

2004

further strengthening
schools as learning
communities

literacy, numeracy,
indigenous education,
science, the arts

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

MCEETYA on the Web

The *National Report on Schooling in Australia 2004* provides, in an accessible and readable form, a comprehensive account of schooling to the nation