completed at least one VET unit of competency/module, as a proportion of all school students undertaking senior secondary school certificate in that year	Senior secondary	Annual	✓	✓	✓	✓	✓	✓	✓	✓
11 Participation % of 15- to 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	Senior secondary	Annual	✓	✓	✓	✓	✓	✓	✓	✓
12 Participation The proportion of 20- to 24-year-olds by single year of age, in full-time education or training, in full-time work, or both in part-time work and part-time education or training		Annual	✓	✓	✓	✓	✓	✓	✓	✓
13 Attainment % of 19-year-olds who have completed year 12 successfully and attained a qualification at AQF Certificate II or above(c)		Annual	✓	✓	✓	✓	✓	✓	✓	✓
14 Attainment % of 24-year-olds who have completed a post-secondary qualification at AQF Certificate III or above(c)		Annual	✓	✓	✓	✓	✓	✓	✓	✓

* denotes sample testing

(a) subject to MCEETYA decision to participate in PISA post-2006

(b) subject to review

(c) subject to revision

Other matters related to measuring the performance of Australian schooling

At the MCEETYA meeting in 2003, ministers considered some other matters that are likely to impact on the process of measuring the performance of Australian schooling.

Nationally consistent curriculum outcomes

The 2003 MCEETYA meeting noted the considerable amount of work that had been done to map curriculum approaches across jurisdictions and to identify areas of commonality and difference. As a result, ministers initiated a national project to deliver consistent curriculum outcomes in all schools across Australia in the four domains of English, mathematics, science and civics and citizenship.

Also, ministers endorsed the development of Statements of Learning that define and deliver common curriculum outcomes to be used by States and Territories to inform their own

curriculum development and implementation. Initially, there will be one set of Statements of Learning developed for English. Ministers noted that the development of such statements was linked to the issues of starting ages for schooling and the common nomenclature for the years of education preceding year 1. A target date of 2010 was set for States and Territories to move to more uniform arrangements in each of these areas.

Broadening the information and reporting framework

At the 2003 MCEETYA meeting, ministers agreed to pursue the broadening of the national reporting framework and, in particular, set in progress work designed to produce:

- enhanced reporting of literacy and numeracy outcomes in years 3, 5 and 7
- improved access to information
- the reporting to parents of school outcomes at senior secondary level
- the reporting to parents of individual students' literacy and numeracy reports for some year groups.

These matters are discussed more fully in Appendix 4, 'Measurement and reporting issues'.

Student participation and attainment

Development of performance measures

Goal 3.6 of the National Goals for Schooling in the Twenty-first Century, requires that schooling 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.

It was recognised in the early considerations of Goal 3.6 of the national goals for schooling that its focus on 'all students' meant that reporting on participation, completion and attainment should extend beyond the boundaries of schooling to encompass post-compulsory education and training generally as well as entry into the labour market. Any new measures would need to reflect changes in Australian education, such as more diverse pathways through education, training and work, more portable certification and recognition of lifelong learning.

During 2002, the Performance Measurement and Reporting Taskforce (PMRT) sought advice from the Australian Bureau of Statistics (ABS) on the ability of the following measures, sourced from their *Transition from Education to Work Survey* (since renamed the *Survey of Education and Work*), to provide reliable estimates of change over time at State and Territory level:

- the proportion of 20–24-year-olds who have completed year 12 or gained a qualification at Australian Qualifications Framework (AQF) Certificate II or above, and
- the proportion of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above.

The ABS subsequently advised that while the measures based on age ranges from the *Survey of Education and Work* would provide reliable estimates in any given year at State and Territory and national levels, they were not appropriate for providing reliable estimates of small changes from one year to the next at the national or State and Territory levels. However, it was noted

that the measures may be more useful over longer timeframes if more change becomes evident.

In response to several strategies suggested by its Key Performance Measures Sub-group and the ABS in 2002 and 2003, the PMRT decided that for both the 20–24 years and 25–29 years age groups, the attainment measures would be reported at the national level for each year, compared with the previous year, and reported at the State and Territory level for each year, compared with five years previously.

The revised participation and attainment key performance measures were endorsed by the Australian Education Systems Officials Committee (AESOC) on 20 February 2004, and are therefore the basis for the information in the following section. Participation and attainment for 2003 are reported using the following key performance measures:

- Participation

(Note that 'training' refers to study leading to a qualification and study not leading to a qualification)

- 1 the 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 the 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 and training

- Attainment

(Note that these measures were approved by the PMRT on 13 November 2003 and were subsequently endorsed by AESOC):

- 1 the proportion of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above
- 2 the proportion of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above

Performance on agreed measures, 2003

Participation

The term 'full-time participation rate' is used in this report to describe the endorsed key performance measures 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 work and part-time education or training.

Table 5.1 and Figure 5.1 show the full-time participation rates for 15–19-year-olds and 20–24-year-olds in 2003. Nationally,

the participation rates for 15–18-year-olds declined as age increased, with the largest change between consecutive year groups occurring between 17-year-olds (87.6 ± 2.2 percentage points) and 18-year-olds (77.2 ± 2.8 percentage points). This pattern was reflected in most States and Territories.

Similar declines were not reflected in the 20–24 years age group. However, the overall participation level for the 15–19 years age group is significantly higher than for the 20–24 years age group.

Table 5.2 shows the full-time participation rates for 15–24-year-olds from 1993 to 2003. While participation rates fluctuated somewhat over this period, the participation rates of single-year age groups did not show a significant increase or decrease over time.

Table 5.1 Full-time participation rates of 15–24-year-olds in full-time education or training, or in full-time work; or in both part-time work and part-time education or training, by State and Territory, Australia, 2003 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
New South Wales	97.6 ±2.2	92.7 ±3.6	90.3 ±4.1	75.9 ±5.9	80.8 ±5.3	79.6 ±5.5	77.4 ±5.6	75.4 ±5.8	81.1 ±5.4	73.6 ±6.0	87.2 ±4.7	77.4 ±4.4	82.2 ±3.0
Victoria	99.0 ±1.4	96.9 ±2.5	93.0 ±3.7	86.3 ±5.0	82.1 ±5.4	80.8 ±5.3	80.5 ±5.5	81.1 ±5.4	76.9 ±5.7	79.2 ±5.6	91.5 ±5.2	79.7 ±4.6	85.3 ±3.2
Queensland	95.6 ±3.2	95.0 ±3.4	79.1 ±6.1	75.8 ±6.3	70.8 ±6.8	73.0 ±6.6	71.4 ±6.7	67.1 ±7.1	73.7 ±6.8	75.0 ±6.8	82.9 ±5.5	72.0 ±5.1	77.4 ±3.5
South Australia	99.1 ±1.7	96.4 ±3.7	87.5 ±6.5	67.1 ±9.3	74.5 ±8.3	75.1 ±8.2	74.0 ±9.1	85.7 ±6.9	67.5 ±9.3	68.5 ±9.2	84.9 ±6.4	74.2 ±6.2	79.6 ±4.0
Western Australia	96.4 ±3.3	91.5 ±5.0	82.4 ±6.7	73.5 ±7.6	79.1 ±7.1	86.2 ±6.0	76.2 ±7.4	78.9 ±7.4	74.4 ±7.6	77.6 ±7.3	84.4 ±6.3	78.6 ±6.1	81.5 ±4.2
Tasmania	100.0 ±2.4	98.4 ±2.4	80.7 ±10.4	73.7 ±11.7	57.3 ±13.8	80.1 ±11.0	78.3 ±11.1	65.3 ±14.1	69.1 ±14.0	70.1 ±13.4	82.6 ±9.3	73.0 ±9.6	78.1 ±6.2
Northern Territory	88.7 ±18.6	100.0	94.2 ±11.2	94.0 ±12.9	79.4 ±21.0	60.1 ±31.1	72.4 ±27.2	64.6 ±31.3	70.1 ±20.4	52.5 ±28.9	91.3 ±19.8	64.8 ±18.7	78.9 ±12.7
Australian Capital Territory	100.0	96.4 ±5.7	95.4 ±6.4	60.2 ±14.0	79.2 ±11.7	89.7 ±8.1	85.9 ±9.2	98.1 ±3.8	89.9 ±8.4	82.4 ±10.6	85.3 ±10.9	89.2 ±10.1	87.4 ±7.1
Australia	97.6 ±1.0	94.6 ±1.5	87.6 ±2.2	77.2 ±2.8	78.0 ±2.8	79.1 ±2.7	76.8 ±2.8	76.5 ±2.8	76.8 ±2.8	75.3 ±2.9	86.8 ±2.3	76.9 ±2.2	81.8 ±1.5

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2003

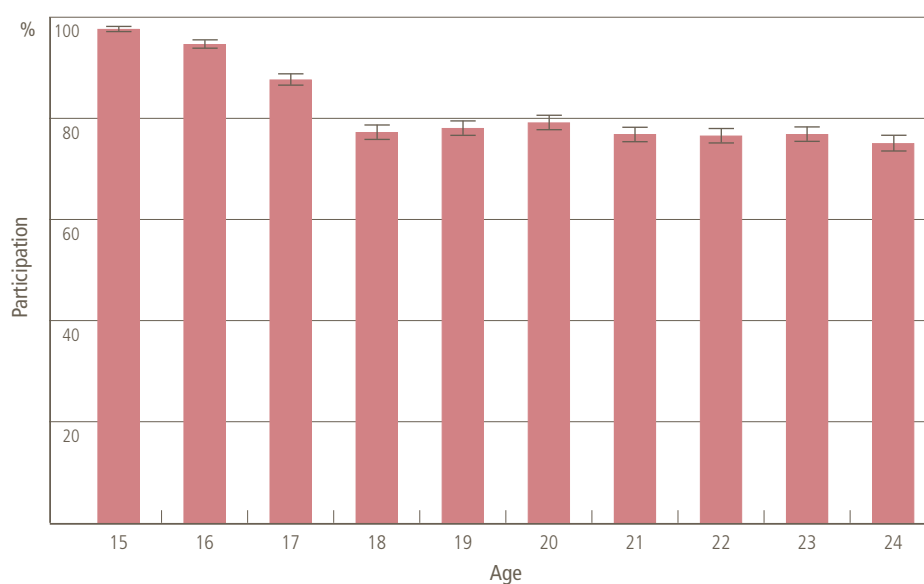
Table 5.2 Full-time participation rates of 15–24-year-olds in full-time education or training, or in full-time work; or in both part-time work and part-time education or training, Australia, 1993–2003 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
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	84.6	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
2002	97.7	93.9	88.0	77.1	79.2	80.0	77.9	78.5	77.1	72.2
2003	97.6 ±1.0	94.6 ±1.5	87.3 ±2.2	77.2 ±2.8	78.0 ±2.8	79.1 ±2.7	76.8 ±2.8	76.5 ±2.8	76.8 ±2.8	75.3 ±2.9

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

Source: ABS, *Survey of Education and Work* (unpublished data), 1993–2003

Figure 5.1 Full-time participation rates of 15–24-year-olds in full-time education or training, or in full-time work; or in both part-time work and part-time education or training, Australia, 2003 (per cent)



Source: ABS, *Survey of Education and Work* (unpublished data), May 2003

The full-time participation rates for males and females aged 15–24 years are provided in Table 5.3 and Figure 5.2. Table 5.3 shows that participation rates were generally higher for males than females, and they were significantly so at 20–24 years of age.

As noted earlier, for consecutive ages, the greatest difference in participation was between 17 and 18 years of age. Table 5.3 shows that there was a significant drop in participation for both males and females between the ages of 17 and 18. These figures show the same trend as 2002 data.

Indigenous participation rates

The source for Indigenous participation rates is the *ABS Census of Population and Housing*, published every five years. As new data are only available every five years, the latest data available were presented in the *National Report on Schooling in Australia 2001*. These data are presented again in Table 5.4.

Attainment

In this section of the report are data for the two measures of attainment as agreed by the PMRT in November 2003 and endorsed by AESOC in February 2004:

- the proportion of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above

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

Attainment of 20–24-year-olds

Table 5.5 shows the percentage of 20–24-year-olds who had completed year 12 or equivalent or gained a qualification of AQF Certificate II or above in each of the States and Territories in 1998 and 2003. Attainment of 20–24-year-olds did not change significantly from 1998 to 2003.

The attainment levels for males and females provided in Table 5.6 and Figure 5.3 indicate that, in the 20–24 years age group, attainment levels were higher for females than males.

Attainment of 25–29 year-olds

Table 5.7 shows the percentage of 25–29-year-olds in each of the States and Territories who have gained a post-secondary qualification at AQF Certificate III or above, in 1998 and 2003. There was an apparent increase in the attainment levels for the 25–29-year-old age group from 1998 to 2003, although this increase was not significant in all States and Territories.

Table 5.8 and Figure 5.4 show the percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by sex in Australia, between 2001 and 2003. Over this period, attainment levels of males were higher than the attainment levels of females.

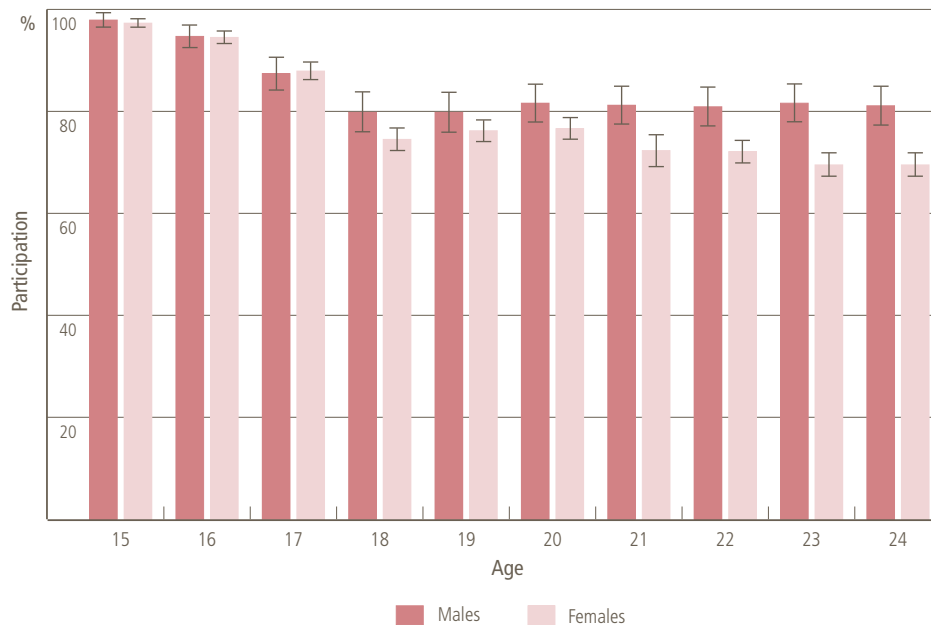
Table 5.3 Full-time participation rates of 15–24-year-olds in full-time education or training, or in full-time work, or in both part-time work and part-time education or training, by sex, Australia, 2003 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
Males	97.9 ±1.4	94.7 ±2.2	87.4 ±3.2	79.8 ±3.9	79.8 ±3.9	81.6 ±3.7	81.2 ±3.7	80.9 ±3.8	81.6 ±3.7	81.1 ±3.8	87.7 ±3.5	81.3 ±3.3	84.5 ±2.2
Females	97.3 ±1.7	94.5 ±2.3	87.9 ±3.2	74.5 ±4.3	76.2 ±4.2	76.6 ±4.0	72.3 ±4.4	72.1 ±4.4	71.6 ±4.4	69.5 ±4.5	85.9 ±3.5	72.5 ±3.2	79.0 ±2.2

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2003

Figure 5.2 Full-time participation rates of 15–24-year-olds in full-time education or training, or in full-time work; or in both part-time work and part-time education or training, by sex, Australia, 2003



Source: ABS, *Survey of Education and Work* (unpublished data), May 2003

Table 5.4 Percentage point difference between non-Indigenous and Indigenous persons, by single year of age (15–24-year-olds), by State and Territory^{(a)(b)}, 2001

Age (years)	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 ^(c)	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) The percentage point difference shown is the non-Indigenous full-time participation rate less the Indigenous full-time participation rate.

(b) 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.

(c) 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*, 2001 (unpublished data)

Table 5.5 Percentage of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification of AQF Certificate II or above, by State and Territory, 1998 and 2003

State/Territory	1998	2003
New South Wales	79.9 ± 3.7	82.6 ± 4.5
Victoria	81.9 ± 4.0	85.8 ± 4.8
Queensland	79.9 ± 4.0	81.0 ± 5.4
South Australia	75.3 ± 5.5	77.1 ± 6.3
Western Australia	74.9 ± 5.0	78.0 ± 6.1
Tasmania	67.1 ± 6.7	63.1 ± 9.0
Northern Territory	70.9 ± 17.4	59.8 ± 18.1
Australian Capital Territory	89.8 ± 7.0	93.7 ± 10.3

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 1998 and 2003

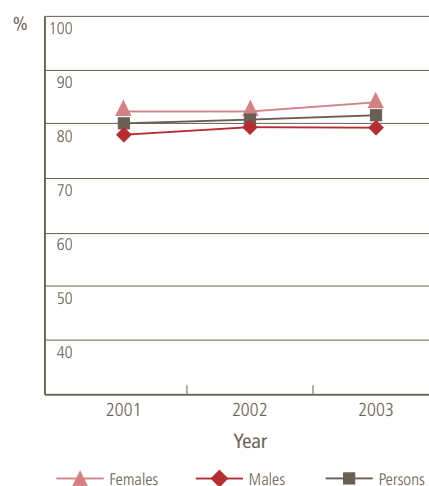
Table 5.6 Percentage of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification of AQF Certificate II or above, by sex, Australia, 2001–03

	2001	2002	2003
Males	78.1 ± 2.1	79.5 ± 2.0	79.4 ± 1.8
Females	82.4 ± 1.5	82.4 ± 2.0	84.1 ± 2.0
Persons	80.2 ± 1.0	80.9 ± 1.5	81.7 ± 1.4

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2001–03

Figure 5.3 Percentage of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification of AQF Certificate II or above, by sex, Australia, 2001–03



Source: ABS, *Survey of Education and Work* (unpublished data), May 2001–03

Table 5.7 Percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by State and Territory, 1998 and 2003

State/Territory	1998	2003
New South Wales	44.3 ± 2.8	56.4 ± 3.8
Victoria	45.0 ± 3.0	54.3 ± 4.0
Queensland	42.3 ± 3.0	46.7 ± 4.4
South Australia	35.2 ± 3.8	42.7 ± 5.1
Western Australia	40.0 ± 3.8	48.4 ± 5.1
Tasmania	31.7 ± 4.9	44.8 ± 8.2
Northern Territory	40.1 ± 11.9	44.9 ± 14.3
Australian Capital Territory	49.6 ± 5.5	59.4 ± 8.9

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 1998 and 2003

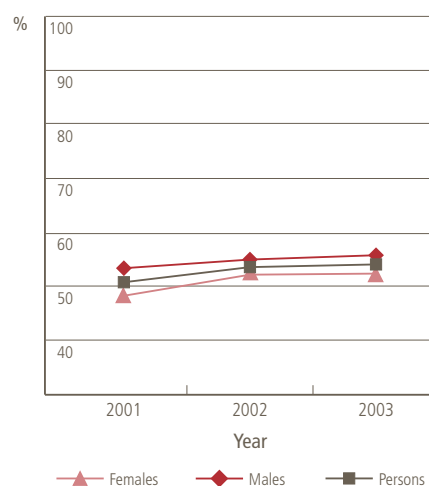
Table 5.8 Percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2001–03

	2001	2002	2003
Males	53.4 ± 2.2	55.0 ± 2.6	55.8 ± 2.7
Females	48.3 ± 2.3	52.2 ± 2.6	52.4 ± 2.6
Persons	50.8 ± 1.7	53.6 ± 1.9	54.1 ± 1.9

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2001–03

Figure 5.4 Percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2001–03



Source: ABS, *Survey of Education and Work* (unpublished data), May 2001–03

Literacy and numeracy

Overview

In 2003, all Australian Government and State and Territory government education ministers gave greater emphasis to the improvement of literacy and numeracy standards, as an important national priority. The National Goals for Schooling in the Twenty-first Century (the Adelaide Declaration) 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.

Previously, in 1997, all education ministers had agreed to the National Literacy and Numeracy Plan (NLNP), 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, education 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 experiencing difficulty
- the development of agreed benchmarks for years 3, 5 and 7, 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 should 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 various tests, which enables 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 Organisation for Economic Co-operation and Development's Programme for International Student Assessment project became available. This project involves the collection of data from Australia and other countries.

At the July 2003 MCEETYA meeting, ministers endorsed the revised Measurement Framework for National Key Performance Measures, as the basis for reporting on progress towards the achievement of the National Goals for Schooling in the Twenty-first Century. Ministers reaffirmed their commitment to meaningful and comprehensive reporting to all parents and care-givers on the achievement and progress of their children. Ministers also gave approval for the Performance Measurement

and Reporting Taskforce (PMRT) Study to Investigate Benchmark Reporting to Parents, funded by the Australian Government. The study investigated the educational and measurement issues associated with the reporting to parents of individual students' results against the national literacy and numeracy benchmarks. Following the study, ministers agreed that, commencing with the reporting of 2004 literacy and numeracy testing, individual student reports, provided to all parents/care-givers of years 3 and 5 students who have been assessed as part of the benchmarking process, will show a student's result against the spectrum of achievement and will include literacy and numeracy benchmarks.

In 2003, following a research report that mapped curriculum approaches across States and Territories to identify areas of both commonality and difference, ministers established a national project to deliver consistent curriculum outcomes in Australian schools in the four learning areas of English, mathematics, science and civics and citizenship. Ministers also approved the initial development of one set of Statements of Learning in English.

The 2003 years 3, 5 and 7 reading, writing and numeracy benchmark results were published in a preliminary supplement to the *National Report on Schooling in Australia: 2003*. They are reproduced in this section. Data for 1999 through to 2002 are published in earlier editions.

In 2003, implementation of the NLNP across States and Territories was a major highlight of Australian schooling. Assessment and reporting elements of the plan were developed in diverse ways:

- A wide range of programs focused on 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, developed by the New South Wales Department of Education and Training. In the early years of schooling, whole-school planning approaches were adopted, emphasising the involvement of parents/care-givers in assessing their children's understandings through home-school support. Maintaining regular information about students' exposure to key literacy and numeracy concepts enables teachers to identify what students know to better support their learning, and also encourages parents/care-givers to develop their children's literacy and numeracy skills at home.
- Early intervention strategies for students identified as having difficulty were implemented across States and Territories, often emphasising student engagement through individual or small group assistance. The Queensland primary school appraisal process, implemented in 2003, assists in the identification of students who have learning difficulties, and provides support for students to access the class curriculum, participate in school life and achieve positive learning outcomes. Support networks and similar early intervention programs also operate in other States and Territories, providing localised, targeted responses to 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 to monitor literacy and numeracy learning in the crucial early years and middle years of schooling. Catholic Education South Australia uses the Marie Clay Observation survey of early literacy achievement and is developing a Numeracy Observation Assessment. Western Australia's Literacy Net and Numeracy Net initiatives diagnose the nature of literacy and numeracy difficulties experienced by students who are not meeting the national benchmarks. Students' progress is monitored in areas such as reading, writing, speaking and listening.
- Professional development for teachers was implemented across States and Territories, supported by resource materials, training programs and networks, and online support programs. The Victorian Middle Years Pedagogy Research and Development project is one such strategy for planning and implementing pedagogical change in the middle years of schooling. Current trials in schools and clusters are likely to lead to implementation over a three-year period. Project materials have been developed that support teachers' critical reflection of classroom practice; develop professional learning teams and promote whole school change.

The process of States and Territories reporting against the agreed benchmarks that States and Territories commenced in 2000 will enable 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 NLNP are determined at school and system level. However, there were similarities among the programs adopted by States and Territories during 2003. For example, while the early years of schooling received a significant level of intervention assistance, intervention programs were also extended into the upper primary and middle years of schooling.

There were also similarities in the specific strategies used. For literacy, a number of schools and systems reported widespread use of Reading Recovery and projects and support materials utilising the Early Years Literacy program. For numeracy, the Count Me In Too program, Early Years Numeracy program and First Steps Mathematics resources were extensively used in 2003. Addressing the common finding of various assessment programs that a number of student sub-groups are achieving at significantly lower than expected levels, specifically directed intervention programs are now in place. 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 (LBOTE) and students in rural and remote areas. In 2003, there was also considerable effort to address students' welfare and learning needs, particularly in the middle years of schooling.

From 1 to 7 September 2003, the Australian Government and State and Territory government and non-government education authorities celebrated National Literacy and Numeracy Week (NLNW). This event, celebrated annually since 1999, focuses on literacy and numeracy in school communities, showcasing the significant work that is underway across the country to develop young people's literacy and numeracy skills. The 2003 NLNW celebration

marked the introduction of the Minister's Awards for Outstanding Contribution to Improving Literacy and/or Numeracy and the national numeracy event, Reach for the Stars. A key event of NLNW is the National Simultaneous Storytime, coordinated by the Australian Library and Information Association. On Friday, 5 September 2003, at 11.00am AEST, in over 750 sites around the country, the book *I don't want to go to school*, written by Christine Harris and illustrated by Craig Smith, was read aloud to young children in libraries, schools and childcare centres.

Research initiatives and professional development

In 2003, 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 NLNP, as it is recognised that the classroom teacher is the major determinant of the literacy and numeracy learning of students. During 2003, professional development programs for key elements of the plan were implemented across States and Territories. These included team-based programs, literacy and numeracy online 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 Australian Government education ministers agreed on the 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 NLNP, 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.

Education authorities in all States and Territories, assisted by the Australian Government, have been engaged in implementing these elements of the plan since its formulation. This section concerns the national reporting of benchmark data for 2003 and follows on from earlier editions of the National Report, which published data for 1999, 2000, 2001, and 2002.

The 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 published on numeracy in each of years 3 and 5. The 2001 report presented data in all of these areas and included benchmark results for writing in each of years 3 and 5. As data for writing had not previously been published, results from 1999 and 2000 were also presented. This 2003 edition, like that for 2002, adds data for each of years 3, 5 and 7, for all three areas, reading, writing and numeracy.

As well, the 2003 edition provides new data on the performance of students in metropolitan, provincial, remote and very remote areas. Geolocation data of student performance is available for years 3, 5 and 7 for reading, writing and numeracy. In each State and Territory, students' school locations are categorised using the MCEETYA Geographical Location Classification and procedures closely related to the approaches of the Australian Bureau of Statistics.

Measurement difficulties have precluded the presentation of spelling data to date.

As part of their commitment to producing nationally comparable data against literacy and numeracy benchmarks, ministers 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.

This work was largely completed in 2003 but the outcomes had not been fully approved at the time of testing.

Student achievement against the benchmarks

This section of the report describes the results of testing conducted during 2003 in which the achievement of students in each of years 3, 5 and 7 was measured against the national benchmarks for reading, writing and numeracy. These results build on those published previously.

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 minimum standards of performance below which students will have difficulty progressing satisfactorily at school.

The benchmarks have been developed with reference to current levels of achievement demonstrated in national surveys and State and Territory 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.

Education ministers meeting as MCEETYA have determined that the national goal should be for all students to achieve at least the benchmark level of performance as they represent minimum acceptable standards. Regular publication of benchmark results enables monitoring of progress towards the attainment of that goal.

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

Full details of all of the benchmarks are available online. Literacy is at: <http://cms.curriculum.edu.au/litbench/intro.asp> and numeracy at: <http://cms.curriculum.edu.au/numbench/index.htm>. The details can be obtained in print form from Curriculum Corporation, PO Box 177, Carlton South, Victoria, 3053, Australia. Telephone: +61 3 9207 6000. Facsimile: 1300 780 545 (within Australia) and +61 3 9639 1616 (outside Australia). Email: sales@curriculum.edu.au. The Curriculum Corporation website is at: <http://www.curriculum.edu.au/>.

The assessment process

All States and Territories have their own literacy and numeracy monitoring programs. These programs are well established, understood and valued within their educational communities, who are keen to retain them. As well, they allow States and Territories to report, publicly and to parents, on the range of performance demonstrated by learners, including benchmark performance. To achieve nationally consistent and timely reporting outcomes, ministers agreed in 2003 to pursue enhancements to the reporting of literacy and numeracy. Ministers have recently agreed to a trial of new common instruments in literacy and numeracy for years 3, 5 and 7 in a sample of schools in 2006.

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, 5 and 7, 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 through 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 must 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. Judges used in the benchmarking were from all States and Territories and included a range of specialists and classroom teachers 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 they use. Any imprecision in this process is not reflected in the confidence interval of the published estimates.

All these aspects of the process contribute to enhancing comparability of the separate State and Territory tests and to ensuring that differences between States and Territories' results are due to factors other than the tests. Work is well advanced with re-equating the years 3 and 5 reading tests to be used in all States and Territories.

Making comparisons

Tables A1 to A9 identify apparent differences in relation to the proportion of students achieving the benchmark in States and Territories, but caution needs to be applied when considering these differences. The assessment and equating processes are designed

to make the various results comparable between jurisdictions, but there have been large variations in results for some jurisdictions over the four years in which benchmarks have been reported.

The variations in results will be examined by responsible authorities to inform further improvement of benchmarking processes. Relevant issues include major differences between jurisdictions in school starting age, grade structures, and other arrangements that result in variations in the time students would have spent in relevant schooling prior to testing. As well, there are differences between States and Territories in relation to factors known to influence measured literacy and numeracy achievement. For example, achievement in literacy and numeracy is strongly correlated with the socioeconomic circumstances of students. 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. There are variations in the proportions of such students between States and Territories, and also in the policies regarding their inclusion in the testing programs.

Tables B1 to B3 highlight important variations in the proportions of government and non-government school students participating in testing.

It should be noted that absent or withdrawn students are not included in the benchmark calculations. Variation between jurisdictions in the proportion of students absent or withdrawn from testing was reduced between 2000 and 2003, and further efforts in this direction will occur (see Tables C1 to C3). Work is being undertaken by States and Territories to maximise student participation in the tests.

The publication of confidence intervals with the benchmark results reflects the uncertainty associated with the measurement

of student achievement and provides a way of making improved inferences about the achievement of students. The tables reporting benchmark achievement percentages include 95 per cent confidence intervals. These confidence intervals account for three components of uncertainty: error associated with the location of the benchmark cut-score, sampling error and measurement error. Error associated with the location of the benchmark cut-score is by far the largest component.

As mentioned previously, each State and Territory is responsible for equating the appropriate benchmark location onto any new tests they use. A relatively small component of error, known as 'equating error', potentially results. In addition, a source of error occurs in State to State equating. These sources of error are not currently reflected in the published confidence intervals. Statistical tests of significance that can further assist readers to make comparisons about students' achievements are being considered and, in the interim, readers should take this into consideration when comparing results.

The results

The data in the following tables are the proportions of the students participating in the State or Territory testing who have achieved or bettered the benchmark. The results reported are for assessed students. This includes students who sat the test and students who were formally exempted. Because exempted students are reported as falling below the benchmark they 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, or attending a school not participating in the testing. The explanatory notes appendix provides further details on State and Territory student exemption criteria.

Year 3 results

Table A1 Percentage of year 3 students achieving the reading benchmark, by State and Territory, 2003

State/Territory 1. Average age ^(a) 2. Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	93.0 ± 1.6	91.3 ± 1.9	94.9 ± 1.3	81.5 ± 4.2	92.6 ± 1.6
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	90.4 ± 2.1	88.3 ± 2.5	92.8 ± 1.8	76.9 ± 5.0	87.0 ± 2.7
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	93.8 ± 1.6	92.7 ± 2.1	95.3 ± 1.4	84.9 ± 4.0	91.5 ± 2.1
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	89.7 ± 1.6	87.6 ± 1.8	91.9 ± 1.5	66.3 ± 4.8	85.9 ± 2.2
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	95.2 ± 1.4	94.1 ± 1.6	96.3 ± 1.1	82.3 ± 4.5	94.4 ± 1.6
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	96.4 ± 0.8	95.3 ± 1.1	97.6 ± 0.7	95.3 ± 2.7	97.6 ± 1.7
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	71.5 ± 2.6	70.2 ± 3.3	72.8 ± 2.7	36.2 ± 5.3	31.1 ± 5.6
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	96.2 ± 0.9	95.4 ± 1.2	97.1 ± 0.8	93.5 ± 5.0	91.7 ± 1.9
Australia	92.4 ± 1.7	90.8 ± 2.0	94.3 ± 1.4	78.8 ± 6.9	90.0 ± 2.0

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 C1. 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/Territory 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.

Table A2 Percentage of year 3 students achieving the writing benchmark, by State and Territory, 2003

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	95.4 ± 0.9	93.9 ± 1.2	97.1 ± 0.6	85.5 ± 2.9	94.6 ± 1.0
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	96.1 ± 0.9	94.8 ± 1.3	97.6 ± 0.6	88.1 ± 2.6	94.6 ± 0.9
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	88.0 ± 2.4	84.7 ± 3.2	91.8 ± 2.0	73.7 ± 4.7	88.3 ± 2.6
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	89.3 ± 1.5	86.0 ± 1.8	92.9 ± 1.2	69.8 ± 5.1	87.4 ± 2.2
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	84.6 ± 3.1	80.7 ± 3.7	88.8 ± 2.6	57.8 ± 5.5	83.4 ± 3.2
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	89.9 ± 2.0	86.5 ± 2.4	93.5 ± 1.7	82.2 ± 6.0	91.0 ± 4.0
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	73.8 ± 2.2	71.7 ± 2.9	76.3 ± 2.7	43.9 ± 4.5	41.6 ± 4.6
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	94.4 ± 1.0	92.9 ± 1.4	96.1 ± 0.7	87.2 ± 5.9	89.8 ± 2.3
Australia	92.2 ± 1.5	89.9 ± 2.0	94.7 ± 1.2	75.2 ± 4.1	92.3 ± 1.4

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 C1. 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/Territory 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.

Table A3 Percentage of year 3 students achieving the numeracy benchmark, by State and Territory, 2003

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	96.7 ± 0.6	96.3 ± 0.6	97.1 ± 0.6	91.4 ± 1.9	95.9 ± 0.6
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	95.8 ± 0.5	95.2 ± 0.5	96.6 ± 0.6	86.7 ± 2.2	93.9 ± 0.7
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	92.1 ± 1.6	92.0 ± 1.6	92.7 ± 1.8	78.3 ± 3.7	90.0 ± 2.0
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	90.1 ± 1.7	89.3 ± 1.7	90.8 ± 1.9	67.5 ± 5.2	86.0 ± 2.4
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	89.7 ± 2.7	89.7 ± 2.6	89.7 ± 2.8	67.2 ± 6.6	87.6 ± 3.3
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	93.9 ± 1.4	93.9 ± 1.4	94.1 ± 1.7	90.2 ± 4.0	94.7 ± 3.3
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	86.4 ± 2.4	85.8 ± 2.8	87.1 ± 2.6	65.5 ± 5.4	64.1 ± 5.4
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.2 ± 1.1	94.7 ± 1.1	95.8 ± 1.2	88.2 ± 7.7	89.5 ± 2.6
Australia	94.2 ± 1.1	93.8 ± 1.1	94.7 ± 1.2	80.5 ± 3.7	93.3 ± 1.1

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 C1. 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/Territory 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.

Figure A1 Percentage of year 3 students achieving the reading benchmark, by sub-group, Australia, 2003

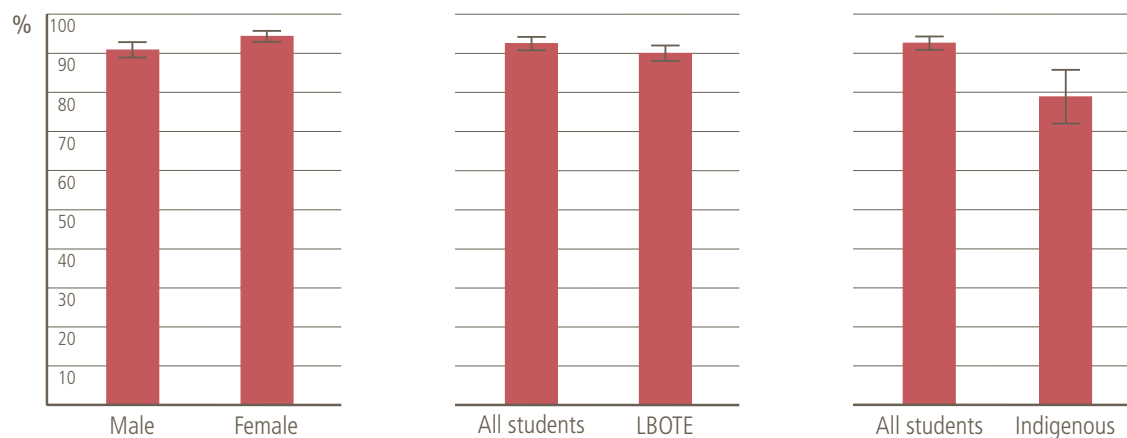


Figure A2 Percentage of year 3 students achieving the writing benchmark, by sub-group, Australia, 2003

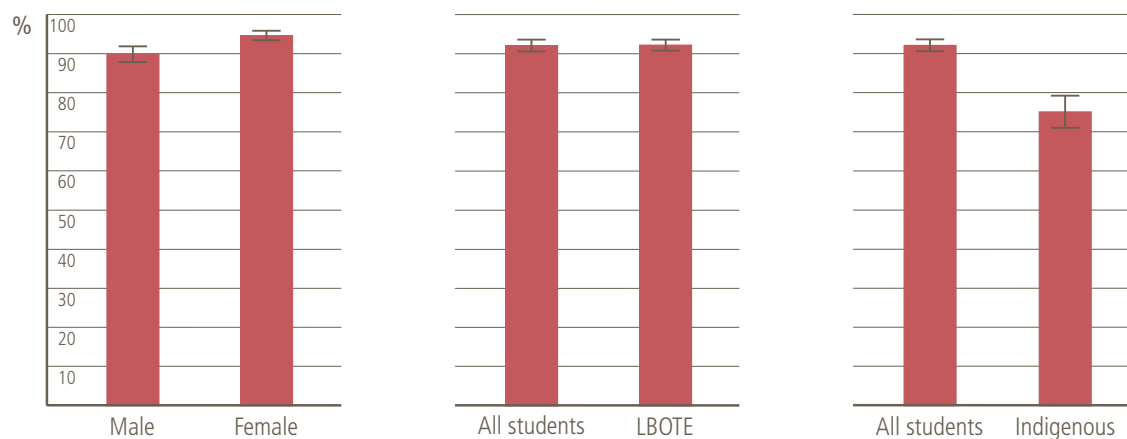


Figure A3 Percentage of year 3 students achieving the numeracy benchmark, by sub-group, Australia, 2003

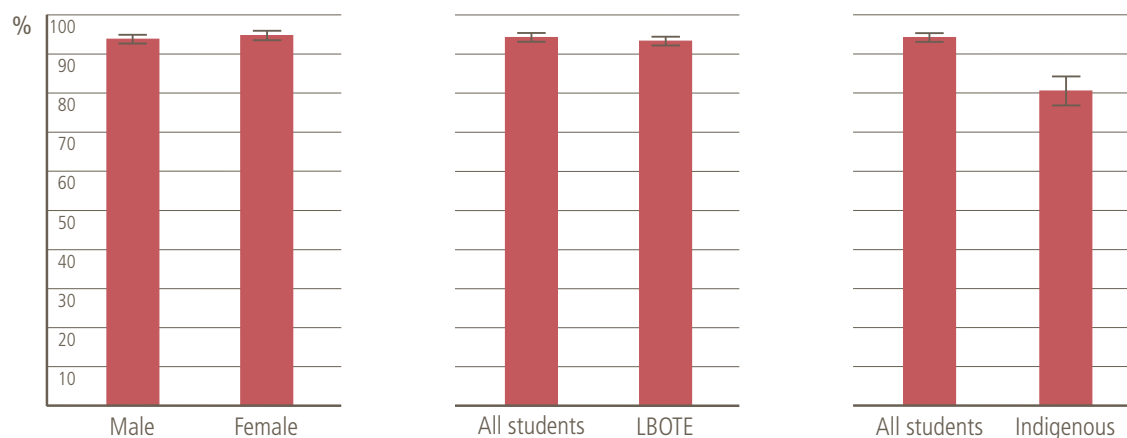


Table A1b Geolocation - Percentage of year 3 students achieving the reading benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	93.6 ± 1.5	91.7 ± 2.0	81.9 ± 5.3	78.2 ± 8.8
Victoria	90.7 ± 2.1	89.8 ± 2.3	84.4 ± 10.5	n.a.
Queensland	94.3 ± 1.4	93.4 ± 1.8	89.9 ± 3.1	83.8 ± 4.8
South Australia	90.5 ± 1.4	88.8 ± 2.1	85.5 ± 3.5	65.7 ± 9.1
Western Australia	96.0 ± 1.2	94.2 ± 1.9	92.5 ± 2.3	86.0 ± 4.7
Tasmania	96.8 ± 0.9	96.2 ± 0.9	96.4 ± 4.6	88.7 ± 13.5
Northern Territory	n.a.	82.2 ± 2.6	75.4 ± 4.2	32.0 ± 5.9
Australian Capital Territory	96.2 ± 0.9	n.a.	n.a.	n.a.
Australia	93.1 ± 1.5	91.7 ± 2.0	87.1 ± 3.4	71.2 ± 5.7

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Table A2b Geolocation - Percentage of year 3 students achieving the writing benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	95.7 ± 0.8	94.9 ± 1.1	87.5 ± 3.5	86.8 ± 7.2
Victoria	96.2 ± 0.9	95.9 ± 1.1	93.1 ± 3.5	n.a.
Queensland	89.0 ± 2.3	87.2 ± 2.7	81.8 ± 3.7	69.1 ± 5.6
South Australia	90.0 ± 1.4	88.4 ± 1.8	86.2 ± 2.6	74.5 ± 6.4
Western Australia	86.3 ± 3.0	82.2 ± 3.7	80.9 ± 4.1	63.7 ± 5.7
Tasmania	91.1 ± 2.1	89.0 ± 2.2	95.5 ± 4.9	84.6 ± 15.3
Northern Territory	n.a.	82.2 ± 2.3	74.9 ± 3.8	39.5 ± 5.3
Australian Capital Territory	94.4 ± 1.0	n.a.	n.a.	n.a.
Australia	93.1 ± 1.4	91.4 ± 1.8	82.3 ± 3.7	63.6 ± 5.9

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Table A3b Geolocation - Percentage of year 3 students achieving the numeracy benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	96.8 ± 0.5	96.5 ± 0.7	92.2 ± 3.3	85.6 ± 7.1
Victoria	95.9 ± 0.5	95.7 ± 0.6	93.2 ± 3.3	n.a.
Queensland	92.8 ± 1.5	92.1 ± 1.7	86.4 ± 3.0	74.6 ± 4.4
South Australia	90.7 ± 1.7	89.8 ± 1.9	86.4 ± 2.9	71.1 ± 7.3
Western Australia	91.0 ± 2.5	88.3 ± 3.2	85.9 ± 3.4	74.2 ± 6.0
Tasmania	93.7 ± 1.4	94.1 ± 1.6	94.3 ± 6.0	87.8 ± 12.4
Northern Territory	n.a.	95.4 ± 1.6	89.5 ± 3.0	59.7 ± 6.1
Australian Capital Territory	95.2 ± 1.1	n.a.	n.a.	n.a.
Australia	94.7 ± 1.0	94.1 ± 1.3	87.6 ± 3.2	71.2 ± 5.7

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Participation in assessment

Table B1 Year 3 participation in assessment by school sector, by State and Territory, 2003

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	93.6	94.0	93.6	94.2	94.8	94.3	71.0	71.0	71.0	29.0	29.0	29.0
Victoria	91.3	91.2	91.7	92.7	92.4	92.9	69.1	69.1	69.2	30.9	30.9	30.8
Queensland	96.6	96.7	97.2	97.3	97.2	97.9	75.2	75.2	75.2	24.8	24.8	24.8
South Australia	97.1	96.7	96.8	95.6	95.3	95.4	70.3	70.3	70.3	29.7	29.7	29.7
Western Australia	91.3	90.6	92.1	94.8	93.8	95.4	73.9	73.9	73.9	26.1	26.1	26.1
Tasmania	94.4	93.6	94.8	93.5	93.5	93.8	78.4	78.3	78.5	21.6	21.7	21.5
Northern Territory	85.9	79.5	88.4	86.2	83.7	95.9	79.7	78.9	78.4	20.3	21.1	21.6
Australian Capital Territory	93.0	93.4	94.8	93.4	92.9	94.3	65.2	65.5	65.5	34.8	34.5	34.5
Australia	93.6	93.5	94.0	94.4	94.4	94.8	71.8	71.8	71.9	28.2	28.2	28.2

- (a) The percentage of assessed students from government schools includes exempted students, but not students absent or 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, 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.

Table C1 Year 3 exemptions, absences and participation, by State and Territory, 2003

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	1.1	1.3	1.1	6.2	5.7	6.2	93.8	94.3	93.8	4.0	4.1	4.0	26.2	26.5	26.2
Victoria	2.3	2.3	2.3	8.3	8.5	7.9	91.7	91.5	92.1	1.0	1.0	1.0	19.3	19.2	19.3
Queensland	1.7	1.7	1.7	2.9	2.9	2.3	96.7	96.8	97.4	6.2	6.2	6.3	6.7	6.7	6.7
South Australia	3.6	3.9	3.6	3.4	3.8	3.6	96.6	96.2	96.4	3.0	2.8	2.9	7.4	7.2	7.4
Western Australia	0.8	0.8	0.8	7.8	8.6	7.0	92.2	91.4	93.0	4.8	4.7	5.2	13.5	13.3	13.7
Tasmania	1.0	1.0	0.9	5.8	6.5	5.4	94.2	93.5	94.6	5.8	5.7	5.9	6.2	6.3	6.4
Northern Territory ^(e)	0.9	0.9	0.9	14.1	19.7	10.1	86.0	80.4	90.0	26.0	20.9	29.7	22.5	17.7	24.8
Australian Capital Territory	1.7	1.7	1.7	6.9	6.8	5.4	93.1	93.2	94.6	1.8	2.0	2.2	9.6	9.5	9.7
Australia	1.7	1.8	1.7	6.1	6.2	5.7	93.9	93.8	94.2	4.0	3.9	4.1	17.2	17.2	17.2

- (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.
- (e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

Analysis of 2003 results

Tables A1 to A3 show that the large majority of year 3 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories.

In year 3 reading and writing, the proportion of female students achieving at the benchmark level or better appears to be slightly higher than for male students. This difference between the sexes is not apparent in numeracy. In most States and Territories, year 3 students with language backgrounds other than English (LBOTE) are achieving at similar rates to the overall population in reading, writing and numeracy.

Nevertheless, inspection of the three tables reveals that around 7 per cent of year 3 students in each of reading, writing and numeracy are not achieving the benchmark level, which is a concern. The proportion of Indigenous year 3 students achieving the benchmark level or better continues to be significantly below the proportions for non-Indigenous students.

Year 3 students in metropolitan areas achieved the benchmarks at very similar rates to students in the provincial and remote areas of their States for reading, writing and numeracy. Students in very remote areas achieved the benchmarks at similar rates to students in remote areas for reading, but in most jurisdictions achievement rates were lower for writing and numeracy. Comparisons involving remote and very remote students must be handled carefully as the small numbers of students tested means that measurement uncertainty is relatively high.

Tables B1 and C1 provide the details, by State and Territory, of student participation in the assessment processes and the proportions of students from government and non-government schools. The tables also provide information on the proportions of students exempted from testing (and therefore counted

as not having achieved benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved in the processes. This information helps identify the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program are quite high across most States and Territories. The Australian average is around 94 per cent for government schools and 95 per cent for non-government schools in each of the three reported learning areas (reading, writing and numeracy). This level of participation helps ensure the reliability of testing. The testing program indicates that assessed Indigenous and LBOTE students are not uniformly distributed in Australia.

The balance between government and non-government students in States and Territories is as would be expected on the basis of the annual census. Across States and Territories, government and non-government students participated in testing at similar rates.

The proportion of year 3 students who were absent or withdrawn from testing has now become quite small in most instances.

Trends

Tables and Figures D1 to D3 show comparative time series information for performance by the population of year 3 students in Australia in reading, writing and numeracy over the five years of reporting so far, 1999 to 2003. (Note that numeracy results were not reported in 1999.) All three data groups continue to be remarkably uniform in statistical terms. At this stage, no clear trend has emerged from any of the three time series; however, 90 to 93 per cent of year 3 students are achieving at benchmark level or better.

Table D1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2003

	Males	Females	Indigenous students	LBOTE students	All students
1999	87.9 ± 3.0	92.0 ± 2.2	73.4 ± 6.2	89.3 ± 2.8	89.7 ± 2.5
2000	90.9 ± 2.7	94.3 ± 1.8	76.9 ± 6.5	90.8 ± 2.6	92.5 ± 2.2
2001	88.4 ± 2.6	92.3 ± 1.9	72.0 ± 4.8	88.6 ± 2.3	90.3 ± 2.0
2002	90.6 ± 2.2	94.1 ± 1.5	76.7 ± 4.1	90.2 ± 2.0	92.3 ± 1.7
2003	90.8 ± 2.0	94.3 ± 1.4	78.8 ± 6.9	90.0 ± 2.0	92.4 ± 1.7

Table D2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2003

	Males	Females	Indigenous students	LBOTE students	All students
1999	90.0 ± 2.4	93.9 ± 1.6	66.9 ± 4.8	89.8 ± 2.4	91.9 ± 1.8
2000	87.4 ± 3.5	92.6 ± 2.2	65.0 ± 5.4	88.0 ± 3.2	90.0 ± 2.6
2001	86.4 ± 3.0	92.7 ± 1.9	67.8 ± 4.9	88.5 ± 2.7	89.5 ± 2.3
2002	91.8 ± 1.8	95.5 ± 1.1	77.1 ± 3.5	95.0 ± 1.3	93.6 ± 1.2
2003	89.9 ± 2.0	94.7 ± 1.2	75.2 ± 4.1	92.3 ± 1.4	92.2 ± 1.5

Table D3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–03

	Males	Females	Indigenous students	LBOTE students	All students
2000	92.7 ± 2.1	92.8 ± 2.1	73.7 ± 7.1	90.3 ± 2.7	92.7 ± 2.0
2001	93.7 ± 1.3	94.3 ± 1.3	80.2 ± 3.9	92.5 ± 1.5	93.9 ± 1.2
2002	92.5 ± 1.4	93.1 ± 1.5	77.6 ± 3.6	91.3 ± 1.4	92.8 ± 1.3
2003	93.8 ± 1.1	94.7 ± 1.2	80.5 ± 3.7	93.3 ± 1.1	94.2 ± 1.1

Note: Numeracy results were not reported in 1999.

The performance levels for the four interest groups (female, male, Indigenous and LBOTE) are consistent across the five years reported. Females are performing at rates above males for reading and writing, but not for numeracy, though the difference is usually not significant. LBOTE students are achieving the benchmarks at similar rates to the general population. Indigenous students, however, are achieving the benchmarks at much lower rates than the general population.

The performance levels within each interest group are remarkably consistent over time in all three reported learning areas. There is variation in performance levels from year to year but most movements are not significant. The improved trend in writing for Indigenous students from 2001 to 2002 has been confirmed by the 2003 results. The consistent differences in the performance of male and female students for reading and writing continue.

Figure D1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2003

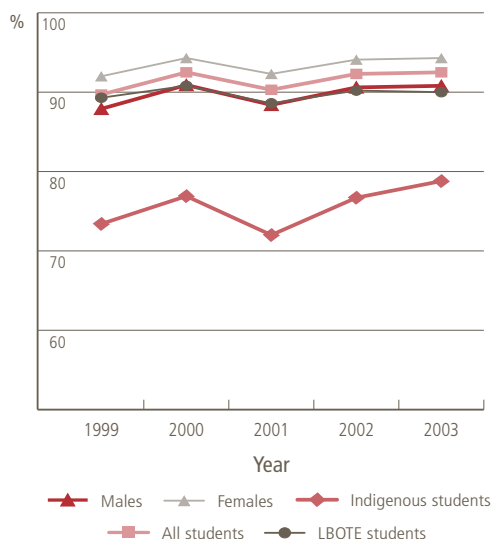


Figure D2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2003

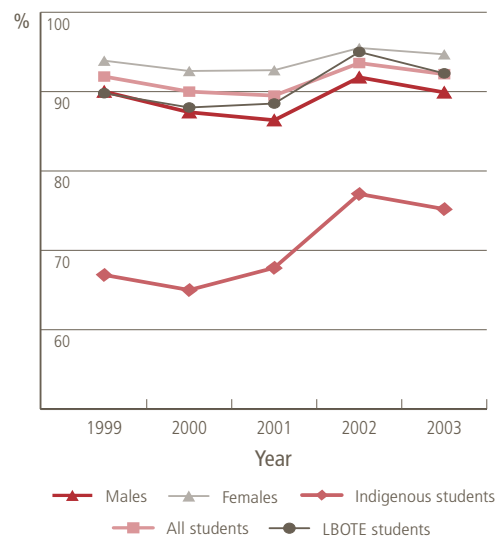
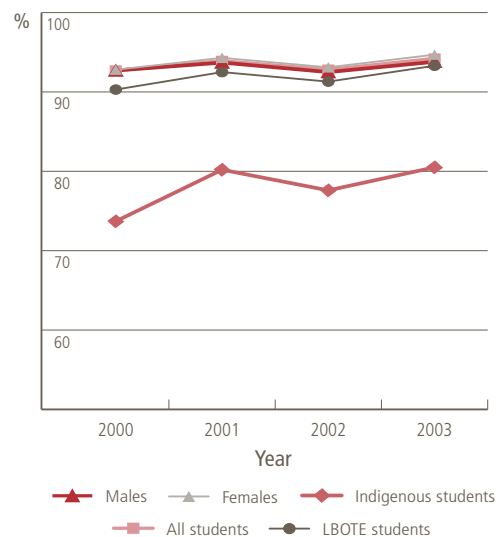


Figure D3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–03



Note: Numeracy results were not reported in 1999.

Year 5 results

Table A4 Percentage of year 5 students achieving the reading benchmark, by State and Territory, 2003

State/Territory 1. Average age ^(a) 2. Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	91.7 ± 1.2	89.7 ± 1.3	93.9 ± 1.0	76.5 ± 3.2	90.5 ± 1.3
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	89.6 ± 1.2	87.0 ± 1.5	92.2 ± 1.1	72.0 ± 4.5	85.5 ± 1.6
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	81.4 ± 2.5	78.4 ± 2.9	84.8 ± 2.5	55.5 ± 4.3	77.5 ± 3.6
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	88.6 ± 1.4	86.5 ± 1.6	90.7 ± 1.3	62.6 ± 4.6	82.7 ± 2.1
Western Australia 1. 10yrs 3mths 2. 4yrs 8mths	93.4 ± 1.3	92.1 ± 1.6	94.8 ± 1.1	76.5 ± 4.7	91.0 ± 2.0
Tasmania 1. 11yrs 0mths 2. 5yrs 7mths	95.2 ± 0.9	93.9 ± 1.3	96.6 ± 1.0	92.7 ± 3.1	95.3 ± 2.5
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	78.8 ± 1.9	76.5 ± 2.6	81.2 ± 2.1	49.4 ± 4.7	43.3 ± 5.4
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	96.1 ± 1.1	95.1 ± 1.7	97.1 ± 1.3	89.5 ± 12.9	91.1 ± 3.6
Australia	89.0 ± 1.5	86.8 ± 1.8	91.6 ± 1.4	67.7 ± 4.1	88.7 ± 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 C2. 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/Territory 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.

Table A5 Percentage of year 5 students achieving the writing benchmark, by State and Territory, 2003

State/Territory 1. Average age ^(a) 2. Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	95.7 ± 1.2	94.3 ± 1.6	97.2 ± 0.8	86.2 ± 3.6	94.6 ± 1.3
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	95.6 ± 0.2	93.9 ± 0.3	97.3 ± 0.2	87.5 ± 2.5	93.7 ± 0.3
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	94.0 ± 1.7	92.2 ± 2.4	96.3 ± 1.3	85.5 ± 3.6	92.1 ± 2.1
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	94.6 ± 0.6	93.2 ± 0.8	96.1 ± 0.5	83.2 ± 3.6	89.8 ± 1.5
Western Australia 1. 10yrs 3mths 2. 4yrs 8mths	87.3 ± 1.8	83.2 ± 2.3	91.5 ± 1.4	58.3 ± 4.9	85.1 ± 2.4
Tasmania 1. 11yrs 0mths 2. 5yrs 7mths	90.0 ± 1.7	86.2 ± 2.4	94.0 ± 1.3	84.7 ± 4.4	91.3 ± 3.3
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	78.1 ± 2.1	73.7 ± 3.0	82.7 ± 2.4	45.1 ± 4.5	38.3 ± 4.7
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	94.0 ± 1.9	92.3 ± 2.5	95.7 ± 1.5	87.0 ± 8.6	89.7 ± 3.0
Australia	94.1 ± 1.1	92.1 ± 1.5	96.1 ± 1.1	79.6 ± 3.8	92.5 ± 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 C2. 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/Territory 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.

Table A6 Percentage of year 5 students achieving the numeracy benchmark, by State and Territory, 2003

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	91.3 ± 1.1	90.4 ± 1.1	92.2 ± 1.1	73.9 ± 3.0	90.8 ± 1.1
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	83.7 ± 3.3	92.2 ± 0.8
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	86.3 ± 1.6	86.6 ± 1.7	86.4 ± 1.9	62.6 ± 3.4	83.7 ± 2.2
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	90.7 ± 1.2	90.1 ± 1.3	91.3 ± 1.3	66.1 ± 4.9	85.8 ± 1.9
Western Australia 1. 10yrs 3mths 2. 4yrs 8mths	90.4 ± 2.0	90.0 ± 2.1	90.8 ± 2.1	66.2 ± 5.5	87.2 ± 3.0
Tasmania 1. 11yrs 0mths 2. 5yrs 7mths	92.4 ± 1.2	91.6 ± 1.4	93.3 ± 1.3	87.8 ± 4.1	93.4 ± 3.1
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	76.1 ± 2.6	74.6 ± 3.0	77.6 ± 3.2	43.3 ± 4.9	39.1 ± 5.2
Australian Capital Territory 1. 10yrs 8mths 2. 5yrs 6mths	91.9 ± 1.7	91.7 ± 1.9	92.1 ± 1.9	71.6 ± 12.4	86.6 ± 3.2
Australia	90.8 ± 1.2	90.3 ± 1.3	91.4 ± 1.3	67.6 ± 3.9	89.3 ± 1.4

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 C2. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of longitudinal equating processes, and may not reflect actual improvement or decline 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.

Figure A4 Percentage of year 5 students achieving the reading benchmark, by sub-group, Australia, 2003

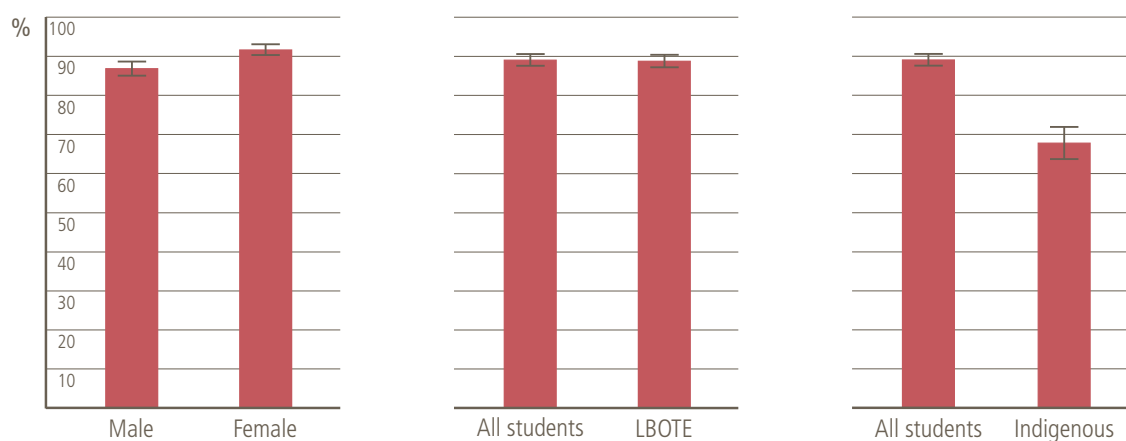


Figure A5 Percentage of year 5 students achieving the writing benchmark, by sub-group, Australia, 2003

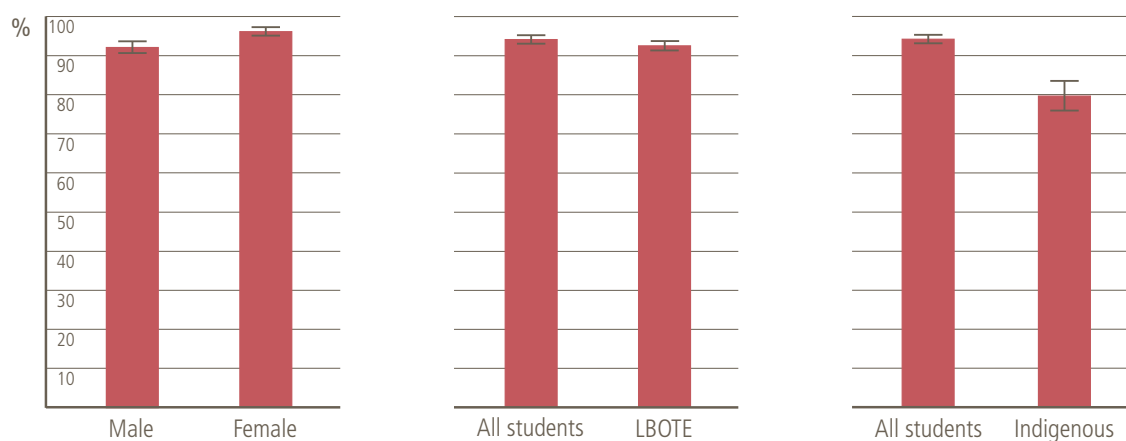


Figure A6 Percentage of year 5 students achieving the numeracy benchmark, by sub-group, Australia, 2003

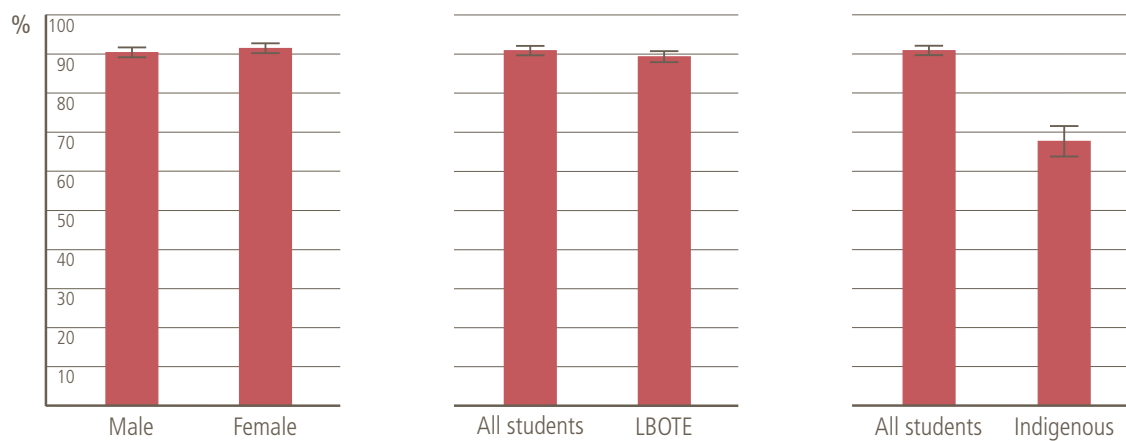


Table A4b Geolocation - Percentage of year 5 students achieving the reading benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	92.4 ± 1.1	90.3 ± 1.4	76.6 ± 4.4	78.0 ± 8.3
Victoria	90.0 ± 1.2	88.5 ± 1.4	90.3 ± 7.3	n.a.
Queensland	83.1 ± 2.4	79.6 ± 2.7	70.4 ± 4.1	56.5 ± 4.7
South Australia	90.0 ± 1.2	85.8 ± 2.1	84.8 ± 3.4	68.5 ± 6.9
Western Australia	94.0 ± 1.3	93.4 ± 1.5	91.4 ± 2.2	81.7 ± 4.6
Tasmania	95.2 ± 1.1	95.3 ± 1.0	94.5 ± 4.8	n.a.
Northern Territory	n.a.	88.6 ± 1.0	78.7 ± 1.6	41.9 ± 4.0
Australian Capital Territory	96.1 ± 1.1	n.a.	n.a.	n.a.
Australia	90.0 ± 1.4	87.7 ± 1.7	81.5 ± 3.1	62.5 ± 5.0

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Table A5b Geolocation - Percentage of year 5 students achieving the writing benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	96.1 ± 1.1	95.0 ± 1.5	87.4 ± 4.6	88.3 ± 6.9
Victoria	95.8 ± 0.2	94.9 ± 0.4	95.2 ± 5.2	n.a.
Queensland	94.4 ± 1.6	94.0 ± 1.9	90.9 ± 2.9	81.6 ± 4.5
South Australia	95.0 ± 0.4	94.0 ± 0.8	94.9 ± 1.2	85.2 ± 5.6
Western Australia	88.9 ± 1.6	84.7 ± 2.5	84.3 ± 3.0	65.9 ± 5.3
Tasmania	90.9 ± 1.7	89.5 ± 1.9	91.2 ± 9.1	n.a.
Northern Territory	n.a.	88.1 ± 2.2	82.3 ± 3.4	35.5 ± 5.0
Australian Capital Territory	94.0 ± 1.9	n.a.	n.a.	n.a.
Australia	94.8 ± 1.0	93.6 ± 1.4	88.0 ± 3.1	68.9 ± 5.2

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Table A6b Geolocation - Percentage of year 5 students achieving the numeracy benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	92.1 ± 1.0	89.5 ± 1.3	78.3 ± 4.7	81.2 ± 8.3
Victoria	95.0 ± 0.7	94.1 ± 0.9	94.2 ± 4.8	n.a.
Queensland	87.6 ± 1.5	85.7 ± 1.8	74.9 ± 3.4	60.6 ± 4.5
South Australia	91.9 ± 1.1	88.5 ± 1.7	89.7 ± 2.6	68.9 ± 7.5
Western Australia	91.3 ± 1.9	89.8 ± 2.4	87.2 ± 3.3	73.9 ± 5.3
Tasmania	92.4 ± 1.3	92.4 ± 1.3	90.9 ± 7.1	n.a.
Northern Territory	n.a.	88.6 ± 24.9	78.5 ± 4.1	39.4 ± 5.1
Australian Capital Territory	91.9 ± 1.7	n.a.	n.a.	n.a.
Australia	91.8 ± 1.1	89.8 ± 1.9	82.2 ± 3.6	61.2 ± 5.4

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Participation in assessment

Table B2 Year 5 participation in assessment by school sector, by State and Territory, 2003

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	93.5	94.1	93.5	94.4	94.9	94.4	70.8	70.8	70.8	29.2	29.2	29.2
Victoria	90.3	89.9	90.7	92.0	91.6	92.2	68.3	68.3	68.4	31.7	31.7	31.6
Queensland	96.9	97.0	97.7	98.4	98.4	98.9	74.7	74.7	74.8	25.3	25.3	25.2
South Australia	97.5	97.5	97.1	94.5	94.0	94.7	70.1	70.2	70.0	29.9	29.8	30.0
Western Australia	92.7	91.6	93.2	93.8	93.2	94.2	73.1	73.0	73.2	26.9	27.0	26.8
Tasmania	94.6	93.0	94.9	92.3	91.9	92.6	77.0	76.8	77.0	23.0	23.2	23.0
Northern Territory	89.2	84.2	91.3	87.4	86.6	91.4	79.4	78.6	79.1	20.6	21.4	20.9
Australian Capital Territory	93.3	93.6	94.5	96.5	95.5	96.5	61.7	62.0	61.9	38.3	38.0	38.1
Australia	93.6	93.5	94.0	94.3	94.3	94.6	71.3	71.3	71.3	28.7	28.7	28.7

- (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 C2 Year 5 exemptions, absences and participation, by State and Territory, 2003

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	1.1	1.2	1.1	6.2	5.7	6.2	93.8	94.3	93.8	4.0	4.2	4.0	67.0	25.5	25.2
Victoria	2.0	2.0	2.0	9.2	9.6	8.8	90.8	90.4	91.2	1.0	1.0	1.0	19.4	19.4	19.6
Queensland	1.8	1.8	1.8	2.8	2.7	2.1	97.3	97.3	98.0	6.2	6.2	6.3	6.6	6.6	6.7
South Australia	3.3	3.6	3.3	3.4	3.6	3.7	96.6	96.4	96.3	2.8	2.7	2.7	7.1	7.0	7.1
Western Australia	0.8	0.8	0.8	7.0	8.0	6.6	93.0	92.0	93.4	5.2	5.0	5.4	13.1	12.9	13.2
Tasmania	1.1	1.1	1.0	6.0	7.3	5.7	94.0	92.7	94.3	6.0	5.9	5.9	5.0	5.1	5.1
Northern Territory ^(e)	0.9	0.9	0.9	11.1	15.3	8.7	88.9	84.8	91.4	28.1	24.1	30.0	22.9	19.0	24.9
Australian Capital Territory	1.2	1.2	1.2	5.5	5.7	4.7	94.5	94.3	95.3	1.7	1.6	1.9	8.7	8.5	8.8
Australia	1.6	1.6	1.6	6.2	6.3	5.9	93.8	93.7	94.1	3.9	4.0	2.8	30.5	16.8	8.5

- (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.
- (e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

Analysis of 2003 results

Tables A4 to A6 show that the large majority of year 5 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories, but they also identify some variation.

As for year 3 students, in year 5 reading and writing the proportion of female students achieving at the benchmark level or better is slightly higher than for male students. This difference is not apparent in numeracy.

Year 5 students with language backgrounds other than English (LBOTE) are achieving at rates slightly lower than the overall population in reading, writing and numeracy, but in some States and Territories this is more pronounced. On an Australia-wide basis, this difference is not significant.

Inspection of the three tables shows that, on average, up to one in ten year 5 students are achieving below the benchmark level. The proportion of Indigenous year 5 students achieving at or above the benchmark level is significantly below the proportions for non-Indigenous students, as for year 3 students.

Year 5 students in metropolitan areas achieved the benchmarks at very similar rates to students in the provincial areas of their States for reading, writing and numeracy. In most jurisdictions, students in remote areas also achieved at similar rates to students in metropolitan and provincial areas, but in some jurisdictions performance rates were significantly lower. Students in very remote areas achieved the benchmarks at lower rates than those in metropolitan areas for reading, writing and numeracy. Comparisons involving remote and very remote students must be handled carefully as the small numbers of students tested means that measurement uncertainty is relatively high.

Tables B2 and C2 provide the details, by State and Territory, of student participation in the assessment processes and

the proportions of students from government and non-government schools. The tables also provide information on the proportions of students exempted from testing (and therefore counted as not having achieved the benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved in the processes. This information enhances our understanding of the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program are quite high in most States and Territories. The Australian average in each of the three reported learning areas is around 94 per cent for government schools and 95 per cent for non-government schools. This level of participation helps ensure the reliability of testing.

The balance between government and non-government students in States and Territories is as would be expected on the basis of the annual census. Across States and Territories government and non-government students participated in testing at similar rates. The proportion of year 5 students who were absent or withdrawn from testing has now become quite small in most instances.

Trends

Tables and Figures D4 to D6 that follow show comparative time series information for performance by the population of male and female, Indigenous and LBOTE year 5 students in Australia over the five years of reporting so far, 1999 to 2003. (Note that numeracy results were not reported in 1999.) All data groups for the three reported learning areas continue to be remarkably uniform in statistical terms. At this stage, no clear trend has emerged from any of the three time series.

Table D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2003

	Males	Females	Indigenous students	LBOTE students	All students
1999	83.4 ± 2.3	88.4 ± 1.8	58.7 ± 4.2	83.9 ± 2.4 ^(a)	85.6 ± 2.0
2000	85.2 ± 2.3	89.6 ± 1.9	62.0 ± 4.8	84.9 ± 2.6	87.4 ± 2.1
2001	87.8 ± 1.6	92.0 ± 1.2	66.9 ± 3.6	87.7 ± 1.8	89.8 ± 1.3
2002	87.2 ± 1.8	91.5 ± 1.3	68.0 ± 3.5	87.1 ± 1.8	89.3 ± 1.4
2003	86.8 ± 1.8	91.6 ± 1.4	67.7 ± 4.1	88.7 ± 1.6	89.0 ± 1.5

(a) LBOTE average does not include South Australia.

Table D5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2003

	Males	Females	Indigenous students	LBOTE students	All students
1999	91.4 ± 1.5	95.4 ± 0.9	74.6 ± 3.6	91.4 ± 1.5	93.0 ± 1.1
2000	90.2 ± 1.7	94.9 ± 1.1	74.3 ± 3.7	90.2 ± 1.8	92.5 ± 1.3
2001	91.9 ± 1.4	96.2 ± 0.7	79.9 ± 3.3	92.2 ± 1.2	94.0 ± 1.0
2002	91.5 ± 1.6	95.7 ± 0.9	76.4 ± 3.8	92.1 ± 1.2	93.6 ± 1.1
2003	92.1 ± 1.5	96.1 ± 1.1	79.6 ± 3.8	92.5 ± 1.2	94.1 ± 1.1

Table D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–03

	Males	Females	Indigenous students	LBOTE students	All students
2000	89.4 ± 1.7	89.8 ± 1.8	62.8 ± 4.5	87.1 ± 2.1	89.6 ± 1.7
2001	89.5 ± 1.4	89.8 ± 1.5	63.2 ± 3.7	87.9 ± 1.6	89.6 ± 1.3
2002	89.9 ± 1.4	90.2 ± 1.5	65.6 ± 3.7	87.9 ± 1.5	90.0 ± 1.3
2003	90.3 ± 1.3	91.4 ± 1.3	67.6 ± 3.9	89.3 ± 1.4	90.8 ± 1.2

Note: Numeracy results were not reported in 1999.

The performance levels for year 5 students for the four interest groups (female, male, Indigenous and LBOTE) in Tables and Figures D4–D6 are also consistent across the five years reported. Females are performing at rates above males for reading and writing, but not numeracy. LBOTE students are achieving benchmarks at rates little different to the general population. Indigenous students are achieving benchmarks at much lower rates than the general population.

The performance levels within each interest group are fairly consistent over time in all three learning areas. There is variation in performance levels from year to year but most movements are not significant. LBOTE students at year 5 are performing at effectively the same rates as the total population, but it has already been noted that there is considerable variation in LBOTE performance across States and Territories.

Figure D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2003

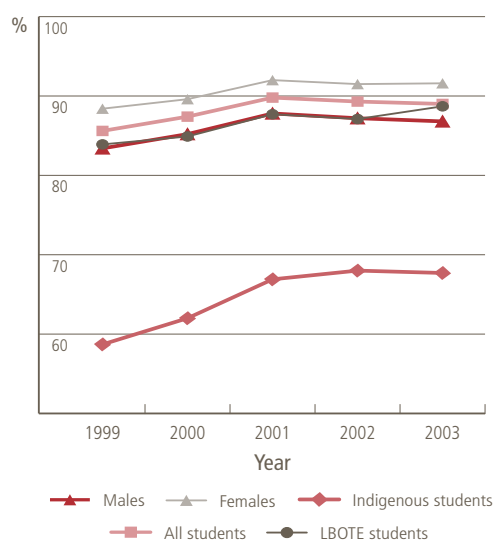


Figure D5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2003

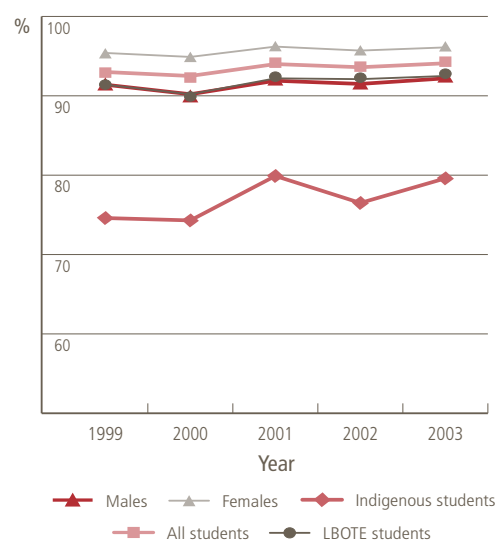
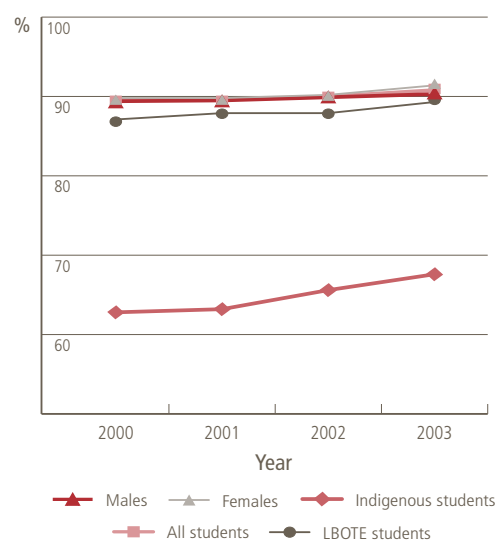


Figure D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–03



Note: Numeracy results were not reported in 1999.

Year 7 results

Table A7 Percentage of year 7 students achieving the reading benchmark, by State and Territory, 2003

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 12yrs 4mths 2. 7yrs 2mths	88.9 ± 0.8	86.1 ± 1.0	91.9 ± 0.7	68.1 ± 2.4	87.9 ± 1.0
Victoria 1. 12yrs 11mths 2. 7yrs 7mths	90.3 ± 0.6	87.8 ± 0.8	92.8 ± 0.5	72.7 ± 3.7	87.8 ± 0.9
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	89.3 ± 1.1	87.6 ± 1.3	91.5 ± 1.0	68.3 ± 2.8	84.5 ± 2.0
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	92.9 ± 0.6	91.4 ± 0.8	94.5 ± 0.6	75.3 ± 4.2	88.2 ± 1.8
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	88.9 ± 1.2	86.9 ± 1.4	90.9 ± 1.1	59.1 ± 3.8	83.1 ± 2.0
Tasmania 1. 13yrs 0mths 2. 7yrs 7mths	88.3 ± 1.1	86.0 ± 1.4	90.7 ± 1.4	80.3 ± 4.6	85.7 ± 3.9
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	77.7 ± 1.8	76.9 ± 2.4	82.8 ± 2.4	44.8 ± 4.7	39.1 ± 4.8
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	91.4 ± 1.1	89.4 ± 1.6	93.5 ± 1.0	78.0 ± 12.1	84.8 ± 5.3
Australia	89.4 ± 0.9	87.1 ± 1.1	91.9 ± 0.8	66.4 ± 3.1	86.4 ± 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 C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of longitudinal equating processes, and may not reflect actual improvement or decline 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.

Table A8 Percentage of year 7 students achieving the writing benchmark, by State and Territory, 2003

State/Territory 1. Average age ^(a) 2. Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 12yrs 4mths 2. 7yrs 2mths	92.2 ± 2.2	89.7 ± 2.8	94.9 ± 1.6	75.2 ± 5.4	91.4 ± 2.6
Victoria 1. 12yrs 11mths 2. 7yrs 7mths	94.3 ± 1.2	91.5 ± 1.8	97.2 ± 0.7	85.6 ± 4.1	94.6 ± 1.2
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	94.4 ± 1.0	92.3 ± 1.5	97.0 ± 0.7	84.8 ± 2.7	92.7 ± 1.4
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	88.8 ± 2.3	85.1 ± 3.0	92.7 ± 1.7	67.7 ± 6.2	87.0 ± 2.6
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	87.1 ± 1.4	82.5 ± 1.8	91.7 ± 1.1	58.1 ± 3.9	83.1 ± 2.1
Tasmania 1. 13yrs 0mths 2. 7yrs 7mths	83.1 ± 2.3	77.0 ± 2.8	89.4 ± 2.0	72.6 ± 6.1	84.8 ± 4.0
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	81.3 ± 1.8	79.7 ± 2.5	83.1 ± 2.2	46.0 ± 4.4	39.5 ± 4.6
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	93.1 ± 2.3	90.1 ± 3.2	96.2 ± 1.5	83.7 ± 15.6	87.1 ± 4.8
Australia	92.1 ± 1.7	89.2 ± 2.2	95.2 ± 1.2	74.4 ± 4.4	91.0 ± 2.1

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 C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of longitudinal equating processes, and may not reflect actual improvement or decline 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.

Table A9 Percentage of year 7 students achieving the numeracy benchmark, by State and Territory, 2003

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales^(d) 1. 12yrs 6mths 2. 7yrs 4mths	73.9 ± 0.8	72.9 ± 0.9	75.1 ± 0.9	41.1 ± 2.1	72.7 ± 1.0
Victoria 1. 12yrs 11mths 2. 7yrs 7mths	85.8 ± 0.7	86.3 ± 0.8	85.4 ± 0.9	64.1 ± 4.4	83.1 ± 1.0
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	85.2 ± 0.6	85.5 ± 0.7	85.1 ± 0.7	56.9 ± 2.0	81.7 ± 1.4
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	85.2 ± 0.8	84.9 ± 1.0	85.5 ± 1.0	54.1 ± 6.3	80.0 ± 2.6
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	84.3 ± 0.7	84.2 ± 0.8	84.5 ± 0.9	49.9 ± 3.3	78.8 ± 1.6
Tasmania 1. 13yrs 0mths 2. 7yrs 7mths	80.6 ± 1.1	80.4 ± 1.4	80.7 ± 1.6	66.5 ± 5.4	75.5 ± 4.5
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	68.7 ± 2.1	69.0 ± 2.7	68.3 ± 2.9	30.0 ± 3.6	27.2 ± 3.9
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	86.4 ± 1.6	86.3 ± 1.8	86.5 ± 1.9	61.6 ± 12.8	81.0 ± 5.6
Australia	81.3 ± 0.8	81.0 ± 0.9	81.6 ± 0.9	49.3 ± 2.9	76.6 ± 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 C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of longitudinal equating processes, and may not reflect actual improvement or decline 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.
- (d) New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:
- a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks
 - a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.
- National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average.

Figure A7 Percentage of year 7 students achieving the reading benchmark, by sub-group, Australia, 2003

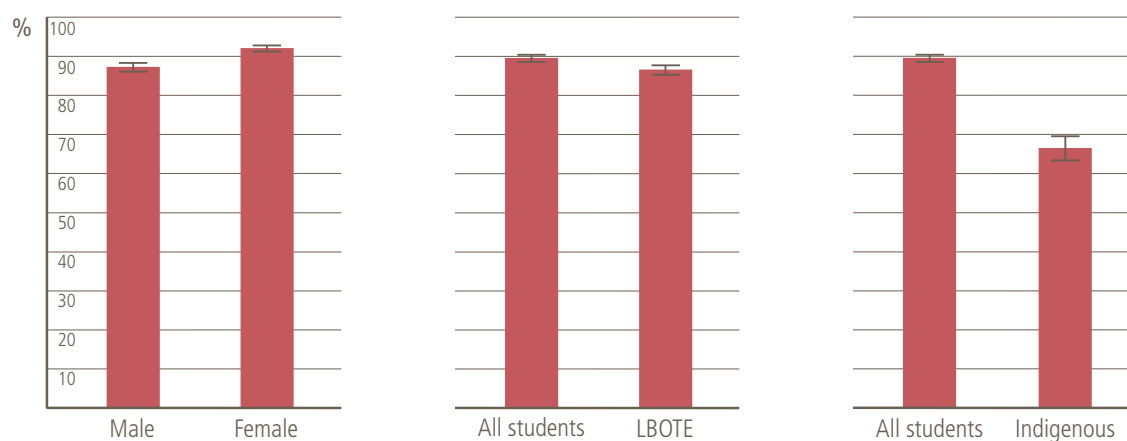


Figure A8 Percentage of year 7 students achieving the writing benchmark, by sub-group, Australia, 2003

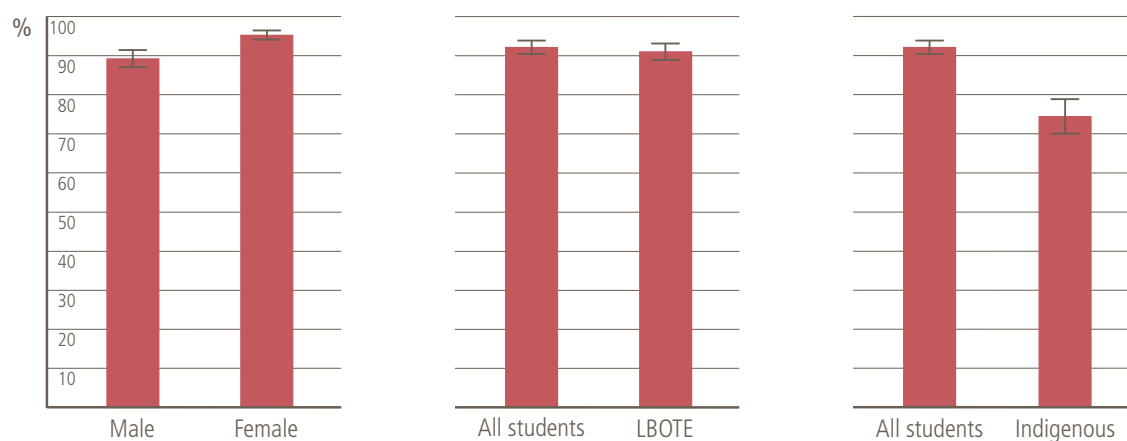


Figure A9 Percentage of year 7 students achieving the numeracy benchmark, by sub-group, Australia, 2003

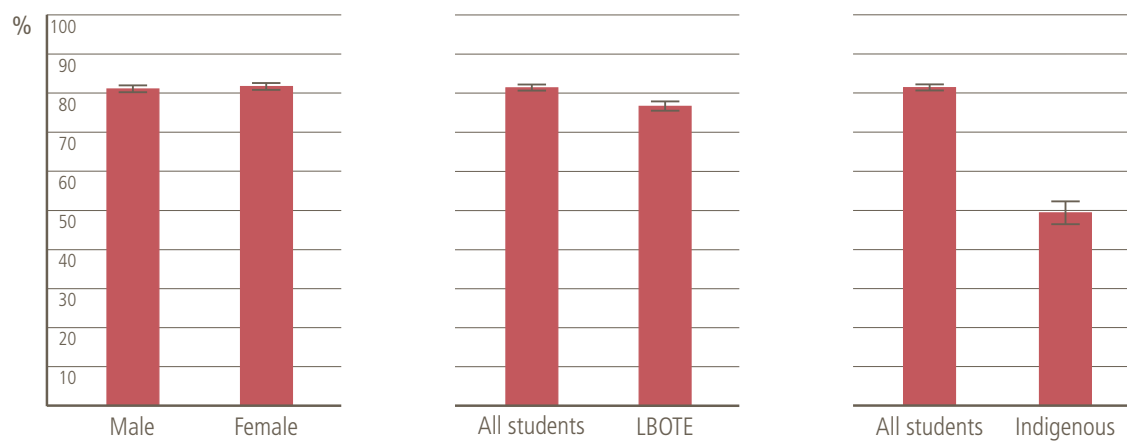


Table A7b Geolocation - Percentage of year 7 students achieving the reading benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	89.7 ± 0.8	87.2 ± 1.0	69.0 ± 5.3	71.4 ± 10.0
Victoria	91.0 ± 0.6	88.4 ± 0.8	94.7 ± 5.6	n.a.
Queensland	90.2 ± 1.0	89.0 ± 1.2	82.4 ± 2.7	64.5 ± 4.2
South Australia	93.7 ± 0.5	91.5 ± 1.0	93.2 ± 2.5	75.6 ± 6.9
Western Australia	90.6 ± 1.1	87.2 ± 1.6	82.8 ± 2.7	65.2 ± 4.6
Tasmania	89.9 ± 1.4	87.3 ± 1.3	76.2 ± 17.2	83.8 ± 14.0
Northern Territory	n.a.	88.6 ± 1.8	78.7 ± 3.5	41.9 ± 6.2
Australian Capital Territory	91.4 ± 1.1	n.a.	n.a.	n.a.
Australia	90.5 ± 0.8	88.2 ± 1.1	82.5 ± 3.2	61.0 ± 5.4

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Table A8b Geolocation - Percentage of year 7 students achieving the writing benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	92.8 ± 2.1	91.1 ± 2.5	70.2 ± 6.9	71.3 ± 10.7
Victoria	95.1 ± 1.1	92.3 ± 1.7	96.6 ± 5.8	n.a.
Queensland	94.9 ± 1.0	94.3 ± 1.1	90.5 ± 2.2	82.2 ± 3.8
South Australia	90.2 ± 2.1	85.7 ± 3.1	87.6 ± 4.1	67.9 ± 7.8
Western Australia	89.3 ± 1.3	83.7 ± 1.9	81.0 ± 3.0	63.8 ± 4.8
Tasmania	85.3 ± 1.9	81.6 ± 2.9	79.4 ± 13.4	72.4 ± 18.2
Northern Territory	n.a.	92.4 ± 1.7	80.1 ± 3.4	38.8 ± 5.3
Australian Capital Territory	93.1 ± 2.3	n.a.	n.a.	n.a.
Australia	93.1 ± 1.6	90.7 ± 2.0	83.6 ± 3.5	67.0 ± 5.3

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Table A9b Geolocation - Percentage of year 7 students achieving the numeracy benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very Remote
New South Wales	75.4 ± 0.8	70.5 ± 1.1	49.4 ± 5.8	54.0 ± 12.0
Victoria	86.6 ± 0.7	83.8 ± 1.0	90.2 ± 9.8	n.a.
Queensland	86.2 ± 0.6	84.9 ± 0.8	76.0 ± 2.6	55.8 ± 3.6
South Australia	86.3 ± 0.8	83.2 ± 1.3	84.4 ± 3.9	58.4 ± 8.0
Western Australia	86.4 ± 0.8	81.7 ± 1.3	78.0 ± 2.7	60.4 ± 4.5
Tasmania	81.3 ± 1.7	80.1 ± 1.6	78.4 ± 13.1	75.6 ± 19.1
Northern Territory	n.a.	82.0 ± 2.2	68.4 ± 4.1	27.5 ± 4.2
Australian Capital Territory	86.4 ± 1.6	n.a.	n.a.	n.a.
Australia	82.5 ± 0.8	79.3 ± 1.1	74.8 ± 3.6	51.1 ± 4.9

n.a. Insufficient or no students in this area of classification. Information not tabulated.

Participation in assessment

Table B3 Year 7 participation in assessment by school sector, by State and Territory, 2003

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	95.4	95.4	92.6	92.3	92.3	91.1	64.1	64.1	63.7	35.9	35.9	36.3
Victoria	83.9	83.4	84.0	90.3	90.1	90.2	58.6	58.5	58.6	41.4	41.5	41.4
Queensland	96.7	96.6	97.3	97.8	97.7	98.4	73.5	73.5	73.5	26.5	26.5	26.5
South Australia	96.4	96.2	95.8	94.5	94.1	94.5	69.4	69.4	69.2	30.6	30.6	30.8
Western Australia	93.2	92.2	93.6	92.3	91.4	92.4	71.9	71.9	72.0	28.1	28.1	28.0
Tasmania	88.7	87.4	90.3	88.7	87.6	89.2	69.2	69.1	69.4	30.8	30.9	30.6
Northern Territory	88.0	81.9	88.1	96.5	95.5	99.8	75.1	74.0	74.5	24.9	26.0	25.5
Australian Capital Territory	89.3	89.8	89.5	91.7	91.2	92.5	52.6	52.9	52.5	47.4	47.1	47.5
Australia	92.6	92.3	91.9	92.7	92.4	92.4	66.0	66.0	65.9	34.0	34.0	34.1

- (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 C3 Year 7 exemptions, absences and participation, by State and Territory, 2003

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	0.7	0.7	0.7	5.7	5.8	8.0	94.3	94.2	92.0	4.5	4.4	4.0	24.9	24.9	24.5
Victoria	0.8	0.8	0.8	13.5	13.9	13.5	86.5	86.1	86.5	1.0	1.0	1.0	20.8	20.7	20.7
Queensland	1.6	1.6	1.6	2.9	3.0	2.3	97.0	96.9	97.6	5.7	5.7	5.9	5.9	5.9	5.9
South Australia	2.8	2.9	2.8	4.2	4.5	4.6	95.8	95.5	95.4	2.7	2.6	2.6	7.0	6.8	6.9
Western Australia	0.8	0.8	0.8	7.1	8.0	6.8	92.9	92.0	93.2	5.0	4.8	5.1	12.8	12.6	12.9
Tasmania	0.9	0.9	0.9	11.3	12.5	10.1	88.7	87.5	89.9	5.6	5.5	5.9	4.6	4.6	4.7
Northern Territory ^(e)	0.6	0.6	0.6	11.1	16.1	10.3	90.0	85.1	90.9	26.7	22.5	27.1	21.9	18.2	22.5
Australian Capital Territory	0.9	0.9	0.9	9.6	9.6	9.1	90.4	90.4	90.9	1.2	1.2	1.1	3.0	2.9	3.0
Australia	1.1	1.1	1.1	7.4	7.7	7.9	92.6	92.3	92.1	4.0	3.9	3.9	16.7	16.6	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.
- (e) National Schools Statistics Collection figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

Analysis of 2003 results

Tables A7 to A9 show that the majority of year 7 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories.

As with the results for years 3 and 5 students, in reading and writing the proportion of female students achieving at the benchmark level or better is higher than for male students. As for earlier years of schooling, this performance difference is not apparent in numeracy.

Year 7 students with language backgrounds other than English (LBOTE) are meeting the benchmarks at rates significantly lower than the overall population in reading and numeracy. In writing, they are achieving at rates close to the overall population.

Comparison of the 2003 achievement rates shows that the proportion of students meeting the benchmarks was lower in year 5 and year 7 than in year 3, and the proportion achieving the numeracy benchmarks was lower in year 5 than in year 3 and lower in year 7 than in year 5. Inspection of Tables A7 to A9 shows that around one in ten and one in twelve year 7 students is achieving below the benchmark level for reading and writing respectively. In numeracy, around one in five year 7 students is not reaching the benchmark level. The proportion of Indigenous students achieving at or above the benchmark level is significantly below the proportions for non-Indigenous students, as for years 3 and 5.

Year 7 students in metropolitan areas achieved the benchmarks at very similar rates to students in the provincial areas of their States in writing but those in provincial areas had lower achievement in reading and numeracy. As for year 5, in some jurisdictions students in remote areas achieved at lower rates than in metropolitan and provincial areas. Students in very remote areas achieved the benchmarks at lower rates than those in metropolitan and provincial areas in reading, writing and numeracy. Comparisons involving remote and very remote students must be handled carefully as the small numbers of students tested means that measurement uncertainty is relatively high.

Tables B3 and C3 provide the details, by State and Territory, of student participation in the assessment processes and the proportion of students from government and non-government schools. The tables also provide information on the proportion

of students exempted from testing (and therefore counted as not having achieved benchmark level), the proportion of students absent or withdrawn from testing, and the proportion of Indigenous and LBOTE students involved in testing. This information helps explain the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program are slightly lower at year 7 than years 3 and 5. The Australian average has increased from around 88 per cent in 2002 to around 92 per cent in 2003 for government and non-government students in each of the three reported learning areas, mostly as a consequence of an increase in participation in testing in Victoria. Because participation in testing for year 7 students in Victoria only became compulsory in 2003, participation in assessment was considerably lower than in other jurisdictions in 2002, but has increased from around 63 to 84 per cent in government schools and from around 70 to 90 per cent in non-government schools.

In year 7, in most jurisdictions the ratio of assessed government students to assessed non-government students is similar to the ratio of government to non-government students as reported in schools' census data. This suggests that government and non-government students participated in testing at similar rates, except in Victoria and the ACT, where non-government schools appear to have had relatively higher participation.

Review of year 7 benchmarks

In 2003, at the direction of ministers, the PMRT undertook a review of the year 7 reading and numeracy benchmarks following concerns about the proportion of students meeting these benchmarks. Investigations into the year 7 benchmarking and cut-score setting procedures found that the procedures for setting the year 7 cut-scores had followed the same methodology as for years 3 and 5, and verified that the year 7 calculations were correct.

The review resulted in revised benchmark cut-scores for year 7 reading and numeracy. The review also noted that the percentages of students achieving the revised year 7 reading benchmark is in keeping with expectations; however, this is not the case in numeracy.

The review identified factors that may have contributed to the apparent inconsistency in the year 7 benchmarks standards. One

factor was a lack of State-wide test data available in 1999 when the benchmark standards were set. Another factor was that the year 7 benchmarks were developed independently of the year 3 and 5 benchmarks.

MCEETYA ministers recently agreed to proceed with trialing common instruments across all jurisdictions in 2006. Following the trial, ministers will consider whether the introduction of common instruments across all jurisdictions will address many of the current issues with the equating of State-based tests to the national benchmark.

Trends

Tables and Figures D7 to D9 show comparative time series information for performance by year 7 students in Australia over the three years of year 7 reporting so far, 2001 to 2003. In reading and writing, data for the three years are uniform in statistical terms, but there was a decline in the proportion of

students meeting the numeracy benchmark between 2002 and 2003. At this stage, no clear trend has emerged from any of the three time series.

Overall, the performance levels within each interest group are fairly consistent over time in reading and writing. There was an improvement in reading results for Indigenous students between 2001 and 2003, but there was a decline in the proportion of female, male and LBOTE students meeting the numeracy benchmark from 2002 to 2003. In each year, females are achieving the benchmarks at rates above males for reading and writing. There is no significant difference between the sexes in numeracy. LBOTE students at year 7 are achieving the reading and numeracy benchmarks at a lower rate than the total population in each year, but meeting the writing benchmarks at around the same rate. Indigenous students are achieving the benchmarks at much lower rates than the general population, particularly in numeracy.

Table D7 Percentage of year 7 students achieving the reading benchmarks, by gender and sub-group, Australia, 2001–03

	Males	Females	Indigenous students	LBOTE students	All students
2001	86.0 ± 1.2	91.0 ± 0.9	60.1 ± 3.1	84.8 ± 1.4	88.4 ± 0.9
2002	86.8 ± 1.0	91.6 ± 0.8	65.3 ± 2.9	85.6 ± 1.3	89.1 ± 0.8
2003	87.1 ± 1.1	91.9 ± 0.8	66.5 ± 3.1	86.4 ± 1.3	89.4 ± 0.9

Table D8 Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–03

	Males	Females	Indigenous students	LBOTE students	All students
2001	89.8 ± 2.3	95.6 ± 1.2	74.3 ± 4.6	90.3 ± 2.3	92.6 ± 1.6
2002	87.3 ± 2.6	94.1 ± 1.4	71.6 ± 4.8	89.0 ± 2.4	90.7 ± 1.7
2003	89.2 ± 2.2	95.2 ± 1.2	74.4 ± 4.4	91.0 ± 2.1	92.1 ± 1.7

Table D9 Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–03

	Males	Females	Indigenous students	LBOTE students	All students
2001	81.7 ± 1.0	81.9 ± 1.1	48.6 ± 2.8	77.8 ± 1.4	82.0 ± 0.9
2002	83.3 ± 0.9	83.8 ± 1.0	51.9 ± 3.0	79.2 ± 1.2	83.5 ± 0.9
2003	81.0 ± 0.9	81.6 ± 0.9	49.3 ± 2.9	76.6 ± 1.2	81.3 ± 0.8

Figure D7 Percentage of year 7 students achieving the reading benchmarks, by gender and sub-group, Australia, 2001–03

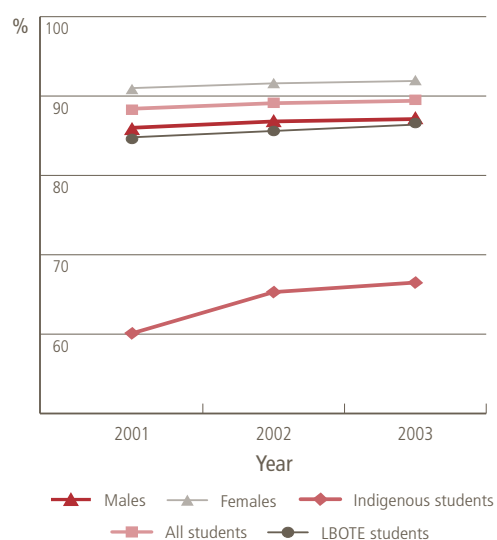


Figure D9 Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–03

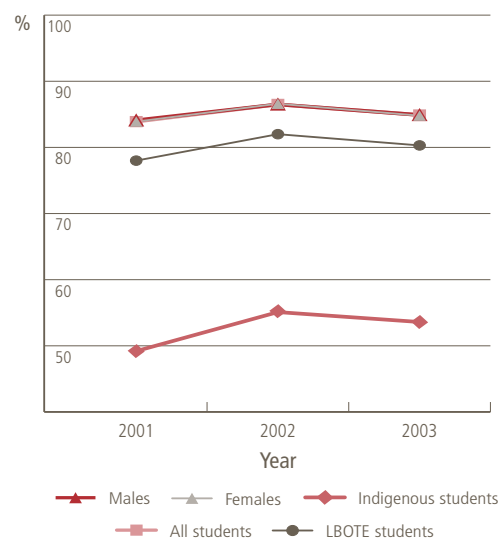
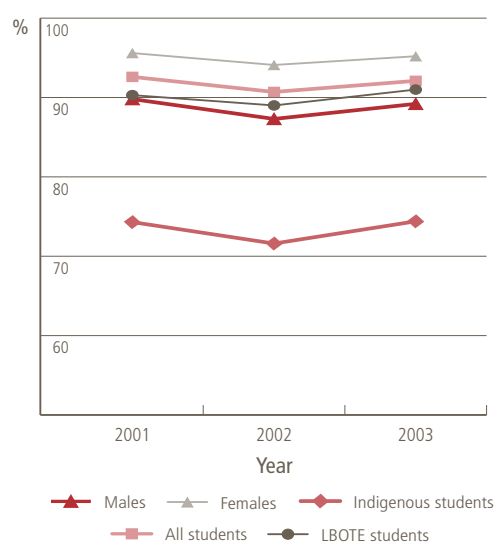


Figure D8 Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–03



Implementing the National Literacy and Numeracy Plan

The following section provides information on national initiatives undertaken in 2003 under the NLNP, progress made in implementing the plan in each of the States and Territories and the funding assistance provided to States and Territories by the Australian Government.

Australian Government

National initiatives under the Literacy and Numeracy Plan

Benchmarks and reporting

At the July 2002 meeting of MCEETYA, the Council agreed that a study be undertaken by the PMRT to investigate educational and measurement issues associated with the reporting to parents of their child's results against the national literacy and numeracy benchmarks.

All ministers at the MCEETYA meeting in July 2003 agreed to:

- enhance reporting of literacy and numeracy outcomes at years 3, 5, and 7 levels, including reporting to parents on their child's achievement against the national benchmarks for reading, writing and numeracy for years 3, 5 and 7
- improve access to information
- recognise nationally comparable standards and reporting to drive improved learning outcomes for all students as a strategic priority for school education.

National Literacy and Numeracy Week

NLNW, an Australian Government initiative run in collaboration with State and Territory governments, was held in the week 1–7 September 2003. NLNW aims to raise community awareness regarding numeracy and literacy and to promote the efforts of schools in improving literacy and numeracy standards

of Australian students under the NLNP. State and Territory governments match the Australian Government contribution to NLNW.

The 2003 event again showcased the outstanding and innovative work of schools and their communities in literacy and numeracy. Fourteen National Excellence Awards and 60 Achievement Awards were presented to primary and secondary schools across Australia, with prizes totalling \$260,000.

The Minister's Awards for Outstanding Contribution to Improving Literacy and/or Numeracy were introduced in 2003. Five awards of \$10,000 each were awarded to individuals for their work in improving literacy and/or numeracy outcomes in their community.

In 2003, a national numeracy event, Reach for the Stars, was incorporated into NLNW's activities. Reach for the Stars involved students across Australia participating in numeracy-based activities such as collecting, sharing and investigating data and recording results on a national database.

The budget for NLNW increased to \$1.7 million in 2003 to incorporate the introduction of the Minister's awards and the Reach for the Stars event and to raise the value of the Achievement Awards to \$2,000 each.

Australian Government funding for the National Literacy and Numeracy Plan

The Australian Government continued its significant financial contribution to support the implementation of the NLNP highlighting its commitment to raising the literacy and numeracy skills of educationally disadvantaged students and assistance for students with disabilities. In the period 2001–04, the Australian Government provided \$1.4 billion to government and non-government education authorities under the Strategic Assistance for Improving Student Outcomes programme. Of this amount, \$365.7 million was provided in 2003. Education authorities have the autonomy to determine the allocation and amount of funding provided to schools with the greatest need for additional assistance to achieve improved learning outcomes for students.

The Australian Government also contributed over \$9 million in 2003 under the Grants for National Literacy and Numeracy Strategies and Projects programme, which supports national strategic research projects and initiatives.

New South Wales

Government sector

In 2003, the New South Wales Department of Education and Training continued to implement the New South Wales State Literacy and Numeracy Plan, producing a wide range of mandatory policies and support materials and implementing key professional development programs for teachers.

During 2003, new literacy and numeracy programs were implemented. These programs included Count Me In Too Indigenous; Count Me In Too Online; Lesson Study for Mathematics Teachers of years 7–12; support for the implementation of the English and mathematics syllabuses in years 7–10; Aboriginal Early Language Development Program; and Putting Scaffolding to Work in Language and Literacy Education: New Perspectives in ESL Education.

An evaluation of the State Literacy Strategy commenced in 2003. During the 2002–03 financial year the New South Wales Government provided a total of \$125 million for government school literacy and numeracy initiatives including Literacy and Numeracy Follow-up; the TAFE-accredited Peer Tutor Training Program; Count Me In Too; Counting On; Early Literacy Online; the Literacy Action Research Kit; Linkages; the Early Literacy and Numeracy Initiative; the Numeracy Research in New South Wales Primary Schools project, Maths In Context; Reading Recovery; the Premier's Reading Challenge and the Priority Schools Funding Program. These programs were supported by state-wide testing in years 3, 5, 7 and 8, which provided students, teachers and parents with information about students' skills and performance in the areas of literacy and numeracy.

Catholic sector

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. Programs and initiatives implemented across the Catholic sector in New South Wales in 2003 included Reading Recovery; Count Me In Too; Numeracy For All; Early Literacy Diocesan program; Observation Survey Training and Data Analysis; Early Literacy

Assessment through Good First Teaching (Literacy Stage 1); Good Better Best (Literacy Stage 2); Archdiocesan Numeracy Strategy K–6; Literacy/Numeracy Advantage program, Counting On; state-wide testing of literacy and numeracy and marking centres for state-wide testing of literacy and numeracy.

Independent sector

During 2003, the Association of Independent Schools' literacy website, at: <http://portals.studentnet.edu.au/literacy/DesktopDefault.aspx>, was developed to support teachers to access literacy-focused professional development materials online. Many of these materials, based on best practice 'action learning' projects, were developed using grants in 2002 and 2003 from the Australian Government Quality Teacher Programme.

To support the introduction of the new mathematics syllabus, the Association for Independent Schools provided professional development courses on Process, Product and Practice, focusing on content, assessment and programming for the middle years of schooling. For teachers of K–4, a school-based professional development program, Learning in Early Numeracy was offered over 18 hours. This sustained program was based on the results of a longitudinal study conducted by Clark *et al.*, in Victorian schools from 1999–2002 (Clarke, B., *et al. Early Numeracy Research Project Final Report*. Melbourne: Mathematics Teaching and Learning Centre, Australian Catholic University, 2002). The Learning in Early Numeracy program assisted teachers to understand, assess and develop the mathematical thinking of young children.

Victoria

Government sector

Policies and programs

In 2003, the Victorian Early Years Strategy focused on the crucial early years of schooling from the Preparatory year through to year 4. Funding was provided to all schools with early years enrolments to coordinate early years literacy programs and provide intervention support to year 1 students who required additional assistance. More information can be found at the website: <http://www.sofweb.vic.edu.au/eyes/lit/classroom.htm>.

Funding over four years, allocated in the 2002–2003 State Budget, assisted in providing school-based coordination to support early years numeracy. Ninety-five per cent of government schools had a trained Early Years Numeracy coordinator in 2003. The strategy included ongoing development of support materials to strengthen program implementation. More information can be found at the website: <http://www.sofweb.vic.edu.au/eyes/resource.htm>.

In 2003, targeted key initiatives in the Middle Years of Schooling were introduced including Schools for Innovation and Excellence, Access to Excellence and a research project, the Middle Years Pedagogy Research and Development.

The Schools for Innovation and Excellence initiative funded 70 clusters of primary and secondary schools working closely together over three years, to deliver innovation and excellence in Victorian education to support improvement in literacy and numeracy. More information can be found at the website: <http://www.sofweb.vic.edu.au/mys/innovationandexcellence/index.htm>.

The Access to Excellence program funded 300 additional teachers in selected schools, for year 7–10 students identified as being at risk of not achieving expected learning outcomes. The teachers worked in professional teams with their colleagues to provide additional support.

The Middle Years Pedagogy Research and Development project allowed teachers to develop and trial materials to help them reflect on their classroom practice and develop professional learning teams to promote whole-school change. More information can be found at the website: <http://www.sofweb.vic.edu.au/pedagogy/myprad/index.htm>.

English as a Second Language (ESL) programs continued to be a key strategy to improve the quality of student learning and enhance student learning outcomes. ESL contingency funding was provided to the English language schools and centres where numbers of new arrivals exceeded target enrolments. More information can be found online at: <http://www.sofweb.vic.edu.au/lem/esl/index.htm>.

Programs for Indigenous students continued in 2003, including the Koorie Literacy Links Project (Prep–4); the Middle Years Literacy Link Project (years 7–9) and the Koorie Middle Years Numeracy Project (years 5 and 6). More information can be found at: <http://www.sofweb.vic.edu.au/koorie/overview.htm>.

National Literacy and Numeracy Week

NLNW was again celebrated in 2003 with many school-based, regional and state-wide activities. Victorian schools were provided with web-based resources to participate in the week's celebrations. National and State awards profiled literacy and numeracy achievements in schools. More information can be found at the website: <http://www.sofweb.vic.edu.au/litnumweek>.

Assessment and reporting

Victorian government schools adopted a systematic and integrated School Improvement and Accountability Framework. Annual assessment of student outcomes in literacy and numeracy was required across the stages of schooling. The required assessment measures were:

- assessment of reading from Preparatory year to year 2 of minimum standards <http://www.sofweb.vic.edu.au/eyes/rr/data.htm>
- state-wide testing of a component of the Achievement Improvement Monitor, for years 3, 5 and 7 students in English and mathematics
- reporting levels of student achievement (Preparatory year to year 10 in English and mathematics at a level of the Curriculum Standards Framework).

Each school received a report summarising their data trends in comparison with like school groups and the rest of the State. Data sets are analysed annually. Aggregated data of student performance at each year level is provided to the school community through school annual reports.

Intervention

The Early Years program adopted a strategic and systematic approach to the provision of children who needed additional assistance. More information can be found online at: <http://www.sofweb.vic.edu.au/eyes/lit/litaa.htm> and <http://www.sofweb.vic.edu.au/eyes/num/numaa.htm>.

During 2003, Reading Recovery was implemented in nearly 80 per cent of Victorian government schools with year 1 enrolments (with 19 per cent of the year 1 cohort participating). The Restart literacy initiative continued in 2003, aimed at

identifying year 7 students most at risk. More information can be found online at: <http://www.sofweb.vic.edu.au/mys/pdf/MakingInterventionWork.pdf>.

Professional development

A comprehensive, multi-layered professional development program continued to strengthen and extend implementation of the Early Years and Middle Years Literacy and Numeracy programs. In 2003, more than 300 teachers participated in a range of targeted professional development opportunities to support teachers of ESL learners.

Reading Recovery

There were 29 teacher training centres operating across Victoria. More than 1,000 teachers participated in ongoing Reading Recovery professional learning, and over 150 teachers participated in the 12-month initial Reading Recovery intervention teacher training program. More information can be found online at: <http://www.sofweb.vic.edu.au/eyes/rr/guidelines/overview.htm>.

Initial and ongoing professional development sessions, were conducted for more than 350 Middle Years Literacy Leaders across primary and secondary schools. Teachers increased their knowledge and awareness of literacy, assessment, teaching and learning in the Middle Years.

Catholic sector

Since 1998, the Catholic Education Commission of Victoria has implemented a systemic reform strategy strongly focused on the early years from Preparatory to year 2, while maintaining continuous literacy provision through to year 12. In 2003, for each stage of schooling to year 9, Literacy Advance programs consisted of whole-school planning and coordination, sustained professional learning for teachers, research projects and intervention programs for literacy learning in conjunction with mainstream classrooms, as required.

The Catholic Education Commission of Victoria's numeracy strategy, Success in Numeracy Education (SINE) enables schools to assess children's mathematical knowledge through a clinical interview in Number and rich assessment tasks in Space and Measurement. Phase Four commenced in 2002 and a pilot

program in SINE for years 5–8 was trialed. The findings from the trial resulted in the SINE 5–8 program being developed for primary and secondary schools. To assist teachers to deliver professional development within their school structure, intervention strategies were developed for teachers of students at risk from Preparatory year through to year 6. The introduction of Numeracy Resource Officers provided the opportunity to enhance the Numeracy Strategy. A team of Numeracy Resource Officers began work at the start of 2001 to support the school-based numeracy focus teachers to deliver the numeracy modules in their schools.

Action research projects began in 2003, to assist schools further in the implementation of SINE. This research looked at important concepts of 'numeracy leadership', 'numbers patterns' and the 'relationships link to algebra and fractions'.

Professional development

Numeracy professional development included Mathematics Intervention (years P–6); CAS Pilot Study for teachers (years 9–10) and Middle Years Maths (years 5–9).

Independent sector

The Association of Independent Schools of Victoria supported a range of initiatives outlined in the NLNP. In 2003, schools employed various approaches to assessment, intervention and professional development that were appropriate for the needs of schools and students. Such approaches included: First Steps Literacy (reading, writing, spelling and oral language); Victorian Early Years Literacy Program; Bridges Program; Reading Recovery and Family Maths.

Early years teachers participated in workshops that provided an overview of assessment tasks and strategies to support learning. The tasks explored included School Entry Assessment Kit; Victorian Early Years Numeracy interview; auditory processing screening and observation survey.

A selection of independent schools participated in the Primary Numeracy Research Project, which studied teaching approaches in numeracy in years Preparatory to year 6, over a period of two years. The Middle Years Literacy and Numeracy Professional Development in Residence project facilitated on-site professional learning in schools.

Professional learning consultants supported schools in implementing an action research project. Independent schools throughout Victoria participated in literacy and numeracy testing of students at risk, employing the Achievement Improvement Monitor or Literacy and Numeracy National Assessment to assess and report student achievement against the national benchmarks.

National Literacy and Numeracy Week

The Association of Independent Schools of Victoria, in conjunction with the Victorian Department of Education and Training and the Catholic Education Commission of Victoria, successfully worked with schools that developed projects linking the school to the wider community through literacy and numeracy activities.

Queensland

Government sector

Policies and programs

During 2003, 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 represented a long-term commitment to dedicate resources and focus efforts on literacy across the government school system. Priority action areas were whole-school planning and community partnerships, student diversity, the teaching of reading and future literacies.

The 21 Learning and Development Centres (Literacy) established in 2000 continued to play a significant role in facilitating the implementation of resources, training local facilitators and supporting schools and districts. Further information is available online at: <http://education.qld.gov.au/curriculum/learning/literate-futures/>.

A compendium of in-service resources to support further learning and development activities on the teaching of literacy and reading were developed, and are to be distributed early 2004. More information can be found at the website: <http://education.qld.gov.au/curriculum/learning/literate-futures/resources.html>.

Intervention

Primary school students with difficulties in literacy and numeracy benefited from 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 451 State schools in 2003 and involved approximately 5,475 students.

Queensland schools continued the implementation of the year 2 Diagnostic Net across years 1 to 3. This process involved 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. In year 2, validation activities for identified students were carried out to assist in determining reliable reporting. Teachers and schools undertook intervention activities to assist students' progressive development in literacy and numeracy. Education Queensland, most of the archdiocesan offices of the Queensland Catholic Education Commission and some of the independent school systemic groups gathered data on students identified for additional support.

A mandated appraisal process was implemented in primary schools to identify and respond to the needs of students who experienced difficulties in accessing the class curriculum, participating in school life and achieving positive learning outcomes. The appraisal process helped to determine students' strengths in literacy and numeracy to enable the development of quality education programs to meet their individual learning needs. A 'Support Teacher: Learning Difficulties' worked with the class teachers to facilitate this process, which also helped to establish and maintain home-school relationships. Work also commenced on the development of materials to support secondary schools in identifying and responding to the needs of this group of students. Further information is available online at: <http://education.qld.gov.au/curriculum/advocacy/access/equity/students/inclusion/learning/index.html>.

Professional development

In the government sector, 21 Learning and Development Centres (Literacy) continued to support schools and districts, providing sustainable professional learning opportunities for

teachers through the delivery of programs that are planned and implemented to meet the diverse needs of teachers in different sites. These centres organised professional learning activities across the State with a focus on the teaching of reading and on whole-school literacy planning.

During NLNW, teachers participated in a range of activities highlighting successful literacy and numeracy education strategies. A Numeracy Education Forum took place in May and discussions were held on the key issues of teaching numeracy in all phases of learning. Online resources have been developed to raise awareness of, and promote excellence in, numeracy education in Queensland State schools and to encourage deeper understanding of numeracy practices.

Catholic sector

Community expos held during NLNW aimed to develop partnerships and support schools to celebrate excellence in literacy and numeracy education. Activities held during the week included a seminar for class teachers on good literacy and numeracy teaching practice, a community-focused event, the Books I Love Best Yearly awards announcement and the Readers' Cup competition. Further information is available online at: <http://www.pa.ash.org.au/cbc/bilbyawards/> and <http://www.cbc.org.au/qld/rcuplinks.htm>

During 2003, the Queensland government Literate Futures package was distributed to all systemic schools. The purpose of the distribution was to enable schools to reflect on the effectiveness of their current teaching practices and to examine the extent to which these practices ensure that all students have the literacy skills required for positive and productive engagement in life.

Independent sector

Funding granted to schools was used to support a wide range of literacy and/or numeracy projects at the school level. Schools further developed or implemented their Literacy and Numeracy Plans including whole-school approaches to early intervention, and learning support for students particularly in the early and middle years. The Association of Independent Schools of Queensland assisted schools to implement a number of projects in 2003, including the Literacy and Numeracy Case Study

project. The purpose of this project was to document and share effective literacy and numeracy practices. A quarterly literacy and numeracy newsletter for schools was also initiated.

A range of professional learning activities was provided, including the Early Years Literacy program and workshops on Phonics, Reading and Viewing in the Middle Years; Text Types; and Intervention Strategies.

South Australia

Government sector

During 2003, the Department of Education and Children's Services focused on a range of initiatives to support the implementation of the NLNP. On 21 May 2003, the Minister for Education and Children's Services launched the South Australian Literacy and Numeracy Network. The network is an online resource for parents, students and educators. It provides links and information on local, national and international literacy and numeracy research, profiles of South Australian initiatives and hosts online discussion groups. Further information is available online at: http://www.thenetwork.sa.edu.au/educators/SA_2005.html.

A nationally funded project to profile high numeracy achievement, conducted by a research team from Flinders University, drew on existing research as well as practices at four identified South Australian schools. It established a profile of school structures, culture and classroom pedagogies leading to improved numeracy outcomes. The results are available online at the South Australian Literacy and Numeracy Network, <http://www.thenetwork.sa.edu.au/phna/home.htm>, under the title, 'Towards a Profile for Improving Numeracy for All Students'.

The High Performance in Literacy and Numeracy in Disadvantaged Schools project was presented around the State. It involved a series of professional development sessions for school leaders and teachers. Sessions focused on whole-school change, based on the five characteristics of high performing schools identified in the research report 'Nothing Left to Chance', by Pat Grant, Lynne Badger, Anna Rodgers (University of South Australia) and Lyn Wilkinson (Flinders University), 2003, available online at: <http://www.thenetwork>.

sa.edu.au/nltc/Profile/profile.htm. These characteristics were: energising beliefs; building and sustaining a community of experts; establishing a whole school focus and commitment; reducing the risk of schooling; and reviewing.

The reports from these projects will continue to be a major component of professional development sessions, led by the department's Learning Outcomes and Curriculum Group.

Literacy, Numeracy, ICT and Learning project

The key question for the Literacy, Numeracy, ICT and Learning site-based research project in 2003 was, 'What literacy and numeracy pedagogies, at a whole-school and individual classroom level, work towards improved achievement of the South Australian Curriculum Standards and Accountability Framework outcomes for learners in project sites?'

The nine sites involved have developed their own specific research questions that explore the interface between literacy, numeracy, information and communication technologies and learning, with particular emphasis on one or more of the project's focus areas – for example, working with learners in low socioeconomic communities, student-initiated curriculum, Indigenous learning and e-learning.

National Literacy and Numeracy Week

In 2003, approximately 500 sites participated in activities held to raise awareness of the importance of developing effective literacy and numeracy skills, from the early years through to those in secondary schools. The NLNW Expo, held over two days, was a key event of the week. It featured educators sharing successful classroom and school literacy and numeracy practices and exploring new research and resources. The scope of the program has grown by about 25 per cent each year from its beginning in 2001.

The Middle Years: Literacy and Numeracy across the Curriculum Resource, a set of case studies, was developed in 2002, building upon nationally developed benchmarks. In 2003, a group of junior secondary educators was identified and supported to work with other school staff to determine effective ways of using the resource. These case studies will be available on the Literacy and Numeracy Network to provide models for other secondary schools to engage with the resource.

School Entry Assessment

The initial phase of the mentor schools project (2002) provided a highly successful structure for school entry assessment. The Department of Education and Children's Services and the South Australian Primary Principals' Association supported the continuation of this project in 2003. District-based networking processes were established to share and disseminate quality practice in relation to school entry assessment. Mentor schools were supported to manage networks and provide effective professional development to mentored schools and teachers.

Catholic sector

Catholic Education South Australia has had an ongoing commitment to the assessment of all students in the early years of schooling. In 2003, all students in their fifth term of schooling were assessed by their classroom teacher in the following elements of the Marie Clay Observation survey of early literacy achievement:

- concepts about print
- analysis of running records of students' reading on continuous texts
- letter identification
- word reading
- writing vocabulary
- hearing and recording sounds in words.

Catholic Education South Australia is developing a Numeracy Observation Assessment, which involves a significant number of schools in an ongoing trial. The focus of the trial in 2003 was observation assessment with students in their third or ninth term of schooling. The following elements were the focus of the assessment:

- measurement and application of number counting principles and counting strategies within linear measurement
- selection and use of counting strategies in contextual situations
- selection and use of counting strategies to combine and deconstruct numbers in order to solve problems

- development of web-based databases for both literacy and numeracy, to facilitate entry and analysis of student assessment data.

Early intervention continued to be a focus in both literacy and numeracy in 2003, with the Reading Recovery program in use for the tenth consecutive year, in South Australian Catholic schools.

Measurement of students' progress against literacy and numeracy benchmarks continued and locally produced state literacy and numeracy tests for students at years 3, 5 and 7 were introduced. This year was also the first year of full cohort testing of year 7 students.

Professional development in South Australia was based on action research, through a long-term, sustainable approach. A range of literacy courses, numeracy projects and networks were offered to provide an action research framework that assisted teachers to identify strategies to help students succeed. The central theme throughout the different models focused on the assessment of students, which informed teaching and appropriate intervention as required.

Independent sector

The updated *School Entry Assessment for Independent Schools* resources were distributed to all schools. Workshops were held to assist teachers in analysing student achievement data to improve teaching and learning. The following action research projects and professional learning programs took place during 2003:

- ICT enhanced literacy and numeracy learning
- constructing meaningful mathematics (early years and middle years)
- strategic planning for development of (whole of school) literacy and numeracy plans
- development and distribution of the book and accompanying CD, *Lore of The Land: Reconciling Spirit and Place in Australia's Story*. This resource includes Indigenous perspectives with wide cross-disciplinary applications for students from Reception through to year 9
- 2003 Targeted Programs professional development calendar distributed to all schools.

Western Australia

Government sector

The Department of Education and Training regards literacy and numeracy as vital to progress in all eight learning areas of the curriculum. Overarching Outcomes 1 and 2 of the Curriculum Framework relate to literacy and numeracy:

- 1 students use language to understand, develop and communicate ideas and information and interact with others
- 2 students select, integrate and apply numerical and spatial concepts and techniques.

Getting it Right Literacy and Numeracy Strategy

The Getting It Right Literacy and Numeracy Strategy represents a Western Australian government commitment of \$27 million over the four year period 2001–05. It provides for the training and deployment of specialist literacy or numeracy teachers in selected primary and district high schools. Specialist teachers support classroom colleagues in diagnosing the needs of students who are struggling, and provide programs that meet their needs. It concentrates on the early years of schooling and assists certain groups of older students whose literacy and numeracy levels are lagging.

In 2003, a total of 102 literacy and 99 numeracy specialist teachers (representing 120 full-time equivalent teachers) worked in 212 primary and district high schools. A further 40 FTE specialist teachers will be added to the strategy in 2004 and 2005. Specialist teachers received 21 days of professional learning over two years as Getting It Right specialist teachers, and received ongoing support from central office staff. Principals of participating schools attended a seminar.

Commonwealth Literacy and Numeracy Program

The Commonwealth Literacy and Numeracy Program (CLNP) operated in schools that served communities with the largest proportions of students at risk. In 2003, funds totalling \$7.4 million were allocated directly to 360 government 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 years 1–3 enrolments to reflect an emphasis on the early years of schooling. An evaluation of the CLNP was conducted in 2003, which found that most schools incorporate CLNP expenditure into a comprehensive literacy and numeracy plan; they use systemic and school data to inform their planning and monitor progress; and that the majority of funds are directed to literacy.

Australian Government funds (\$4 million) were also used to provide in-school support for mainstream teachers with significant numbers of students from language backgrounds other than English, including Indigenous students speaking non-standard dialects of English. Other systemic initiatives included Literacy Net and Numeracy Net, the Retention and Participation Project and the Kidsmart project, which was run in collaboration with the Australian National Schools Network, and explored the use of computers in early childhood settings.

The Literacy Net was developed to help teachers identify the nature of literacy difficulties being experienced by students who are not on track to meet the national benchmarks for reading, writing and spelling. Continuous monitoring of students' progress in critical aspects of reading, writing, speaking and listening was undertaken. Expectations are specified for each year level so that teachers make their judgements against known and agreed standards.

The Numeracy Net was developed along the same lines as the Literacy Net to help teachers identify mathematical misconceptions and partial conceptions, to ensure continued progress towards mathematics outcomes. It was developed in 2001–03 in parallel with the First Steps in Mathematics research and teacher resource and will be finalised for implementation in 2004.

In 2003, the Department of Education and Training contracted Edith Cowan University Resources for Learning to develop a professional learning module and resource material focusing on the literacy demands of vocational settings. The resource, *VET Steps*, was completed in 2003 and implementation will commence in 2004.

During 2003, over 2,800 Stage 2 ESL learners, who had been in an Australian education system for less than two years, were supported in mainstream classes by specialist teachers. Although most ESL General Support students live in the metropolitan area, services were also provided by the specialist teachers to

Indigenous students in remote areas whose first languages or dialects were not Standard Australian English.

Outcomes for the English learning area were articulated as being reading, writing, speaking, listening and viewing. They focus on the development of students' functional literacy (ability to use English to communicate) and critical literacy (ability to examine the effectiveness of English in communicating).

Draft achievement targets for English at years 3, 5, 7 and 9, referenced to existing frameworks, common assessment tasks and annotated student work samples were prepared, based on trials undertaken in 2003. These achievement targets will inform future Department of Education and Training policy on student achievement.

Outcomes for the mathematics learning area are clustered into: Working Mathematically; Number; Measurement; Chance and Data; Space and Algebra. Draft achievement targets for students at years 3, 5, 7 and 9 for the mathematics learning area were also prepared in 2003. The draft achievement targets and a complementary set of common assessment tasks were trialed in 2003 and will help with policy formulation to be undertaken in 2004.

Student performance in literacy/subject English and in numeracy/subject mathematics was demonstrated by Monitoring Standards in Education random-sample testing at year 10, Western Australian Literacy and Numeracy Assessment testing of the full years 3, 5 and 7 cohorts and performance in Tertiary Entrance Examinations and Wholly School-Assessed subjects at year 12.

Catholic sector

The Catholic Education Office of Western Australia continued its implementation of the K–12 Literacy Strategy in schools, which saw all principals and literacy support teams participate in spaced professional development days.

Under the nationally funded Quality Teacher Programme, Literacy Nets were implemented in all schools for monitoring and assessment purposes in the early years. A primary numeracy project involving 25 schools involved action research on classroom practice and spaced professional development days. A further 20 schools were involved in a K–2 teacher development project that focused on early numeracy and mathematics.

Principals and teachers accessed centralised and school-based professional learning, provided to schools by Catholic Education Office consultants in the implementation of the Western Australian K–12 Curriculum Framework Learning Areas of English and mathematics.

Independent sector

In 2003, the Association of Independent Schools, Western Australia funded a large number of schools with students at an educational disadvantage. The association supported school-based projects and facilitated a number of sector projects aimed at improving teacher skills in intervening in the early years of education to ensure student progress. This support was adapted to suit Indigenous students, students from non-English speaking backgrounds, those with recognised learning difficulties and those with physical and/or intellectual disabilities.

Benchmark tests were analysed and used effectively in planning improvements in teaching and learning. Many teachers attended sector-based professional development programs designed to improve their ability to assist students at risk in literacy and numeracy areas. Courses focused upon teaching methodology, planning, assessment and intervention.

A five-day professional development session was held for teachers, principals, Aboriginal Education Workers and other community representatives in remote Aboriginal schools, which focused on the Scaffolding Project and involved workshops on numeracy, literacy and students with special learning needs.

Mathematics Learning and Teaching for Success, a rigorous professional development program of ten full-day workshops (60 contact hours in total) was held by the Association of Independent Schools Western Australia. Following each workshop, participants planned units of work and were involved in an active/reflective cycle of sharing, reading and teaching mathematics to their students.

A two-day training workshop, Support-a-Maths-Learner, was also conducted, which examined the Queensland Continua, Early Numeracy Interventions and the Support-a-Maths-Learner Intervention program. The workshops involved participants in a variety of hands-on activities that helped to support teachers of students at risk in the early years of schooling. Participants were assisted to identify students at risk and to plan intervention programs accordingly.

The Victorian Early Years Program and Interview was conducted in 2003, to examine both teaching approaches and assessment practice in the early years of schooling. The numeracy interview was a valuable diagnostic tool for teachers of early childhood students.

Tasmania

Government sector

Policies and programs

The teaching of literacy and numeracy is a high priority for the Tasmanian Department of Education throughout all years of schooling. In 2003, the Literacy and Numeracy Plan for Schools 2003–05 was developed, based on the view that being literate and numerate is essential for lifelong empowerment and success.

The Leading Learning focus area recognises the professional learning of educators and forms a central factor in determining the quality of teaching. It enables educators to interpret and respond to the changing needs of an increasingly diverse student population, and acknowledges the dynamic nature of literacy and numeracy learning.

The Literacy and Numeracy Plan supports the agreed national goal 'that students should have attained the skills of numeracy and English literacy such that every student should be numerate and be able to read, write, spell and communicate at an appropriate level'. To move towards the achievement of the national goals, the plan set the following targets by 2005:

- 98 per cent of year 3 students, 98 per cent of year 5 students and 95 per cent of year 7 students will achieve the national numeracy benchmark
- 98 per cent of year 3 students, 90 per cent of year 5 students and 90 per cent of year 7 students will achieve the national reading benchmark
- 95 per cent of years 3, 5 and 7 students will achieve the national writing benchmark.

Assessment and reporting

Data from the regular state-wide assessment programs in literacy and numeracy (years 3, 5 and 7) were used to monitor

performance against the Literacy and Numeracy Plan's intended outcomes and national benchmarks. School and state results were linked to performance against Key Intended Numeracy Outcomes and Key Intended Literacy Outcomes. 'Like school' and state-wide results were also provided to schools to assist in school improvement planning. Value-added measures were calculated for reading, writing and numeracy for 2001–03 for years 3–5 and 7–9. In addition, the Department of Education monitored school partnership agreements and annual reports to ensure that literacy and numeracy outcomes at school level are defined, measured and reported. At the secondary level, the Tasmanian Secondary Assessment Board reported on the levels of achievement in year 10 English and mathematics.

The department's Office for Educational Review managed the state-wide monitoring program and provided schools with data about individual students and grade level performance and targets. It assisted schools in developing school plans based on data.

Teachers wrote reports to parents, showing the progress of K–8 students towards achieving the Tasmanian Literacy Outcomes and Key Intended Numeracy Outcomes. Schools continued to use the revised Kindergarten Development Check to assist in the identification of children requiring specific intervention programs. A support document for the Kindergarten Development Check entitled *Young Children Learning: Support Materials* was produced to assist teachers in planning appropriate interventions for students identified at risk. The Performance Indicators in Primary Schools assessment tool was used to assess the literacy and numeracy of all students in the first full year of schooling.

Intervention

During 2003, a number of intervention programs were in place in Tasmanian government schools. A significant allocation of funds for literacy and numeracy was delivered directly through the School Resource Package. These resources were allocated according to an agreed formula based on individual schools' needs indices. The purpose of this program is to provide schools with the support to achieve the goals outlined in the national plan.

The Flying Start program, which provides additional staffing in early years classes, continued to assist all students to achieve appropriate literacy skills. Previously, the program had addressed

literacy, numeracy and social skills. Informed by consultation and review, a decision was made at the end of 2002 to refocus the resource on literacy.

The Aboriginal Literacy Program in Early Childhood and the Changing Places program continued to support Indigenous students to achieve appropriate literacy and numeracy outcomes.

The ESL program continued to focus on improving the educational opportunities and outcomes of newly arrived students by developing English language competence and facilitating participation in mainstream educational activities. ESL provision includes team or parallel teaching, individual and small-group instruction and resourcing.

In 2003, the Reading Recovery program was extended. Reading Recovery Tutor Trainers offered support to new and previously trained Reading Recovery teachers.

The Bridges early years program was funded in selected schools. This approach was originally intended to meet the needs of students who were unable to access Reading Recovery. Bridges is a daily one-to-one intervention approach with an emphasis on reading development for students in the first three years of schooling who require additional assistance.

Professional learning

Professional learning in government schools was undertaken as part of specific intervention projects such as Spalding, Reading Recovery and Bridges. As part of the Flying Start program, professional learning was facilitated for both early childhood and primary teachers with a focus on literacy. Professional learning opportunities were also offered to teachers through primary and secondary District Literacy Centres.

The Stepping Out approach was available to high schools and district high schools as a whole-school professional learning resource for teachers of adolescent students. It equips participants with approaches, processes and strategies to improve students' literacy and learning outcomes. Modules are presented in writing, reading and viewing, listening and speaking.

Teachers working in years 5–8 were also able to attend Being Literate 5–8, a six-day program that focused on the specific issues in literacy for students in the middle years. The program

was based on Allan Luke and Peter Freebody's *Four Resources Model* (1999) and emphasised oral, print and visual literacy.

Catholic sector

In 2003, the Catholic Education Office in Tasmania implemented a number of initiatives and professional development activities to support the NLNP. To support a more effective reporting mechanism, the Catholic Education Office adopted national literacy and numeracy benchmark testing. Testing of Prep students using Performance Indicators in Primary Schools in all Catholic schools in Tasmania was introduced. Professional learning enabled staff, in particular principals and Prep teachers, to interpret the resulting data to inform their planning. Professional Learning also supported teachers in interpreting, understanding and utilising Literacy and Numeracy National Assessment data.

All systemic schools in Tasmania were supported with the provision of 0.2 release time to enable the appointment of a key numeracy/literacy curriculum officer. The Education Officer/Literacy and Education Officer/Numeracy Officer was appointed to facilitate meetings with the key literacy and numeracy school-based curriculum officers, and to address their needs.

In 2003, training in Teaching of Handwriting, Reading and Spelling Strategies and First Steps Literacy was offered to all Catholic Schools in Tasmania.

A six-day program for school numeracy leaders was also offered to all schools. This program built leadership capacity and developed teachers' understanding of key mathematical ideas and 'being numerate'.

Independent sector

Professional development

During 2003, the Association of Independent Schools of Tasmania provided teachers with the opportunity to participate in professional development activities including First Steps workshops in Writing and Spelling; Literacy Learners for Life; Literacy Needs of Middle Years Students; ESL for Primary and Secondary Teachers and the *Numeracy: Maths 100* resource (Doug Williams, Curriculum Corporation).

Funding was distributed to 24 schools to support the implementation of the NLNP at a cost of \$182,646.

Eligibility for funding continued to be based on educational disadvantage. Independent schools also participated in the NLNW activities.

Northern Territory

Government sector

Implementation of the Northern Territory Literacy and Numeracy Strategy continued in 2003 with schools formulating literacy and numeracy plans that set targets for students at risk, involved tracking and reporting student achievements and provided two hours of explicit literacy and numeracy teaching.

The ESL for Indigenous Language Speaking Students program continued and involved 631 Indigenous language-speaking students in their first year of schooling. The results of 468 of these students rose a level in the ESL component of the Northern Territory Curriculum Framework and 378 students achieved or exceeded the target of Level One Speaking in English. The Australian Government supported this project.

The ESL General Support Program was reviewed in 2002 and, as a result, recommendations were implemented in 2003. Above-establishment specialist ESL teachers were placed strategically throughout the Northern Territory, according to numbers in the ESL student cohort and the level of need.

The Australian Government provided support for the trial of the Count Me in Too: Mathematics in the Early Years program, and 391 early years students were targeted in 16 schools. Students' early arithmetic strategies were assessed at the beginning and end of the 23-week trial period. Thirty-five per cent (137) of students demonstrated significant progression through a band level in the mathematics component of the Northern Territory Curriculum Framework. All students improved in addition and subtraction, and understanding of place value.

The Australian Government also supported the ESL Teacher Development Program which provided professional development for 116 classroom teachers to enable them to better meet the needs of learners for whom English is a second or further language.

The Accelerated Literacy Program was expanded, with nine schools implementing the program in 2003.

Individual education plans were designed and implemented for 2,395 students with disabilities, learning difficulties and special needs, resulting in improved outcomes in literacy and numeracy.

Catholic sector

Northern Territory Catholic schools continued to implement the Northern Territory Literacy and Numeracy Strategy during 2003. The capacity of curriculum coordinators was enhanced to improve the implementation and review of individual schools' literacy and numeracy plans.

The Catholic Education Office worked directly with schools to ensure the establishment of clear baseline data and valued learning. There was also an emphasis on school-based and central professional development and professional learning in each of the submissions funded during 2003. A particular focus on professional learning continued to be supported for ESL teacher development programs.

Programs funded during 2003 included the ESL for Indigenous Language Speaking Students program; Count Me in Too; Mathematics in Early Years; Stepping Out and Tribes Learning Communities.

Independent sector

The independent sector in the Northern Territory continued to implement a variety of literacy and numeracy initiatives to enhance student outcomes during 2003. These included curriculum and intervention approaches to screening, assessment and reporting procedures. Intervention programs for students at risk continued in all independent schools during 2003.

Twelve of the 17 schools screened students at risk in the area of literacy and numeracy and tailored programs to meet their needs. Tools used included the Early Literacy Test; I Can Do Maths; Reading Progress Tests; Steps in Phonics Assessment; and the Numeracy Progress Test.

Three of the Indigenous schools either implemented or continued with Scaffolding Literacy as their main teaching tool for literacy. These schools also continued specialised programs for students

with ESL backgrounds. One of these three schools embarked on a program of professional development for tutors. A smaller school developed individualised programs for each of its students and referred to these as 'Tailored Learning Opportunities'. One of the larger secondary schools implemented a bridging program for students who were identified as being at risk. All programs were tailored to the identified specific learning needs of the students.

Australian Capital Territory

Government sector

In 2003, the ACT Department of Education, Youth and Family Services released its Literacy and Numeracy Action Plan 2003–2005, which acknowledged that all teachers at every level of schooling and in all curriculum areas are teachers of literacy and numeracy. The School Excellence Initiative was also released in 2003. It provided schools with a framework that measures their success in the delivery of student learning, innovation and best practice.

Assessment and reporting

Systemic assessment of students at the beginning and end of the kindergarten year through the Performance Indicators in Primary Schools program identified students at risk in their literacy and numeracy development. Students identified as needing assistance were provided with support in schools through Reading Recovery and Learning Assistance programs.

ACT students in years 3, 5, 7 and 9 completed the annual ACT Assessment Program, which indicated performance against the year cohort, ACT average, 60 per cent performance band, profile levels and the national benchmarks. All primary schools, high schools and colleges developed school literacy and numeracy plans using system data to inform their goals and associated programs. Literacy and numeracy officers provided a series of workshops for school coordinators to support the planning process.

Intervention and support programs

The department continued to provide additional resources to schools, based on system assessment results, through the

Learning Assistance program. The program enabled schools to meet the individual learning needs of students with the mode of operation within each school developed as an integral part of the curriculum. To support early intervention and other assistance programs, six additional Reading Recovery teachers were trained to join those already operating within schools.

The Early Literacy program continued in 2003, supporting the development of professional learning teams in schools examining and developing literacy-teaching practices in collaborative ways. It operated through intensive 5–6 week in-school support.

The Parents as Tutors program continued to provide an intensive literacy program for approximately 100 students with severe literacy difficulties, across government and non-government schools. The program, based on the current educational research of the University of Canberra on the Scaffolding Literacy pedagogy, supported both parents and students.

The three-year Language for Understanding in the new Millennium project ended in 2003. Over this time, 39 teachers from all government high schools participated in the professional learning program.

In 2003, the ACT government's Reduced Class Sizes program for Kindergarten through to year 2 was expanded to cover year 3 classes, to facilitate improved educational outcomes for primary school students. The Indigenous Home School Liaison program was also enhanced to support improving learning outcomes for Indigenous students.

Professional development

In 2003, a range of professional development courses strengthened literacy teaching. These included: First Steps (primary and high schools); Stepping Out (high schools and colleges); Early Literacy and the ESL Learner; and a Secondary Literacy Leaders course. An early literacy program, Never Miss a Chance, was provided for parents of preschool students to highlight the importance of reading to young children.

A two-day Assessment in Writing conference was also held. Professional learning opportunities in numeracy were provided through Count Me In Too workshops; Assessing Numeracy in Primary Schools; the Middle Years Numeracy Project (seven

schools); Assessing and Improving Mental Computation; the trial of Count Me Into Measurement and ongoing support through preschool and kindergarten network meetings.

In 2003, a research project was commissioned into the Learning Assistance program operating in ACT schools since 1994. A random sample of twelve primary schools and five high schools, representing 18 per cent of primary schools and 30 per cent of government high schools, was chosen to take part in a survey and interview. The 'Comprehensive Integration Mode' was identified as the preferred and most successful model.

Catholic sector

The ACT Assessment Program (ACTAP) assessed students' abilities in literacy and numeracy through classroom-based activities using specifically developed assessment tools. Students are assessed at years 3, 5, 7 and 9. As well as being a source of information that enhances teacher judgement, ACTAP assists schools in planning curriculum and provides information for parents/carers. Further information about the program is available online at: <http://vision.cg.catholic.edu.au/teaching/achievement/actap.htm>.

To develop and implement the ACTAP test, a thorough process involving the development, panelling and trialing of test items; the collection and examination of stimulus material at each profile level; and the selection of final test items is conducted. The process also involves implementation of the tests across years 3, 5, 7 and 9; equating of the ACTAP test; analysing the results and the provision of professional learning and support materials to schools.

Other initiatives undertaken in 2003 included an Australian Government Quality Teaching Programme project based on the Four Roles of the Reader; Action Research on Cooperative Reading, Guided Reading and Critical Literacy; First Steps training and implementation of the Revised First Steps reading programs; and the development of Visual Literacy professional learning modules to support literacy strands.

In addition, the implementation of the New South Wales Department of Education and Training program resources (Count Me In Too; Counting On; Count Me Into Measurement) and the Primary Literacy program (a series of professional development modules focusing on pedagogy; curriculum; assessment;

and teaching and learning in literacy, developed by Catholic Education Officers and literacy teachers from ACT Catholic schools) were continued.

Independent sector

Three Stepping Out workshops for secondary schools were held in 2003 that dealt with literacy across the curriculum for secondary teachers from all subject areas. Individual schools used the NLNP funding to mount a variety of programs including story-telling and juggling workshops with Izzi Tooinsky and the

Little Giant Theatre; the Students In a Multiple Intelligences Learning Environment project; early intervention and remediation programs and Latin in the Middle School.

Other programs included literature circles (students with low language or reading proficiency); Count Me In Too; First Steps numeracy; mathematics problem-solving development; spelling action plan (for years 4–6); First Steps development continuum (including spelling and literacy action plans for years 3–6); various ESL programs and additional lessons by way of intervention for students with learning difficulties.

Vocational education

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 other to provide an implementation strategy. (The framework is now known as the Vocational Education and Training in Schools Framework.) Both documents are available on the publications page of the MCEETYA website, at: <http://www.mceetya.edu.au/mceetya/>. The policy directions document outlines the vision for vocational education agreed to by 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 inter-related elements:

- *vocational education and training*: appropriately accredited, industry-specific training based on qualifications within the Australian Qualifications Framework and competencies endorsed in 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 local, State/Territory and national levels
- *monitoring and evaluation*: data collection to provide information that will enable the effectiveness of current and future programs 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 school, and from school to employment and further education and training.

At the 2001 MCEETYA meeting, ministers agreed to the following definition of vocational learning:

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.

Vocational learning includes general employment skills, career education and community and work-based learning. It is appropriate for all years of schooling and, when integrated into the school curriculum, provides students with the skills, experiences and attributes they will need to adapt to the changes that will be a constant feature of their lives.

Vocational learning encourages students to 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 about 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.

At the 2001 MCEETYA meeting, ministers also agreed to the following definition of enterprise education:

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 programs are more specific. They are programs undertaken by school students as part of the senior secondary certificate that provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation (RTO) or a 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 among States and Territories, reflecting different policy directions.

VET in Schools programs increasingly provide opportunities for students to participate in structured workplace learning (ie a component of a VET in Schools course situated in a workplace). These opportunities are often provided by local businesses, large corporations, government and community organisations. Students practise and achieve competencies

that industry and employers have identified as necessary for a specific job or career. RTOs formally assess the achievements of students against the competency standards outlined in Training Packages for qualifications within the Australian Qualifications Framework. Activities such as general work experience do not qualify as Structured Workplace Learning in VET in Schools.

VET in Schools programs allow students to combine vocational studies with their general education curriculum as they continue to work towards their senior secondary 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 enable greater recognition of achievement in VET in Schools programs for tertiary entrance purposes. There is increasing acceptance by the employment market of the qualifications gained through VET in Schools programs, as schools extend their use of Training Packages and as delivery and assessment arrangements are further adjusted to meet the standards that form the Australian Quality Training Framework.

The Vocational Education and Training in Schools Framework includes School-based New Apprenticeships, which were first introduced in 1998. Under nationally agreed arrangements, secondary school students undertaking School-based New Apprenticeships are required to:

- be enrolled as full-time students
- undertake the program as part of their broader study towards the senior secondary certificate
- enter a formal training contract 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 current trends and issues for the future

Overview of current trends

During 2003, jurisdictions continued to consolidate their efforts to engage and retain young people in learning, build pathways across education sectors, support students in their transitions and provide students with increased opportunities to improve their employability.

Schools were involved in a wide range of vocational education initiatives built on strong links with training providers, business, industry, and the wider community. These initiatives included industry-specific VET courses, enterprise and vocational learning programs, and career and transition support services and programs. Many of these initiatives involved schools closely cooperating with business and industry through organised partnership arrangements.

Several jurisdictions engaged in reviews of their post-compulsory education and training arrangements. These reviews, and a general desire by jurisdictions to improve access to and delivery of vocational education programs in schools, have resulted in the phased implementation of a range of strategies including:

- improvement of partnership arrangements between schools, other VET providers and the community to provide more flexible VET options for students and greater community support for VET in Schools programs
- improvement of career education
- improvement of the recognition of achievement in VET in Schools programs by universities (for purposes of tertiary entrance) and by industry
- promotion of School-based New Apprenticeship and traineeship programs
- increased access to VET in Schools programs for targeted groups including Indigenous students, students with a disability, students in detention centres and students in rural and isolated areas.

VET in Schools is now an established part of senior secondary school certificates in all jurisdictions. There are a wide variety of programs based on training packages available to students across an increasing number of industry areas. The total number of students involved continues to grow, as does the number of students who are participating in School-based New Apprenticeships. Nationally, the most popular VET in Schools courses were in the industry areas of Tourism and Hospitality, Business and Clerical, and Computing. The most popular industry area for School-based New Apprenticeships was Sales and Personal Services.

VET in Schools programs, for which jurisdictions have a range of models for funding, were mainly delivered by schools (as RTOs themselves, or in partnership with other RTOs) or by TAFE colleges. Learning also took place in a variety of other environments, including private training organisations, community organisations and workplaces. Jurisdictions also actively explored the use of distance learning and flexible learning technologies to increase the range of courses available to students, to improve access and to provide flexible learning alternatives.

Jurisdictions continued to address complex issues, such as ensuring that:

- teacher VET qualifications are kept current
- school-sector RTOs comply with the requirements of the Australian Qualifications Training Framework
- VET in Schools' data collection and reporting complies with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) from 2005. (Jurisdictions are progressing towards AVETMISS compliance with achievement expected in 2005 for reporting in 2006.)

Jurisdictions have progressively strengthened the place of enterprise and vocational learning in the compulsory years of schooling, often through cross-curriculum approaches. Strategies have included the use of logbooks or portfolios (including web-based) to record the acquisition of employability skills; work education courses; simulation activities including through the Australian Network of Practice Firms; in-school thematic programs; and externally sponsored enterprise activities and competitions.

Issues for the future

Issues for the future include:

- obtaining sufficient funding to maximise student access to quality vocational education and learning delivery
- implementing the Stepping Forward action plan
- maintaining student access to VET in Schools as a valued option
- providing training in rural and isolated areas
- strengthening partnerships with industry and community members to support the provision of quality work placements
- improving credentialling and reporting mechanisms
- improving access to data on monitoring and tracking of student outcomes and destinations
- providing support services for the increasing number of students with disabilities, including services from disability employment agencies to work collaboratively with schools to provide transition into employment programs
- providing career and transition support services in partnership with government and non-government agencies, such as access to advisers who will support young people in their transition from school and in liaising with service and training providers and agencies
- investigating whether non-senior secondary students (ie prior to year 10) should be provided with access to VET in Schools programs and School-based New Apprenticeships
- providing VET in Schools and School-based New Apprenticeships in areas of industry skill shortages and in new and emerging industry areas
- minimising the structural and funding barriers to student access to further education and training
- promoting to parents and other stakeholders the merits of alternative pathways other than university
- addressing issues about the perceptions of quality in VET in Schools programs.

Reporting against the framework

During 2003, all jurisdictions continued to use the Vocational Education and Training in Schools Framework, either by building on existing initiatives or establishing new programs and processes to implement the framework's six elements.

Jurisdictions continued their efforts to improve participation in and access to an increasing range of VET in Schools and enterprise and vocational learning programs. In the area of student support services, there is increasing recognition of and response to the need for student learning plans (incorporating transition portfolios and exit plans); quality career education programs; improved career guidance and advice; individual support for at-risk or disengaged students, and monitoring and tracking processes to provide information about student destinations.

Vocational education and training

Since its introduction, VET in Schools has developed from a marginal activity to an established part of mainstream senior secondary school education across Australia. Nearly all schools that offer the senior secondary certificate also offer VET in Schools programs. According to MCEETYA data, in 2003:

- 202,935 students were enrolled in VET in Schools programs. This represented approximately 47 per cent of all senior secondary students.
- The most popular industry areas for VET in Schools programs were Tourism and Hospitality, Business and Clerical, and Computing. These three areas accounted for nearly 50 per cent of all enrolments.
- 42.89 million hours of training were delivered representing an average of 211 hours per student across Australia. The average varied across States and Territories, ranging from 112 to 387 hours per student.
- 154,229 students successfully completed at least one unit of competency or module. This represented 76 per cent of all students enrolled in VET in Schools.

- 105,128 students spent a total of 6,249,743 hours in structured workplace learning, an average of 59 hours per student. The average varied across States and Territories, ranging from 35 to 177 hours per student
- According to National Centre for Vocational Education and Research data, 14,000 students were participating in School-based New Apprenticeships. Approximately 75 per cent of these apprenticeships were in the areas of Sales and Personal Services, Tourism and Hospitality, Business and Clerical, Automotive, and Primary Industry.

Throughout 2003, all jurisdictions and sectors contributed to a number of national projects that identified strategies for improving the delivery of VET in Schools programs and arrangements for structured workplace learning.

In 2003, there was an emphasis on improving the accessibility of VET in Schools programs to targeted groups, especially students with disabilities, Indigenous students, and students living in rural and isolated areas. In the Australian Capital Territory, the Partners in a Learning Culture and Within Reach of Us All plans supported specific programs. In Western Australia, the Certificate I level Workplace Readiness School-based Traineeship for year 10 Indigenous students was successfully piloted to improve retention rates, and to prepare students to progress to senior secondary programs. In the Northern Territory, the Training for Remote Youth project delivered Certificate levels I and II courses to improve the future employability of students in remote localities.

There was continuing effort to broaden the range of VET in Schools programs and associated pathways. In Victoria, the Victorian Certificate of Applied Learning began its first full year of operation. It provides an alternative senior secondary qualification designed to broaden pathways from school education. There was good participation by schools and students. Data indicate that the vast majority of Victorian Certificate of Applied Learning students made successful transitions into further education and training, apprenticeships/traineeships or employment. In Queensland, there was an emphasis on encouraging more students to undertake programs that are highly regarded by industry, including those that involve more structured workplace learning. Nationally, there was an emphasis on promoting the completion of full certificates. In Tasmania, there was a focus on vocational preparation programs for students in years 9 and 10 to assist in transition to full certificate

programs in senior secondary years. In New South Wales, a new Entertainment Curriculum Framework was introduced and the Primary Industries Curriculum Framework was revised.

Ensuring that the VET qualifications of teachers are current remained a key area of activity. In New South Wales, a new training program for entertainment teachers was conducted by the National Institute of Dramatic Art. The Certificate IV in Assessment and Workplace Training is an established outcome of many teacher pre- or in-service training programs for VET teachers across Australia.

In South Australia, more programs were developed that allowed for dual qualifications under the Australian Qualifications Framework and the South Australian Certificate of Education with a tertiary entrance ranking. In Western Australia, explicit links were made between the new senior secondary courses of study and training packages. The new structure will also allow students' studies to contribute to their tertiary entrance ranking.

Enterprise and vocational learning

Enterprise and vocational learning is an embedded cross-curriculum perspective in all jurisdictions. For example, in the Northern Territory, the outcomes of enterprise education are embedded in the EsseNTial Learnings of the new Northern Territory Curriculum Framework. These learnings include the 'Inner Learner', 'Creative Learner', 'Collaborative Learner' and 'Constructive Learner'.

Schools from all jurisdictions were involved in the Australian Government Department of Education, Science and Training's Enterprise Education Action Research project, which encouraged the development of enterprise education and vocational learning methodologies incorporating whole-school planning, reporting and assessment, and student-driven programs linked to the community.

Enterprise education is an approach to teaching and learning that enhances student engagement and success in learning. In all jurisdictions, schools participated in a variety of enterprise education programs and activities including school-developed initiatives as well as Australian Business Week, Young Achievement Australia, and Australian Network of Practice Firms.

In Tasmania, a state-wide project commenced to develop coherence across the diversity of individual school and regional programs, related to the development of generic skills. In South Australia, the Futures Connect strategy enables schools to establish local community partnerships to promote enterprise and vocational learning.

In New South Wales, an increasing number of schools participated in the years 9–10 Work Education syllabus, which supports student learning in work preparation skills, enterprising skills for self-employment and developing plans for future work. Students from years 9–12 developed individual school-to-work plans.

In Western Australia, a monitoring and assessment instrument for enterprise education was developed and validated. In Victoria, the Victorian Curriculum and Assessment Authority began the development of exemplary units of work integrating vocational skills for use in years 9 and 10. The Victorian Curriculum and Assessment Authority also began developing approaches for assessing and reporting on the key competencies and skills which are embedded in middle and later years' curricula. These approaches will be crucial in the development of more sophisticated ways of genuinely integrating employability and lifelong learning skills for all senior secondary students.

Student support/career and transition services

In 2003, all jurisdictions continued to build structures to provide a wide range of support services for young people, including career guidance and information on the changing nature of work and the youth labour market, irrespective of their chosen pathways.

In 2003, MCEETYA agreed to promote the Career and Transition Services Framework as a tool to assist jurisdictions in planning for and providing services to support and prepare young people to make successful transitions through school to post-school destinations. In South Australia, all schools were asked to map current activities against the framework in order to identify gaps and undertake strategic planning. Individual student learning and transition planning are key strategies of the framework, and jurisdictions actively implemented them in ways appropriate for their contexts. In Victoria, the Managed Individual Pathways strategy provided secondary school students 15 years and older in government schools with individually developed career

pathways plans, which assisted in improving retention and completion rates and transition to further education, training and employment. In Queensland, work began on a strategy to ensure that by the end of 2006, all year 10 students will develop Senior Education and Training Plans as part of their transition planning. In the Australian Capital Territory, a number of government secondary schools piloted Student Pathways Plans. In South Australia, a transition plan (available in both online and hard copy versions) was developed and trialed across the State.

In 2003, all jurisdictions continued to contribute to the maintenance of the national career information service website, *myfuture*, at: <http://www.myfuture.edu.au/>. A MCEETYA initiative, the website provides a single, comprehensive and effective internet-based career exploration service for young Australians. It received a high commendation in the 2003 Prime Minister's Excellence Awards for Public Sector Management, and was recognised by the Organisation for Economic Co-operation and Development's *Review of Career Guidance Policies in 36 Countries* as a good example of an Information and Communication Technologies-based career information service, which includes a diagnostic tool for individuals. In Tasmania, use of the website was supported by a state-wide professional development program for teachers.

Jurisdictions continued to dedicate resources to providing career development programs, mentors and counsellors to students. In the Northern Territory, the Futures Expo program provided a careers market in six diverse locations across the Territory. The Real Game series has been supported and promoted in all jurisdictions. In New South Wales, full-time careers advisers are employed in all government secondary schools to provide career education and support to students. In addition, a face-to-face and telephone careers advisory service is provided for all school leavers to support their transition from school to work or further education. In Tasmania, a state-wide team of Youth Learning Officers supported individual students at risk. In Victoria, the Local Learning and Employment Networks, through the On Track initiative, provided additional support to students found to be neither studying, nor in full-time work. In South Australia, a network of Transition Brokers and mentors provided integrated career and transition support services for young people.

In Western Australia, all years 10–12 school students were surveyed on their post-school intentions, destinations and level

of satisfaction. Those students who were unplaced at the time of the destination survey were referred to the Employment Direction Network for support in accessing further education, training or employment options. In Victoria, the On Track initiative has gathered a rich data-set of student destinations to guide transition policy development and program implementation.

Community and business partnerships

In all jurisdictions schools, systems and authorities continued to work closely with a wide range of industry bodies in the design, implementation and continuation of vocational education activities, especially VET in Schools programs and associated workplace learning opportunities.

The network of over 200 Local Community Partnerships was transferred from the Enterprise and Career Education Foundation to the Australian Government Department of Education, Science and Training during 2003.

In Queensland, work commenced on devising and implementing industry development plans for the manufacturing, pharmaceutical and arts industries. A key objective of these plans is to introduce students to potential careers within those industries, through strategies such as the use of local education–industry partnerships.

In South Australia, the Futures Connect strategy supports local partnerships at many levels including supporting students in collaborative community and work-based learning, and schools' links with businesses and community agencies. The Riverlands partnership won the National VET in Schools Training Award for the Riverland Nursing Pathways Program.

In Western Australia, nurse education was also a focus. The Chamber of Commerce and Industry of Western Australia continued its active involvement in building partnerships between industry and schools. It facilitated the linking of Curtin University with Hospitals and Aged Care industry sectors, as well as schools and educational systems to develop and implement a training program in registered nursing.

In New South Wales, there was an expansion of partnerships with major corporate employers such as Woolworths, McDonald's, Toyota, Ford, Holden and Mitsubishi in the delivery of school-based part-time traineeships.

In the Australian Capital Territory, programs such as Enterprise Education; Road Safety; Road Ready; Drug Education; Health Promoting Schools and Resilience have a strong community and business partnership focus.

In Victoria, the Local Learning and Employment Networks continued to support local communities to improve education, training and employment outcomes for young people. Their work was complemented by a system of school networks established to provide improved access to educational opportunities and better outcomes for young people.

In Tasmania, Area Learning Taskforces are being established to strengthen and extend VET in Schools partnerships between schools, employers, local community groups and service providers.

In the Northern Territory, collaboration between industry, business, employment agencies, training and higher education providers, schools and government agencies continued to promote vocational education. Examples of such collaboration include the Training for Remote Youth program; the increase in the number of School-based New Apprenticeships; and the Northern Territory Youth Business Awards and Futures Expos.

A number of independent boarding schools worked with students' home communities to develop VET in Schools programs that are tailored to employment and economic opportunities within regional locations.

Effective institutional and funding arrangements

During 2003, funding from States and Territories and the Australian National Training Authority (ANTA) continued to contribute to the expansion and sustainability of VET in Schools. ANTA funding for VET in Schools was used to advance a range of strategic directions, including increasing numbers of School-based New Apprenticeship commencements; expanding provision of VET in Schools in priority industry areas; improving certificate completion; improving access to VET for under-represented groups, and ensuring innovative and flexible delivery. The independent sector continued to rely predominantly on ANTA funds to facilitate and implement cross-sector projects, initiatives and school-based programs.

In New South Wales, there was continued infrastructure support for district and TAFE institute coordination, and for central coordination and cross-sectoral cooperation in curriculum, credentialling and reporting. For government school students, funding 'follows the student', so that school staffing funds are effectively transferred to TAFE or other external providers of a VET in Schools course.

The ACT High School Development Program provided funding to train secondary school teachers in Certificate IV in Assessment and Workplace Training, and to provide Certificate I in Information Technology via Recognition of Current Competency.

In South Australia, a more strategic application of ANTA VET in Schools funds addressed the sustainability of courses. In Western Australia, a review of the allocative mechanism for VET in Schools funds was developed. In the Northern Territory, there were consultations with industry, training providers, schools, and schooling sectors to discuss a range of funding issues including funding for skill shortage areas.

Tasmania: A State of Learning, the strategy document for post-year 10 education and training in Tasmania, was launched in 2003. It provides for planning, funding and regulatory structures and functions that support a learner-focused, integrated and collaborative approach to post-compulsory education and training.

In Victoria, as part of the Victorian Government's goal to increase School-based New Apprenticeships to 3,000 students by 2005, a support program has been implemented that funds a network of 30 School-based New Apprenticeships support coordinators across the State. The role of these coordinators is to provide information, support and links to employment to students choosing a School-based New Apprenticeships pathway. Block credit recognition was fully implemented in 2003. Intended to complement existing Victorian Certificate of Education VET arrangements, block credit recognition provides substantial additional opportunities for students to receive credit in the Victorian Certificate of Education for achievement in Certificates II and above in VET and Further Education programs.

Monitoring and evaluation

Consultations took place between all jurisdictions and sectors and consultants to develop a set of five draft program measures

for VET in Schools programs. Work continued on developing and refining electronic systems for credentialling, data collection, archiving and reporting to meet the requirements of the Australian Qualifications Framework, the Australian Quality Training Framework and the AVETMISS.

In New South Wales, a major project for the direct electronic transfer of VET in Schools student data between the New South Wales Board of Studies and TAFE New South Wales was initiated.

In Queensland, schools and local community partnerships continued to collect data about student participation in structured workplace learning. They also conducted student destination surveys to assist in assessing their achievements in supporting young people's transition to further education, training or employment.

In the Australian Capital Territory, all colleges were audited for RTO re-registration or undertook internal audits. Recommendations from the ACT Review of Career Education Programs led to the establishment of a cross-sectoral steering committee for career education.

In Victoria, the On Track initiative ensured that years 10–12 students were followed up after leaving school. The data obtained through On Track was used to publish the broad range of post-year 12 education, training and employment destinations, and to inform policy development. Analysis of the data included a focus on the destinations of students participating in VET in Schools. In South Australia, systems for collecting school-cluster-level data about VET, enterprise and vocational learning, and career and transition services have been improved. Intended and post-school destination surveys have been developed and are being trialed. In the Northern Territory, surveys to assist in the tracking of students beyond VET in Schools programs, and a graduate survey for students completing their Northern Territory Certificate of Education were conducted. In Western Australia, intentions and destinations surveys provided detailed data on the effectiveness of students' VET programs. In addition, a Career Education Quality Matrix and Enterprise Matrix were developed to collect data at school and district levels on the quality of programs implemented to address these areas of the Vocational Education and Training in Schools Framework.

Science education

Introduction

Science education is one of the six priority areas identified by ministers in 1999 for the development of measures to report progress towards the achievement of the National Goals for Schooling in the Twenty-first Century. The national goals indicate that students should attain high standards of knowledge, skills and understanding in science, which is one of the eight agreed key learning areas.

This section contains information about major developments in the teaching and learning of science and, for the first time, describes the performance of students at both primary and secondary levels in relation to the key performance measures for science, the development of which has been described in previous editions of the National Report on Schooling in Australia. The achievement of year 6 students, derived from the first national sample assessment in primary science, and the achievement of 15-year-olds, derived from the 2003 cycle of the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA), are reported. In addition, there is a summary of Australia's results from the 2002–03 Trends in International Mathematics and Science Study (TIMSS).

Major developments in the teaching and learning of science

National School Science Project

The Australian Government's National School Science Project was a direct response to *The Status and Quality of Teaching and Learning of Science in Australian Schools* report, by D. Goodrum, M. Hackling and L. Rennie, Commonwealth Department of Education, Training and Youth Affairs, which was released in August 2001. Some \$2.5 million was provided by the Australian

Government to fund a range of discrete activities aimed at improving awareness of the importance of science and improving the resources available to primary and secondary teachers to engage students in science. These activities combine to address the need to improve scientific literacy overall.

Awareness raising

In 2002, the Australian Science Teachers Association (ASTA) undertook Stage One of an awareness-raising project to help students appreciate the relevance and importance of scientific literacy to their lives and society generally. Part of this project was to build partnerships between schools, their communities and local industries to promote understanding about why it is important to study science at school.

Secondary science

Secondary school science curriculum materials and professional development activities were developed by Curriculum Corporation with the support of ASTA, the Australian Academy of Science (AAS), academics from Edith Cowan University and State and Territory science policy officers. The project pilot (Collaborative Australian Secondary Science Program) developed and trialed student and teacher resources for year 9 Energy units, and encouraged teachers to learn new classroom skills.

Science Education Assessment Resources

Assessment resources to help teachers assess student progress continued to be developed by the Australian Council for Educational Research (ACER) in a consortium with ASTA, Curriculum Corporation, Edith Cowan University and AAS. This initiative will see the development of an online assessment bank to help teachers and schools ensure that student performance is maintained and improved. Teachers from primary to year 10 levels will be able to access the appropriate section of the 'assessment bank' and select resources to assist them in their assessment of student achievement in science education. This project will be completed in 2004.

Performance measures

Primary science

During 2003, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Performance Measurement and Reporting Taskforce (PMRT) continued work on the first national sample assessment of year 6 primary science students, with the actual assessment occurring in October.

In May 2003, the ACER, which had been contracted by the PMRT, completed the development of the conceptual framework for the assessment sample items and tasks, processes for standards development and key performance measures.

The report included:

- the conceptual framework for scientific literacy
- full documentation of the trial of the test items
- the assessment instruments, marking guides and administration manuals
- draft standards of competency and key performance measures
- description of processes for ensuring comparability over time
- details on the role of teachers in the assessment, including any requirements for professional development and training
- sampling options for the conduct of the national sample tests.

In June 2003, the PMRT advertised a tender for Stage Two of the Primary Science Assessment Program (PSAP), which involved administering the national science test (developed as part of Stage One) in a sample of Australian primary schools, and marking, analysing and reporting on the results. ACER was selected to undertake the project.

In the last two weeks of October 2003, the test was administered to over 14,000 students from more than 650 schools, from both the government and non-government sectors in all States and Territories.

The program report, *National Year 6 Science Assessment Report 2003* is available on the MCEETYA website at: <http://www.mceetya.edu.au/mceetya/> and describes the development of the assessment domain; the instruments used to assess that domain; the administration of those assessment instruments; and the marking, analysis and reporting of the results.

The National Science Assessment program measures 'scientific literacy'. This is the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.

The construct evolved from the definition of scientific literacy used by the OECD PISA:

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.

(OECD PISA, 1999, p. 60)

Assessment domain

The assessment domain and instruments were developed in consultation with curriculum experts from government schools in each State and Territory and representatives of the Catholic and independent school sectors.

The domain outlined the development of scientific literacy across three main areas:

- Strand A: formulating or identifying investigable questions and hypotheses, planning investigations and collecting evidence
- Strand B: interpreting evidence and drawing conclusions, critiquing the trustworthiness of evidence and claims made by others, and communicating findings
- Strand C: using science understandings for describing and explaining natural phenomena, interpreting reports and making decisions.

The assessment items drew on four concept areas: Life and Living; Earth and Beyond; Natural and Processed Materials; and Energy and Change. These evolved from a review of the National Statements and Profiles and were common across State and Territory curricula.

Assessment instruments

The assessment instruments were administered to a random sample consisting of 6 per cent of the total Australian year 6 student population. The students' regular classroom teachers administered the PSAP between 20 and 31 October 2003.

Nationally, the assessment instruments consisted of two pencil-and-paper assessments including multiple-choice and short-answer-type items and two practical assessment tasks. The practical task required the students to conduct an experiment in groups of three and then respond individually to a set of questions about the experiment. Each student completed one of the pencil-and-paper assessments and one of the practical tasks. Students were allowed 60 minutes for the pencil-and-paper assessment and 45 minutes for the practical task.

Student performance in scientific literacy

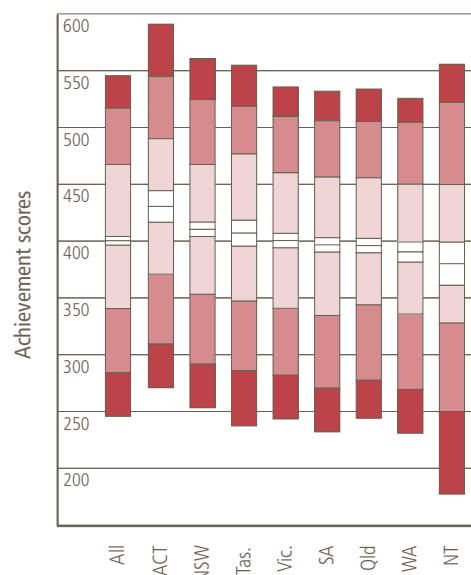
One of the main objectives of the National Science Assessment program is to monitor trends in scientific literacy over time. One way of doing so is to compare mean achievement scores and the distribution of student scores on the scientific literacy scale.

The mean scores and distributions of scores are shown in Figure 8.1.

The National Science Assessment program showed that the Australian Capital Territory was the only State or Territory with a performance significantly above the national mean.

The highest-achieving students were from the Australian Capital Territory, New South Wales, Tasmania and the Northern Territory. The Northern Territory had students with some of the highest as well as the lowest levels of scientific literacy.

Figure 8.1 Student achievement, by State and Territory, on the scientific literacy scale, 2003



(a) The figure above shows the mean scores (black line), the confidence limits around the mean (white area), and the 5th, 10th, 25th, 75th, 90th and 95th percentiles.

Source: MCEETYA, *National Year 6 Science Assessment Report 2003*

At the national level, the results across the Scientific Literacy Proficiency Levels showed the following trends:

- For males and females, there were no significant differences in proficiency.
- The proficiency of non-Indigenous students was significantly higher than that of Indigenous students.
- Students whose home language was English showed significantly higher levels of proficiency than those whose home language was not English.
- Students from the MCEETYA geolocation 'remote zone' performed significantly worse than students from any other location.

Standard for year 6 scientific literacy

A standard for scientific literacy has been established to provide parents, educators and the community with a clear picture of the

proficiency level which students are expected to demonstrate by the end of year 6.

To identify what students should know and be able to do by the end of year 6, university science educators, curriculum officers and experienced primary teachers in all States and Territories, from government, Catholic and independent schools, were brought together. The crucial scientific literacy skills and understandings needed by students for their next phase of science learning at school were discussed and debated before consensus was reached on a 'proficient' standard for year 6.

The proficient standard is a challenging level of performance with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. It is one of several achievement levels that collectively represent a continuum of learning and describe what students know and are able to do. Students who have not achieved the proficient standard have demonstrated only partial mastery of the skills and understandings expected for year 6; these students are on the way to becoming proficient. There are also students who have shown superior results and exceeded the proficient standard.

Minimum standards, like the benchmarks in literacy and numeracy, have not been set for scientific literacy. Such benchmarks, defined as 'the critical level [of skill and understanding] without which a student will have difficulty making sufficient progress at school', are more suited to foundation areas such as reading, writing and numeracy where deficiencies will have a significant effect on students' future learning and functioning in society.

The proficient standard will be the main reference point (key performance measure) for monitoring scientific literacy in Australian primary schools over time. Every three years a new national year 6 science assessment will be conducted to gauge whether student proficiency has improved.

Information about students' performances in relation to the year 6 standard from the first national year 6 science assessment is summarised below. The results in Table 8.1 show the percentages of students at each of the levels established for scientific literacy while Table 8.2 shows the percentage of students who achieved or bettered each of the levels. The estimates of measurement error provided with the results must be taken into account when comparing performances.

Table 8.1 Percentages of students at each proficiency level on the scientific literacy scale, by State and Territory, 2003

State/Territory	Proficiency level				
	2 or below	3.1	3.2 (Proficient)	3.3	4 or above
New South Wales	3.4 ± 0.8	33.7 ± 2.1	52.6 ± 2.4	10.1 ± 1.6	0.1 ± 0.2
Victoria	4.4 ± 1.0	36.9 ± 2.7	52.3 ± 2.7	6.3 ± 1.2	0.0 ± 0.1
Queensland	5.1 ± 0.9	40.0 ± 2.2	49.0 ± 2.0	5.8 ± 1.1	0.0 ± 0.0
South Australia	4.4 ± 1.2	38.6 ± 2.5	50.1 ± 2.3	6.8 ± 1.3	0.0 ± 0.1
Western Australia	5.1 ± 1.0	40.3 ± 2.2	48.7 ± 2.3	5.9 ± 1.2	0.0 ± 0.0
Tasmania	5.0 ± 1.4	35.7 ± 2.9	49.9 ± 2.9	9.3 ± 1.8	0.1 ± 0.3
Northern Territory	10.7 ± 3.6	39.9 ± 5.6	42.5 ± 4.8	6.9 ± 2.8	0.0 ± 0.0
Australian Capital Territory	2.7 ± 1.1	27.5 ± 3.9	56.1 ± 4.8	13.3 ± 2.7	0.2 ± 0.5
All	4.6 ± 0.4	37.2 ± 0.9	50.5 ± 0.9	7.6 ± 0.5	0.1 ± 0.1

Source: MCEETYA, *National Year 6 Science Assessment Report*, 2003

Table 8.2 Percentages of students at or above each proficiency level on the scientific literacy scale, by State and Territory, 2003

State/Territory	Proficiency Level			
	3.1 or above	3.2 (Proficient) or above	3.3 or above	4 or above
New South Wales	96.6 ± 0.8	62.8 ± 2.1	10.2 ± 1.7	0.1 ± 0.2
Victoria	95.6 ± 1.0	58.7 ± 2.5	6.4 ± 1.2	0.0 ± 0.1
Queensland	94.9 ± 0.9	54.9 ± 2.1	5.9 ± 1.1	0.0 ± 0.0
South Australia	95.6 ± 1.2	57.0 ± 2.4	6.9 ± 1.3	0.0 ± 0.1
Western Australia	94.9 ± 1.0	54.6 ± 2.2	6.0 ± 1.2	0.0 ± 0.0
Tasmania	95.0 ± 1.4	59.3 ± 2.9	9.4 ± 1.8	0.1 ± 0.3
Northern Territory	89.3 ± 3.6	49.4 ± 5.5	6.9 ± 2.8	0.0 ± 0.0
Australian Capital Territory	97.3 ± 1.1	69.8 ± 3.9	13.6 ± 2.8	0.2 ± 0.5
All	95.4 ± 0.4	58.2 ± 0.9	7.7 ± 0.5	0.1 ± 0.1

Source: MCEETYA, *National Year 6 Science Assessment Report, 2003*

Secondary science

The *National Report on Schooling in Australia 2002* presented results from PISA 2000 in the form of the interim key performance measure agreed by ministers in 2002, that is, the 'proportions of students achieving at or above the OECD mean in the PISA assessment of scientific literacy'. The second cycle of PISA testing occurred in 2003, and the results of the scientific literacy component of this assessment, including reporting against the interim key performance measure, are summarised below.

All 30 OECD countries and 11 non-OECD countries participated in PISA 2003, although the results for the United Kingdom were not included in the international comparisons because the United Kingdom was unable to meet the required response rates.

Internationally

In PISA 2003, Australian students achieved a mean score for scientific literacy that was significantly above the OECD

average. Australian students were outperformed by students from only three other countries: Finland, Japan and Korea.

The mean scores for all participating countries are provided in Table 8.3.

There was no statistically significant difference in Australia's performance in scientific literacy between PISA 2000 and PISA 2003. While Japan and Korea outperformed Australia in PISA 2000, both of these countries and Finland outscored Australia in 2003.

By State and Territory

The PISA 2003 sample of 12,551 Australian students was drawn from all States and Territories and school sectors. As PISA is an age-based sample, the students come from various grade levels, but are mostly from years 9, 10 and 11. There are some variations to the year-level composition of the sample in the different States and Territories as shown in Table 8.4, with Tasmania having a much higher proportion of its students in year 9 and Western Australia and Queensland having much higher proportions of students in year 11.

Table 8.3 PISA 2003 – Student achievement in scientific literacy, by country

Country	Mean score	Standard error ^(a)
Countries achieving significantly higher than Australia		
Finland	548	1.9
Japan	548	4.1
Korea ^(b)	538	3.5
Countries with no significant difference from Australia		
Hong-Kong China ^{*(b)}	539	4.3
Liechtenstein*	525	4.3
AUSTRALIA	525	2.1
Macao-China*	525	3.0
Netherlands	524	3.1
Czech Republic	523	3.4
New Zealand	521	2.4
Canada	519	2.0
Switzerland	513	3.7
Countries achieving significantly lower than Australia		
France	511	3.0
Belgium	509	2.5
Sweden	506	2.7
Ireland	505	2.7
Hungary	503	2.8
Germany	502	3.6
OECD AVERAGE	500	0.6
Poland	498	2.9
Slovak Republic	495	3.7
Iceland	495	1.5
United States	491	3.1
Austria	491	3.4
Russian Federation*	489	4.1
Latvia*	489	3.9
Spain	487	2.6
Italy	486	3.1
Norway	484	2.9
Luxembourg	483	1.5
Greece	481	3.8
Denmark	475	3.0
Portugal	468	3.5
Uruguay*	438	2.9
Serbia*	436	3.5
Turkey	434	5.9
Thailand*	429	2.7
Mexico	405	3.5
Indonesia*	395	3.2
Brazil*	390	4.3
Tunisia*	385	2.6

* Denotes non-OECD country (referred to by the OECD as partner countries)

Note:

- (a) The standard error indicates that there is some uncertainty around the result. To directly compare the performances of countries or states and obtain the confidence intervals around the data, multiply the standard error by 1.96. For example, Australia's mean is actually 525 ($\pm 2.1 \times 1.96$). There is a 95 per cent chance that Australia's mean performance lies between 521 ($525 - 2.1 \times 1.96$) and 529 ($525 + 2.1 \times 1.96$). Where confidence intervals overlap, performance cannot be said to be statistically significantly different.
- (b) While Hong Kong-China achieved a higher mean score than Korea, once standard errors are taken into account, Australia was significantly outperformed by Korea, but not by Hong Kong-China.

Source: *Learning for Tomorrow's World – First Results from PISA 2003*, OECD, 2004

Table 8.4 PISA 2003 – Distribution of students by year level, State and Territory^(a), Australian sample (per cent)

State/Territory	Year level					
	7	8	9	10	11	12
New South Wales		(b)	8	84	7	
Victoria		(b)	16	79	5	
Queensland			3	57	40	(b)
South Australia	(b)		3	79	18	(b)
Western Australia			(b)	43	56	(b)
Tasmania		(b)	30	70		
Northern Territory			5	78	17	(b)
Australian Capital Territory		(b)	10	87	3	
All	(b)	(b)	8	72	19	(b)

(a) The percentages are based on weighted data; State/Territory totals may not add to 100 because of rounding.

(b) Percentage < 1

Source: Thomson, S., Cresswell, J. and De Bortoli, L., *Facing the Future: A Focus on Mathematical Literacy Among Australian 15-year-old Students in PISA 2003*, ACER, 2004

Table 8.5 provides the mean scores for each State and Territory and indicates their relative performance. The results show that the Australian Capital Territory and Western Australia achieved means that were statistically similar. While the Australian Capital Territory performed significantly better than the remaining States and Territories, Western Australia performed significantly better than Queensland, Victoria, Tasmania and the Northern Territory, but not significantly better than South Australia or New South Wales. There were no statistically significant differences between the mean scores of Victoria, Tasmania and the Northern Territory.

All States and Territories performed well internationally, with the mean scores of students in the Australian Capital Territory, Western Australia, South Australia, New South Wales and Queensland being significantly above the OECD average, and the mean scores of students in Victoria, Tasmania and the Northern Territory being around the OECD average.

Figure 8.2 displays the mean scores and the distribution of scores for each State and Territory, as well as for Finland (the

top-performing country in scientific literacy) and the OECD and Australian averages.

Students in the ACT and Western Australia, the highest achieving Australian States and Territories, performed on a par with students in Finland, but with a larger spread of results. Students in the lowest achieving Australian States and Territories, the Northern Territory and Tasmania, performed on average as well as the OECD mean, but also with a slightly larger spread of results.

By student sub-group

Table 8.6 provides the mean scores for Australian students by selected background characteristics. It indicates that mean scores of Australian male and female students are equal.

There was, however, a large difference between the mean performance of Indigenous students (434) and non-Indigenous students (527), which is of concern.

Table 8.5 PISA 2003 – Student achievement in scientific literacy, by State and Territory: multiple comparisons table^(a)

			ACT	WA	SA	NSW	Qld	Vic.	Tas.	NT
	Mean	Mean SE ^(b)	553 4.7	546 4.3	535 4.3	530 4.4	519 6.6	510 5.2	509 9.5	495 5.8
ACT	553	4.7		0	1	1	1	1	1	1
WA	546	4.3	0		0	0	1	1	1	1
SA	535	4.3	-1	0		0	0	1	0	1
NSW	530	4.4	-1	0	0		0	1	0	1
Qld	519	6.6	-1	-1	-1	0		0	0	1
Vic.	510	5.2	-1	-1	-1	-1	0		0	0
Tas.	509	9.5	-1	-1	0	0	0	0		0
NT	495	5.8	-1	-1	-1	-1	-1	0	0	

1 = Average performance is statistically significantly higher than in comparison State/Territory.

0 = No statistically significant difference from comparison State/Territory.

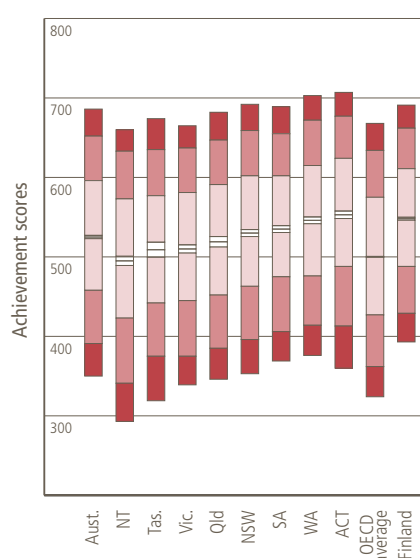
-1 = Average performance statistically significantly lower than in comparison State/Territory.

(a) It is necessary to read across the row to compare a State or Territory's performance with the performance of each State and Territory listed in the column headings. So, to compare New South Wales' performance, the reader should find New South Wales in the left-hand column and then read across the row using the key above to compare with the States and Territories listed in the column headings.

(b) Standard error

Source: Thomson, S., Cresswell, J. and De Bortoli, L., *Facing the Future: A Focus on Mathematical Literacy Among Australian 15-year-old Students in PISA 2003*, ACER, 2004

Figure 8.2 PISA 2003 – Student achievement in scientific literacy, for Australia by State and Territory, OECD mean and Finland – mean score and distribution^(a)



(a) The figure above shows the mean scores (black line), the confidence limits around the mean (white area), and the 5th, 10th, 25th, 75th, 90th and 95th percentiles.

Source: Thomson, S., Cresswell, J. and De Bortoli, L., *Facing the Future: A Focus on Mathematical Literacy Among Australian 15-year-old Students in PISA 2003*, ACER, 2004

There were also differences based on language background and geographic location:

- Students whose main language at home is not English scored significantly below other students, with a mean score of 505 compared with 529, but their score was not significantly different from the OECD average.
- Students attending schools in remote areas (489) scored below students attending schools in provincial areas (516) who scored below students in metropolitan schools (529).

Reporting results against the interim key performance measure

Table 8.7 provides results against the interim key performance measure for secondary science, for Australia and for each State and Territory, for both 2000 and 2003.

More than 60 per cent of students nationally and in New South Wales, South Australia, Western Australia and the Australian Capital Territory achieved at or above the OECD mean in both 2000 and 2003, with at least 50 per cent of

students in all States and Territories achieving at or above this mark in 2003.

As might be expected from other results, the results using the interim key performance measure are consistent across the two cycles and there were no statistically significant differences between PISA 2000 and PISA 2003. This comparison should, however, be treated with some caution because the OECD average is not strictly comparable across the two cycles of testing because of different country compositions (see note (a) to Table 8.7).

Table 8.8 provides the 2003 interim key performance measure for selected student sub-groups. The results are very similar to those reported from PISA 2000 in the *National Report on Schooling in Australia 2002*:

- There was no statistically significant difference in the proportions of male and female students achieving at or above the OECD mean in 2003.
- The proportions of Indigenous students, students from low socioeconomic families and students attending schools in geographically remote locations achieving at or above the OECD mean was significantly below the proportions of Australian students overall achieving at or above this level.

Less than half as many Indigenous students as Australian students overall were able to achieve at or above the OECD mean for scientific literacy in PISA 2003.

Table 8.6 PISA 2003 – Australian student achievement in scientific literacy, by selected background characteristics

Student group	Mean	Standard error
Gender		
Male students	525	2.9
Female students	525	2.8
Indigenous/non-Indigenous		
Indigenous students	434	7.7
Non-Indigenous students	527	2.0
Home language		
Home language not English ^(a)	505	6.1
Home language English ^(a)	529	2.0
Locality		
Metropolitan ^(b)	529	2.6
Provincial ^(b)	516	4.2
Remote ^(b)	489	6.8
All students	525	2.8

(a) Australian students were asked what language they spoke at home most of the time. Based on their answers, the students were classified into the two language background groups.

(b) Geographic location is reported on the basis of the location of the school attended by the student, not on the home location of the student. The MCEETYA Schools Geographic Location Classification was used to classify the locations to the categories reported in the table.

Source: Derived from Thomson, S., Cresswell, J. and De Bortoli, L., *Facing the Future: A Focus on Mathematical Literacy Among Australian 15-year-old Students in PISA 2003*, ACER, 2004

Table 8.7 Proportion of 15-year-old secondary students achieving at or above the OECD mean^(a) for scientific literacy, all students, by State and Territory, PISA 2000 and PISA 2003 (per cent)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
PISA 2000									
% of students	64.4	56.0	60.8	66.0	67.2	55.5	49.3	71.7	61.8
Standard error	3.7	4.4	3.5	3.7	3.6	3.9	5.0	4.4	1.9
PISA 2003									
% of students	62.4	55.9	59.0	66.4	68.8	55.0	51.2	71.4	61.2
Standard error	1.7	2.3	2.7	3.1	1.6	4.2	2.7	2.1	0.9

(a) All 30 OECD countries participated in PISA 2003, but the results for the United Kingdom were not included in the OECD mean because it did not meet the required sampling response rates. Only 28 OECD countries participated in PISA 2000, with the Slovak Republic and Turkey not participating in that cycle. In addition, the results for the Netherlands were not included in the OECD mean because it did not meet the required sampling response rates in PISA 2000.

Source: Derived from Thomson, S., Cresswell, J. and De Bortoli, L., *Facing the Future: A Focus on Mathematical Literacy Among Australian 15-year-old Students in PISA 2003*, ACER, 2004

Other measures

In 2002, Australian students participated in the 2002–03 cycle of the Trends in International Mathematics and Science Study (TIMSS), which assessed year 4 and year 8 students in science and mathematics. Twenty-five countries participated at the year 4 level and 46 countries participated at year 8. The science results from TIMSS provide additional information to that provided by the PISA assessment.

Internationally

Australian students achieved mean scores that were significantly above the international averages at both year 4 and year 8. Australia was outperformed by seven of the other 24 participating countries at year 4 and by eight of the other 45 participating countries at year 8 (see Table 8.9).

By State and Territory

Over 4,600 students from 204 schools at year 4 level and over 5,300 students from 210 schools at year 8 were in the Australian TIMSS 2002–03 sample. These students came from all States and Territories and from government, Catholic and independent sectors. There are differences in the average ages of students in the State and Territory samples because of differences in school starting ages and the structure of schooling across States and Territories (see Table 8.10). Students in Western Australia and Queensland are younger than their grade counterparts in other States and Territories and may have had up to a year less schooling because these States do not have a preparatory year, prior to year 1.

Tables 8.11 and 8.12 provide the mean scores and relative performance by State and Territory for year 4 and year 8 respectively.

Table 8.8 Proportion of 15-year-old secondary students achieving at or above the OECD mean for scientific literacy, by student sub-group, State and Territory, PISA 2003 (per cent)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
All students									
At or above OECD mean	62.4	55.9	59.0	66.4	68.8	55.0	51.2	71.4	61.2
Standard error	1.7	2.3	2.7	3.1	1.6	4.2	2.7	2.1	0.9
Male students									
At or above OECD mean	62.0	57.7	57.3	67.3	67.5	54.4	48.7	70.6	61.0
Standard error	2.5	2.8	3.0	3.5	2.4	4.7	4.0	3.8	1.2
Female students									
At or above OECD mean	62.7	54.2	61.1	65.2	70.0	55.7	53.4	72.1	61.4
Standard error	2.2	3.0	3.9	3.9	2.3	4.9	4.2	5.2	1.3
Students from low SES families^(a)									
At or above OECD mean	45.3	39.9	46.6	48.4	49.9	39.3	38.6	44.9	44.7
Standard error	2.4	3.8	3.0	3.4	3.8	5.3	7.8	8.6	1.4
Indigenous students									
At or above OECD mean	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	25.6
Standard error	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	2.9
Geographically remote students^(b)									
At or above OECD mean	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	44.4
Standard error	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	6.1

(a) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status (SES). The variable is based on the International Standard Classification of Occupations.

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

(c) No State/Territory comparisons available.

Source: Derived from Thomson, S., Cresswell, J. and De Bortoli, L., *Facing the Future: A Focus on Mathematical Literacy Among Australian 15-year-old Students in PISA 2003*, ACER, 2004

Table 8.9 TIMSS 2002–03 – Student achievement in science, by country (mean scores)

Year 4		Year 8	
Country	Mean scale score (standard error)	Country	Mean scale score (standard error)
Score statistically higher than Australia's			
Singapore	565 (5.5)	Singapore	578 (4.3)
Chinese Taipei	551 (1.7)	Chinese Taipei	571 (3.5)
Japan	543 (1.5)	Korea, Rep. of	558 (1.6)
Hong Kong, SAR	542 (3.1)	Hong Kong, SAR	556 (3.0)
England	540 (3.6)	Estonia	552 (2.5)
United States	536 (2.5)	Japan	552 (1.7)
Latvia	532 (2.5)	England	544 (4.1)
		Hungary	543 (2.8)
Score statistically no different than Australia's			
Hungary	530 (3.0)	Netherlands	536 (3.1)
Russian Federation	526 (5.2)	United States	527 (3.1)
Netherlands	525 (2.0)	AUSTRALIA	527 (3.8)
AUSTRALIA	521 (4.2)	Sweden	524 (2.7)
New Zealand	520 (2.5)	Slovenia	520 (1.8)
Belgium ± Flemish	518 (1.8)	New Zealand	520 (5.0)
Italy	516 (3.8)	Lithuania	519 (2.1)
Lithuania	512 (2.6)		
Score statistically lower than Australia's			
Scotland	502 (2.9)	Slovak Republic	517 (3.2)
Moldova, Rep. of	496 (4.6)	Belgium ± Flemish	516 (2.5)
Slovenia	490 (2.5)	Russian Federation	514 (3.7)
International Mean	489 (0.9)	Latvia	512 (2.6)
Cyprus	480 (2.4)	Scotland	512 (3.4)
Norway	466 (2.6)	Malaysia	510 (3.7)
Armenia	437 (4.3)	Norway	494 (2.2)
Iran, Islamic Rep. of	414 (4.1)	Italy	491 (3.1)
Philippines	332 (9.4)	Israel	488 (3.1)
Tunisia	314 (5.7)	Bulgaria	479 (5.2)
Morocco	304 (6.7)	Jordan	475 (3.8)
		International Mean	474 (0.6)
		Moldova, Rep. of	472 (3.4)
		Romania	470 (4.9)
		Serbia and Montenegro	468 (2.5)
		Armenia	461 (3.5)
		Iran, Islamic Rep. of	453 (2.3)
		Macedonia, Rep. of	449 (3.6)
		Cyprus	441 (2.0)
		Bahrain	438 (1.8)
		Palestinian Nat'l Auth.	435 (3.2)
		Egypt	421 (3.9)
		Indonesia	420 (4.1)
		Chile	413 (2.9)
		Tunisia	404 (2.1)
		Saudi Arabia	398 (4.0)
		Morocco	396 (2.5)
		Lebanon	393 (4.3)
		Philippines	377 (5.8)
		Botswana	365 (2.8)
		Ghana	255 (5.9)
		South Africa	244 (6.7)

Source: Thomson, S. and Fleming, N., *Examining the Evidence: Science Achievement in Australian Schools in TIMSS 2002*, ACER, 2004

Tables 8.11 and 8.12 indicate that there were few statistically significant differences in the performance of States and Territories in science in TIMSS 2002–03. At year 4, the only significant difference among States and Territories was that Western Australia was significantly below the Australian Capital

Territory. At year 8, the only significant differences among the States and Territories were that New South Wales significantly outperformed Victoria and the Northern Territory, and the Australian Capital Territory significantly outperformed the Northern Territory.

Table 8.10 TIMSS 2002–03 – School starting and school entry grades and ages of students, by State and Territory, Australian sample

State	First year of full-time school	Year 4		First year of secondary school	Year 8	
		Age range	Average age		Age range	Average age
NSW	Kindergarten	9.0–11.7	10.0	Year 7	12.2–15.5	14.0
Vic.	Preparatory	8.8–11.2	10.1	Year 7	13.1–16.1	14.1
Qld	Year 1	8.8–11.0	9.4	Year 8	11.8–15.8	13.4
SA	Reception	8.5–11.8	9.9	Year 8	12.8–15.2	13.8
WA	Year 1	8.2–11.0	9.4	Year 8	12.5–14.9	13.4
Tas.	Preparatory	9.0–11.3	10.2	Year 7	12.9–15.6	14.2
NT	Transition	8.9–10.9	9.8	Year 8	12.9–15.5	13.8
ACT	Kindergarten	9.1–11.8	10.1	Year 7	13.0–15.2	14.1

Source: Thomson, S. and Fleming, N., *Examining the Evidence: Science Achievement in Australian Schools in TIMSS 2002*, ACER, 2004

Table 8.11 TIMSS 2002–03 – Year 4 science achievement, by State and Territory^(a)

			ACT	Vic.	NSW	Tas.	SA	Qld	NT	WA
	Mean	Mean SE ^(b)	547 9.7	528 6.8	526 10.1	517 11.6	515 8.5	513 7.7	503 13.8	502 7.3
ACT	547	9.7		0	0	0	0	0	0	1
Vic.	528	6.8	0		0	0	0	0	0	0
NSW	526	10.1	0	0		0	0	0	0	0
Tas.	517	11.6	0	0	0		0	0	0	0
SA	515	8.5	0	0	0	0		0	0	0
Qld	513	7.7	0	0	0	0	0		0	0
NT	503	13.8	0	0	0	0	0	0		0
WA	502	7.3	-1	0	0	0	0	0	0	

1 = Average performance is statistically significantly higher than in comparison State/Territory.

0 = No statistically significant difference from comparison State/Territory.

-1 = Average performance statistically significantly lower than in comparison State/Territory.

(a) It is necessary to read across the row to compare a State or Territory's performance with the performance of each State and Territory listed in the column headings. So to compare New South Wales' performance, the reader should find New South Wales in the left-hand column and then read across the row using the key above to compare with the States and Territories listed in the column headings.

(b) Standard error

Source: Thomson, S. and Fleming, N., *Examining the Evidence: Science Achievement in Australian Schools in TIMSS 2002*, ACER, 2004

Table 8.12 TIMSS 2002–03 – Year 8 science achievement, by State and Territory^(a)

			NSW	ACT	SA	WA	Vic.	Qld	Tas.	NT
	Mean	Mean SE ^(b)	547 9.6	538 9.2	524 10.9	520 6.9	516 5.3	516 6.0	504 11.7	482 13.7
NSW	547	9.6		0	0	0	1	0	0	1
ACT	538	9.2	0		0	0	0	0	0	1
SA	524	10.9	0	0		0	0	0	0	0
WA	520	6.9	0	0	0		0	0	0	0
Vic.	516	5.3	-1	0	0	0		0	0	0
Qld.	516	6.0	0	0	0	0	0		0	0
Tas.	504	11.7	0	0	0	0	0	0		0
NT	482	13.7	-1	-1	0	0	0	0	0	

1 = Average performance is statistically significantly higher than in comparison State/Territory.

0 = No statistically significant difference from comparison State/Territory.

-1 = Average performance statistically significantly lower than in comparison State/Territory.

(a) It is necessary to read across the row to compare a State or Territory's performance with the performance of each State and Territory listed in the column headings. So to compare New South Wales' performance, the reader should find New South Wales in the left-hand column and then read across the row using the key above to compare with the States and Territories listed in the column headings.

(b) Standard error

Source: Thomson, S. and Fleming, N., *Examining the Evidence: Science Achievement in Australian Schools in TIMSS 2002*, ACER, 2004

By student sub-group

Table 8.13 provides the mean scores for Australian students in science in TIMSS 2003–03, by gender and Indigenous status. There was no statistically significant difference in scores between male and female students in Australia at year 4, but there was a statistically significant difference in favour of males at year 8. This is a different result from PISA, which found no significant gender difference in Australia for 15-year-old students in scientific literacy.

Indigenous students achieved mean scores at both year 4 and year 8 which were considerably below that of other Australian students. While the Indigenous mean score at year 8 was not significantly different from the international average, the score at year 4 was significantly below the international average.

Table 8.13 TIMSS 2002–03 – Mean scores in science, year 4 and year 8, by student sub-group

	Year 4	Year 8
Australia	521 (4.2)	527 (3.8)
Males	519 (5.5)	537 (4.6)
Females	522 (3.8)	517 (4.6)
Indigenous	450 (14.3)	469 (8.8)
Non-Indigenous	526 (3.3)	530 (3.7)
International average	489 (0.9)	474 (0.6)

Source: Derived from Thomson, S., and Fleming, N., *Examining the evidence: Science achievement in Australian schools in TIMSS 2002*, ACER, 2004, and Martin, M. et al., *TIMSS 2003 International Science Report*, IEA, 2004

Chapter 9

Information and communication technologies education

Monitoring and reporting on Australia's national goals for schooling and ICT

The National Goals for Schooling in the Twenty-first Century provide broad direction to guide schools and education authorities in securing for Australian students the knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society. Goal 1.6, which addresses student outcomes related to information and communication technologies (ICT), states that 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.

Teaching information and communication technologies

National overview

In 2000, Australia's education ministers adopted Learning in an Online World as a national action plan for the school sector. The plan was developed in recognition of the important role of ICT in providing children with the education they need to meet the challenges of the future.

The Learning in an Online World strategy was based on the understanding that ICT 'has the potential to transform all aspects of school education and contribute to the achievement of all learning goals'. This vision has guided Australia's education systems in their efforts to advance schooling ever since.

ICT contributes to the advancement of school education by:

- providing powerful learning tools and enabling access to new resources across all areas of the curriculum

- contributing to the achievement of National Goal 1.6 (see above)
- enabling increased access to education for students in remote areas
- enabling improvements and efficiencies to be made in the administration of schools and education.

Learning in an Online World identifies five key interdependent areas in which governments and other stakeholders need to take action. They are:

- 1 *people*: providing educational leaders, teachers and administrative staff with the skills and commitment to use learning technologies effectively
- 2 *infrastructure*: providing access to an advanced ICT infrastructure that supports good teaching and learning and delivers efficiencies in business practices
- 3 *content and services*: providing access to and applying online resources and services that support continuous improvement in curriculum practice, in classroom and distance settings, and in school administration
- 4 *supporting policies*: providing policies and protocols that facilitate the uptake and use of ICT in schools
- 5 *enabling regulation*: providing a legal and regulatory framework in Australia that supports rather than inhibits the use of new technologies to enhance learning.

The first area is of crucial importance. Students need to be able to enhance their learning by fully exploiting the potential offered by technology resources. They also need to develop the employment-related skills for working in a world in which ICT is increasingly pervasive. Teachers need to develop a range of ICT competencies and extend their teaching practices in ways that take advantage of ICT tools and resources. Similarly, educational leaders must have the skills and understandings for planning and leading the use of ICT in their schools.

Australia's schools made substantial progress in this field after Learning in an Online World was adopted in 2000. Progress in the first area was supported by developments in the other four areas. These developments included the widespread provision of networked computers in classrooms, improved connectivity and

the creation of new digital content and services for supporting educational and administrative programs.

The programs undertaken in the various government and non-government schools were supported by key initiatives of the Australian Government and major projects of the two ministerial corporations: education.au limited and Curriculum Corporation. The ICT in Schools Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) played an important strategic role and facilitated cooperation between the various governments and schools.

The progress made since 2000 in the first area included the following:

- Knowledge of how ICT can be used effectively to improve student learning was expanded on the basis of new research and the accumulated experience of educators.
- Access to ICT infrastructure for students and teachers was expanded through ongoing investments in computers, networks, telecommunication services, software and technical support services.
- A growing range of quality digital content was made available to meet the needs of Australian education.
- The use of ICT was embedded across all areas of the curriculum.
- Students were being involved in new and effective approaches to learning that exploit the educational opportunities available through ICT.
- Students were developing the ICT-related skills for future employment and lifelong learning.
- A range of specific ICT-related courses were being offered so that many students leave school with the skills required to pursue careers in ICT-related fields.
- Most Australian teachers had developed the basic ICT competencies and a growing number were developing more advanced skills.
- School leaders improved their understanding of ICT and this was incorporated into school planning processes.
- The links between schools and communities were strengthened through the growing use of electronic

communication and the opening of some school-based ICT facilities for community purposes.

There were also challenges for the future, including:

- Providing the professional learning opportunities that teachers need to enhance their capacity to fully utilise the opportunities presented by the use of ICT and to embed the use of ICT in teaching and learning, including ICT-supported assessment practices in schools.
- Embedding ICT in university teacher training courses to ensure new teachers are skilled at integrating technologies into their everyday practices.
- Securing the further investment required to ensure that a critical mass of quality digital content is available to schools.
- Providing all schools with access to affordable telecommunications bandwidth of sufficient capacity, reliable infrastructure and technical support.
- Solving new technical challenges in security management and the integration of disparate software systems.
- Monitoring national progress in the development and effective use of ICT in schools and making research findings available to the education community.
- Securing recurrent funding for ICT.

Education goals for ICT

In 2003, schools throughout Australia assigned a high priority to the use of ICT in teaching and learning, with broad recognition that ICT can provide powerful tools for learning across all areas of the curriculum, especially learner-centred pedagogies. ICT initiatives therefore became increasingly important in school systems' overall strategies to enhance teaching and learning.

Schools drew on the findings of national and international educational research, which confirms the improved educational outcomes arising from the effective use of ICT. Schools used this research to promote successful teaching and learning practices that incorporate ICT tools. In 2003, Australia's education ministers recognised the importance of research by adopting a specific ICT research strategy.

Schools also recognised that students must be provided with particular skills in knowledge about and understanding of ICT so that they are well equipped for future lifelong learning and employment. Schools set clear strategic goals, broadened their curricula and established specific initiatives to achieve this. In some schools, the ICT strategies were closely aligned with curriculum renewal strategies.

ICT also provides powerful tools for administrators. All school sectors managed initiatives for improving administrative processes through the use of ICT. These initiatives included administrative activities at the school level and administrative functions at the State, Territory or non-government sector level.

The various strategies and initiatives involved considerable levels of funding. Some of this funding was allocated to fixed-term projects and school sectors faced the challenge of allocating sufficient recurrent funding to sustain their progress.

Access to ICT infrastructure

In 2003, as most schools had the basic elements of ICT infrastructure in place, there was an increased emphasis on effective pedagogies to support student learning, extending the professional skills of teachers and leaders and acquiring quality digital content.

There was considerable investment across all school sectors in computers, networks, software products and technical support services. By the end of 2003, the majority of students and teachers in Australia's schools had frequent access to networked computers. In a growing number of schools, networked computers could be accessed from most classrooms and other learning areas. Ongoing technical support services were provided so that teachers and students had access to reliable ICT infrastructure.

As school sectors extended the use of ICT to support the advancement of teaching and learning and the improvement of administrative processes, they required a growing range of software systems for functions such as:

- communication
- resource searching
- learning management
- content management

- assessment
- library management
- student administration
- human resource management
- financial management.

Affordable access to high capacity telecommunications services remained an issue for many schools in Australia, especially in rural and remote areas. Lack of access to adequate affordable Internet services constrained schools in their ability to collaborate, communicate and access quality content, restricting their ability to:

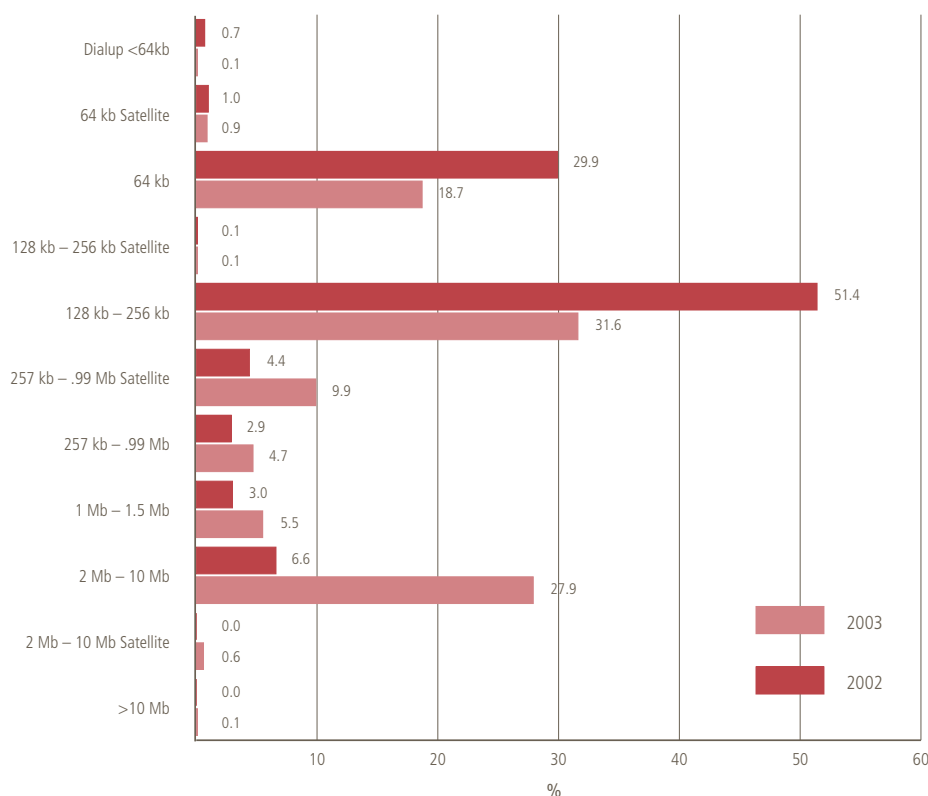
- increase teacher effectiveness
- raise the quality of classroom practice
- build student engagement
- adopt innovation
- reduce inequality.

The provision of bandwidth improved for many schools between 2002 and 2003, as is indicated in Figure 9.1. During this period, the proportion of schools with services of at least one megabyte capacity rose from 9.6 per cent to 33.2 per cent. However, over half of all schools were still using services of 256 kilobytes or less and even those schools with the highest levels of connectivity were well behind international benchmarks. Further action will be required to ensure that adequate and affordable bandwidth is available to meet the increasing immediate and future requirements of Australian schools.

In 2003, Australian education ministers adopted a bandwidth action plan, which set out eight strategic actions:

- adopt a coordinated, cooperative approach based on a portfolio of actions aimed at a long-term sustainable result
- establish appropriate governance arrangements
- invest in a better understanding of existing and future needs
- assist schools to become informed users
- establish a small national unit with analysis, negotiation, facilitation and technical capabilities, under the direction of the governance body

Figure 9.1 Bandwidth provision to Australian schools, 2002 and 2003



- adopt a sector-wide approach to content transaction costs
- strengthen competition through targeted initiatives, including direct investment to bridge priority gaps between market provision and the needs of schools
- develop strategies to better exploit the opportunities provided by improved bandwidth, including moving beyond an 'add on' culture in the use of ICT and actively identifying and redirecting the benefits in terms of resource substitution.

In response, the ICT in Schools Taskforce began developing the National Bandwidth Implementation Plan for consideration by MCEETYA.

Embedding ICT in the curriculum

By the end of 2003, curricula in all jurisdictions specified outcomes relating to technology. Different approaches were

used, based on the overall structure of the particular curriculum framework. In jurisdictions where the curriculum framework was based on learning areas, most syllabus statements, particularly for secondary level schooling, incorporated the use of ICT tools and resources.

Some jurisdictions were revising their curriculum frameworks to define the key learnings expected of their students. Under these models, ICT was sometimes included under a single learning category such as communication. The intended ICT-related outcomes within these frameworks applied across all learning areas.

A number of programs were undertaken to ensure that required curriculum outcomes were achieved. Many jurisdictions published guides and mapped specific ICT-related tools or content to the outcomes for particular syllabuses. Teacher professional development programs were used to support the curriculum objectives. In some schools, specific curriculum

consultants were appointed to provide support and advice for teachers and schools.

Further action is required to ensure that all teachers are able to use ICT to transform teaching and learning. This requires a strong focus on effective pedagogies for an online world and the articulation of the principles for embedding ICT in pedagogy.

In 2003, the ICT in Schools Taskforce, in collaboration with the Student Learning and Support Services Taskforce, was preparing the report *Pedagogy Strategy – Learning in an Online World 2003–06* for consideration by MCEETYA.

Technology-specific skills and competencies

A number of schools offered technology-specific courses in their schools, particularly from year 9 onwards. At the post-compulsory levels, there were specific school certificate courses in which the use of ICT was mandated. These ranged from technology-related courses through to courses in business administration and visual design. The rapid developments in technology created challenges in ensuring that ICT courses remained contemporary.

Some schools offered ICT-related vocational education and training courses to their secondary students and sought to develop ICT competencies accredited under the National Training Framework.

Many schools offered industry-based technology courses such as those developed by international technology companies. The accreditation of such courses under State or Territory school certificates was an issue for some schools.

The ICT course offerings varied among the jurisdictions but by the end of 2003, approximately one-third of students in the post-compulsory years were completing courses with ICT components. Challenges to further growth in these participation rates included:

- difficulties in attracting new students, particularly female students
- costs associated with providing up to date equipment and other resources
- skills of teachers
- availability of suitable learning materials.

Digital content

Quality digital content plays an important role in supporting effective teaching and learning, including:

- presenting real-world problems to students through the use of multimedia presentations, simulations and other resources
- providing interactive learning environments that promote the exploration of ideas
- providing 'scaffolding' and tools, including visualisation and modelling packages, to help students solve problems and enhance their learning
- enabling feedback for students with encouragement for reflection and revision
- supporting the professional development of teachers and school leaders.

Most schools had a range of programs to identify, acquire, develop and distribute digital content to their schools. The distribution of content was previously primarily through removable media such as CD-ROMs. By the end of 2003, most schools were moving towards Internet-based distribution via central websites.

The Le@rning Federation initiative was the major digital content project for Australian and New Zealand schools. The initiative was funded by the Australian, New Zealand, State and Territory governments and jointly managed by Curriculum Corporation and education.au limited. By the end of 2003, a total of 225 individual learning objects had been developed and an additional 820 were in various stages of development. A further 1,000 learning assets had been disaggregated from the learning objects or collected from cultural and other organisations.

A field study by The Le@rning Federation confirmed that the content being developed could play a significant role in technology-rich educational programs.

A major issue was to ensure that content is developed using sound education principles and effective instructional design. The Le@rning Federation initiative addressed this issue by developing specifications for educational soundness.

The increasing use of online content, including the resources being developed through The Le@rning Federation initiative,

created the need for new delivery systems such as web portals, learning management systems and content management systems. A number of schools implemented major software packages to support these functions. The Le@rning Federation also developed a Basic E-Learning Tool Set to provide schools with the basic functionality for managing learning objects until comprehensive learning content management systems could be implemented within jurisdictions.

Jurisdictions also operated various initiatives for providing their schools with digital content. Some initiatives were aimed at identifying existing quality content, including commercial resources, and providing cost-effective access for schools. Other initiatives involved the custom development of content to meet the specific curriculum, professional development and other educational priorities of the particular jurisdiction. Some schools established programs to support the development of new content by their own teachers.

An emerging challenge for jurisdictions was managing the often complex intellectual property rights associated with digital content. Further information is available online, at: <http://www.thelearningfederation.edu.au>.

The EdNA Online Service operated by education.au limited continued to provide a valuable service including production of a directory of quality educational websites suitable for Australian schools. By the end of 2003, there were approximately 275,000 visits per month to EdNA Online. Curriculum Corporation also continued to develop and manage a variety of curriculum-based online and CD-ROM resources. It produced a range of resources that reflect the priorities of the national goals of schooling. Further information can be found at: <http://www.edna.edu.au/edna/page1.html>.

The Government Education Portal, <http://www.education.gov.au>, is one of nineteen portals providing information on government services for Australians. The website provides customised access to government information and services concerning all aspects and levels of education in Australia. In particular, it focuses on Australian Government policies, programs, events, publications and resourcing. It also provides links to key education and training sites at the national, State and Territory level.

The portal also enables the Australian public to find and share information, news events and ideas about education and training

more generally. It incorporates many of the tools and services of EdNA Online. In 2003, website traffic continued to increase, and work was underway to create a range of customised pages for particular groups.

Collaborative projects

Research and experience in schools have shown that collaborative online projects provide highly effective learning activities across the curriculum. They can enable groups of students in different locations to work together on common themes with a sharing of information and work products. Subject matter experts and mentors can also be involved. By the end of 2003, Australian schools had participated in collaborative online projects for over a decade.

Education.au limited gave considerable impetus to the development of collaborative projects by hosting a range of projects on behalf of all school sectors. These included:

- the OzProjects website, <http://www.ozprojects.edna.edu.au/sibling/home>, which supported teachers in joining projects, creating their own projects and choosing appropriate online tools for students
- the International Learning Quest Challenge, <http://www.edna.edu.au/edna/page2070.html>, which provided opportunities for teachers to integrate use of the Internet into existing curriculum programs
- the Netd@ys International Online Project, <http://netdays.edna.edu.au/teachers/>, which promoted student use of new media in the areas of youth and culture.

States and Territories actively encouraged their schools to participate in such projects and some established organisational units to promote and support online projects, providing collaborative tools and websites for hosting them. Many hundreds of projects were supported through such hosting.

A large number of Australian schools participated in projects such as Web Quests, Book Raps, E-Pals and Travel Buddies. The issues being addressed to increase participation included:

- coordination of projects
- raising of awareness about projects
- encouragement and support for teachers and students to design and lead projects

- professional development of teachers
- establishment of partnerships with external organisations, such as research organisations and industry
- provision of collaborative tools for teachers.

Under the Computer Technologies for Schools project, surplus computer equipment from the Australian, State, Territory and local governments and private companies are distributed, according to need, to state and non-government schools across Australia through State and Territory networks. Further information is available at: <http://www.ctfs.edna.edu.au>.

ICT competencies of teachers

The Australian Government and States and Territories gave priority to providing teachers with access to ICT through professional development, quality digital content and ICT infrastructure. Consequently, there was a steady rise in the ICT competency of teachers. Although not all jurisdictions collected detailed quantitative data, it appears that by the end of 2003, over 90 per cent of Australian teachers had acquired the basic competencies to use ICT. It was estimated that at least 50 per cent of Australian teachers would have regarded their competency level as 'intermediate' or 'advanced'.

As teachers develop the necessary competencies, the emerging challenge is to develop and promote new teaching practices that maximise student learning, but there is limited quantitative information for 2003 on teacher competency in embedding the use of ICT in their pedagogy.

In 2003, the Australian Government completed its Review of Teaching and Teacher Education. The final report argued that advanced ICT should be ubiquitous in schools, and its use as an educational tool should be part of the professional repertoire of all teachers. Its recommendations included the following:

- All teacher education programs should prepare prospective teachers for the digital age, in which ICT is an important information and knowledge management tool and is integral to student learning.
- Opportunities should continue to be created for teachers to upgrade and update ICT knowledge and skills relevant to their professional roles.

In-service teacher professional development

States and Territories operated a range of professional learning programs to extend the ICT competences and the teaching practices of their teachers. A variety of delivery methods were used, including:

- development of print-based and electronic guides for teachers
- creation of specific ICT professional learning programs supported by websites
- delivery of courses through to face-to-face seminars and programs
- delivery of courses online
- use of in-school mentors or coaches.

Many schools adopted in-school professional learning models based on the use of ICT coaches or mentors. In these programs, leading educators had their direct teaching responsibilities reduced to enable them to provide mentoring and support to other teachers in their schools.

There was also a strong emphasis on the use of online professional learning communities. In some schools, many hundreds of such communities operated.

Schools adopted various forms of 'centres of excellence' in the use of ICT for teaching. A number of lighthouse or navigator schools were established. These schools served as both models of good practice and providers of professional development for teachers in surrounding schools. In some jurisdictions, a single centre of excellence was established to provide professional leadership and the coordination of professional learning programs.

New professional development priorities emerged, placing an emphasis on the use of ICT to extend teaching practices. The availability of new digital content for teachers, particularly learning objects through The Le@rning Federation initiative, created the need to offer specific programs in the effective use of digital learning objects.

The professional learning programs undertaken by schools were also supported by the Australian Government, which gave

particular priority to the issue through initiatives such as the Australian Government Quality Teacher Program. The resources and services provided by Curriculum Corporation and education.au limited were also significant in raising the professional skill levels of Australia's teachers.

Other activities that were undertaken by schools to promote professional learning included:

- providing awards for excellence in teaching
- providing scholarships
- running conferences in ICT for education.

Pre-service teacher professional development

A growing number of teachers are expected to retire in the next few years. This is expected to lead to an increase in the intake of new teachers who have recently completed their pre-service teacher training. It is important that these new teachers are equipped with both the basic ICT competencies and the relevant teaching practices for teaching in the online environment.

A number of reports confirm the important role of universities in providing new teachers with these competencies and professional skills. These include the report of the Review of Teaching and Teacher Education, entitled *Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics* and the study of teacher professional development, entitled *Making Better Connections*. Full copies of both of these reports can be found in the list of websites in the section of this chapter, 'State and Territory initiatives to support online learning'. Both projects were funded by the Australian Government.

The priority given to ICT in pre-service teacher training courses varied but by the end of 2003, growing emphases were becoming apparent:

- All States and Territories reported that they were liaising with universities regarding the ICT components of teacher education courses.
- Some schools had reached agreement with local universities so that the pre-service ICT course content was aligned to the needs and actual situations that new teachers would encounter in schools.

In 2003, the Australian Government approved funding for a project to further encourage such partnerships. The project aims to demonstrate good practice approaches to embedding ICT throughout the educational experience of student teachers, practising teachers and teacher educators.

It is expected that one professional development pilot demonstrator project will be established in each State and Territory. These pilots will develop, trial and evaluate forms of partnerships between universities, education authorities (government and non-government) and schools, and identify leading practice strategies for integrating and embedding ICT into and across the curriculum.

Leadership and planning for ICT

The successful adoption of ICT to improve student learning requires effective leadership and planning. States and Territories recognised these needs through a number of targeted approaches for developing school leaders. Schools established strategic goals such as 'developing educational leaders who create a vision for using learning technologies for teaching and learning, model best practice and encourage staff to explore innovative practice in learning technologies'.

There was also an emphasis on effective school planning for ICT. Some schools promoted this through the development of planning guides and professional development programs. There was a growing trend for schools to adopt 'whole school planning' approaches to ICT.

The ICT professional development programs included specific elements and resources for developing the skills of principals and other school leaders. In some schools, the education leadership strategy, including development programs for principals, incorporated particular ICT leadership and planning aspects. Some schools included specific ICT competencies in the selection criteria for principals.

School leaders and administrators were also supported in using ICT for management and administrative functions such as accounting, staffing, timetabling and reporting. Specific ICT tools, including administrative software packages and websites, were provided for these purposes. There was an increasing use of ICT services, including email and web portals, for communication between school sector offices and schools.

In many cases, these tools replaced paper-based and fax communication.

Links between schools and communities

Schools made progress in using ICT to strengthen the links with their communities. An increasing number of schools established websites for communication with parents and the broader community. In at least one school, SMS messaging was used to notify parents of student absences. Schools and communities faced various constraints in developing ICT-enabled links, including access to affordable telecommunications bandwidth. There were also digital divide issues: socioeconomic factors in many communities mean there can be low levels of access to the Internet by households.

States and Territories also pursued initiatives to enable students to access electronic resources from outside the school. Priority was given to supporting distance education programs, particularly for students living in remote areas of Australia. There are a number of technical challenges in providing widespread access to all students. Many of these challenges relate to security and the need for schools to provide effective authentication of many hundreds of thousands of students.

In some jurisdictions, the ICT facilities of selected schools were made available to members of the community through online access centres. Such centres can perform important roles in addressing digital divide issues. In some cases, ICT training programs were also offered.

Conclusion

Australian schools continued to make progress in the use of ICT to improve student learning and to prepare children for the future.

States and Territories recognised that ongoing action would be required to meet the challenges ahead. These include:

- providing teachers with professional learning opportunities to enhance their capacity to fully utilise the opportunities presented by the use of ICT and to embed the use of ICT in teaching and learning, including the ways in which ICT can support assessment practices in schools
- ensuring that university teacher training courses equip new teachers with required ICT knowledge and skills

- securing further investment to ensure that a critical mass of quality digital content is available to schools
- providing all schools with access to affordable telecommunications bandwidth of sufficient capacity, reliable infrastructure and technical support
- monitoring national progress in the development and effective use of ICT in schools and making research findings accessible to the education community
- solving new technical challenges in areas such as security management and the integration of disparate software systems
- securing recurrent funding for ICT.

These challenges need to be confronted so that Australian students are able to reap the educational benefits available through the effective use of ICT. It is important that concurrent actions continue to be undertaken in the three priority areas: connectivity, people and content.

National key performance measures in information and communication technologies

The MCEETYA Performance Measurement and Reporting Taskforce (PMRT) has committed to a three-yearly cycle of national sample assessments in the following three areas:

- Civics and Citizenship
- ICT
- Science.

Protocols for the national sample assessments are available from the MCEETYA website, http://www.mceetya.edu.au/pdf/sample_assess_protocols.pdf.

The first national sample assessment of ICT literacy was scheduled for 2005, and thereafter every three years. A sample of year 6 and year 10 students across Australia will take part.

The PMRT has determined that the assessment will focus on students' ICT literacy, which is interpreted as general ICT skills and knowledge in a cross-curricular context, as opposed to the more technical skills and knowledge that are developed through specialist ICT courses. It will emphasise a 'futures perspective' to maintain the currency of the knowledge and skills assessed in the face of rapid advance in technology and its impact on schools.

The ICT Assessment project

Work towards the 2005 assessment began in 2003 with the ICT Assessment project.

During 2003, project activity focused on laying the groundwork for the design and conduct of the assessment, which would be carried out by an external contractor. The main activities for the year were:

- developing a draft definition of ICT literacy
- developing a draft assessment framework
- mapping existing ICT practice to the framework
- exploring ICT assessment methodology
- preparing an invitation to tender for the assessment.

The above work laid the groundwork for the preparation of an invitation to tender for the development and delivery of the 2005 national sample assessment of ICT. Work was well underway on the tender documentation by the end of 2003. Further information on the ICT Assessment project is available from the MCEETYA website: <http://www.mceetya.edu.au/mceetya/default.asp?id=11410>.

Future work

Future work towards the 2005 assessment will include:

- finalisation of the assessment framework including the definition of ICT literacy, the assessment domains and the six levels in each
- appointment of a contractor to carry out the assessment.

State and Territory initiatives to support online learning

As well as the national initiatives described above, all States and Territories have made considerable progress in the development and use of online resources. Below is a list of websites of State and Territory initiatives to support online learning.

Australian Government

Government Education Portal <http://www.education.gov.au/goved/go>

EdNA Online <http://www.edna.edu.au/edna/page1.html>

Computer Technologies for Schools project <http://www.ctfs.edna.edu.au>

The Learning Federation <http://www.thelearningfederation.edu.au/tlf2/>

Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics, http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/reviews/australias_future_using_educational_technology/report.htm

New South Wales

NSW Department of Education and Training <https://www.det.nsw.edu.au/>

NSW Department of Education and Training Public Schools <http://www.schools.nsw.edu.au/>

NSW HSC Online <http://hsc.csu.edu.au/>

Through My Window, NSW schools email-based activity http://www.cli.nsw.edu.au/e-learning/cl_projects/Through_my_window/index.htm

NSW Department of Education and Training Curriculum and Professional Support Languages Unit <http://www.curriculumsupport.education.gov.au/primary/languages/index.htm> (for primary schools) and <http://www.curriculumsupport.edu.au/>

education.gov.au/secondary/languages/index.htm (for secondary schools)

NSW Department of Education and Training Curriculum and Professional Support Maths Unit <http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/index.htm> (for primary schools) <http://www.curriculumsupport.education.nsw.gov.au/secondary/mathematics/index.htm>

Access Asia, NSW schools program <http://www.accessasia.edu.au/>

GoVET, NSW Vocational Education and Training Teachers website <http://www.govet.nsw.edu.au/>

NSW Department of Education and Training VET in Schools <https://www.det.nsw.edu.au/vetinschools/>

NSW Department of Education and Training School to Work VET in Schools Program <https://www.det.nsw.edu.au/vetinschools/schooltowork/index.html>

Jobs Alive, NSW motivational careers program <https://www.det.nsw.edu.au/vetinschools/jobsalive/>

Boyz At Work NSW motivational careers program for boys <http://boyzatwork.det.nsw.edu.au/>

NSW Discovering Democracy professional development website <http://www.abc.net.au/civics/democracy/default.htm>

The Common Good: One World, Many Democracies, NSW civics and citizenship education website <http://www.abc.net.au/civics/oneworld/>

Australian Museum Online Backyard Biodiversity Study <http://www.austmus.gov.au/biodiversity/backyard/index.htm>

Victoria

Victorian Department of Education and Training Victorian Education Channel <http://www.education.vic.gov.au/schools/>

Victorian Department of Education and Training, SOFWeb, schools online information website <http://www.sofweb.vic.edu.au/>

Victorian Department of Education and Training, SOFWeb eLearning Resources <http://www.sofweb.vic.edu.au/ict/resource/index.htm>

Victorian Department of Education and Training, ICT Professional Learning Strategy <http://www.sofweb.vic.edu.au/ict/pd/index.htm>

Victorian Department of Education and Training, IdeaBank <http://www.sofweb.vic.edu.au/ideabank/index.htm>

Victorian Curriculum and Assessment Authority, Sample Units: Information and Communications Technology <http://www.vcaa.vic.edu.au/prep10/csf/support/icts/ictspd.html>

Victorian Curriculum and Assessment Authority, Information and Communications Technology in KLA Charts <http://csf.vcaa.vic.edu.au/itk/it.htm>

Victorian Curriculum and Assessment Authority, Victorian Essential Learning Standards Support Materials http://vels.vcaa.vic.edu.au/support/sample_units.html

Victorian Curriculum and Assessment Authority, Victorian Essential Learning Standards, Information and Communications Technology <http://vels.vcaa.vic.edu.au/essential/interdisciplinary/ict/index.html>

Queensland

Education Queensland, the Learning Place <http://education.qld.gov.au/learningplace/>

Education Queensland the Learning Place online courses for Queensland teachers' professional development <http://education.qld.gov.au/learningplace/onlinelearning/courses/courses.html>

Education Queensland Learning and Teaching <http://education.qld.gov.au/curriculum/>

Education Queensland Smart Classrooms <http://education.qld.gov.au/smartclassrooms/>

Education Queensland the Learning Place, Virtual Schooling Service <http://education.qld.gov.au/learningplace/vss/>

Education Queensland White Paper, Education and Training Reforms for the Future <http://education.qld.gov.au/etrf/>

South Australia

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

South Australia Department of Education and Children's Services Open Access College <http://oac.schools.sa.edu.au/index.html>

South Australia Department of Education and Children's Services Learning Technologies <http://www.decs.sa.gov.au/learningtechnologies/>

South Australia Department of Education and Children's Services E-Schooling Services <http://www.decs.sa.gov.au/learningtechnologies/pages/eSchooling/>

Western Australia

Western Australia Department of Education and Training, Curriculum Through ICT program <http://www.eddept.wa.edu.au/curriculumict/>

Tasmania

Tasmania Department of Education e-magine, Centre of Excellence in Online Learning <http://www.e-magine.education.tas.gov.au/>

Australian Capital Territory

ACTivated, Australian Capital Territory Online Education Resource for Teachers <http://activated.det.act.gov.au/learning/qtp/>

Youth InterACT, Australian Capital Territory Government Youth Participation Initiative <http://www.youth.act.gov.au/>

Northern Territory

Northern Territory Government Office of Youth Affairs, Education and Employment for Young Territorians website http://www.nt.gov.au/dcm/youth_affairs/education/education.shtml

Northern Territory Department of Employment, Education and Training LATIS: Learning and Technology in Schools <http://www.latis.net.au/>

Indigenous education

State and Territory highlights for 2003

States and Territories have provided examples of improvements in outcomes for Indigenous education against performance measures of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) for 2003. Summarised below are highlights of successful approaches and progress made with:

- the implementation of the National Statement of Principles and Standards for More Culturally Inclusive Schooling in the Twenty-first Century
- the implementation of the Model of Culturally Inclusive and Educationally Effective Schools
- the development of cross-portfolio frameworks
- the implementation of the Australian Government National Indigenous English Literacy and Numeracy Strategy frameworks
- the 2001–04 Indigenous Education Strategic Initiatives Programme (IESIP) agreements and summary report on agreed outcome measures using nationally comparable data.

Outcomes

States and Territories in 2003 have reported improved outcomes for Indigenous students in literacy and numeracy at one or more of the years 3, 5 and 7 levels, which is a continuation of the trend in 2002. New South Wales highlighted improvements in achieving benchmarks at all levels for Indigenous students, and South Australia exceeded targets in year 3 numeracy and writing benchmarks and the year 5 reading benchmark. Western Australia demonstrated progress in closing the performance gap between Indigenous and non-Indigenous students in government schools. The Australian Capital Territory achieved improvements in the year 3 benchmark associated with the additional support provided by the Indigenous Literacy and Numeracy Consultant position, employed through the National Indigenous English

Literacy and Numeracy Strategy. The Northern Territory mandated literacy and numeracy plans in all government schools, including the explicit teaching of two hours per day of English oracy, literacy and numeracy. The Accelerated Literacy program was trialed in six Northern Territory schools during 2003 for students identified as being at least two or more years behind their year level in terms of English literacy. On average, students have improved their literacy competence by 1.8 years in 12 months.

States and Territories reported increases in apparent retention rates of Indigenous students. In some cases, for example Queensland and South Australia, targets were exceeded in apparent retention of students to year 10. In Victoria, the rate of grade progression for Indigenous secondary school students in government schools increased at each year level in 2003, and in Tasmania there was an increase in students gaining vocational education and training certificates in year 12. The Australian Capital Territory reported an improved apparent retention rate of Indigenous students in years 10–12 from 78.8 per cent in 2002 to 79.7 per cent in 2003. In the Northern Territory, the tracking of Indigenous students from primary to secondary schooling and year 10 Indigenous students to senior secondary is providing reliable data to ensure that targeted programs are in place to support students through their secondary schooling. On-site secondary provision in a number of remote communities has resulted in the first Indigenous students in the Northern Territory attaining their Northern Territory Certificate of Education in their home community.

Other highlights noted by States and Territories include an increase in the number of Indigenous teachers and teacher aides in Queensland, and increased participation in preschool in the Australian Capital Territory and South Australia. The Australian Capital Territory has increased the number of Indigenous Education Workers, as well as the hours and the role of these positions. In Western Australia, increased funding has been allocated directly to districts to support the development of local initiatives to address attendance and literacy and numeracy outcomes for Aboriginal students. Tasmania has implemented a National Indigenous English Literacy and Numeracy Strategy scholarship program to support six Aboriginal students to complete either the Bachelor of Education or the Bachelor of Teaching.

Strategic approaches

The implementation of the National Statement of Principles and Standards for More Culturally Inclusive Schooling in the Twenty-first Century, and the Model of Culturally Inclusive and Educationally Effective Schools, has seen States and Territories continue with a range of strategic approaches. The focus was on building strong partnerships between government and communities, with an increased emphasis on Indigenous perspectives in the curriculum, a strong focus on English literacy and numeracy, and improved collaborative service delivery arrangements between government agencies.

A number of States and Territories have mandated the teaching of cultural perspectives across the curriculum. In New South Wales, Aboriginal Languages K–10 and Aboriginal Studies 7–10 syllabuses have been developed. Schools and Aboriginal communities have developed and implemented mathematics units for students in years 3 to 6 that incorporate the skills, knowledge and understandings of the local Aboriginal community. In Western Australia, 561 government schools offered Aboriginal Studies. Cross Cultural Awareness training was provided to staff across 512 schools and 236 schools participated in Otitis Media training. Tasmania continues to implement curriculum reform through the Essential Learnings Framework, including Aboriginal Perspectives across the Essential Learnings to create a curriculum that is free from negative forms of discrimination and which allows Aboriginal students to be strong in their own culture. The Northern Territory Curriculum Framework recognises the essential place of Indigenous perspectives in the school curriculum, including Indigenous language maintenance and language revitalisation programs.

A commitment by all States and Territories to work in partnership with schools, communities and key stakeholders to improve education outcomes for Indigenous students is evident in the range of agreements and formal structures in place. The Australian Capital Territory reported a high level of community involvement in schooling through the Aboriginal Student Support Parental Awareness committees, Indigenous membership on school boards, and the Indigenous Education Consultative Body. Tasmania published the Supportive School Communities Policy Framework 2003–2007 to refocus the education community's attention on issues such as school culture, leadership and decision-making, school organisation, curriculum, and learning and teaching.

In Victoria, the partnership agreement Yalca: a Partnership in Education and Training for the New Millennium ensures a close working relationship between the Department of Education and Training and the Victorian Aboriginal Education Association Incorporated by engaging schools, local Indigenous communities and students.

In South Australia, the partnership model Yurrekaityarindi represents the key structure to implement greater and more effective participation of Aboriginal people in educational decision-making. The Yurrekaityarindi is based on forging community partnerships to improve decisions affecting the education outcomes of Aboriginal students, including planning, monitoring and reporting on educational programs in schools and the expenditure of funding allocated for services to Aboriginal students.

A coordinated approach to regional and local level service delivery is enacted through the New South Wales Aboriginal Affairs Plan, Two Ways Together. The plan provides a framework for building stronger and more effective partnerships between government and Aboriginal communities, including the participation of Aboriginal people in decisions to improve service delivery.

In the Northern Territory, the Indigenous Education Strategic Plan 2000–04 supported extensive professional development activities to staff working with students who do not have English as their first language. The employment of Indigenous Assistant Teachers, Aboriginal and Torres Strait Islander Education Workers (AIEWs) and Aboriginal Resource Officers assists in the provision of culturally appropriate delivery in the classroom and school environment.

In Queensland, the implementation of the Partners for Success Action Plan requires government schools to develop strategies and set targets for Aboriginal and Torres Strait Islander learners. The Department of Education has been actively building the cultural responsiveness of the workforce to provide leadership in Indigenous education, support for cultural identity and the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum.

Western Australia's secondary aspirations strategy for Aboriginal students, Follow the Dream, is a collaborative partnership between the Department of Education and Training; Department of Education, Science and Training; Graham (Polly) Farmer

Foundation, Smith Family; Red Cross; industry; universities and the local Aboriginal community. The program aims to facilitate improved retention, participation and achievement in secondary schooling through comprehensive individual learning plans for Aboriginal students.

Overview of IESIP 2001–04 agreements

The context

In 1989, the Australian Government introduced the National Aboriginal and Torres Strait Islander Education Policy (AEP), which built on initiatives previously in place across States and Territories. The endorsement of the AEP by all Australian governments, together with the recognition by MCEETYA of the urgent need to improve educational outcomes for Indigenous Australians, constituted a significant development for change in Indigenous education and training. Within the context of the AEP, State/Territory governments actively formulate policy and are the primary providers of education and training services for all Australians including Indigenous people, in government schools (preschool, primary and secondary) and vocational and technical education institutes.

The Australian Government develops national policies and supports agreed priorities and strategies by supplementing the fiscal capacity of the States and Territories to provide mainstream and specific education and training services for Indigenous people. It also contributes to the funding of non-government bodies to provide services.

During the period 2001–04, the main Australian Government funded programs directed specifically towards Indigenous education and training included:

- IESIP
- Indigenous Education Direct Assistance Programme
- National Indigenous English Literacy and Numeracy Strategy (NIELNS)
- Indigenous Support Funding Programme
- ABSTUDY.

IESIP agreements between the Australian Government and education providers require education providers to report annually against performance indicators that are based on 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, professional development of staff and culturally inclusive curricula. Some of the information in this section of the report is derived from the annual performance reports of IESIP-funded providers. A full description of outcomes from these providers in 2003 can be found in the *National Report to Parliament on Indigenous Education and Training, 2003*, which is available online at: http://www.dest.gov.au/sectors/indigenous_education/publications_resources/profiles/national_report_indigenous_education_and_training_2003_part1.htm.

Literacy and numeracy

Indigenous students' results in the 2003 national benchmark testing for years 3, 5 and 7 reading, writing and numeracy were lower than those of their non-Indigenous peers as is shown in Table 10.1. On five of the nine indicators, however, the 2003 results were the best recorded so far.

The main findings for year 3 national benchmarking results for 2003 are as follows:

- The percentage of Indigenous students achieving the year 3 reading benchmark was the best of the five years of results for the period 1999–2003.
- The percentage of Indigenous students achieving the year 3 writing benchmark (75.2 per cent) was close to the 2002 result (77.1 per cent) and higher than results for 1999, 2000 and 2001.
- The 2003 numeracy result was the best for the period.

The main findings for year 5 national benchmarking results for 2003 are:

- The percentage of Indigenous students achieving the reading benchmark at year 5 (67.7 per cent) was marginally lower than the 2002 best result of 68.0 per cent.

Table 10.1 Year 3, 5 and 7 benchmark results^(a) in reading, writing and numeracy, Indigenous and all students, Australia, 1999–2003

	Year 3					Year 5					Year 7		
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003	2001	2002	2003
Reading													
Indigenous	73.4 ±6.2	76.9 ±6.5	72.0 ±4.8	76.7 ±4.1	78.8 ±6.9	58.7 ±4.2	62.0 ±4.8	66.9 ±3.6	68.0 ±3.5	67.7 ±4.1	60.1 ±3.1	65.3 ±2.9	66.5 ±3.1
Australia	89.7 ±2.5	92.5 ±2.2	90.3 ±2.0	92.3 ±1.7	92.4 ±1.7	85.6 ±2.0	87.4 ±2.1	89.8 ±1.3	89.3 ±1.4	89.0 ±1.5	88.4 ±0.9	89.1 ±0.8	89.4 ±0.9
Writing													
Indigenous	66.9 ±4.8	65.0 ±5.4	67.8 ±4.9	77.1 ±3.5	75.2 ±4.1	74.6 ±3.6	74.3 ±3.7	79.9 ±3.3	76.4 ±3.8	79.6 ±3.8	74.3 ±4.6	71.6 ±4.8	74.4 ±4.4
Australia	91.9 ±1.8	90.0 ±2.6	89.5 ±2.3	93.6 ±1.2	92.2 ±1.5	93.0 ±1.1	92.5 ±1.3	94.0 ±1.0	93.6 ±1.1	94.1 ±1.1	92.6 ±1.6	90.7 ±1.7	92.1 ±1.7
Numeracy													
Indigenous	(b)	73.7 ±7.1	80.2 ±3.9	77.6 ±3.6	80.5 ±3.7	(b)	62.8 ±4.5	63.2 ±3.7	65.6 ±3.7	67.6 ±3.9	48.6 ±2.8	51.9 ±3.0	49.3 ±2.9
Australia	(b)	92.7 ±2.0	93.9 ±1.2	92.8 ±1.3	94.2 ±1.1	(b)	89.6 ±1.7	89.6 ±1.3	90.0 ±1.3	90.8 ±1.2	82.0 ±0.9	83.5 ±0.9	81.3 ±0.8

(a) The achievement percentages in this table include 95% confidence intervals, for example, 73.4% ± 6.2%.

(b) Numeracy results were not reported in 1999.

Source: MCEETYA, *National Benchmark Results: Reading, Writing and Numeracy Years 3, 5 and 7, 1999–2003*

- Similarly, the percentage of Indigenous students achieving the year 5 writing benchmark (79.6 per cent) was slightly under the 2001 rate of 79.9 per cent but better than the other results for the period 1999–2003.
- The 2003 result in year 5 numeracy benchmarks of 67.6 per cent is the best for the period 2000–03.

The main findings for year 7 national benchmarking results for 2003 are:

- The percentage of Indigenous students achieving the year 7 reading benchmark was the best of the three years of results for the period 2001–03.
- The percentage of Indigenous students achieving the year 7 writing benchmark (74.4 per cent) represents an improvement over the 2002 result.
- The percentage of Indigenous students achieving the year 7 numeracy benchmark in 2003 was

49.3 per cent, significantly below the Australian result of 81.3 per cent.

As in previous years, IESIP performance reports for 2003 indicate that the rates of absences and withdrawals of Indigenous students from benchmarking assessments tended to be significantly higher than those of non-Indigenous students. In many cases, the levels of Indigenous absences and withdrawals were three or more times higher than for non-Indigenous students.

Retention and grade progression

Grade progression rates

National grade progression rates for Indigenous and non-Indigenous students for 2003 are shown in Table 10.2, together

Table 10.2 Apparent grade progression rates^(a) of Indigenous and non-Indigenous students, Australia, 2002–03 (per cent)

Year levels	Indigenous	Non-Indigenous	Gap in 2002 (percentage points)	Gap in 2003 (percentage points)
8–9	95.1	100.0	2.2	4.9
9–10	89.2	99.0	9.0	9.8
10–11	71.1	90.9	21.0	19.9
11–12	66.3	86.3	19.3	20.0

(a) Grade progression rates show the number of students at each year level as a percentage of the number enrolled in the previous year.

Source: Australian Government Department of Education, Science and Training (DEST) derived from MCEETYA, *National Schools Statistics Collection*, 2002 and 2003, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2002 and 2003.

Table 10.3 Indigenous apparent grade progression ratios^(a) and the percentage point gap between these and non-Indigenous ratios, Australia, 1999–2003

Year	Year 8 to year 9		Year 9 to year 10		Year 10 to year 11		Year 11 to year 12	
	Indigenous	Gap with non-Indigenous	Indigenous	Gap with non-Indigenous	Indigenous	Gap with non-Indigenous	Indigenous	Gap with non-Indigenous
1999	92.7	7.1	86.3	11.9	67.3	21.3	66.4	19.3
2000	94.2	5.6	88.4	9.7	65.4	22.7	65.0	19.8
2001	96.1	3.7	89.7	8.9	67.6	21.8	66.6	19.9
2002	97.5	2.2	89.6	9.0	68.8	21.1	67.8	19.3
2003	95.1	4.9	89.2	9.8	71.1	19.8	66.4	19.9

(a) Grade progression rates show the number of students at each year level as a percentage of the number enrolled in the previous year.

Source: Australian Government DEST, derived from MCEETYA, *National Schools Statistics Collection*, 1999–2003

with a comparison of the gaps between Indigenous and non-Indigenous rates in 2002 and 2003. The 2003 rates for Indigenous students are similar to those for 2002, although the gaps between the two groups increased slightly in three of the four levels. The year 8 to year 9 ratio improved steadily over the four-year period 1999–2002; however, there was a reversal in 2003 and the gap between Indigenous and non-Indigenous outcomes widened once again, as shown in Table 10.3.

In 2003, the percentage point gap between Indigenous and non-Indigenous year 9 to year 10 transitional students (9.8 per cent) represented a slight increase from previous years.

The 2003 year 10 to year 11 rate of 71.1 per cent is the best yet recorded. However, the gap between Indigenous and non-Indigenous outcomes is only slightly better than the average for the period. Small improvements were recorded in a number of States and Territories. There was little change in the year 11 to year 12 rate, which remained relatively static over the five-year period 1999–2003.

The gaps between Indigenous and non-Indigenous rates on all four grade progression indicators have remained relatively stable over the five-year period 1999–2003. Early student attrition from years 8–9 has a compounding effect on future apparent Indigenous retention rates.

Apparent retention rates

It has been acknowledged that comparative Indigenous and non-Indigenous apparent retention rates are a useful measure for monitoring the level of Indigenous educational disadvantage. Table 10.4 shows the national apparent retention rates of Indigenous and non-Indigenous students from early secondary school to years 10, 11 and 12 and from year 10 to year 12, in the period 1997–2003.

The data show that with a few minor exceptions, there was a slight but continuous improvement in the apparent retention rates of Indigenous students to years 10, 11 and 12 over the

period 1997–2003. Similarly, the gap between the rates of Indigenous and non-Indigenous students shows a downward trend.

Year 10 to year 12 retention

The apparent retention rate from year 10 to year 12 is a key measure of the transition from junior secondary to senior secondary, from compulsory to post-compulsory schooling. Because it reports on the progress of a cohort of students over two years, it reduces the impact of factors such as interstate migration. Table 10.5 shows the apparent retention rate from year 10 to year 12 by State/Territory, and nationally for 2003.

Table 10.4 Comparative apparent Indigenous and non-Indigenous retention rates^{(a)(b)(c)}, Australia, 1997–2003 (per cent)

	1997	1998	1999	2000	2001	2002	2003
Year 10							
Indigenous	80.6	83.3	82.0	83.0	85.7	86.4	87.2
Non-Indigenous	97.6	97.4	97.9	98.0	98.4	98.5	98.9
Gap (percentage points)	17.0	14.1	15.9	15.0	12.7	12.1	11.7
Year 11							
Indigenous	49.6	52.3	56.0	53.6	56.1	58.9	61.4
Non-Indigenous	85.3	85.4	86.4	86.2	87.6	88.7	89.5
Gap (percentage points)	35.7	33.1	30.4	32.6	31.5	29.8	28.1
Year 12							
Indigenous	30.9	32.1	34.7	36.4	35.7	38.0	39.1
Non-Indigenous	72.9	72.7	73.2	73.3	74.5	76.3	76.5
Gap (percentage points)	42.0	40.6	38.5	36.9	38.8	38.3	37.4
Year 10–Year 12							
Indigenous	40.4	42.4	43.1	43.8	43.6	45.8	45.7
Non-Indigenous	75.2	74.8	75.0	75.2	76.2	77.8	77.7
Gap (percentage points)	34.8	32.4	31.9	31.4	32.6	32.0	32.0

(a) The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group. Data are reported for the proportion of: students commencing secondary school (at year 7 or 8) and continuing to year 10, 11 and 12; and year 10 students continuing to year 12. 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 do not take into account changes in the propensity to identify as Indigenous over time.

Source: Australian Government DEST, derived from MCEETYA, *National Schools Statistics Collection*, 1997–2003

The national Indigenous rate improved slightly during the period 1997–2003; however, the gap between Indigenous and non-Indigenous outcomes remained stable at around 32 percentage points (see Table 10.4).

The 2003 rates were similar to the 2002 rates with only small variations in the results from individual States and Territories, apart from South Australia and Tasmania, where the gaps increased (see Table 10.5).

Attendance

IESIP reporting on attendance is obtained either through average attendance rates or through an absence distribution of Indigenous and non-Indigenous students where the absence distribution is the percentage of students who were absent for a given number of days.

Primary school attendance rates are generally higher than those for secondary school. In numerous cases there is about a six percentage point difference between the two, so that typically, a system with a primary attendance rate of 85 per cent would have a secondary rate of less than 80 per cent. Overall attendance rates in government primary schools in 2003 were similar to 2002 but slightly lower than 2001. In Catholic systemic primary schools, attendance rates were generally higher in 2002 than in 2003. Two of the larger Catholic systems reported attendance rates of around 90 per cent in 2003, which were close to the non-Indigenous rates.

In government secondary schools, four systems improved over the 2002 rate, three declined and one showed no change. In Catholic systemic schools at the secondary level, the 2003 results showed an improvement over the 2002 results. Compared to 2001, the 2003 results showed a decline both in the overall performance and in the closure of the gaps.

Table 10.5 Apparent retention rate from year 10 to year 12^{(a)(b)(c)(d)} for Indigenous and non-Indigenous students, by State/Territory, 2003 (per cent)

State/Territory	Indigenous students	Non-Indigenous students	Gap in 2002 (percentage points)	Gap in 2003 (percentage points)
New South Wales	38.4	73.4	35.2	35.0
Victoria	44.4	83.1	42.2	38.7
Queensland	60.8	82.4	21.7	21.6
South Australia	36.6	71.5	27.8	34.9
Western Australia	29.3	72.5	46.9	43.2
Tasmania	53.1	77.8	16.1	24.7
Northern Territory	44.3	74.2	29.9	29.9
Australian Capital Territory	79.7	90.5	11.1	10.8
Australia	45.7	77.7	32.0	32.0

- (a) Caution should be taken in interpreting the data from individual States and Territories. Small numbers of Indigenous students can affect these results and may produce apparent variations from year to year, that may not accurately reflect the long-term trend.
- (b) Apparent retention rates at the State and Territory level do not take into account interstate migration and other net changes in school population.
- (c) Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time. These derived statistics are based on full-time enrolments only.
- (d) Ungraded students not included.

Source: Australian Government DEST, derived from MCEETYA, *National Schools Statistics Collection*, 2002 and 2003, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2002 and 2003

In general, it seems that schools with strong connections and relationships with Indigenous communities have more success in achieving increased Indigenous enrolments and attendance. These relationships are built in a variety of ways in response to the diversity of situations in which schools and Indigenous communities find themselves. They range from schools being controlled by the local Indigenous community, to schools that proactively approach the local community to develop strategies in partnership with the local Indigenous community in order to make the school a preferred option for students and their families. At times, this may include working with local Indigenous people to build rapport, opening communication channels and equipping family and community members, whose past (negative) educational experiences have been a barrier, with the skills and confidence to play a role.

Senior secondary school outcomes

About half as many Indigenous students finish secondary school as do non-Indigenous students. In 2003, the Indigenous

year 12 apparent retention rate was at its highest point yet (39.1 per cent); however, there remains a 37.4 percentage point gap between this rate and the non-Indigenous rate of 76.5 per cent. Indigenous students are less likely to obtain a year 12 certificate than non-Indigenous students, less likely to gain a Universities Admissions Index and less likely to gain a Universities Admissions Index at a level that will enable admission to university. On the other hand, Indigenous students are more likely to gain a vocational educational qualification while completing the year 12 certificate than are non-Indigenous students. The vocational and technical education option has become an increasingly important avenue for Indigenous students and can positively affect their employment options.

All systems report on the percentage of Indigenous and non-Indigenous students who meet the requirements for a year 12 certificate. The data show that Indigenous students attain a year 12 certificate at a lower rate than their non-Indigenous counterparts across all States and Territories, although the gap between Indigenous and non-Indigenous students varies considerably. In four of the States and Territories, the gap is around 20 percentage points, while in three of the others it is close to 40 percentage points.

Table 10.6 Number of Indigenous staff employed in government and Catholic systemic schools, by employment category, Australia, 2001–03

Government schools	2001	2002	2003	% change 2002–03
Indigenous teaching staff	1,338	1,360	1,456	7.0
Indigenous specialist support staff ^(a)	451	647	699	8.0
Indigenous administrative and clerical staff ^(b)	1,035	1,141	1,181	3.5
Catholic systemic schools				
Indigenous teaching staff	52	66	72	9.1
Indigenous specialist support staff ^(b)	144	163	182	11.7
Indigenous administrative and clerical staff	277	306	298	-2.6

(a) Previously published totals of Indigenous specialist support staff in this series of reports for 2001 and 2002, and in the National Reports to Parliament on Indigenous Education and Training for 2001 to 2003, have been adjusted upwards to include Indigenous Teacher Aides in Queensland.

(b) Includes AIEWs.

Source: Australian Government DEST, IESIP performance reports, 2001–03

Indigenous employment in schools

The policy of employing Indigenous staff in schools is intended to improve learning by Indigenous students by providing role models, rich understanding of the cultural factors in learning, and improving family involvement in education. An encouraging aspect in Indigenous employment has been the gradual increase in the number of Indigenous teachers in government and Catholic schools, with significant growth, respectively 7 per cent and 9.1 per cent in 2003. It is in this category that Indigenous employment was at its highest level, when aggregating the data from both systems. In addition, a significant increase (11.7 per cent) was recorded in the number of Indigenous specialist support staff employed in the Catholic system.

In most areas of employment in Catholic systemic schools there were slight but consistent increases in the employment categories during the period 2001–03. Table 10.6 shows small increases in the number of Indigenous teachers and specialist support staff, while there are slight variations in the numbers of administrative and clerical staff from year to year.

The third broad area of IESIP employment statistics is the employment of AIEWs. AIEWs have a vital role in facilitating a supportive learning environment for Indigenous students that upholds communication networks between Indigenous students, their parents/guardians, and the wider school community. Over the 2001–03 period, there was a decrease

in the number of AIEWs employed in the government systems, matched by a gradual but consistent increase in the Catholic systems, as shown in Table 10.7. In 2003, the overall number of AIEWs employed by government and Catholic school systems throughout Australia had fallen to 2,178 – the lowest level of AIEW employment for the 2001–03 period.

The movements have not been consistent, with some systems showing sharp falls and others showing increases. Between 2001 and 2003, one government system alone lost 110 AIEWs while another gained 58. One State education department indicated that the reasons for the decline were changes to salary scales and a shift to a formula to allocate an AIEW based on student numbers. In this case, the salary increases led to a decrease in the number of AIEWs employed – however, those who continued to be employed are, on average, now earning substantially more.

Professional development

IESIP performance indicators for Indigenous staff focus on enhancing formal qualifications for AIEWs and gaining an equitable share of the professional development allocations, while for non-Indigenous staff the focus is on increasing awareness of their roles as educators of Indigenous students in particular, and on increasing Indigenous cultural awareness in general.

Table 10.7 Number of Aboriginal and Torres Strait Islander Education Workers employed in government and Catholic systemic schools^(a), Australia, 2001–03

	2001	2002	2003	% change 2002–03
Government systems	1,764	1,723	1,683	-2.3
Catholic systems	442	477	495	3.8
Total AIEWs	2,206	2,200	2,178	-2.2

(a) Includes both school-based and non-school-based AIEWs

Source: Australian Government DEST, IESIP performance reports, 2001–03

There are indications that education systems and independent schools continue to encourage and facilitate Indigenous staff to undertake professional development. Targets are mostly aimed at ensuring that Indigenous staff have access to professional development opportunities at an equitable rate to non-Indigenous staff, and in the past this has been achieved. In 2003, the outcomes were once again positive, with most government and Catholic systems indicating that Indigenous staff are, on the whole, more likely to undertake increased hours of formal professional development than their non-Indigenous counterparts.

Cross-cultural awareness training remains a priority in a number of systems. Such courses are often associated with developing culturally inclusive approaches to literacy and numeracy, and culturally inclusive curricula.

AIEWs constitute the largest group of Indigenous employees. The proportion of AIEWs who completed, partially or in full, study towards professional qualifications increased in 2003, with the greatest growth being experienced in the government sector, as shown in Table 10.8.

At all three qualification levels there have been steady increases in the number of AIEWs seeking formal qualifications in the government sector. Between 2001 and 2003 the number of people enrolled in higher-level courses, degree and diploma, increased from 113 to 199. There was a generally consistent pattern of increase with most systems showing an increase. Some systems now require that AIEWs have formal qualifications, for example, a minimum of an AQF Certificate III qualification. Supportive training programs, such as traineeships and paid leave, can also account for increases in the number of AIEWs enrolled in formal qualifications. Activity in the Catholic sector remained relatively stable between 2002 and 2003, although both years were considerably better than 2001.

Achievement of IESIP targets

Eligible education and training providers in receipt of IESIP funding have an Indigenous Education Agreement with DEST that requires them to set targets for improved outcomes in the

Table 10.8 Number of Aboriginal and Torres Strait Islander Education Workers undertaking professional development leading to formal qualifications, by government/Catholic sector, Australia, 2001–03

	2001	2002	2003
Government sector			
Degree	64	67	106
Diploma	49	75	93
Certificate	327	345	357
Subtotal	440	487	556
Catholic sector			
Degree	68	85	80
Diploma	63	66	77
Certificate	77	103	95
Subtotal	208	254	252
Total	648	741	808

Source: Australian Government DEST, IESIP performance reports, 2001–03

MCEETYA priority areas outlined above. For each year of the funding quadrennium (2001–04), targets were established against performance indicators in each priority area and IESIP-funded providers were required to submit a performance report showing their outcomes against the performance indicators.

Most of the performance indicators are common to the three education and training sectors. The diverse circumstances of different providers, however, entail some unique performance indicators, along with some different definitions and data collection methods.

The IESIP targets for 2001–04 were negotiated on a bilateral basis between DEST and each eligible provider. This negotiation process took into account:

- the Australian Government's objectives in achieving equitable and appropriate outcomes for Indigenous education and training

- Indigenous communities' and students' own aspirations for education and training
- the circumstances of individual providers
- provider.' aspirations for Indigenous education and training.

The target-setting process was tailored for individual IESIP-funded providers to encourage continuous improvement. Generally, DEST and providers sought to achieve significant and measurable progress over the period 2001–04, particularly in the areas of literacy, numeracy and attendance outcomes. The aspiration was to close by half the gaps between Indigenous and non-Indigenous students, before 2005.

For example, targets might be set to close the gap between Indigenous and non-Indigenous student achievement of the national year 3 reading benchmark from a baseline of a 20 per cent gap to a 10 per cent gap, with four annual decreases in the gap of 2.5 percentage points.

An examination of all IESIP providers' progress in achieving their targets can therefore provide a picture of national progress in achieving equitable and appropriate outcomes for Indigenous students. This is not to say that all progress in Indigenous education and training can be measured through IESIP performance indicators. It can only be considered indicative. In the schooling sector, 38.4 per cent of targets were met in 2003, and in a further 25.9 per cent of cases where the target was not met, an improvement was made on 2002 outcomes.

More detailed information on Indigenous education in 2003, including information covering Indigenous involvement in schooling and culturally inclusive curriculum is available in the *National Report to Parliament on Indigenous Education and Training, 2003*. This report was tabled in the Australian Parliament by the Australian Government Minister for Education, Science and Training, the Hon. Dr Brendan Nelson, MP.

Civics and citizenship education

Monitoring and reporting on Australia's national goals

The national goals for schooling 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 own lives and to accept responsibility for their own actions (goal 1.3).

Teaching civics and citizenship

This section details two major developments during 2003, Discovering Democracy and the Values Education Study.

Discovering Democracy

The Australian Government's Discovering Democracy program, funded with \$31.6 million over the seven years from 1997 to 2004, provided an impetus for civics and citizenship education in Australia. Of equal significance to civics and citizenship education were changes in State/Territory curriculum framework documents and changes at the individual school level. Discovering Democracy funding has supported the distribution of curriculum resources and professional development.

In 2003, the Discovering Democracy program continued to support civics and citizenship education through the update and further development of the website, <http://www.curriculum.edu.au/democracy/>. School showcases, via case studies of schools addressing Indigenous issues in civics and citizenship education,

and further professional development support for teachers were added to the website, in the form of units with a focus on participation in local democracy. The website also includes online versions of all 18 Discovering Democracy learning units. Further updates for the Parliament @ Work online database, which provides information on current parliamentarians and all parliaments in Australia, were made.

The Discovering Democracy program also supported teacher professional development activities in States and Territories. Highlights of Discovering Democracy national activities in 2003 included:

- the National Schools Constitutional Convention, at which 120 students from across Australia debated the topic 'Writing in Rights – is the time right for an Australian Bill of Rights?'
- Celebrating Democracy Week, held from 5th to 11th November, which allowed schools to showcase their civics and citizenship education to local communities
- the Discovering Democracy National Achievement Awards and the years 9 and 10 Student Competition, which explored the question, 'What values do you think are important to us as Australians living in a democracy?'

The 2003 National Discovering Democracy Forum, held in May, looked at what we can learn from international experience, how social and moral responsibilities frame civics and citizenship education, and whether we need to develop new concepts of citizenship for the twenty-first century. In addition, international guests – Professor Carole Hahn from the United States of America, Professor David Kerr from the United Kingdom and Professor Lee Wing On from Hong Kong – shared experiences from their respective countries. One key issue emerging from the forum centred on the issues associated with values education and its connection to civics and citizenship education. Of particular concern was the difficulty of defining and assessing values, developing students' capacity to identify their values and creating an enriched understanding of civic engagement. A copy of the *2003 National Discovering Democracy Forum Final Report* is available at: http://www.curriculum.edu.au/democracy/prof_dev/2003ddfinafinalreport.pdf.

An evaluation of the impact of Discovering Democracy since 2000 was undertaken in 2003. The evaluation team was asked to provide reliable quantitative and qualitative information on:

- the program's influence on civics and citizenship education and curriculum frameworks across Australia
- the take-up of its resources in schools
- the effectiveness of the teacher professional development in States and Territories
- the effectiveness of its national activities.

The evaluators were also asked to make recommendations about possible future initiatives linking civics and citizenship education to values education, history education, studies of Australia and studies of Asia. The results of the evaluation will be available in 2004.

Values Education Study

A national Values Education Study was commissioned by the Commonwealth Minister for Education, Science and Training, Dr Brendan Nelson, and was supported by all State and Territory ministers at the July 2002 Ministerial Council on Education, Employment, Training and Youth Affairs meeting. The study was designed to:

- enable schools to develop and demonstrate current practice in values education
- provide an informed basis for promoting improved values education in Australian schools
- make recommendations on a set of principles and a framework for improved values education in Australian schools.

A final report on the Values Education Study was published in August of 2003 (V. Zbar, D. Brown and B. Berznicki, *Values Education Study*, Curriculum Corporation, 2003). This report identified some broad definitions for 'values' and for 'values education' and documented the experiences of 69 schools selected to participate in the study. These schools represented all school sectors, although government schools were in the majority (73 per cent). The study identified the

following set of ten values emerging from Australian school communities:

- tolerance and understanding
- respect
- responsibility
- social justice
- excellence
- care
- inclusion and trust
- honesty
- freedom
- being ethical.

The report proposed, for further discussion, a draft framework and principles for improved values education in Australian schools. In addition, the report made seven recommendations aimed at progressing the ongoing development of values education for schools in Australia. The full report can be accessed at: http://www.dest.gov.au/schools/publications/2003/VES/VES_Report.pdf.

National performance measures in civics and citizenship education

This section details progress in the development of the national performance measures for the assessment of civics and citizenship education.

Background

In 2001, a project was commissioned to investigate and develop key performance measures in civics and citizenship education. A key outcome of this investigation was a report provided to the National Education Performance Monitoring Taskforce (the predecessor to the Performance Measurement and Reporting

Taskforce) titled *Key Performance Measures in Civics and Citizenship Education*, by Dr Murray Print and Dr John Hughes from the Centre for Research and Teaching in Civics, University of Sydney.

The recommendations in the report were revised following consultation by a National Education Performance Monitoring Taskforce sub-group. The Performance Measurement and Reporting Taskforce endorsed the following recommendations:

- that there be two key performance measures (KPMs) for civics and citizenship education, the first to focus on civic knowledge and understanding, the second on citizenship participation skills and civic values
- that the KPMs be applied to both primary and secondary schooling and be set at year 6 and year 10 respectively
- that national student assessments be designed for year 6 and year 10 derived from the KPMs
- 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; assessment of skills and values for active citizenship participation; and an indication of the 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 occur initially in 2004. Subsequent testing will occur in 2007 and thereafter every three years.

In July 2002, ministers approved the national three-yearly sample assessment cycle for civics and citizenship education, commencing in 2004.

Developing national assessment instruments

In November 2002, the Australian Council For Educational Research was awarded the consultancy to conduct phase one of the Civics and Citizenship Education Assessment Project during 2003.

The focus during phase one was on the development and trialing of assessment instruments in civics and citizenship education, in particular:

- development of an assessment domain to enable reporting against the two key performance measures, *the assessment of civic knowledge and understanding* (KPM1) and *the assessment of skills and values for active citizenship participation* (KPM2), taking into account those civics and citizenship education learning outcomes from State and Territory curriculum frameworks that contribute to these two measures
- development of an assessment framework that reflects innovative and best practice assessments
- development of assessment items, tasks, and associated descriptors and marking keys to measure the wide range of student performances of years 6 and 10 Australian school students, and to report the performances using a common performance scale
- development of a set of standards that enable both normative and criterion-referenced reporting
- piloting of draft assessment items or tasks where applicable, to assess their practicality
- conduct of a trial of all the proposed items and tasks in a sample of Australian schools in 2003
- development of assessment instruments for the first national assessment in 2004
- development of assessment administration, marking, analyses and reporting processes and materials, including a consideration of the nature and extent of the involvement of teachers in any of these processes
- development of a survey instrument administered to students concurrently with the assessments that establishes what citizenship participation opportunities are available to students
- piloting and trialing of the survey to evaluate its appropriateness for administration at the same time as the assessment instruments.

Progress

During 2003, the objectives of phase one of the Civics and Citizenship Education Assessment Project were achieved.

Over 3,000 year 6 and year 10 students in 138 schools across Queensland, New South Wales, South Australia and Victoria participated in the trials. Feedback from teachers and the results of the trials suggested that the assessment items were generally appropriate for both year levels. However, before the assessment items are finalised, there will be some further refinement.

A total of 350 items across the two year levels were trialed. A student background survey was trialed at the same time.

A final report on phase one of the Civics and Citizenship Education Assessment Project is due to be submitted to the Performance Measurement and Reporting Taskforce by the end of March 2004.

Phase two of the project, the Civics and Citizenship National Sample Assessment, for students in years 6 and 10, will be conducted in 2004.

Resources

The following websites are developed and maintained as part of Commonwealth, State and Territory initiatives in civics and citizenship education.

Australian Government

<http://www.curriculum.edu.au/democracy/>

<http://www.peo.gov.au/>

<http://www.aph.gov.au/>

<http://www.parliament.curriculum.edu.au/>

New South Wales

<http://www.abc.net.au/civics/democracy/>

<http://www.parliament.nsw.gov.au/prod/web/phweb.nsf/frames/forschools>

Victoria

<http://www.vec.vic.gov.au>

<http://www.sofweb.vic.edu.au/sose/civics/index.htm>

<http://www.sofweb.vic.edu.au/pd/tchdev/dd/>

<http://www.parliament.vic.gov.au/education/eduoffice.html>

Queensland

<http://education.qld.gov.au/tal/ddemo>

<http://www.ecq.qld.gov.au>

<http://www.parliament.qld.gov.au/>

<http://qsa.qld.edu.au/ys1to10/kla/sose/index.html>

<http://education.qld.gov.au/curriculum/area/sose/projects.html>

<http://www.justice.qld.gov.au/education/>

South Australia

<http://www.seo.sa.gov.au>

<http://www.parliament.sa.gov.au/Education/>

Western Australia

<http://www.ccentre.wa.gov.au>

<http://www.eddept.wa.edu.au/cm1s/eval/curriculum/>

<http://www.discoveringdemocracywa.net/>

<http://www.parliament.wa.gov.au/indexn.htm>

Tasmania

<http://www.electoral.tas.gov.au>

<http://www.parliament.tas.gov.au>

<http://www.discover.tased.edu.au/sose/>

Northern Territory

<http://www.nt.gov.au/lant/parliament/parliament.shtml>

<http://www.deet.nt.gov.au/education/>

ACT

<http://www.det.act.gov.au/schools/civicsandcitizenship.htm>

<http://www.legassembly.act.gov.au/education/>

Other

<http://www.thelearningfederation.edu.au/tlf2/>

Part D

literacy, numeracy,
indigenous education,
science, the arts

Appendices

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

Statistical annex

Schools and students

Population

Table 1 Estimated resident population^(a) by age group, by State and Territory, 2003

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total ^(b)
NSW	427,778	904,053	449,082	910,960	1,001,539	982,685	820,867	1,185,089	6,682,053
Vic.	304,635	654,580	328,987	684,413	754,381	720,567	599,918	863,944	4,911,425
Qld	249,113	542,177	268,201	524,769	563,335	558,129	477,056	618,259	3,801,039
SA	89,814	198,112	103,240	193,945	217,727	227,537	198,373	297,553	1,526,301
WA	124,408	274,204	141,671	269,066	294,201	296,765	244,138	305,495	1,949,948
Tas.	30,667	66,687	34,088	56,284	64,151	71,826	62,878	90,724	477,305
NT	17,463	32,951	14,601	33,058	35,175	29,808	21,316	14,172	198,544
ACT	20,468	43,624	24,092	53,172	50,347	48,755	41,529	41,376	323,363
Total 2003^(b)	1,264,617	2,716,921	1,364,134	2,725,960	2,981,268	2,936,518	2,466,405	3,416,823	19,872,646

(a) Revised estimates of the resident populations based on the 2001 *Census of Population and Housing*.

(b) Totals include other territories (ie, Jervis Bay Territory, Christmas Island and the Cocos (Keeling) Islands).

Source: ABS, Cat. No. 3201.0, *Population by Age and Sex*, June 2004

Table 2 Estimated resident population^(a) by age group, selected years, Australia

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
2003 ^(a)	1,264,617	2,716,921	1,364,134	2,725,960	2,981,268	2,936,518	2,466,405	3,416,823	19,872,646
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
1996	1,297,049	2,614,266	1,279,119	2,814,881	2,900,508	2,649,021	1,842,331	2,913,539	18,310,714
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) Revised estimates of the resident populations based on the 2001 *Census of Population and Housing*.

Sources: ABS, Cat. No. 3201.0, *Population by Age and Sex*, June 2004 and earlier publications

Schools

Table 3 Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2003

	Government	Catholic	Non-government Independent	Total	All schools Total	Per cent ^(a)
New South Wales						
Primary	1,650	423	94	517	2,167	22.6
Secondary	367	124	24	148	515	5.4
Combined prim/sec	65	31	178	209	274	2.9
Special	104	7	25	32	136	1.4
Total	2,186	585	321	906	3,092	32.2
Victoria						
Primary	1,222	384	62	446	1,668	17.4
Secondary	261	86	17	103	364	3.8
Combined prim/sec	54	11	120	131	185	1.9
Special	78	7	10	17	95	1.0
Total	1,615	488	209	697	2,312	24.1
Queensland						
Primary	970	196	47	243	1,213	12.6
Secondary	180	66	14	80	260	2.7
Combined prim/sec	86	16	103	119	205	2.1
Special	47	—	3	3	50	0.5
Total	1,283	278	167	445	1,728	18.0
South Australia						
Primary	437	73	43	116	553	5.8
Secondary	74	12	10	22	96	1.0
Combined prim/sec	78	20	39	59	137	1.4
Special	20	2	1	3	23	0.2
Total	609	107	93	200	809	8.4
Western Australia						
Primary	517	109	45	154	671	7.0
Secondary	97	28	11	39	136	1.4
Combined prim/sec	94	20	71	91	185	1.9
Special	70	1	1	2	72	0.7
Total	778	158	128	286	1,064	11.1
Tasmania						
Primary	142	25	6	31	173	1.8
Secondary	39	5	2	7	46	0.5
Combined prim/sec	25	7	21	28	53	0.6
Special	8	—	1	1	9	0.1
Total	214	37	30	67	281	2.9
Northern Territory						
Primary	88	8	9	17	105	1.1
Secondary	11	3	5	8	19	0.2
Combined prim/sec	46	4	4	8	54	0.6
Special	5	—	—	0	5	0.1
Total	150	15	18	33	183	1.9
Australian Capital Territory^(b)						
Primary	66	23	3	26	92	1.0
Secondary	22	5	1	6	28	0.3
Combined prim/sec	3	2	8	10	13	0.1
Special	4	—	1	1	5	0.1
Total	95	30	13	43	138	1.4
Australia						
Primary	5,092	1,241	309	1,550	6,642	69.1
Secondary	1,051	329	84	413	1,464	15.2
Combined prim/sec	451	111	544	655	1,106	11.5
Special	336	17	42	59	395	4.1
Total all schools						
2003	6,930	1,698	979	2,677	9,607	
2002	6,949^r	1,687	966	2,663	9,612^r	
2001	6,941^r	1,697	957	2,654	9,595^r	
2000	6,966^r	1,696	938	2,634	9,600^r	
1999	6,970	1,701	919	2,620	9,590	

Note: Caution should be exercised when comparing the number of schools over time as this can be affected by structural change in the composition of schooling, rather than necessarily a change in the number of sites delivering full-time school education. For example, if several schools amalgamated into one large, multi-campus school, or if a primary and a secondary school combined into one school, the statistics would show a decrease in the number of schools. See Glossary for explanation of the structure of primary and secondary education in each State and Territory. See Glossary for definition of special schools.

Blank cells are nil or rounded to zero.

r revised

(a) Components may not add to totals due to rounding.

(b) Includes one government primary school in Jervis Bay Territory, ACT.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2003

Students

Table 4 Proportion of full-time equivalent (FTE)^(a) of students enrolled in government and non-government schools by level of education^{(b)(c)}, by State and Territory, selected years (per cent)

	1991			1996			2003		
	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	71.0	20.0	9.0
Junior secondary	69.8	21.2	8.9	69.0	21.2	9.8	64.0	23.0	13.1
Senior secondary	66.9	21.9	11.1	64.7	23.2	12.1	62.3	23.6	14.1
Total secondary	69.0	21.4	9.5	67.9	21.7	10.4	63.5	23.1	13.4
Total	72.0	20.9	7.2	71.3	20.5	8.1	67.7	21.3	10.9
Victoria									
Primary	69.9	23.6	6.5	69.7	23.2	7.1	69.5	21.9	8.6
Junior secondary	65.3	21.2	13.5	63.4	22.0	14.6	60.9	22.2	16.9
Senior secondary	63.3	20.6	16.1	60.6	21.9	17.5	59.0	21.5	19.5
Total secondary	64.7	21.0	14.3	62.6	22.0	15.4	60.4	22.0	17.7
Total	67.6	22.4	10.0	66.6	22.7	10.7	65.4	21.9	12.7
Queensland									
Primary	78.7	16.1	5.2	77.2	15.7	7.1	75.0	15.5	9.5
Junior secondary	70.1	17.2	12.8	66.5	18.0	15.5	65.5	17.7	16.8
Senior secondary	67.8	18.3	13.9	63.4	19.1	17.5	61.9	19.0	19.1
Total secondary	69.2	17.6	13.2	65.5	18.4	16.1	64.3	18.2	17.6
Total	75.0	16.7	8.3	72.6	16.8	10.7	70.7	16.6	12.7
South Australia									
Primary	78.3	13.6	8.1	74.8	15.0	10.2	69.8	17.3	12.9
Junior secondary	72.1	15.2	12.6	68.6	17.0	14.4	65.3	18.5	16.2
Senior secondary	69.9	15.9	14.2	63.3	18.8	17.9	63.1	18.2	18.7
Total secondary	71.3	15.5	13.3	66.9	17.6	15.5	64.5	18.4	17.1
Total	75.7	14.3	10.0	72.1	15.9	12.0	67.8	17.7	14.5
Western Australia									
Primary	79.1	15.6	5.4	77.1	16.1	6.7	73.1	17.0	9.9
Junior secondary	70.6	18.0	11.4	67.7	18.5	13.8	62.7	19.2	18.1
Senior secondary	68.1	18.3	13.6	65.5	18.8	15.7	61.7	19.9	18.5
Total secondary	69.8	18.1	12.1	67.0	18.6	14.4	62.4	19.4	18.2
Total	75.5	16.5	7.9	73.2	17.1	9.7	68.9	18.0	13.1
Tasmania									
Primary	77.7	15.2	7.0	76.5	15.9	7.6	77.7	14.4	7.9
Junior secondary	74.5	14.4	11.1	72.6	15.5	11.9	69.9	17.2	12.9
Senior secondary	77.8	12.2	10.0	70.6	16.3	13.1	73.3	14.5	12.2
Total secondary	75.3	13.9	10.8	72.2	15.7	12.2	70.9	16.4	12.7
Total	76.7	14.6	8.7	74.6	15.8	9.6	74.7	15.3	10.0
Northern Territory									
Primary	82.4	13.5	4.1	80.5	14.0	5.5	79.8	12.9	7.3
Junior secondary	75.6	14.7	9.7	71.1	13.3	15.7	67.6	13.1	19.4
Senior secondary	85.7	8.2	6.1	77.9	9.9	12.2	81.8	8.1	10.1
Total secondary	78.6	12.8	8.6	72.7	12.5	14.8	71.6	11.7	16.7
Total	81.2	13.3	5.5	78.2	13.5	8.3	77.1	12.5	10.4
Australian Capital Territory									
Primary	68.3	26.1	5.6	68.1	26.0	5.9	63.9	27.3	8.7
Junior secondary	60.0	28.5	11.5	58.0	29.6	12.4	53.8	31.7	14.5
Senior secondary	71.4	19.8	8.8	69.4	20.7	9.9	64.7	25.1	10.3
Total secondary	63.8	25.6	10.6	61.7	26.7	11.6	57.3	29.6	13.1
Total	66.2	25.8	7.9	65.1	26.3	8.5	60.8	28.4	10.8
Australia									
Primary	74.9	19.2	5.9	74.0	18.9	7.1	71.7	18.9	9.4
Junior secondary	68.7	19.9	11.3	66.9	20.3	12.8	63.4	21.2	15.4
Senior secondary	66.9	19.6	13.4	63.7	21.0	15.3	61.9	21.0	17.2
Total secondary	68.3	19.8	12.0	66.0	20.5	13.5	62.9	21.1	16.0
Total	72.1	19.5	8.4	70.7	19.6	9.7	68.0	19.8	12.1

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

(a) See Glossary for details of calculation of FTE.

(b) As from 1990, 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.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2003 (unpublished data) and earlier related publications

Table 5 Full-time equivalent (FTE)^(a) of students, by level of education^{(b)(c)(d)}, category of school and non-government affiliation, and sex, by State and Territory, 2003

	Primary ^(b)	Junior secondary (d)(e)	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	444,854	225,461	80,870	306,331	751,185
Victoria	316,698	156,229	64,221	220,449	537,147
Queensland	286,167	106,082	54,395	160,477	446,644
South Australia	110,230	39,422	21,356	60,778	171,008
Western Australia	149,869	53,658	27,376	81,034	230,903
Tasmania	35,978	18,437	8,155	26,591	62,569
Northern Territory	20,167	5,871	2,824	8,695	28,862
Australian Capital Territory	20,336	10,428	5,885	16,313	36,650
Australia	1,384,299	615,587	265,081	880,669	2,264,967
<i>Males</i>	715,394	318,494	128,003	446,497	1,161,890
<i>Females</i>	668,905	297,093	137,079	434,172	1,103,077
Catholic					
New South Wales	125,069	80,967	30,681	111,647	236,716
Victoria	99,797	56,813	23,396	80,209	180,006
Queensland	59,274	28,657	16,669	45,326	104,600
South Australia	27,364	11,166	6,165	17,331	44,695
Western Australia	34,955	16,404	8,814	25,217	60,172
Tasmania	6,670	4,548	1,615	6,163	12,833
Northern Territory	3,258	1,134	281	1,414	4,672
Australian Capital Territory	8,701	6,152	2,281	8,433	17,134
Australia	365,087	205,840	89,902	295,742	660,829
<i>Males</i>	184,897	102,729	43,443	146,172	331,069
<i>Females</i>	180,190	103,111	46,459	149,570	329,761
Independent					
New South Wales	56,585	46,068	18,348	64,415	121,000
Victoria	39,398	43,384	21,226	64,609	104,007
Queensland	36,339	27,163	16,758	43,921	80,261
South Australia	20,410	9,811	6,328	16,139	36,549
Western Australia	20,206	15,502	8,210	23,712	43,917
Tasmania	3,649	3,406	1,352	4,758	8,407
Northern Territory	1,855	1,681	349	2,030	3,885
Australian Capital Territory	2,782	2,802	936	3,737	6,519
Australia	181,223	149,816	73,505	223,321	404,544
<i>Males</i>	91,479	75,655	35,905	111,559	203,038
<i>Females</i>	89,745	74,161	37,601	111,762	201,507
Total non-government					
New South Wales	181,654	127,034	49,028	176,063	357,716
Victoria	139,194	100,197	44,622	144,819	284,013
Queensland	95,614	55,820	33,427	89,247	184,861
South Australia	47,773	20,977	12,493	33,471	81,244
Western Australia	55,161	31,905	17,024	48,929	104,090
Tasmania	10,319	7,954	2,967	10,921	21,240
Northern Territory	5,113	2,815	629	3,444	8,557
Australian Capital Territory	11,482	8,953	3,217	12,170	23,653
Australia	546,310	355,656	163,407	519,063	1,065,374
<i>Males</i>	276,376	178,384	79,348	257,731	534,107
<i>Females</i>	269,935	177,272	84,060	261,332	531,267
All schools					
New South Wales	626,508	352,495	129,898	482,394	1,108,901
Victoria	455,892	256,425	108,842	365,268	821,160
Queensland	381,781	161,902	87,822	249,724	631,505
South Australia	158,003	60,399	33,850	94,249	252,252
Western Australia	205,030	85,564	44,399	129,963	334,993
Tasmania	46,297	26,390	11,122	37,512	83,809
Northern Territory	25,280	8,686	3,454	12,139	37,419
Australian Capital Territory	31,819	19,382	9,102	28,484	60,302
Australia	1,930,609	971,243	428,489	1,399,732	3,330,341
<i>Males</i>	991,769	496,878	207,350	704,228	1,695,997
<i>Females</i>	938,840	474,365	221,139	695,504	1,634,344

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

(a) See Glossary for details of calculation of FTE.

(b) 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.

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

(d) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(e) Includes ungraded secondary.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2003 (unpublished data)

Table 6 Proportion of full-time equivalent (FTE)^(a) Indigenous students enrolled in government and non-government schools by level of education^{(b)(c)}, by State and Territory, 2003 (per cent)

	% of State/ Territory ^(d)			% of Australia ^(e)		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales						
Primary	90.7	7.7	1.5	25.7	2.2	0.4
Junior secondary ^(f)	90.9	6.9	2.2	30.5	2.3	0.7
Senior secondary	86.6	11.2	2.2	20.2	2.6	0.5
Total secondary	90.3	7.5	2.2	28.5	2.4	0.7
Total	90.6	7.7	1.8	26.6	2.3	0.5
Victoria						
Primary	93.1	5.5	1.4	4.8	0.3	0.1
Junior secondary ^(f)	89.5	7.3	3.2	5.1	0.4	0.2
Senior secondary	87.0	6.8	6.3	4.2	0.3	0.3
Total secondary	89.1	7.2	3.7	4.9	0.4	0.2
Total	91.7	6.1	2.2	4.9	0.3	0.1
Queensland						
Primary	90.5	6.0	3.5	25.3	1.7	1.0
Junior secondary ^(f)	81.3	9.5	9.2	20.9	2.4	2.4
Senior secondary	75.9	13.5	10.6	27.9	5.0	3.9
Total secondary	79.9	10.5	9.5	22.3	2.9	2.7
Total	86.9	7.5	5.5	24.3	2.1	1.5
South Australia						
Primary	91.4	4.0	4.6	5.7	0.2	0.3
Junior secondary ^(f)	90.1	6.6	3.3	4.2	0.3	0.2
Senior secondary	88.6	6.9	4.5	5.2	0.4	0.3
Total secondary	89.7	6.7	3.6	4.4	0.3	0.2
Total	91.0	4.7	4.3	5.3	0.3	0.2
Western Australia						
Primary	84.2	10.6	5.2	13.9	1.7	0.9
Junior secondary ^(f)	81.5	9.7	8.8	11.8	1.4	1.3
Senior secondary	72.0	17.6	10.4	10.1	2.5	1.5
Total secondary	79.7	11.2	9.1	11.5	1.6	1.3
Total	82.8	10.8	6.4	13.1	1.7	1.0
Tasmania						
Primary	90.3	8.6	1.1	3.0	0.3	0.0
Junior secondary ^(f)	89.3	8.5	2.2	4.4	0.4	0.1
Senior secondary	89.4	8.1	2.5	5.1	0.5	0.1
Total secondary	89.3	8.4	2.3	4.6	0.4	0.1
Total	89.8	8.5	1.6	3.6	0.3	0.1
Northern Territory						
Primary	88.6	8.9	2.5	10.3	1.0	0.3
Junior secondary ^(f)	67.6	10.6	21.8	6.8	1.1	2.2
Senior secondary	86.2	6.8	7.0	7.0	0.6	0.6
Total secondary	70.6	10.0	19.4	6.9	1.0	1.9
Total	83.3	9.2	7.5	9.2	1.0	0.8
Australian Capital Territory						
Primary	81.7	16.9	1.4	0.6	0.1	0.0
Junior secondary ^(f)	78.0	17.3	4.7	0.7	0.1	0.0
Senior secondary	84.1	15.9	0.0	1.2	0.2	0.0
Total secondary	79.8	16.9	3.3	0.8	0.2	0.0
Total	81.0	16.9	2.1	0.7	0.1	0.0
Australia						
Primary	89.4	7.6	3.0	89.4	7.6	3.0
Junior secondary ^(f)	84.4	8.5	7.1	84.4	8.5	7.1
Senior secondary	80.9	12.0	7.1	80.9	12.0	7.1
Total secondary	83.7	9.2	7.1	83.7	9.2	7.1
Total	87.5	8.1	4.3	87.5	8.1	4.3

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

(a) See Glossary for details of calculation of FTE.

(b) 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.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(d) Calculated as a percentage of the total number of Indigenous students in the State or Territory at each level of schooling.

(e) Calculated as a percentage of the total number of Indigenous students in Australia at each level of schooling.

(f) Includes ungraded secondary.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2003 (unpublished data) and earlier related publications

Table 7 Number of full-time equivalent (FTE)^(a) of Indigenous students, by level of education^{(b)(c)}, category of school and non-government affiliation, and sex, by State and Territory, 2003

	Primary	Junior secondary (c)(d)	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	21,627	10,361	1,674	12,035	33,662
Victoria	4,077	1,719	348	2,067	6,145
Queensland	21,296	7,095	2,314	9,409	30,705
South Australia	4,782	1,428	434	1,862	6,643
Western Australia	11,682	4,005	835	4,840	16,522
Tasmania	2,561	1,507	421	1,928	4,488
Northern Territory	8,692	2,322	582	2,904	11,596
Australian Capital Territory	532	221	101	322	854
Australia	75,249	28,658	6,708	35,366	110,614
<i>Males</i>	38,691	14,664	3,062	17,726	56,417
<i>Females</i>	36,558	13,994	3,646	17,640	54,198
Catholic					
New South Wales	1,847	789	216	1,005	2,852
Victoria	240	140	27	167	407
Queensland	1,414	829	412	1,241	2,655
South Australia	208	104	34	138	346
Western Australia	1,465	476	204	680	2,145
Tasmania	244	144	38	182	426
Northern Territory	871	364	46	410	1,281
Australian Capital Territory	110	49	19	68	178
Australia	6,399	2,895	996	3,891	10,290
<i>Males</i>	3,187	1,451	526	1,977	5,164
<i>Females</i>	3,212	1,444	470	1,914	5,126
Independent					
New South Wales	361	250	42	292	653
Victoria	60	62	25	87	147
Queensland	831	801	323	1,124	1,955
South Australia	240	53	22	75	315
Western Australia	724	432	121	553	1,277
Tasmania	32	37	12	49	81
Northern Territory	244	749	48	797	1,041
Australian Capital Territory	9	13	0	13	22
Australia	2,502	2,398	592	2,990	5,491
<i>Males</i>	1,329	1,193	279	1,472	2,801
<i>Females</i>	1,172	1,205	314	1,518	2,691
Total non-government					
New South Wales	2,208	1,039	258	1,297	3,505
Victoria	300	202	52	254	554
Queensland	2,245	1,630	735	2,365	4,609
South Australia	448	157	56	213	661
Western Australia	2,189	908	325	1,233	3,422
Tasmania	276	181	50	231	507
Northern Territory	1,115	1,113	94	1,207	2,322
Australian Capital Territory	119	62	19	81	200
Australia	8,900	5,293	1,588	6,881	15,781
<i>Males</i>	4,516	2,644	805	3,449	7,964
<i>Females</i>	4,384	2,649	784	3,433	7,817
All schools					
New South Wales	23,835	11,400	1,932	13,332	37,167
Victoria	4,377	1,921	400	2,321	6,699
Queensland	23,541	8,725	3,048	11,774	35,314
South Australia	5,230	1,585	490	2,075	7,304
Western Australia	13,871	4,913	1,160	6,073	19,944
Tasmania	2,837	1,688	472	2,159	4,996
Northern Territory	9,808	3,435	675	4,110	13,918
Australian Capital Territory	651	283	120	403	1,054
Australia	84,149	33,950	8,296	42,247	126,396
<i>Males</i>	43,207	17,308	3,866	21,174	64,381
<i>Females</i>	40,942	16,642	4,430	21,073	62,014

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

(a) See Glossary for details of calculation of FTE.

(b) 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.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(d) Includes ungraded secondary.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2003 (unpublished data)

Table 8 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)

	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
1991	1,339	448	1,787	879	410	1,289	2,217	858	3,075
1996	1,367	481	1,848	854	441	1,295	2,222	921	3,143
2001	1,385	528	1,912	863	492	1,356	2,248	1,020	3,268
2003	1,384	545	1,929	871	519	1,389	2,255	1,064	3,319
2004 ^(a)	1,378	552	1,930	876	531	1,407	2,255	1,083	3,338
2005 ^(a)	1,370	557	1,927	884	544	1,428	2,254	1,101	3,355
2006 ^(a)	1,364	561	1,925	888	555	1,444	2,253	1,116	3,369
2007 ^(a)	1,356	562	1,918	891	566	1,456	2,247	1,128	3,375
2008 ^(a)	1,350	563	1,913	890	575	1,464	2,240	1,137	3,377

(a) Figures for 2004 and beyond are projections based on 2003 and 2002 actual enrolments and the maintenance of 2001–2002 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: Australian Government Department of Education, Science and Technology (DEST)

Table 9 Number and full-time equivalent (FTE)^(a) of part-time students, by level of education^(b), category of school, and sex, by State and Territory, 2003

	Primary		Junior secondary ^(c)		Senior secondary		Ungraded secondary		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Government												
New South Wales	0	0.0	0	0.0	2,647	1,305.0	0	0.0	2,647	1,305.0	2,647	1,305.0
Victoria	449	223.0	365	206.4	2,693	1,347.6	35	20.1	3,093	1,574.1	3,542	1,797.1
Queensland	750	291.0	1,171	423.0	2,527	868.9	88	36.0	3,786	1,327.9	4,536	1,618.9
South Australia	24	12.5	114	58.3	4,911	2,550.4	1,598	536.5	6,623	3,145.2	6,647	3,157.7
Western Australia	0	0.0	33	13.2	1,206	401.7	1,344	180.2	2,583	595.1	2,583	595.1
Tasmania	7	3.2	16	5.6	2,562	1,403.5	0	0.0	2,578	1,409.1	2,585	1,412.3
Northern Territory	31	20.6	230	122.8	604	237.3	54	13.8	888	373.9	919	394.5
Australian Capital Territory	96	35.4	0	0.0	47	19.0	1	0.2	48	19.2	144	54.6
Australia	1,357	585.7	1,929	829.3	17,197	8,133.4	3,120	786.8	22,246	9,749.5	23,603	10,335.2
<i>Males</i>	942	405.7	881	410.4	6,559	3,194.5	1,026	285.6	8,466	3,890.5	9,408	4,296.2
<i>Females</i>	415	180.0	1,048	418.9	10,638	4,938.9	2,094	501.2	13,780	5,859.0	14,195	6,039.0
Non-government												
New South Wales	184	124.8	17	9.7	182	99.4	33	26.4	232	135.5	416	260.3
Victoria	271	165.0	50	28.0	91	55.8	38	10.8	179	94.6	450	259.6
Queensland	165	83.6	11	4.7	39	20.9	9	5.6	59	31.2	224	114.8
South Australia	73	46.3	7	1.2	381	231.4	1	0.2	389	232.8	462	279.1
Western Australia	476	336.8	3	1.3	21	9.5	0	0.0	24	10.8	500	347.6
Tasmania	23	14.2	1	0.9	10	4.1	5	1.9	16	6.9	39	21.1
Northern Territory	16	13.3	1	0.9	13	7.2	0	0.0	14	8.1	30	21.4
Australian Capital Territory	111	69.3	9	4.9	3	1.1	11	6.4	23	12.4	134	81.7
Australia	1,319	853.3	99	51.6	740	429.4	97	51.3	936	532.3	2,255	1,385.6
<i>Males</i>	748	470.5	46	22.1	312	182.5	73	37.5	431	242.1	1,179	712.6
<i>Females</i>	571	382.8	53	29.5	428	246.9	24	13.8	505	290.2	1,076	673.0
All schools												
New South Wales	184	124.8	17	9.7	2,829	1,404.4	33	26.4	2,879	1,440.5	3,063	1,565.3
Victoria	720	388.0	415	234.4	2,784	1,403.4	73	30.9	3,272	1,668.7	3,992	2,056.7
Queensland	915	374.6	1,182	427.7	2,566	889.8	97	41.6	3,845	1,359.1	4,760	1,733.7
South Australia	97	58.8	121	59.5	5,292	2,781.8	1,599	536.7	7,012	3,378.0	7,109	3,436.8
Western Australia	476	336.8	36	14.5	1,227	411.2	1,344	180.2	2,607	605.9	3,083	942.7
Tasmania	30	17.4	17	6.5	2,572	1,407.6	5	1.9	2,594	1,416.0	2,624	1,433.4
Northern Territory	47	33.9	231	123.7	617	244.5	54	13.8	902	382.0	949	415.9
Australian Capital Territory	207	104.7	9	4.9	50	20.1	12	6.6	71	31.6	278	136.3
Australia	2,676	1,439.0	2,028	880.9	17,937	8,562.8	3,217	838.1	23,182	10,281.8	25,858	11,720.8
<i>Males</i>	1,690	876.2	927	432.5	6,871	3,377.0	1,099	323.1	8,897	4,132.6	10,587	5,008.8
<i>Females</i>	986	562.8	1,101	448.4	11,066	5,185.8	2,118	515.0	14,285	6,149.2	15,271	6,712.0

(a) See Glossary for details of calculation of FTE.

(b) 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.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

Source: MCEETYA, *National Schools Statistics Collection*, 2003

Table 10 Number of year 12 students enrolled^(a) in tertiary-accredited subjects, by key learning area^(b), by sex, Australia, 2003

Key learning area	Males		Females		Total	
	Students	%	Students	%	Students	%
English	80,836	87	93,749	93	174,585	90
Mathematics	74,288	80	73,834	73	148,122	77
Studies of society and environment	57,434	62	68,856	68	126,290	65
Science	50,145	54	57,996	57	108,141	56
Arts	20,645	22	37,247	37	57,892	30
LOTE	8,948	10	15,989	16	24,937	13
Technology	38,718	42	26,197	26	64,915	34
Health and physical education	19,138	21	26,212	26	45,350	23
Total subject enrolment	350,152		400,080		750,232	
Not in agreed KLAs – VETIS ^(c)	2,586	3	2,907	3	5,493	3
Total subject enrolment including VETIS	352,738		402,987		755,725	
Total year 12 students	92,396		101,220		193,616	
Total year 12 FTE					199,286	

(a) Students may be enrolled in more than one subject within each KLA. For example, a student may be enrolled in Chemistry, Physics, and Astronomy within the Science KLA, but for the purposes of this collection are only counted once.

(b) MCEETYA identified the eight key learning areas in the National Goals for Schooling in the Twenty-first Century (the Adelaide Declaration).

(c) Victoria reported 5,493 year 12 students as studying VET, which is out of scope for this table.

Sources: Australian Government DEST, derived from data supplied by State and Territory secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2003

Table 11 Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 1997–2003 (per cent)

Language	1997	1998	1999	2000	2001	2002	2003
Japanese	21	22	22	22	21	20	19
French	16	17	17	17	17	16	16
German	11	11	11	11	11	10	10
Chinese	10	10	11	12	14	16	19
Italian	9	8	8	8	8	8	9
Indonesian	8	8	8	9	9	8	7
Greek	5	4	4	4	4	4	3
Vietnamese	4	3	3	3	2	2	2
Spanish	3	3	3	3	3	3	3
Arabic	2	2	2	2	3	2	2
Other	11	11	12	11	10	10	9
Total	100	100	100	100	100	100	100
Year 12 full-time students	172,772	177,234	182,498	185,810	188,110	193,672	193,616

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

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2003; MCEETYA *National Schools Statistics Collection*, various years

Table 12 Destinations of school leavers^(a) aged 15–19 years, by category of school last attended and sex, May 2003, Australia (per cent)

Category of school last attended	Government			Non-government			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Enrolled to study at May 2003	50.8 ± 6.8	51.1 ± 6.9	50.9 ± 4.8	74.8 ± 6.0	77.1 ± 5.7	75.9 ± 4.1	58.2 ± 4.8	59.3 ± 4.8	58.8 ± 3.3
Higher education	19.2 ± 7.8	23.8 ± 7.0	21.4 ± 5.2	43.3 ± 6.5	45.3 ± 6.3	44.3 ± 4.5	26.7 ± 5.2	30.6 ± 4.8	28.6 ± 3.5
TAFE	28.6 ± 4.2	21.9 ± 5.1	25.3 ± 3.2	28.3 ± 6.2	23.4 ± 7.1	25.8 ± 4.7	28.5 ± 3.4	22.4 ± 4.1	25.5 ± 2.6
Other institutions	3.0 ± 2.7	5.4 ± 2.0	4.2 ± 1.6	3.2 ± 3.7	8.4 ± 2.3	5.8 ± 2.0	3.1 ± 2.2	6.3 ± 1.6	4.7 ± 1.3
Not enrolled to study at May 2003	49.2 ± 4.9	48.9 ± 5.0	49.1 ± 3.4	25.2 ± 12.2	22.9 ± 13.1	24.1 ± 9.0	41.8 ± 4.7	40.7 ± 4.8	41.2 ± 3.3
Employed	29.5 ± 5.0	33.3 ± 4.7	31.4 ± 3.4	20.7 ± 9.4	15.2 ± 11.3	17.9 ± 7.3	26.8 ± 4.4	27.6 ± 4.4	27.2 ± 3.1
Not employed ^(b)	19.7 ± 3.1	15.6 ± 3.7	17.7 ± 2.4	4.6 ± 10.0	7.7 ± 7.8	6.1 ± 6.3	15.0 ± 3.1	13.1 ± 3.4	14.1 ± 2.3
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	101.8	97.8	199.6	46.0	45.4	91.3	147.8	143.2	291.0

(a) Persons aged 15–19 years who attended school in 2002 but were not attending in May 2003.

(b) 'Not employed' includes both unemployed persons and those not in the labour force.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2003

Table 13 Destinations of school leavers^(a), aged 15–19 years, 1996–2003, Australia (per cent)

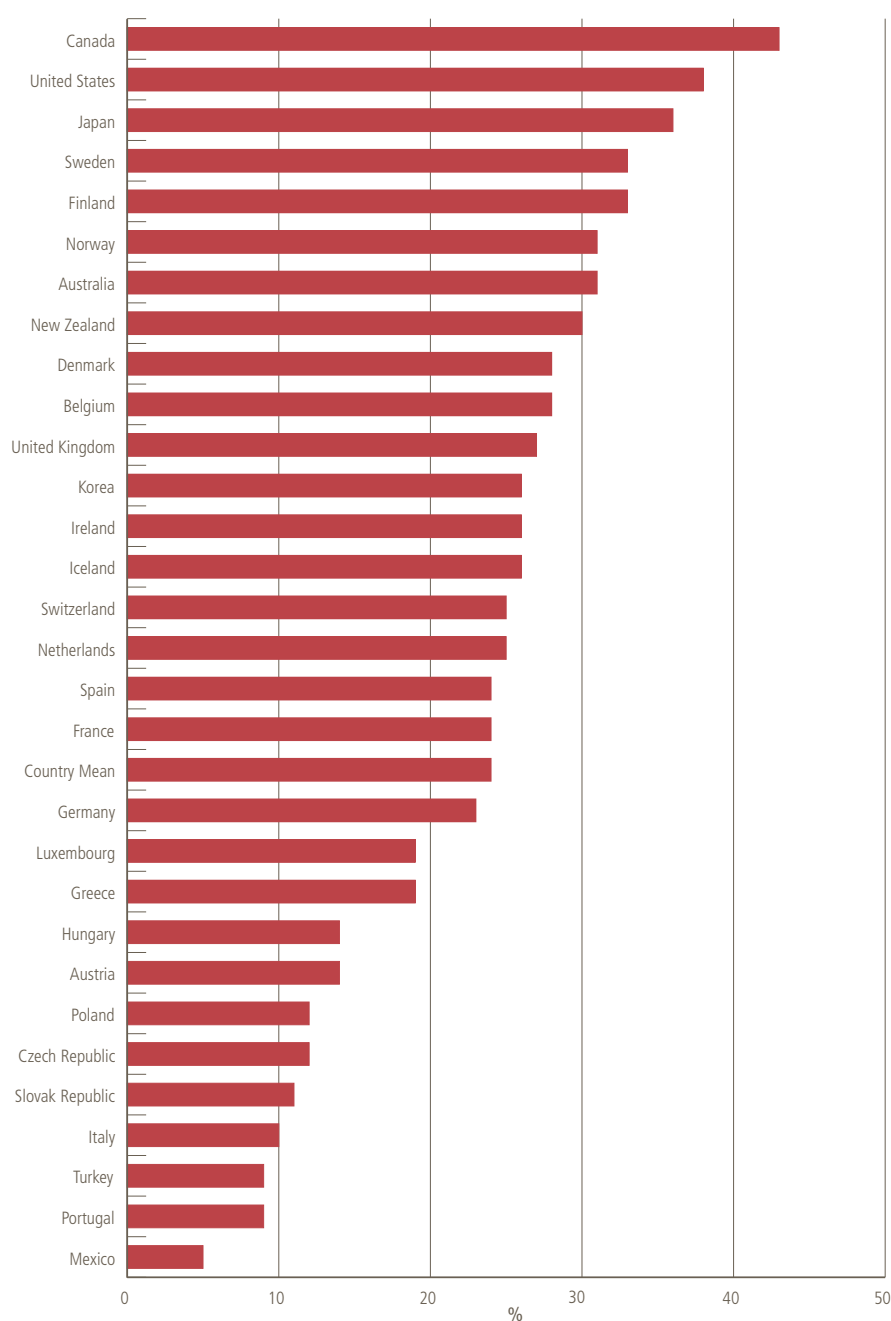
Category of school last attended	1996	1997	1998	1999	2000	2001	2002	2003
Enrolled to study at May 2003	53.6	51.8	58.3	61.5	59.7	60.1	59.1 ± 3.3	58.8 ± 3.3
Higher education	29.0	27.2	29.9	32.6	29.5	31.3	32.5 ± 3.2	28.6 ± 3.5
TAFE	21.9	21.5	23.9	23.5	25.5	25	22.4 ± 2.9	25.5 ± 2.6
Other institutions	2.7	3.2	4.5	5.4	4.7	3.9	4.1 ± 1.4	4.7 ± 1.3
Not enrolled to study at May 2003	46.4	48.2	41.7	38.5	40.3	39.9	40.9 ± 3.3	41.2 ± 3.3
Employed	29.1	29.5	22.9	24.8	27.1	25.3	27.7 ± 3.1	27.2 ± 3.1
Not employed ^(b)	17.3	18.7	18.8	13.6	13.2	14.7	13.3 ± 2.3	14.1 ± 2.3
Total %	100	100	100	100	100	100	100	100
Total	261.3	251.5	254.4	277	297.1	269.6	287.1	291.0

(a) Persons aged 15–19 years who were attending school in May of one year, but were not attending in May the following year.

(b) 'Not employed' includes both unemployed persons and those not in the labour force.

Sources: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2003 and earlier publications

Figure 1 Educational attainment of the population aged 25–64 in OECD countries^{(a)(b)}, 2002

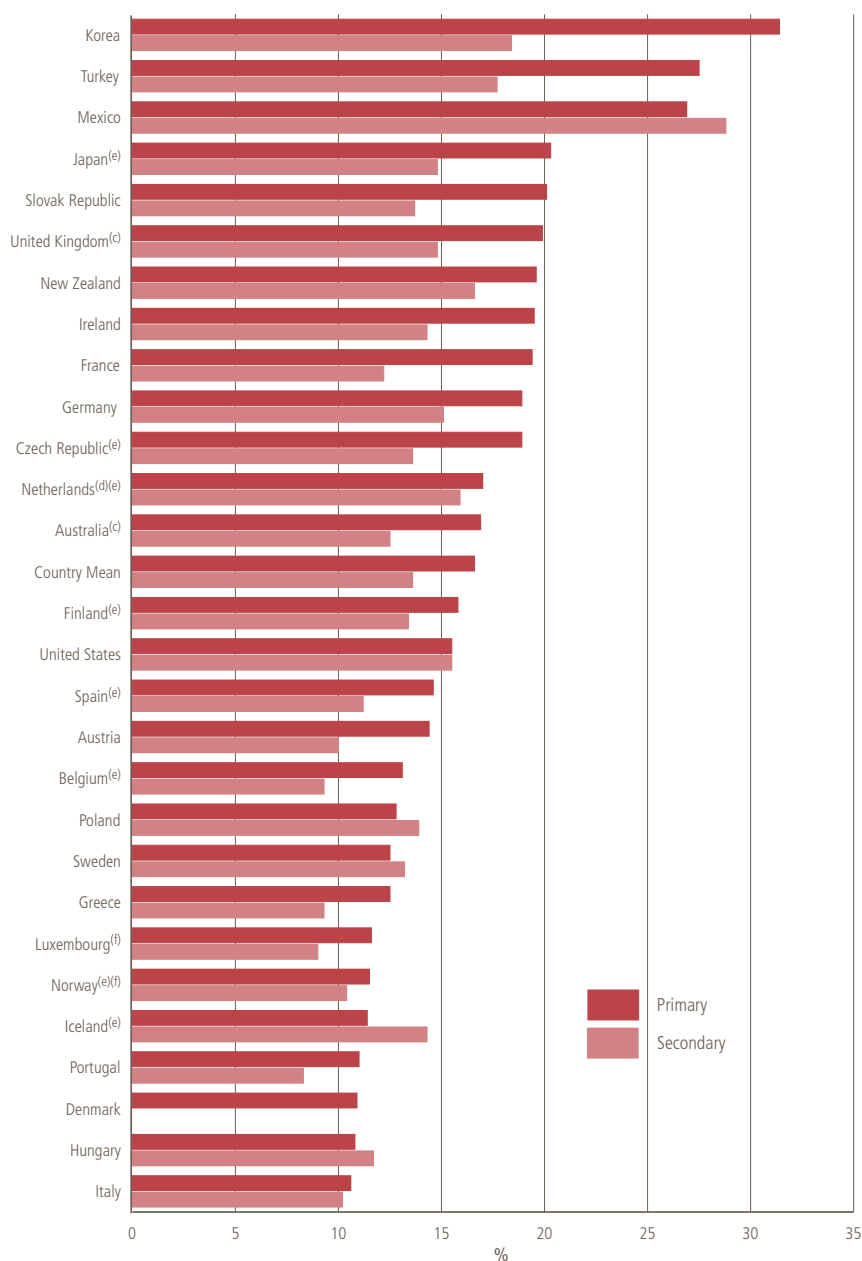


(a) Percentage of the population 25 to 64 years of age that has completed tertiary education.

(b) Some countries may have also included vocational education.

Source: OECD, *Education at a Glance*, 2004, Table A3.3

Figure 2 Ratio of primary and secondary students to teaching staff^(a), government and non-government education, OECD countries^(b), 2002



(a) Teaching staff refers to professional personnel directly involved in teaching students. The classification includes classroom teachers; special education teachers; and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside the regular classroom. Teaching staff also includes department chairpersons whose duties include some teaching, but excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other para-professional personnel. (Teachers' aides and teaching/research assistants are not included.)

(b) Some countries did not provide information for the table.

(c) Includes only general programs in lower and upper secondary education.

(d) Includes pre-primary.

(e) Includes post-secondary non-tertiary.

(f) Public institutions only.

Source: OECD, *Education at a Glance*, 2004, Table D2.2

Teachers and teaching Staff

Table 14 Full-time equivalent (FTE)^(a) of school staff^(b), by area of activity, sex, category of school and major function, Australia, 2003

Major function	Primary			Secondary			Total ^(c)		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching ^(d)	17,866	66,757	84,623	31,362	38,886	70,249	49,228	105,644	154,872
Specialist support	555	2,082	2,637	988	1,677	2,665	1,543	3,760	5,302
Administrative and clerical (including teacher aides)	986	22,253	23,239	1,594	14,213	15,807	2,580	36,466	39,046
Building operations, general maintenance and other	2,278	177	2,455	1,510	137	1,647	3,787	315	4,102
Total^(c)	21,684	91,270	112,953	35,454	54,914	90,368	57,137	146,184	203,321
Catholic									
Teaching ^(d)	3,609	16,365	19,973	9,772	12,795	22,567	13,381	29,160	42,540
Specialist support	31	223	254	217	431	648	248	654	902
Administrative and clerical (including teacher aides)	171	4,545	4,716	963	4,374	5,337	1,134	8,919	10,053
Building operations, general maintenance and other	454	419	873	1,175	660	1,835	1,629	1,079	2,709
Total^(c)	4,265	21,551	25,816	12,128	18,260	30,387	16,393	39,811	56,204
Independent									
Teaching ^(d)	2,887	9,084	11,971	9,376	10,816	20,192	12,263	19,900	32,163
Specialist support	82	278	360	214	394	608	296	673	968
Administrative and clerical (including teacher aides)	581	3,243	3,824	1,352	4,264	5,616	1,933	7,507	9,439
Building operations, general maintenance and other	819	315	1,134	1,443	537	1,980	2,262	852	3,114
Total^(c)	4,369	12,920	17,289	12,385	16,011	28,396	16,754	28,931	45,685
Non-government									
Teaching ^(d)	6,496	25,449	31,945	19,148	23,611	42,759	25,644	49,059	74,704
Specialist support	113	501	614	431	825	1,256	544	1,326	1,870
Administrative and clerical (including teacher aides)	752	7,788	8,540	2,315	8,638	10,953	3,067	16,426	19,492
Building operations, general maintenance and other	1,273	734	2,007	2,618	1,197	3,815	3,891	1,931	5,823
Total^(c)	8,634	34,471	43,105	24,512	34,271	58,783	33,146	68,742	101,889
All schools									
Teaching ^(d)	24,362	92,206	116,568	50,510	62,497	113,008	74,872	154,703	229,575
Specialist support	668	2,583	3,251	1,419	2,503	3,922	2,087	5,086	7,172
Administrative and clerical (including teacher aides)	1,738	30,041	31,778	3,909	22,851	26,760	5,647	52,891	58,538
Building operations, general maintenance and other	3,551	911	4,462	4,128	1,335	5,462	7,679	2,246	9,924
Total 2003^(c)	30,318	125,741	156,059	59,966	89,185	149,151	90,284	214,926	305,210
2001	29,398	118,615	148,013	57,724	84,866	142,590	87,122	203,480	290,603
1998	28,103	105,385	133,488	55,697	76,877	132,573	83,799	182,262	266,061

Note: Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis.

(a) See Glossary for details of calculation of FTE.

(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.

(c) Components may not add to totals due to rounding.

(d) See Glossary for definition of teaching staff.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2003 and earlier publications

Table 15 Full-time equivalent (FTE)^(a) of school staff (teaching and non-teaching)^{(b)(c)}, by category of school and level of education, by State and Territory, 2003

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ^(c)	Males	Females
Government											
Teaching											
Primary	25,771	19,509	18,412	6,936	8,940	2,255	1,451	1,348	84,623	17,866	66,757
Secondary	24,334	18,155	12,307	4,702	6,638	1,985	751	1,376	70,249	31,362	38,886
Total^(c)	50,106	37,665	30,719	11,638	15,579	4,240	2,203	2,724	154,872	49,228	105,644
Non-teaching											
Primary	7,256	5,366	6,954	2,450	4,410	844	669	382	28,330	3,818	24,512
Secondary	6,032	4,533	4,515	1,643	2,152	639	297	308	20,119	4,091	16,028
Total^(c)	13,288	9,898	11,469	4,093	6,562	1,483	965	690	48,449	7,909	40,540
Total^(c)	63,394	47,563	42,188	15,731	22,141	5,723	3,168	3,413	203,321	57,137	146,184
Catholic											
Teaching											
Primary	6,707	5,521	3,392	1,481	1,894	351	176	451	19,973	3,609	16,365
Secondary	8,535	6,116	3,454	1,340	1,908	463	134	618	22,567	9,772	12,795
Total^(c)	15,242	11,637	6,845	2,822	3,802	814	310	1,069	42,540	13,381	29,160
Non-teaching											
Primary	1,477	1,334	1,234	460	1,005	131	106	97	5,843	656	5,187
Secondary	2,477	2,188	1,481	502	738	183	53	199	7,821	2,356	5,465
Total^(c)	3,955	3,522	2,715	962	1,743	314	159	296	13,664	3,012	10,652
Total^(c)	19,197	15,158	9,560	3,783	5,544	1,127	469	1,365	56,204	16,393	39,811
Independent											
Teaching											
Primary	3,672	2,906	2,319	1,241	1,299	250	103	181	11,971	2,887	9,084
Secondary	6,196	6,002	3,629	1,394	2,019	421	204	327	20,192	9,376	10,816
Total^(c)	9,868	8,908	5,948	2,635	3,318	671	308	509	32,163	12,263	19,900
Non-teaching											
Primary	1,397	1,177	1,367	415	740	110	56	55	5,318	1,482	3,836
Secondary	2,078	2,474	1,738	586	878	176	136	139	8,204	3,008	5,195
Total^(c)	3,475	3,651	3,105	1,001	1,619	286	192	194	13,521	4,490	9,031
Total^(c)	13,343	12,559	9,053	3,635	4,937	957	499	702	45,685	16,754	28,931
Total non-government											
Teaching											
Primary	10,380	8,427	5,711	2,722	3,193	601	279	633	31,945	6,496	25,449
Secondary	14,731	12,118	7,082	2,734	3,927	884	339	945	42,759	19,148	23,611
Total^(c)	25,110	20,544	12,793	5,456	7,120	1,484	618	1,578	74,704	25,644	49,059
Non-teaching											
Primary	2,875	2,511	2,600	875	1,745	241	162	152	11,161	2,138	9,023
Secondary	4,555	4,662	3,219	1,087	1,616	359	188	338	16,024	5,364	10,660
Total^(c)	7,430	7,173	5,819	1,963	3,361	600	350	490	27,185	7,502	19,683
Total^(c)	32,540	27,717	18,612	7,419	10,481	2,084	968	2,067	101,889	33,146	68,742
All schools											
Teaching											
Primary	36,151	27,936	24,123	9,658	12,133	2,856	1,731	1,980	116,568	24,362	92,206
Secondary	39,065	30,273	19,389	7,436	10,565	2,869	1,090	2,321	113,008	50,510	62,497
Total^(c)	75,216	58,209	43,512	17,094	22,698	5,724	2,820	4,301	229,575	74,872	154,703
Non-teaching											
Primary	10,131	7,876	9,555	3,325	6,155	1,085	831	534	39,491	5,956	33,535
Secondary	10,588	9,195	7,734	2,731	3,768	998	485	646	36,143	9,456	26,688
Total^(c)	20,718	17,071	17,289	6,056	9,924	2,083	1,316	1,179	75,634	15,412	60,223
Total all schools											
2003	95,934	75,280	60,801	23,150	32,622	7,807	4,136	5,481	305,210	90,284	214,926
2001	91,813	70,968	59,239	22,503	29,421	7,633	3,826	5,199	290,603	87,122	203,480
1998	87,144	63,910	50,256	21,752	26,995	7,381	3,634	4,988	266,061	84,441	179,907

Note: Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis.

(a) See Glossary for details of calculation of FTE.

(b) See Glossary for definitions of teaching and non-teaching staff.

(c) Components may not add to totals due to rounding.

Sources: MCEETYA, *National Schools Statistics Collection*, 2003 and earlier publications

Student–teaching staff ratios

Table 16 Full-time equivalent (FTE)^(a) student–teaching staff ratios, by level of education, category of school (and non-government affiliation), by State and Territory, 2003

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	17.3	16.2	15.5	15.9	16.8	16.0	13.9	15.1	16.4
Secondary	12.6	12.1	13.0	12.9	12.2	13.4	11.6	11.9	12.5
Total	15.0	14.3	14.5	14.7	14.8	14.8	13.1	13.5	14.6
Catholic									
Primary	18.6	18.1	17.5	18.5	18.5	19.0	18.5	19.3	18.3
Secondary	13.1	13.1	13.1	12.9	13.2	13.3	10.5	13.7	13.1
Total	15.5	15.5	15.3	15.8	15.8	15.8	15.1	16.0	15.5
Independent									
Primary	15.4	13.6	15.7	16.5	15.6	14.6	17.9	15.3	15.1
Secondary	10.4	10.8	12.1	11.6	11.7	11.3	9.9	11.4	11.1
Total	12.3	11.7	13.5	13.9	13.2	12.5	12.6	12.8	12.6
Total non-government									
Primary	17.5	16.5	16.7	17.6	17.3	17.2	18.3	18.1	17.1
Secondary	12.0	12.0	12.6	12.2	12.5	12.4	10.2	12.9	12.1
Total	14.2	13.8	14.4	14.9	14.6	14.3	13.9	15.0	14.3
All schools									
Primary	17.3	16.3	15.8	16.4	16.9	16.2	14.6	16.1	16.6
Secondary	12.3	12.1	12.9	12.7	12.3	13.1	11.1	12.3	12.4
Total									
2003	14.7	14.1	14.5	14.8	14.8	14.6	13.3	14.0	14.5
2001	15.0	14.5	14.6	14.7	14.8	14.4	13.1	14.8	14.7
1998	15.3	15.3	15.5	15.0	15.4	14.8	13.5	15.5	15.3

Notes:

- Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis.
- 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.

(a) See Glossary for details of calculations of FTE.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2003 and earlier related publications

Teacher education

Table 17 Students, selected higher education statistics (DEST), domestic enrolments in teacher education courses, by course level and field of education^(a), 2003

Field of education	Higher degree ^(b)	Other postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	37	440	7,879	31	8,387
Teacher education: early childhood	8	149	7,480	45	7,682
Teacher education: primary	13	733	23,211	40	23,997
Teacher education: secondary	9	3,631	11,510	0	15,150
Teacher education: vocational education and training	0	181	1,192	55	1,428
Teacher education: higher education	19	34	258	0	311
Teacher education: special education	0	1	421	0	422
English as a second language teaching	0	65	0	0	65
Teacher education not elsewhere classified	0	256	1,575	97	1,928
Total	86	5,485	53,387	171	59,129
Other than initial teacher training					
Teacher education	1,314	151	760	52	2,277
Teacher education: early childhood	74	171	936	0	1,181
Teacher education: primary	54	257	1,245	0	1,556
Teacher education: secondary	69	599	466	0	1,134
Teacher-librarianship	0	116	0	0	116
Teacher education: vocational education and training	190	256	327	99	872
Teacher education: higher education	86	342	63	0	491
Teacher education: special education	676	419	233	25	1,353
English as a second language teaching	450	916	33	0	1,399
Teacher education not elsewhere classified	3,038	1,883	846	187	5,954
Total	5,951	5,110	4,883	363	16,307
All teacher courses					
Teacher education	1,351	591	8,639	83	10,664
Teacher education: early childhood	82	320	8,416	45	8,863
Teacher education: primary	67	990	24,456	40	25,553
Teacher education: secondary	78	4,230	11,976	0	16,284
Teacher-librarianship	0	116	0	0	116
Teacher education: vocational education and training	190	437	1,519	154	2,300
Teacher education: higher education	105	376	321	0	802
Teacher education: special education	676	420	654	25	1,775
English as a second language teaching	450	981	33	0	1,464
Teacher education not elsewhere classified	3,038	2,139	2,421	284	7,882
Total	6,037	10,595	58,270	534	75,436

(a) The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education means that the totals may be less than the sum of the individual 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), diploma (AQF), other award course, enabling course.

(f) Refers to a course providing initial teacher training.

Source: Australian Government DEST, *Selected Higher Education Statistics*

Table 18 Students, selected higher education statistics (DEST), number of students graduating in teacher education courses, by course level and field of education^(a), 2003

Field of education	Higher degree ^(b)	Other postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	13	257	1,662	23	1,955
Teacher education: early childhood	0	84	1,411	8	1,503
Teacher education: primary	12	395	4,491	3	4,901
Teacher education: secondary	35	2,585	1,903	1	4,524
Teacher education: vocational education and training	0	79	237	17	333
Teacher education: higher education	6	2	50	0	58
Teacher education: special education	0	0	133	0	133
English as a second language teaching	0	21	0	0	21
Teacher education not elsewhere classified	0	201	444	13	658
Total	66	3,624	10,311	52	14,053
Other than initial teacher training					
Teacher education	436	129	472	20	1,057
Teacher education: early childhood	12	65	173	0	250
Teacher education: primary	9	158	321	0	488
Teacher education: secondary	19	456	205	0	680
Teacher-librarianship	0	47	1	0	48
Teacher education: vocational education and training	17	122	72	55	266
Teacher education: higher education	7	102	36	4	149
Teacher education: special education	175	125	81	8	389
English as a second language teaching	119	374	0	0	493
Teacher education not elsewhere classified	921	920	231	23	2,095
Total	1,715	2,498	1,592	110	5,915
All teacher courses					
Teacher education	449	386	2,134	43	3,012
Teacher education: early childhood	12	149	1,584	8	1,753
Teacher education: primary	21	553	4,812	3	5,389
Teacher education: secondary	54	3,041	2,108	1	5,204
Teacher-librarianship	0	47	1	0	48
Teacher education: vocational education and training	17	201	309	72	599
Teacher education: higher education	13	104	86	4	207
Teacher education: special education	175	125	214	8	522
English as a second language teaching	119	395	0	0	514
Teacher education not elsewhere classified	921	1,121	675	36	2,753
Total	1,781	6,122	11,903	162	19,968

- (a) The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education means that the totals may be less than the sum of the individual 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), diploma (AQF), other award course, enabling course.
- (f) Refers to a course providing initial teacher training.

Source: Australian Government DEST, *Selected Higher Education Statistics*

Resourcing

Expenditure – government

Table 19 Expenditure by government education systems, by level of education and area of expenditure, by State and Territory, 2002–03 financial year (\$'000 – accrual^(a) financial reporting)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
In-school, primary education									
Teaching staff salaries	2,118,106	1,279,278	1,241,937	502,437	623,804	161,308	92,267	98,393	6,117,530
Non-teaching staff salaries	323,929	225,153	282,464	109,770	175,401	35,451	45,532	21,290	1,218,991
Redundancy payments	n.a.	n.a.	15,881	3,894	428	n.a.	18	1,300	21,521
Non-salary costs	850,676	552,126	433,479	241,850	235,335	70,005	67,629	33,113	2,484,212
Recurrent costs excluding notional user cost of capital	3,292,711	2,056,557	1,973,761	857,951	1,034,968	266,764	205,446	154,096	9,842,254
Notional user cost of capital	604,404	271,438	300,198	65,071	178,555	26,238	27,144	19,530	1,492,579
Recurrent costs including notional user cost of capital	3,897,116	2,327,995	2,273,959	923,022	1,213,523	293,002	232,590	173,626	11,334,833
Capital/investing costs	152,392	135,685	93,142	11,574	58,548	4,076	5,341	5,465	466,223
In-school, secondary education									
Teaching staff salaries	1,979,766	1,218,753	852,369	339,936	492,058	142,052	51,366	110,082	5,186,381
Non-teaching staff salaries	300,325	179,252	202,840	83,622	100,540	26,329	20,286	14,347	927,541
Redundancy payments	n.a.	n.a.	8,810	3,945	276	n.a.	67	1,390	14,488
Non-salary costs	777,648	521,171	308,685	105,520	183,444	66,176	42,770	38,498	2,043,912
Recurrent costs excluding notional user cost of capital	3,057,738	1,919,176	1,372,704	533,024	776,318	234,557	114,488	164,317	8,172,322
Notional user cost of capital	398,708	276,978	172,841	55,162	123,761	31,970	19,122	28,011	1,106,553
Recurrent costs including notional user cost of capital	3,456,446	2,196,153	1,545,545	588,187	900,079	266,527	133,610	192,328	9,278,875
Capital/investing costs	178,835	124,248	109,340	18,308	71,345	6,097	4,157	4,453	516,783
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	186,477	101,799	120,147	66,602	89,746	23,840	37,470	10,691	636,772
Redundancy payments	312	n.a.	3,346	2,589	370	n.a.	38	782	7,437
Non-salary costs	82,297	154,694	63,470	41,525	97,466	16,078	19,207	11,567	486,305
Recurrent costs excluding notional user cost of capital	269,086	256,494	186,963	110,716	187,582	39,918	56,715	23,040	1,130,514
Notional user cost of capital	11,773	5,540	5,745	1,864	3,303	168	12	n.a.	28,405
Recurrent costs including notional user cost of capital	280,859	262,033	192,708	112,581	190,885	40,086	56,727	23,040	1,158,918
Capital/investing costs	3,901	10,324	7,344	1,506	485	n.a.	246	n.a.	23,805
Total – primary, secondary and out-of-school									
Recurrent costs excluding notional user cost of capital	6,619,535	4,232,226	3,533,428	1,501,692	1,998,868	541,239	376,649	341,453	19,145,089
Recurrent costs including notional user cost of capital	7,634,420	4,786,181	4,012,212	1,623,789	2,304,487	599,615	422,926	388,994	21,772,626
Capital/investing costs	335,128	270,257	209,826	31,388	130,378	10,173	9,744	9,918	1,006,811

Notes:

- (i) Salary-related expenses include notional payroll tax for WA (\$73.93 m) and the ACT (\$15.459 m), as these jurisdictions are exempted from paying payroll tax.
- (ii) Non-salary costs include other operating expenses, grants and subsidies and depreciation.
- (iii) A notional user cost of capital based on 8 per cent of 'total written-down value of capital assets as at 30 June 2003' is applied to all jurisdictions.
- (iv) 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:
 - Australian Government direct payments to parents and/or students, eg AUSTUDY
 - preschools and TAFE establishments
 - sinking fund payments and interest on Australian Government loans
 - teacher housing and student hostel provisions
 - funds raised by schools, school councils or community organisations.
- (a) From 1999–2000 MCEETYA moved from cash to accrual financial reporting. Government expenditure tables published in the National Report on Schooling in Australia prior to the 2000 report are therefore not comparable with this table.
- n.a. not applicable

Source: MCEETYA, *National School Statistics Collection*, 2003 (Draft – unpublished)

Table 20 Per capita expenditure on government schools by level of education, by State and Territory, 2002–03 (\$/full-time equivalent student – accrual^(a) financial reporting)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	9,088	11,675	10,139
Victoria	7,835	10,503	8,927
Queensland	8,403	10,158	9,031
South Australia	8,956	10,297	9,431
Western Australia	8,871	11,794	9,901
Tasmania	8,746	10,652	9,555
Northern Territory	13,483	17,607	14,709
Australian Capital Territory	9,036	12,396	10,520
Australia	8,676	11,072	9,605
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	346	590	445
Victoria	447	586	504
Queensland	343	704	472
South Australia	113	309	182
Western Australia	391	872	560
Tasmania	113	229	162
Northern Territory	273	495	339
Australian Capital Territory	265	273	268
Australia	346	599	444
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	10,139	445	
Victoria	8,927	504	
Queensland	9,031	472	
South Australia	9,431	182	
Western Australia	9,901	560	
Tasmania	9,555	162	
Northern Territory	14,709	339	
Australian Capital Territory	10,520	268	
Australia	9,605	444	

Notes:

- (i) These expenditures incorporate both salary and non-salary costs. Salary oncosts include items such as superannuation, payroll tax and workers compensation. Payroll tax expenditures for WA and ACT are notional, as they are exempted from payroll tax. Non-salary costs include other operating expenses, grants and subsidies, depreciation and notional user cost of capital. Notional user cost of capital is based on 8 per cent of each jurisdiction's total written-down value of capital assets.
- (ii) 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:
- Australian Government direct payments to parents and/or students, eg AUSTUDY
 - preschools and TAFE establishments
 - sinking fund payments and interest on Australian Government loans
 - teacher housing and student hostel provisions
 - funds raised by schools, school councils or community organisations.
- (a) From 1999–2000 MCEETYA has moved from cash to accrual financial reporting. Government expenditure tables published in the National Report on Schooling in Australia prior to the 2000 report are therefore not comparable with this table.

Source: MCEETYA, *National Schools Statistics Collection*, 2003 (Draft – unpublished)

Table 21 Australian Government, State and Territory and local government outlays on primary and secondary education as a percentage of gross domestic product (GDP), Australia, 1988–89 to 2002–03

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	2.6
1998–1999 ^(a)	2.9
1999–2000	2.9
2000–2001	2.9
2001–2002	3.0
2002–2003	3.1

Note: 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, *Australian National Accounts: Financial Accounts*, for a detailed explanation of the changes.

(a) Updated following new data from ABS.

Source: Australian Government DEST, derived from ABS, Cat. No. 5518.0.55.001, *Australia, Expenditure on Education*

Income and expenditure – non-government

Table 22 Expenditure of non-government schools by level of education, by State and Territory, 2003 calendar year (\$'000)

Primary schools	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(b)
Teaching staff salaries	441,575	343,368	208,007	94,069	104,892	17,537	9,274	25,867	1,244,593
Non-teaching staff salaries	82,474	54,241	52,875	21,186	36,115	4,772	3,668	5,250	260,583
Other costs ^(a)	301,038	214,138	145,494	84,182	84,643	15,165	6,690	17,797	869,151
Subtotal^(b)	825,087	611,748	406,377	199,438	225,651	37,476	19,633	48,916	2,374,328
Secondary schools									
Teaching staff salaries	497,599	349,370	184,558	47,866	92,729	17,302	15,446	32,534	1,237,407
Non-teaching staff salaries	97,419	93,326	55,934	13,117	24,693	4,337	5,590	8,355	302,774
Other costs ^(a)	412,304	326,058	162,312	42,676	89,774	13,863	18,644	28,256	1,093,890
Subtotal^(b)	1,007,323	768,755	402,805	103,660	207,197	35,502	39,680	69,145	2,634,072
Combined schools									
Teaching staff salaries	667,226	548,758	374,108	178,927	205,471	49,876	7,716	37,204	2,069,289
Non-teaching staff salaries	148,462	146,101	114,241	45,713	65,231	13,172	3,327	9,638	545,888
Other costs ^(a)	722,739	597,125	384,295	168,880	213,783	43,566	7,622	43,599	2,181,613
Subtotal^(b)	1,538,428	1,291,986	872,645	393,521	484,486	106,616	18,665	90,442	4,796,791
Total schools									
Teaching staff salaries	1,606,401	1,241,497	766,674	320,862	403,093	84,716	32,436	95,607	4,551,290
Non-teaching staff salaries	328,356	293,669	223,050	80,017	126,040	22,282	12,585	23,243	1,109,247
Other costs ^(a)	1,436,081	1,137,323	692,102	295,739	388,201	72,595	32,957	89,653	4,144,655
Total^(b)	3,370,840	2,672,490	1,681,828	696,620	917,334	179,595	77,979	208,504	9,805,192

Notes:

- Excludes amounts related to boarding facilities, and direct payments by the Australian Government to students and/or parents.
- Includes debt servicing of loans for capital and operating purposes.
- Capital expenditure excludes loan principal repayments.
- Expenditure of system offices is allocated across the schools in proportion to enrolments.

(a) For a breakdown of 'Other costs' see Table 22A.

(b) Components may not add to totals due to rounding.

Source: Australian Government DEST

Table 22A Breakdown of 'other costs' component of expenditure of non-government schools, by State and Territory, 2003 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
Primary schools									
Staff-related expenditure	83,446	48,758	32,282	14,937	21,341	3,382	1,562	4,528	210,240
Debt servicing	16,098	6,250	5,036	4,213	1,456	606	553	305	34,520
Other operating expenditure	123,150	92,891	60,922	34,133	34,398	6,183	3,828	8,798	364,307
Capital expenditure	78,342	66,237	47,252	30,897	27,446	4,993	746	4,165	260,082
Total(a)	301,038	214,138	145,494	84,182	84,643	15,165	6,690	17,797	869,151
Secondary schools									
Staff-related expenditure	93,092	64,302	31,224	8,759	18,514	2,822	2,749	6,491	227,957
Debt servicing	19,347	11,035	5,569	2,548	2,718	423	681	683	43,007
Other operating expenditure	170,447	142,621	74,242	23,636	40,448	6,303	6,927	12,744	477,371
Capital expenditure	129,417	108,099	51,276	7,731	28,092	4,313	8,286	8,336	345,554
Total(a)	412,304	326,058	162,312	42,676	89,774	13,863	18,644	28,256	1,093,890
Combined schools									
Staff-related expenditure	117,253	92,548	66,257	32,372	37,702	8,833	1,369	8,784	365,120
Debt servicing	46,943	17,141	28,826	8,574	8,875	1,703	343	1,982	114,390
Other operating expenditure	293,733	277,897	169,311	82,044	94,302	20,348	3,833	17,346	958,817
Capital expenditure	264,808	207,538	119,900	45,889	72,903	12,682	2,076	15,485	743,284
Total(a)	722,739	597,125	384,295	168,880	213,783	43,566	7,622	43,599	2,181,613
Total schools									
Staff-related expenditure	293,792	205,609	129,764	56,069	77,558	15,038	5,681	19,804	803,318
Debt servicing	82,388	34,427	39,432	15,336	13,050	2,732	1,577	2,971	191,917
Other operating expenditure	587,331	513,410	304,476	139,814	169,149	32,835	14,588	38,889	1,800,496
Capital expenditure	472,568	383,875	218,429	84,519	128,442	21,989	11,109	27,987	1,348,922
Total(a)	1,436,081	1,137,323	692,102	295,739	388,201	72,595	32,957	89,653	4,144,655

Notes:

- Excludes amounts related to boarding facilities, and direct payments by the Australian Government to students and/or parents.
- Includes debt servicing of loans for capital and operating purposes.
- Capital expenditure excludes loan principal repayments.
- Expenditure of system offices is allocated across the schools in proportion to enrolments.
- Includes data on special schools.

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

Source: Australian Government DEST

Table 23 Income and expenditure per student of non-government schools, by affiliation, by State and Territory, 2003 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic schools									
Fees and charges	1,651	1,723	1,684	2,105	1,505	1,315	1,139	1,749	1,686
Private donations and income	585	324	363	476	341	455	399	515	443
Total private income ^(a)	2,236	2,047	2,047	2,581	1,846	1,770	1,539	2,264	2,129
State government grants	1,586	1,164	1,529	1,356	1,697	1,584	2,106	1,375	1,455
Australian Government grants	4,087	4,136	4,112	4,035	3,950	4,247	4,375	3,838	4,086
Total income ^(a)	7,909	7,347	7,688	7,973	7,493	7,601	8,020	7,477	7,670
Recurrent expenditure	7,038	6,628	6,855	7,152	6,639	6,661	7,405	6,742	6,855
Capital expenditure	912	922	811	1,019	1,094	907	464	542	910
Total expenditure ^(a)	7,950	7,550	7,666	8,171	7,732	7,568	7,868	7,284	7,765
Loans at the end of the year	2,029	1,701	1,566	2,799	2,514	1,555	1,432	990	1,923
Loans at the start of the year	1,831	1,506	1,356	2,735	2,307	1,517	1,758	761	1,737
Annual movement in borrowing	199	196	210	65	207	38	-326	229	186
Independent schools									
Fees and charges	6,560	7,730	4,368	4,116	4,678	4,780	2,808	6,378	5,916
Private donations and income	801	787	592	497	487	511	721	1,040	691
Total private income ^(a)	7,361	8,517	4,960	4,613	5,166	5,292	3,529	7,417	6,606
State government grants	1,436	849	1,510	1,175	1,524	1,487	2,202	1,156	1,292
Australian Government grants	2,851	2,835	3,458	3,343	3,141	3,010	5,715	2,509	3,071
Total income ^(a)	11,640	12,201	9,928	9,131	9,831	9,788	11,447	11,082	10,969
Recurrent expenditure	10,160	10,448	8,574	8,171	8,440	8,481	9,718	9,752	9,502
Capital expenditure	2,116	2,078	1,553	1,089	1,357	1,218	2,386	2,807	1,814
Total expenditure ^(a)	12,276	12,527	10,127	9,261	9,797	9,698	12,104	12,558	11,315
Loans at the end of the year	6,195	3,179	6,292	4,166	4,921	2,907	3,833	5,024	5,018
Loans at the start of the year	5,725	3,006	5,910	4,063	4,743	2,610	3,745	3,536	4,696
Annual movement in borrowing	470	173	382	103	178	297	88	1,488	321
All non-government schools									
Fees and charges	3,314	3,934	2,857	2,997	2,837	2,690	1,971	3,046	3,298
Private donations and income	658	494	463	485	402	477	560	662	537
Total private income ^(a)	3,973	4,429	3,320	3,482	3,240	3,167	2,531	3,707	3,835
State government grants	1,535	1,048	1,521	1,276	1,625	1,546	2,154	1,314	1,393
Australian Government grants	3,668	3,657	3,826	3,728	3,610	3,756	5,043	3,466	3,699
Total income ^(a)	9,175	9,134	8,667	8,486	8,475	8,469	9,728	8,487	8,927
Recurrent expenditure	8,095	8,034	7,606	7,604	7,395	7,383	8,557	7,585	7,863
Capital expenditure	1,320	1,348	1,135	1,050	1,204	1,030	1,422	1,176	1,254
Total expenditure ^(a)	9,415	9,382	8,741	8,654	8,599	8,413	9,979	8,761	9,118
Loans at the end of the year	3,441	2,245	3,631	3,406	3,524	2,091	2,628	2,120	3,102
Loans at the start of the year	3,150	2,058	3,346	3,324	3,330	1,951	2,748	1,539	2,864
Annual movement in borrowing	291	187	285	82	195	141	-120	581	238

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.

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

Source: Australian Government DEST

Table 24 Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2003 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic									
Primary	6,289	5,665	6,146	6,964	5,925	6,635	6,645	5,729	6,085
Secondary	9,409	9,402	9,600	9,595	9,363	8,947	10,645	8,708	9,416
Combined	10,131	12,563	8,892	9,029	10,200	7,424	7,756	8,608	9,764
Total^(a)	7,950	7,550	7,666	8,171	7,732	7,568	7,868	7,284	7,765
Independent									
Primary	8,127	9,544	7,778	7,021	7,159	7,636	7,017	11,646	7,925
Secondary	14,339	14,476	13,233	11,076	9,418	9,262	15,979	14,946	13,313
Combined	12,605	12,608	10,162	9,750	10,191	9,825	9,974	12,152	11,551
Total^(a)	12,276	12,527	10,127	9,261	9,797	9,698	12,104	12,558	11,315
Total non-government									
Primary	6,445	5,900	6,315	6,980	6,093	6,718	6,786	5,884	6,277
Secondary	9,736	9,772	9,979	10,108	9,370	8,954	14,353	9,579	9,799
Combined	12,139	12,604	9,952	9,445	10,193	9,032	8,655	10,941	11,198
Total^(a)	9,415	9,382	8,741	8,654	8,599	8,413	9,979	8,761	9,118

Notes:

- Break in series. From 2002, excludes the 'out-of-school component' for distance education.
- Includes data on special schools (not collected prior to 2001).
- Excludes amounts related to boarding facilities, and direct payments by the Australian Government to students and/or parents.
- Includes debt servicing of loans for capital and operating purposes.
- Capital expenditure excludes loan principal repayments.
- Expenditure of system offices is allocated across the schools in proportion to enrolments.

(a) Components may not add to totals due to rounding.

Source: Australian Government DEST

Recurrent funding

Table 25 Australian Government funding per capita rates for government schools, 1998 and 2003 (\$)

	1998	2003
Primary	397	539
Secondary	585	803

Source: Australian Government DEST

Table 26 Non-government schools funded by the Australian Government through the SES model: number of schools and students full-time equivalent (FTE)^(a) by level of education, percentage AGSRC^(b) funding and whether systemic, or non-systemic for the school year, 2003

Systemic status	SES funding level as % of AGSRC	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic Catholic schools				
	51.2	27	8,091.7	4,820.1
	56.2	1,586	351,268.4	242,762.6
Total systemic Catholic schools		1,613	359,360.1	247,582.7
Non-systemic schools ^(c)				
	13.7	2	913.0	954.0
	15.0	1	316.0	799.0
	16.2	3	1,140.0	2,464.0
	17.5	2	836.0	382.0
	18.7	4	1,362.0	2,266.6
	20.0	4	925.0	1,653.0
	21.2	7	2,277.0	4,807.0
	22.5	6	1,270.0	1,581.0
	23.7	8	2,949.0	5,069.2
	25.0	9	2,171.0	6,468.0
	26.2	8	1,587.0	3,648.0
	27.5	7	1,298.0	4,374.8
	28.7	7	2,788.0	5,321.0
	30.0	11	3,118.0	6,086.6
	31.2	9	2,619.0	2,779.0
	32.5	6	1,354.0	3,507.0
	33.7	12	2,976.0	5,375.7
	35.0	8	1,769.4	2,561.4
	36.2	10	2,954.0	6,173.1
	37.5	12	2,334.0	5,433.0
	38.7	13	2,365.3	3,642.3
	40.0	13	2,435.0	4,916.4
	41.2	9	1,539.8	1,799.0
	42.5	10	2,275.2	4,180.5
	43.7	15	3,033.1	4,198.3
	45.0	15	3,266.3	5,033.6
	46.2	19	3,543.3	4,716.4
	47.5	15	4,147.5	4,406.8
	48.7	16	3,394.4	4,262.0
	50.0	17	4,020.9	3,630.4
	51.2	15	2,596.6	3,040.6
	52.5	29	6,129.4	4,616.0
	53.7	26	4,830.4	5,369.5
	55.0	35	3,924.5	2,602.6
	56.2	26	3,909.5	4,217.8
	57.5	26	4,542.8	3,006.8
	58.7	32	3,634.3	2,329.1
	60.0	22	2,158.8	1,432.2
	61.2	24	3,337.9	2,558.2
	62.5	14	2,047.6	748.0
	63.7	14	1,505.7	716.5
	65.0	14	2,757.5	1,620.0
	66.2	10	1,801.3	885.1
	67.5	9	2,111.6	871.1
	68.7	2	551.0	303.0
	70.0	80	2,782.7	2,258.1
Total non-systemic schools		656	115,598.8	149,063.7

Cont ...

... cont

Table 26 Non-government schools funded by the Australian Government through the SES model: number of schools and students full-time equivalent (FTE)^(a) by level of education, percentage AGSRC^(b) funding and whether systemic, or non-systemic for the school year, 2003

Systemic status	SES funding level	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic non-Catholic schools				
	37.5	1	319.0	767.0
	40.0	1	282.0	830.0
	45.0	1	385.4	304.0
	46.2	5	1,193.0	893.1
	47.5	1	556.0	731.0
	48.7	2	472.0	98.0
	50.0	7	1,324.0	1,679.2
	51.2	10	2,573.4	1,698.0
	52.5	13	3,344.0	3,035.0
	53.7	14	2,880.6	2,957.0
	55.0	12	2,802.2	1,978.3
	56.2	21	3,096.8	2,697.8
	57.5	11	1,695.0	595.0
	58.7	13	2,033.2	965.3
	60.0	7	615.0	393.0
	61.2	7	1,313.6	582.0
	62.5	8	1,374.4	333.0
	63.7	2	159.0	0.0
	65.0	5	827.0	723.0
	66.2	5	85.0	188.0
	67.5	2	257.2	0.0
	68.7	1	122.0	28.0
Total systemic non-Catholic schools		149	27,709.8	21,475.7
Total schools with SES funding		2,418	502,669	418,122

(a) See Glossary for details of calculation of FTE.

(b) AGSRC – Average Government School Recurrent Costs.

(c) Includes non-systemic Catholic schools.

Source: Australian Government DEST

Table 27 Australian Government-funded non-government schools maintaining year 2000 funding levels: number of schools and students full-time equivalent (FTE)^(a) by level of education, year 2000 funding level as a percentage of AGSRC^(b) and whether systemic or non-systemic for school year, 2003

Systemic status	Year 2000 funding levels		Number of schools	Number of funded students (FTE) ^(a)	
	Primary % of AGSRC	Secondary % of AGSRC		Primary	Secondary
Systemic schools					
	35.0	39.1	2	326.0	0.0
	43.8	48.8	10	3,667.7	5,356.5
	47.5	53.0	27	5,703.0	7,561.6
	51.6	57.5	6	604.2	324.5
	56.0	62.4	2	1,042.0	1,196.6
Total systemic schools			47	11,342.9	14,439.2
Non-systemic schools					
	15.7	18.9	3	1,275.0	3,559.6
	19.6	21.9	10	2,932.0	5,202.8
	19.7	21.9	1	38.0	0.0
	23.9	28.7	3	389.0	0.0
	29.0	32.2	5	529.0	1,641.0
	32.0	35.7	11	1,683.1	4,147.0
	35.0	39.1	4	957.1	1,863.6
	38.7	43.2	12	2,495.2	4,628.8
	43.8	48.8	23	4,361.8	9,165.7
	47.5	53.0	68	18,112.2	29,063.4
	51.6	57.5	31	2,928.9	13,070.0
	56.0	62.4	26	1,488.2	2,474.6
Total non-systemic schools			197	37,189.5	74,816.5
Total non-government schools with year 2000 funding levels			244	48,532.4	89,255.7

(a) See Glossary for details of calculation of FTE.

(b) AGSRC – Average Government School Recurrent Costs.

Source: Australian Government DEST

Table 28 Australian Government grants for schools, by program and category of school, by State and Territory, 2003 calendar year (\$'000 – accrual financial reporting)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	476,158	340,049	285,872	105,410	143,847	39,555	17,352	26,115	1,434,358
Capital	81,850	56,309	62,618	24,007	23,736	6,560	6,013	4,018	265,111
Country Areas	5,929	2,222	4,652	2,118	3,095	580	1,013	0	19,610
Strategic Assistance for Improving Student Outcomes Recurrent	88,670	55,905	41,727	20,658	21,242	7,659	4,593	2,413	242,868
ESL New Arrivals	17,266	10,447	4,365	2,965	2,415	659	274	400	38,790
National Asian Languages and Studies in Australian Schools ^(a)	333	231	197	78	106	28	13	17	1,003
Languages Other Than English	5,613	4,089	1,210	853	631	147	56	239	12,838
Indigenous Education Strategic Initiative Programme	25,616	5,965	25,028	8,509	18,581	2,799	26,009	1,128	113,636
Total government	701,435	475,218	425,669	164,598	213,653	57,986	55,323	34,330	2,128,213
Non-government schools									
General Recurrent (including Distance Education)	1,164,932	941,736	645,771	268,646	339,203	70,346	29,573	74,902	3,535,108
General Recurrent Short Term Emergency Assistance	193	0	710	0	285	10	300	110	1,608
Establishment Grant 1	191	72	113	62	14	0	6	51	507
Capital	30,949	25,290	16,332	6,998	9,000	2,067	793	2,089	93,518
Country Areas	1,334	616	808	261	411	125	123	0	3,678
Strategic Assistance for Improving Student Outcomes Recurrent	46,195	35,375	12,763	8,445	10,621	2,048	1,564	1,662	118,673
ESL New Arrivals	1,230	1,098	554	248	578	98	-1	51	3,856
Centre Support	9,483	6,313	6,891	3,781	897	170	96	542	28,172
National Asian Languages and Studies in Australian Schools ^(a)	145	118	77	33	42	9	3	10	437
Languages Other Than English	2,112	5,748	863	429	472	63	7	199	9,892
Indigenous Education Strategic Initiative Programme	14,538	3,058	9,615	2,889	13,302	1,021	13,653	689	58,764
Total non-government	1,271,303	1,019,424	694,495	291,791	374,825	75,957	46,117	80,303	3,854,215
Joint programs									
National Asian Languages and Studies in Australian Schools ^(a)	0	571	84	251	71	0	0	0	977
National Literacy and Numeracy Strategies and Projects	1,252	1,365	1,772	377	923	138	648	54	6,528
Total joint programs	1,252	1,936	1,856	628	995	138	648	54	7,505
Total all programs	1,973,989	1,496,578	1,122,021	457,017	589,473	134,081	102,088	114,686	5,989,933

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2003 financial year as at 30 June 2004.
 - Expenditure in respect to a certain program year can be incurred in subsequent years.
 - All data is provided on an accrual basis in accordance with the appropriations framework.
- (a) The National Asian Languages and Studies in Australian Schools program terminated in 2002.

Source: Australian Government DEST

Table 29 Australian Government expenditure on schools, annual appropriations, 2002–03 (\$'000)

Grants and awards	Actual expenditure
Grants in Aid	1,118
Australian Students Prize	1,000
Curriculum Corporation	163
Asia Education Foundation	1,246
Subtotal^(a)	3,597
Literacy	
Projects to enhance literacy and numeracy outcomes	599
Quality Outcomes	
Civics and Citizenship Education ^(b)	3,280
School Drug Education Strategy	3,538
Quality Outcomes – Other	7,663
Quality Teacher Programme	30,707
Subtotal^(a)	45,189
Australian Book Industry Assistance Plan	10,848
Careers, Transitions and Partnerships	52,057
Career Information Service	
Career Counselling Service	1,907
Indigenous education	
Aboriginal Education Direct Assistance^(b)	
ATAS ^(c)	42,957
VEGAS ^(d)	4,724
ASSPA ^(e)	17,248
Subtotal^(a)	64,929
Framework for Open Learning^(b)	
Schools Online Curriculum Content Initiative	6,453
Open Learning	720
Subtotal^(a)	7,173
Total^(a)	186,299

(a) Components may not add to totals due to rounding.

(b) Cross-sectoral programs – not all funding is provided in respect of school education.

(c) ATAS – Aboriginal Tutorial Assistance Scheme.

(d) VEGAS – Vocational and Educational Guidance for Aboriginals Scheme.

(e) ASSPA – Aboriginal Student Support and Parent Awareness Scheme.

Source: Australian Government DEST

Table 30 Australian Government student assistance for school-age students, 2003 (\$'000)

Program	Amount
ABSTUDY	94,261
Assistance for Isolated Children	39,280
Youth Allowance	572,981
Total	706,522

Source: Australian Government DEST

Capital expenditure

Table 31 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2003 (\$'000)

State	Government	Non-government	Total
New South Wales	80,958	31,369	112,327
Victoria	57,055	25,597	82,652
Queensland	46,640	16,553	63,193
South Australia	18,527	7,088	25,615
Western Australia	24,043	9,124	33,167
Tasmania	6,643	2,090	8,733
Northern Territory	4,070	2,116	6,186
Australian Capital Territory	3,060	806	3,866
Total	240,996	94,743	335,739

Note: Expenditure in respect to a certain program year may continue, in relation to that year, in future years.

Source: Australian Government DEST

Equity

Student sub-group data

Table 32 Year 12 completion rates^(a), by locality^(b), gender and State and Territory, 2003 (per cent)

	Metropolitan zone			Provincial zone			Remote zone			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	65	73	69	57	71	64	59	77	67	63	73	68
Victoria	69	81	75	58	79	68	47	85	64	66	80	73
Queensland	70	76	73	67	77	72	64	86	74	69	76	73
South Australia	62	81	71	52	81	66	49	79	63	59	81	70
Western Australia	63	71	67	62	72	67	49	60	54	62	71	66
Tasmania	74	85	79	51	64	57	56	77	66	61	73	67
Northern Territory	(d)	(d)	(d)	34	43	39	16	20	18	26	32	29
Australian Capital Territory	79	83	81	(c)	(c)	(c)	(c)	(c)	(c)	79	83	81
Australia	67	76	71	59	74	66	47	62	54	64	75	70

- (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 are based on the agreed MCEETYA Classification of Geographic Location (see Glossary). These figures may therefore be different from those shown in other publications relating to the 2002 year that use a different geographical classification.
- (c) There are no 'Provincial' or 'Remote' areas in the ACT.
- (d) There are no 'Metropolitan' areas in the Northern Territory.

Source: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities and the ABS

Table 33 Year 12 completion rates^(a), by locality^(b) and gender, Australia, 1997–2003 (per cent)

Year	Metropolitan ^(c)			Provincial ^(d)			Remote			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1997	59	72	67	55	72	63	43	62	52	60	72	66
1998	64	75	69	57	74	65	46	61	53	62	74	68
1999	64	76	70	57	75	66	44	67	55	62	75	69
2000	65	75	70	58	76	67	45	62	53	63	75	69
2001	65	74	69	58	74	66	44	62	52	62	74	68
2002	66	75	70	58	75	67	45	62	53	63	75	69
2003	66	75	71	58	73	66	47	62	54	64	75	69

- (a) These figures are estimates only. They express the number of year 12 completions 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 completions across States and Territories.
- (b) Definitions are based on the agreed MCEETYA Classification of Geographic Location (see Glossary). These figures may therefore be different from those shown in other publications relating to the 2002 year that use a different geographical classification.
- (c) Includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts with populations of 100,000 or more.
- (d) Includes Darwin SD, Statistical Districts with populations less than 100,000 and other non-remote areas.

Source: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities and the ABS

Table 34 Year 12 completion rates^(a) by socioeconomic status^(b), gender, State and Territory, 2003 (per cent)

State	Low socioeconomic status deciles			Medium socioeconomic status deciles			High socioeconomic status deciles			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	58	71	64	59	69	64	73	78	75	62	72	67
Victoria	58	71	64	59	75	67	77	87	82	65	79	72
Queensland	63	74	69	70	77	73	74	76	75	69	76	72
South Australia	46	69	58	57	79	68	73	91	82	59	80	69
Western Australia	49	60	54	62	68	65	73	80	76	62	70	66
Tasmania	54	67	60	62	72	67	78	92	85	61	73	67
Northern Territory	11	13	12	36	43	39	(c)	(c)	(c)	26	32	29
Australian Capital Territory	(d)	(d)	(d)	78	71	75	78	82	80	78	82	80
Australia	56	69	63	62	72	67	75	83	79	64	75	69

- (a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State/Territory 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 Disadvantage 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, 'Medium' SES is the average of the middle four deciles and 'High' SES is the average of the top three deciles.
- (c) Figures relating to High SES in the Northern Territory are not reliable and have been combined with Medium SES to give a more accurate view.
- (d) Figures relating to Low and Medium SES in the ACT are not reliable but are included in the calculations for total Australia.

Source: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities and the ABS

Table 35 Year 12 completion rates^(a) by socioeconomic status^(b) and gender, 1997–2003 (per cent)

Year	Low socioeconomic status deciles			Medium socioeconomic status deciles			High socioeconomic status deciles			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1997	53	67	60	57	70	63	71	79	75	60	72	66
1998	55	69	62	59	73	66	72	80	76	62	74	68
1999	55	70	62	60	74	66	73	82	78	62	75	69
2000	55	71	63	60	74	67	74	82	78	63	75	69
2001	56	69	62	60	73	66	72	80	76	62	74	68
2002	56	70	63	61	73	67	74	82	78	63	75	69
2003	56	69	63	62	72	67	75	83	79	64	75	69

Note: These figures may be different from those shown in other publications relating to the 2002 year due to the use of a different index.

(a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State/Territory 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 Disadvantage 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, 'Medium' SES is the average of the middle four deciles and 'High' SES is the average of the top three deciles.

Source: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities and the ABS

Appendix 2

Publications

New South Wales

Department of Education and Training

The Department of Education and Training produces a wide range of pamphlets, books, periodicals, CD-ROMs and audiovisual materials. Further information is available online at <https://www.det.nsw.edu.au/> or <http://www.schools.nsw.edu.au/>.

Materials produced during 2003 include:

Computer Skills Assessment: Information for Parents and Caregivers (in 22 languages) https://www.det.nsw.edu.au/media/downloads/languagesupport/computer_skills/comp_english.pdf

Department of Education and Training Annual Report 2003 http://www.det.nsw.edu.au/reports_stats/annual_reports/report2003.htm

Educational Leadership http://www.schools.nsw.edu.au/edu_leadership/

Futures Project <http://www.det.nsw.edu.au/reviews/futuresproject/>

Parents' Guide to Schools http://www.det.nsw.edu.au/languagesupport/documents/parents_guide.htm (Note: this website is for the translated versions of this document, including English.)

Quality Teaching <https://www.det.nsw.edu.au/proflearn/areas/qt/research.htm>

School Attendance http://www.det.nsw.edu.au/languagesupport/documents/sch_attendance.htm (Note: this website is for the translated versions of this document, including English.)

Aboriginal education

Yanigurra Muya: Gangurriny Yarrin Gururay – Freeing the Spirit: Dreaming an Equal Future: The Report of the Review of Aboriginal Education 2003–04, Department of Education and Training and the New South Wales Aboriginal Education Consultative Group <http://www.det.nsw.edu.au/reviews/aboriginaledu/index.htm>

Literacy and numeracy

The following websites provide information about and showcase New South Wales' performance and achievements in literacy and numeracy in 2003, particularly in relation to the National Literacy and Numeracy Plan and performance against the national benchmarks.

Count Me In Too <http://www.curriculumsupport.education.nsw.gov.au/countmein/index.htm>

Focus on Literacy: Speaking and Listening

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/>

Speaking to Make a Difference

Vocational education

VET in Schools Information Package for Students and Parents from Language Backgrounds other than English. (This document provides information on VET in Schools, Enterprise Education and Vocational Learning in 2003.)

Catholic Education Commission

In 2003, 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 Territory and Australian Government 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

In 2003, the Victorian Department of Education and Training produced the following publications. In addition to those listed below, a range of smaller pamphlets and brochures were also produced, which are listed in the *Department of Education and Training 2002–03 Annual Report*.

A–Z Guide

Achieving the Goals and Targets for Education and Training

Australian Quality Training Framework Manual

Department of Education and Training 2002–03 Annual Report

Disability and Impairments Kit 2002

Dollars and Sense [manual, new edition]

Guidelines for reviewing drug education in schools [new edition]

How Schools Support New Teachers

Knowledge and Skills for the Innovation Economy: Future Directions for Victorian Higher Education [ministerial statement]

Knowledge and Skills for the Innovation Economy: Future Directions for the Victorian Vocational Education and Training System [ministerial statement]

Knowledge and Skills: Improved Educational Outcomes – A Better Reporting and Accountability System for Schools [ministerial statement]

Languages for Victoria's Future: An Analysis of Languages in Government Schools

Managing Schools Emergencies Manual [new edition]

Middle Years Numeracy Leadership Professional Development Manual

Partnering Agreement: School Attendance and Engagement of Children and Young People in Out-of-Home Care

Performance and Development Modules http://www.sofweb.vic.edu.au/pd/tchdev/perf_dev.htm

Planning for People Manual [new edition]

Principal Induction Template Manual

Principal Selection Guidelines Manual [new edition]

Respect: The Victorian Government's Vision for Young People

Review of Education Services for Students with Special Needs in Victorian Government Schools

Review of Program for Students with Disabilities and Impairments

Salary Packaging Handbook

Smart Eating: A Parent Guide

TAFE Courses Directory 2003

Teacher Mentoring: A Booklet for Mentors and Mentorees <http://www.sofweb.vic.edu.au/pd/tchdev/tchmentors.htm>

Teacher Mentoring: A Booklet for Mentor Coordinators <http://www.sofweb.vic.edu.au/pd/tchdev/tchmentors.htm>

Teacher Mentoring: A Professional Development and Resource Kit <http://www.sofweb.vic.edu.au/pd/tchdev/tchmentors.htm>

Teacher Recruitment Kit

VET Cohorts 2000

The Victorian Government's Three-year Report on Education and Training http://www.eduweb.vic.gov.au/edulibrary/public/govrel/reports/3yr_report.pdf

Victorian Learning and Employment Skills Commission Review of Industry Advice on Training

Voices from the Profession

Accountability

Blueprint for Government Schools: Future Directions for Education in the Victorian Government School System <http://www.sofweb.vic.edu.au/blueprint/default.htm>

School Management Benchmarks 2002 <http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

VCE Benchmarks 2002 <http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Years Prep–10 CSF Benchmarks 2002 <http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Victorian Curriculum and Assessment Authority (VCAA)

2003 AIM Year 7 Guide for Principals and Teachers: English and Mathematics Testing Component (June 2003)

2003 AIM Years 3 and 5 Guide for Principals and Teachers: English and Mathematics Testing Component (June 2003)

Victorian Qualifications Authority (VQA)

Credit Matrix

Credit Matrix: In Brief

Credit Matrix: Making it Work

Credit Matrix: Next Steps

Credit Matrix: Towards Implementation

Qualifications and Pathways

RTO Delegations Guidelines

VCAL Assessment Planning Guide

VCAL Curriculum Planning Guide: Industry Specific Skills Strand and Work

VCAL Curriculum Planning Guide: Literature and Numeracy Skills Strand

VCAL Curriculum Planning Guide: Personal Development Skills Strand

VCAL Curriculum Planning Guide: Related Skills Strand

VQA Corporate Plan 2004–06

VQA Update [Issues produced in August and December 2003 and June 2004]

Post-compulsory education

On Track Data <http://www.sofweb.vic.edu.au/voced/ontrack/default.htm>

Victorian Learning and Employment Skills Commission: Annual Report 2002–03

Victorian Learning and Employment Skills Commission Consultation Paper: Towards a Post-compulsory Framework for Education and Training (Young People 15–24)

Catholic Education Office

Annual Report 2003

Catholic Education Office of Victoria Seminar Series Seminar 1: Conceptions of Public and Private in Education

Engaging Teachers and Students through Applied Learning

Five Years On: Literacy Advance in the Primary Years

Learning Partners: A Mentoring Program for Teachers Re-entering the Teaching Profession

Association of Independent Schools of Victoria (AISV)

AISV Annual Report 2002

AISV Directory of Member Schools

Developing Resiliency Programs in Victorian Independent Schools

Early Learning in Independent Schools

A Guide to Independent School Scholarships

Journey to the East: LOTE Resource

Open Days at Independent Schools

Schooling Away from Home

Queensland

Department of Education

Annual Report 2002–03 <http://education.qld.gov.au/publication/reporting/annual/2003/index.html>

Evaluation of the Years 1–10 English Key Learning Area Curriculum Development Project: Final Report January 2003

An Expert Analysis of the Rich Tasks in Relation to Teaching Mathematics Years 1–9 <http://education.qld.gov.au/corporate/newbasics/pdfs/richtaskrep3-final-8.4.03.pdf>

Investing in Science: Research, Education and Innovation – Part 3 (Skillings the Smart State: A Vision for Queensland Science Education 2003–06)

Rural and Remote Education Framework for Action 2003–05 <http://education.qld.gov.au/publication/production/reports/pdfs/rural.pdf>

South Australia

Department of Education and Children's Services

Department of Education and Children's Services Annual Report: 2003 http://www.decs.sa.gov.au/docs/files/communities/docman/1/CSAnnRep2002_03.pdf

Attendance Improvement Package, Department of Education and Children's Services http://www.decs.sa.gov.au/speced2/files/links/link_63576.pdf

ARTSsmart: A Strategy for Arts Education in South Australian Schools and Preschools 2003–06, Department of Education and Children's Services in association with Arts SA

Dicey Dealings: Responsible Gambling Education: A Strategy for South Australian Schools

Keeping Connected: A Training Program for Those Who Support Students with Drug Issues

R–7 English Teaching Resource: South Australian Curriculum Standards and Accountability Framework Companion Document Series http://www.sacsa.sa.edu.au/index_fsrc.asp?t=IFP&ID=SACSA_COMPDOCS

R–7 Mathematics Teaching Resource: South Australian Curriculum Standards and Accountability Framework Companion Document Series http://www.sacsa.sa.edu.au/index_fsrc.asp?t=IFP&ID=SACSA_COMPDOCS

Strategic Directions for Science and Mathematics in South Australian Schools 2003–06 <http://www.scimas.sa.edu.au/scimas/>

Western Australia

Department of Education

The Department of Education and Training each year produces a range of reports, brochures, support materials, CD-ROMs and audiovisual materials. Many key publications, planning documents and policies are available on the department's website at <http://www.det.wa.edu.au/> which links to the School Education website at <http://www.eddept.wa.edu.au/> and the Training website at <http://www.training.wa.gov.au>.

Some key websites are listed below with select publications produced during 2002–03.

Annual Report 2002–03

The annual reports of the Department of Education and Training are available online at: <http://www.eddept.wa.edu.au/AnnualReport/>

Curriculum

Curriculum-related information, including policies and guidelines, support materials, professional development and monitoring and reporting is available online at: <http://www.eddept.wa.edu.au/curriculum/index.htm>. Publications for 2002–03 include:

Behaviour Management and Discipline Strategy Report

Building Inclusive Schools Leadership Training

Monitoring Standards in Education: Assessing Students' Numeracy

Monitoring Standards in Education: Assessing Students' Reading

Monitoring Standards in Education: Student Achievement in English in WA Government Schools

Monitoring Standards in Education: Student Achievement in LOTE in WA Government Schools

Plan for Government Schools 2004–07

Teaching and Learning with ICT: A Self-evaluation Guide

Technology Focus

Western Australian Literacy and Numeracy Assessment 2003

Indigenous education

Policies, programs and resources in relation to Indigenous education are available online at: <http://www.eddept.wa.edu.au/abled/>. Publications for 2002–03 include:

Aboriginal and Islander Education Officer Handbook

Aboriginal Liaison Officer Criteria Progression Guidelines

Creating the Vision – Aboriginal Education Strategy

Working Together – Indigenous Employment and Career Development Strategy for the Government Vocational Education and Training Sector 2003–05

Performance and accountability

Information about the monitoring and assessment of student and school performance, the use of performance information for improvement purposes, and reporting of performance information is available online at: <http://www.eddept.wa.edu.au/accountability/index.html>.

The Regulatory Framework System

The Regulatory Framework System is updated regularly and contains all the policies, procedures, Chief Executive Officer's instructions and guidelines, Acts, Regulations, Agreements and Awards relevant to the operations of the Department. The Framework is available on CD-ROM, and online at: <http://policies.det.wa.edu.au/about>.

Students at educational risk

A range of policies, procedures, guidelines, and resources are available to assist in supporting students at educational risk. These are available online at: <http://ies.det.wa.edu.au/content/themes/building-inclusive-learning-environments/students-at-educational-risk>.

Vocational education and training in schools

Information in relation to vocational education and training and enterprise education can be accessed at <http://www.vetinfo.net.det.wa.edu.au/home/>. Publications for 2002–03 include:

Review of Vocational Education and Training in Schools, 2003

Vocational Education and Training Enterprise Education Guide

Vocational Education and Training: Information about Implementation

WA Training Sector Strategy 2004–10

Apprenticeships and traineeships

Information for jobseekers, apprentices, trainees, employers, Registered Training Organisations, Group Training Schemes and other parties interested in the apprenticeship and traineeship system is available at <http://www.apprenticeships.training.wa.gov.au/>. Publications for 2002–03 include:

Apprenticeships and Traineeships Guide

Apprenticeships and Traineeships Policy and Delivery Guidelines

Information in relation to courses and study available through the network of Technical and Further Education Western Australia (TAFEWA) colleges and campuses is available online at: <http://www.tafe.wa.gov.au/>. Publications for 2002–03 include:

Prospectus 4u 2003: TAFE Prospectus

TAFEWA Courses and Careers

Career development

Information in relation to resources and services to support career development for individuals is available at: <http://www.det.wa.edu.au/training/training/cds/>.

Publications for 2002–03 include:

Employment Directions

Getaccess

Job Search Guide

Profit from Experience

Other Department of Education publications

Do You Hear What I Hear? – Otitis Media

Guide for Parents 2003

Pathways to Social and Emotional Development

Review of Education Services for Students with Disabilities

Small Business Smart Business, Final Report and Evaluation

Small Business Taskforce Report

State Training Board Framework

Catholic Education Office

Annual Report – Catholic Education Commission of Western Australia

Capital Planning and Development in Catholic Schools

Circular Magazine [eight editions per year]

Creative Science: Meeting the Challenge of Diversity

Directory of Catholic Schools in Western Australia

Mapping Your Future – Broad Counselling Advice for Year 10–11 Students and Parents

Parish Religious Education Program (Catechist Service Recruitment Kit)

Progress Maps [working version] – published by the Catholic Education Office with permission from the Curriculum Council (English; Languages Other Than English; Health and Physical Education; the Arts; Science; Technology and Enterprise; Mathematics; Society and Environment)

Road Open – Indigenous Education Strategies Initiatives Program [DVD produced for the 13 Kimberley schools showcasing the school, community and students]

Surviving the Selection Process – A Guide for Year 12 students Wishing to Gain Entry into University or TAFE

Tasmania

Department of Education

Office for Educational Review

The Literacy and Numeracy Monitoring Program 2002 Years 3, 5, 7 and 9: A Summary Report <http://wwwfp.education.tas.gov.au/oer/reports/default.htm>

School Improvement Guide: 2004 <http://wwwfp.education.tas.gov.au/oer/SIR/SIR2004/docs/SIRGuide2004.pdf>

System-wide Attendance Report: 2002 <http://wwwfp.education.tas.gov.au/oer/reports/default.htm>

System-wide Suspensions, Exclusions, Expulsions and Exemptions Report: 2002 <http://wwwfp.education.tas.gov.au/oer/reports/default.htm>

Young Children Learning: Support Materials http://wwwfp.education.tas.gov.au/oer/kindergarten/young_children_learning-resource_book.htm

School Education Division

Essential Connections: A Guide to Young Children's Learning

Equity Standards Branch

Everyday Counts for Our Young'ens: A Guide for Parents and Carers of Aboriginal Students

e-magine Centre of Excellence in Online Learning

e-magine Online Campus Report 2003

Innovations Project Showcase

PL Summer School Report 2003

Education Strategies

Attendance, Participation and Retention of Students at School (Prep to Year 12) Strategic Policy

Office of Post-compulsory Education and Training

Career, Work and Enterprise Education Issues Paper <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/pdf/careerworkenterprise.pdf>

Community Learning Partnerships Issues Paper <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/pdf/commlearningissues.pdf>

Early School Leaving in Tasmania: Origins and Outcomes

Informal Learning Issues Paper <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/pdf/informalelearning.pdf>

State Priorities for Higher Education Issues Paper <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/word/stateprioritieshighedu-guide.doc> *Tasmania: A State of Learning – A Strategy for Post-Year 10 Education and Training*

Workforce Skills Development Issues Paper <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/word/workforceskills.doc>

Youth at Risk Issues Paper <http://www.education.tas.gov.au/dept/about/visions/stateoflearning/word/youthatrisk.doc>

Office of Youth Affairs

National Youth Week 2003 Report <http://www.youthaffairs.tas.gov.au/nyw/documents/NYW2003Report.pdf>

Tasmanian Youth Transport Strategy <http://www.youthaffairs.tas.gov.au/transport.htm>

Young People in Tasmania 2003 (Demographic Profile of Issues and Service Provision for Young People) <http://www.youthaffairs.tas.gov.au/publications/ypit2003/default.htm>

Finance and Facilities

The Essential Guide for the School Administrator: School Office Support <http://wwwfp.education.tas.gov.au/admin/ff/sos/default.htm>

Reece High School: A Vision for Learning

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Appendix 3

Explanatory notes

New South Wales

Exemption from Testing Policy	All students enrolled in years 3, 5 and 7 should participate in testing. However, parents do have the right to withdraw their children from testing. This is classified as a parent withdrawal and not as an exemption. It is expected that students with learning difficulties and those with mild intellectual disabilities will undertake testing, including those students in specific purpose schools. For a very few students though, testing will not be appropriate. The principal may exempt students from testing, but only in consultation with the parents or caregivers. In these cases the principal must ensure that an exemption has been agreed to by the parents or care-givers. Consideration for exemption can be given to: some students newly arrived in Australia (up to 12 months) from non-English speaking backgrounds; students with moderate or severe disabilities; other students who have a current disability confirmation sheet who cannot be accommodated through special provisions; students with a medical condition that would affect well-being and test performance; and (for years 3 and 5) students attending Stewart House on the test day.
Average Age Calculation Method	Average age at time of testing was determined from New South Wales Department of Education July Census student age data for government school year 3, 5 and 7 students.
Years at School Calculation Method	Most year 3 and 5 students in New South Wales schools 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. Similarly, for year 7 students, literacy tests were held at the beginning of March and numeracy tests early May. Years at school for year 7 students were thus taken to be 7 years, 2 months for reading and writing and 7 years, 4 months for numeracy.
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, 5 or 7 years from Prep to the beginning of year 3, 5 or 7, 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: 'Does this student have a language background other than English?' 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 an English as a Second Language (ESL) teacher and classroom teacher as achieving at or below Reading Level 4 using the National Languages and Literacy Institute of Australia ESL Bandscales and the bandscales for Aboriginal and Torres Strait Islander learners; students who have Auslan as their first language; those with intellectual impairment who have been identified as having educational needs at Levels 5 or 6 through the systemic ascertainment process; or exceptional cases, where taking the tests will cause trauma.

Average Age Calculation Method

The average age of students was calculated from the date of birth written on the test booklet by the student. Teachers were required to check the accuracy of the students' responses.

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. Year 7 students who sat the test would typically have been at school for 6 years and 8 months.

Definition, Identification of Indigenous Students

Indigenous students were those who answered 'Yes' to either or both of the questions: 'Are you an Aboriginal person?' or 'Are you a Torres Strait Islander person?'. Teachers were 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 enrolment information provided to schools by parents/guardians.

Definition, Identification of LBOTE Students

LBOTE students were identified through enrolment information regarding the main language spoken in their home, which was provided to schools by parents/guardians. In previous years, these students were identified through a response to a question on the test cover.

Western Australia

Exemption from Testing Policy	Exemptions may be granted by the principal with the signed agreement of parent/care-giver 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, 5 and 7 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	Government school students were exempted on the following grounds: students on the Department's intellectual disabilities register; ESL students who were identified by the Principal Education Officer (ESL) as being unable to complete the test owing to the students' inability to comprehend English; vision and hearing impaired students identified by Equity Standards Branch as being unable to complete the test; and some students who were exempted, with their parents' written permission, by the Director, Office for Educational Review. 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 reported is the weighted average for all three sectors (government, Catholic and independent). The average ages of government school students were calculated from date-of-birth enrolment records held in a central database. The average ages of Catholic and independent school students were provided by ACER.
Years at School Calculation Method	In Tasmania, most students enrol in Kindergarten. Compulsory schooling begins in Prep, followed by years 1, 2, 3 etc. Testing is conducted in early August. Thus, the average number of years of compulsory schooling at the time of testing was approximately 3 years, 7 months (year 3), 5 years, 7 months (year 5) and 7 years, 7 months (year 7).
Definition, Identification of Indigenous Students	Indigenous students attending government schools were identified from enrolment records, held in a central database. Indigenous students in Catholic and independent schools were identified by enrolment records or self-identification.
Definition, Identification of LBOTE Students	Government school students with a language background other than English were identified by self-identification on test booklets. 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 may be exempted from testing if they have high support needs (identified intellectual and/or physical disability) or they have a medically diagnosed communication disorder that would preclude them from completing the 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. For year 7 students, the calculation was as follows: 6 years, 8 months (years 1, 2, 3, 4, 5, 6 and 7 at time of testing) plus 7 months (Transition) equals 7 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	Students are considered to have a LBOTE if they answer 'No' to the question, 'Does everyone at home speak to you in English?' or answer 'Never/Sometimes' to the question, 'How often do you speak English at home?'.

Australian Capital Territory

Exemption from Testing Policy	All students enrolled in years 3, 5 and 7 are expected to participate in testing. Students eligible for exemption include ESL students who have been learning English in Australia for less than 2 years and have a Language Performance Rating of 2.5 or less; students enrolled in Learning Support Units, except those who can be accommodated through special provisions; Level 5 integration students enrolled in mainstream settings, except those who can be accommodated through special provisions and students enrolled in Special Education schools.
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, 5 or 7.
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 represents funded ESL students rather than the broader LBOTE category.

Measurement and reporting issues

Measurement framework

At the July 2003 meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), ministers endorsed an updated version of the Measurement Framework for National Key Performance Measures prepared by the Performance Measurement and Reporting Taskforce (PMRT). The framework sets out the basis for reporting progress towards the achievement of the National Goals for Schooling in the Twenty-first Century. The core of the framework is a schedule setting out the performance measures and the assessment and reporting cycle in priority areas for the period 2002–09. The priority areas covered in the 2003 framework are as follows:

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

In approving the updated framework, ministers approved two national key performance measures for student participation and attainment in vocational education and training in schools. The two measures replace five measures previously approved or noted.

The PMRT will continue to review the Measurement Framework for National Key Performance Measures annually to ensure that it remains responsive to MCEETYA decisions and priorities.

Enhanced reporting of literacy and numeracy results

In response to the Australian Government paper, *Broadening the Reporting Agenda*, the July 2003 MCEETYA meeting

requested the PMRT to undertake a range of enhancements to the reporting of students' literacy and numeracy outcomes at the year 3, 5 and 7 level, with a report to MCEETYA by the end of the year.

A major challenge in improving the measurement and reporting of students' literacy and numeracy achievements at the national level is the need to balance improvements that provide greater national comparability and timely delivery of national results against jurisdictions' use of the data from testing programs for system-level monitoring, school improvement and accountability, classroom diagnostics and reporting of individuals' performance to parents. The current arrangements rely on State-based tests and procedures that have been refined progressively since 1999.

The PMRT proposed a two-step process, under which the current methodology would be refined to improve the comparability of jurisdictions' results reported through the National Report on Schooling in Australia and, in the longer term, jurisdictions would move towards a more national approach.

Short-term solutions to the demand for improved comparability included the release of 2001 benchmark data for years 3 and 5 with comments about national comparability, and the review of year 7 benchmarks.

The PMRT reported that issues raised by MCEETYA in 2002 were being addressed. These included standardising the software and processes for the calculation of benchmark achievement, accounting for all the known forms of measurement error, and tightening and documenting the procedures for the treatment of exempt, absent and withdrawn students. Investigations to account for the error associated with longitudinal equating drift were still to be undertaken.

Longer term solutions proposed by the PMRT included a national approach that would involve some form of common instrumentation, which might include common tests, conducted in conjunction with existing State-based tests and/or full-cohort national tests.

Other issues associated with a national approach include the need for agreement on the timing of annual testing of years 3, 5 and 7 students; the introduction of electronic marking; the monitoring of students' progress, given the differing structures

that exist across the levels of schooling and jurisdictions; and the most appropriate means of assessing and reporting spelling.

Work will continue in 2004 on achieving these objectives and will include a study of the feasibility of moving to a common instrumentation model.

Review of year 7 benchmarks

The years 3 and 5 benchmark results from State and Territory testing in 1999 and 2001 showed that, at the population level, the percentages of students achieving the benchmarks in reading, writing and numeracy were broadly similar. However, in 2001 (the first year of national reporting) the year 7 reading and numeracy benchmark results were considerably lower in all jurisdictions than those for years 3 and 5, while the writing results were consistent with years 3 and 5 but at odds with year 7 reading and numeracy.

Investigations into the benchmarking and cut-score setting procedures verified that the methodologies used for year 7 were the same as those used for years 3 and 5, and that the calculations were correct. This apparent inconsistency could have resulted from the absence of state-wide test data at the time the year 7 benchmark standards were set in 1999, or that they had been developed independently of the years 3 and 5 benchmarks.

At the July 2003 meeting of MCEETYA, ministers directed the PMRT to undertake a review of the year 7 reading and numeracy outcomes.

The review of the year 7 benchmarks involved three stages: (1) editing the existing benchmark statements using empirical evidence obtained from the national equating of the State and Territory tests in 2001; (2) using expert judges from each jurisdiction to compare the State and Territory test items against the revised benchmarks (this allowed the judges' ratings to be used to locate the revised benchmark cut-scores on the national scales and then State and Territory test scales); and (3) each jurisdiction calculating the percentages of students achieving the revised benchmarks.

After the review, the proportion of year 7 students in each jurisdiction achieving the reading benchmark was increased by an average of approximately 12 percentage points and the

proportion achieving the numeracy benchmark by an average of approximately 3 percentage points. PMRT's report of the review was forwarded to ministers for out-of-session consideration at the end of 2003.

Reporting to parents

In 2002, ministers asked that the PMRT investigate the educational and measurement issues associated with reporting individual students' performance against the national literacy and numeracy benchmarks to their parents.

Based on advice from the PMRT, ministers agreed that commencing with the reporting of 2004 literacy and numeracy testing, individual student reports which are provided to all parents of years 3 and 5 students who have been assessed will show the student's result against the full spectrum of achievement and include literacy and numeracy benchmarks. Ministers also agreed in principle to follow the same approach for year 7 students.

Information and communication technologies

Work continued on the framework for the assessment of years 6 and 10 students' ICT literacy, which is expected to be completed in 2004. The first national sample assessment will be conducted in October 2005.

Collection of student background information

By July 2002, ministers had approved definitions for the collection of student background information on sex, Indigenous status, socioeconomic status, language background and geographic location.

The PMRT reported to the July 2003 meeting that significant steps were being undertaken in all sectors and all States and Territories to adopt the agreed definitions and collect the agreed

student background information. Four main activities, to be completed over the next few years, were envisaged:

- changing the wording on enrolment and other administrative forms to be consistent with the agreed definitions
- making associated computer and system changes
- collecting the data using the revised enrolment forms
- linking information about students' backgrounds, collected on enrolment forms, to students' test results.

Consistency in data collections

The PMRT reported that it was continuing to work with States and Territories to develop and implement consistent methodologies for the collection of financial and non-financial data with the aim of minimising inconsistencies across jurisdictions and improving the comparability of the information reported in the National Report on Schooling in Australia.

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Glossary

Aboriginal or Torres Strait Islander student:

A student of Aboriginal or Torres Strait Islander origin who identifies as an Aboriginal or a Torres Strait Islander.

ABSTUDY: An Australian Government 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: An Australian Government 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 into the government or non-government sector. Schools in the government sector operate under the direct responsibility of the relevant State or Territory Minister, while non-government schools are established and operate under conditions determined by government registration authorities. Many non-government schools have some religious affiliation, most with the Catholic Church.

Criterion-referenced, 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: This 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 students' 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 that 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 full-time equivalent 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.

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 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 Queensland and Western Australia it may extend from pre-year 1 to year 6 (or equivalent). In Queensland and Western Australia it may extend from year 1 to 7 (or equivalent).
- (b) Secondary education is that education which typically commences at around age 12 after completion of primary education and last 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). 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 that offer both primary secondary education.

See also, Primary education; 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, they support students either by direct class contact or on an individual basis, and have teaching duties, ie, they 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.

MCEETYA Classification of Geographical

Location: In July 2001, ministers agreed to report secondary school outcomes by geographic location, according to students' home location. The MCEETYA Classification of Geographical Location incorporates the Australian Bureau of Statistics' (ABS) Accessibility/Remoteness Index of Australia (ARIA) and maintains comparability with the Rural, Remote and Metropolitan areas Classification (Department of Primary Industries and Energy/

Department of Human Affairs and Health, 1994), which utilises Census data to identify statistical local areas of population density.

The revised definition of geographic location divides Australia into three broad zones: Metropolitan, Provincial and Remote. These three zones may be subdivided further with the main classification comprising five categories: two Metropolitan categories, two Provincial categories and one Remote category. A further category, Very Remote, enables reporting at a more detailed level.

See also, Metropolitan zone; Provincial zone; Remote zone; Very Remote zone.

Metropolitan zone: The Metropolitan zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, forms one of three broad zones for determining the geolocation of students: Metropolitan, Provincial and Remote.

The geographical classification of a Metropolitan zone includes the Mainland State Capital City regions (ABS Statistical Divisions) and major urban Statistical Districts with populations of 100,000 or more.

See also, MCEETYA Classification of Geographical Location; Provincial zone; Remote zone; Very Remote zone.

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; Associated 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).

See also, Level of education; Secondary education.

Provincial zone: The Provincial zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, forms one of three broad zones for determining the geolocation of students: Metropolitan, Provincial and Remote.

The geographical classification of a Provincial zone uses a combination of population and the Accessibility/Remoteness Index of Australia (ARIA). This zone includes provincial city Statistical Districts with populations of less than 99,999 and regional areas with an ARIA average score equal or less than 5.92. Darwin is included in this zone.

See also, MCEETYA Classification of Geographical Location; Metropolitan zone; Remote zone; Very Remote zone.

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 zone: The Remote zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, forms one of three broad zones for determining the geolocation of students: Metropolitan, Provincial and Remote.

The Remote zone follows the criteria adopted by the ABS for the definition of Remote and Very Remote classes, and refers to areas with an average Accessibility/Remoteness Index of Australia (ARIA) score greater than 5.92. This takes into account accessibility to service areas by road.

See also, MCEETYA Classification of Geographical Location; Metropolitan zone; Provincial zone; Very Remote zone.

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.

See also, Special school.

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.

See also, Level of education; Primary education.

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.

See *also*, Post-school qualification.

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.

See *also*, School.

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 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 preschool 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. The FTE of part-time students has been calculated by dividing the student's workload into that which is considered to be a full workload by that State or Territory. To calculate the FTE of all students, the FTE of part-time students is added to the number of full-time students. Most of the tables in this publication relate to full-time students, unless indicated otherwise.

User cost of capital: In the government budget context, this 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.

Very Remote zone: The Very Remote zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, provides a more detailed reporting level of the Remote zone, for determining the geolocation of students.

The Very Remote zone follows the criteria adopted by the ABS for the definition of Remote and Very Remote classes. The zone refers to areas with average Accessibility/Remoteness Index of Australia (ARIA) scores greater than 10.53.

See *also*, MCEETYA Classification of Geographic Location; Metropolitan zone; Provincial zone; Remote zone.

Acronyms and abbreviations

AAS	Australian Academy of Science
ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
ACTAP	Australian Capital Territory Assessment Program
AEP	Aboriginal and Torres Strait Islander Education Policy
AESOC	Australian Education Systems Officials Committee
AGSRC	Average Government School Recurrent Costs
AIEWs	Aboriginal and Torres Strait Island Education Workers
AIM	Achievement Improvement Monitor
AISV	Association of Independent Schools of Victoria
ANTA	Australian National Training Authority
ANTA MINCO	Ministerial Council on the Australian National Training Authority
AQF	Australian Qualifications Framework
ASSPA	Aboriginal Student Support and Parent Awareness Scheme
ASTA	Australian Science Teachers Association
ATAS	Aboriginal Tutorial Assistance Scheme
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
BELS	Boys' Education Lighthouse Schools
CLNP	Commonwealth Literacy and Numeracy Programme
CTFS	Computer Technologies for Schools
DEST	(Australian Government) Department of Education, Science and Training (prior to November 2001, DETYA, Commonwealth Department of Education, Training and Youth Affairs)
ERI	Education Resource Index
ESL	English as a Second Language
FTE	full-time equivalent
GDP	Gross Domestic Product
HSC	Higher School Certificate (New South Wales)
ICT	information and communication technologies
IEDA	Indigenous Education Direct Assistance
IEETY	Indigenous Education, Employment, Training and Youth taskforce
IESIP	Indigenous Education Strategic Initiatives Programme
ILSS	Indigenous Language Speaking Students
IYPI	Indigenous Youth Partnership Initiative
KLAs	Key Learning Areas
KPMs	key performance measures
LATIS	Learning and Technology in Schools
LBOTE	language backgrounds other than English
LOTE	languages other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NCVER	National Centre for Vocational Education Research
NIELNS	National Indigenous English Literacy and Numeracy Strategy
NLLIA	National Languages and Literacy Institute of Australia
NLNP	National Literacy and Numeracy Plan
NLNW	National Literacy and Numeracy Week

NSSC	National Schools Statistics Collection
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PMRT	Performance Measurement and Reporting Taskforce (replaced the National Education Performance Monitoring Taskforce after July 2001)
PSAP	Primary Science Assessment Program
RSE	Relative Standard Error
RTO	Registered Training Organisation
SD	Statistical Divisions
SE	Standard Error
SEA	School Entry Assessment Kit
SES	socioeconomic status
SINE	Success in Numeracy Education
SPELD	Specific Learning Difficulties
SPPs	Specific Purpose Payments
SRT	Schools Resourcing Taskforce
TAFE	Training and Further Education
TAFEWA	Technical and Further Education Western Australia
TIMSS	Trends in International Mathematics and Science Study
VCAA	Victorian Curriculum and Assessment Authority
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	Vocational Education and Training In Schools
VQA	Victorian Qualifications Authority

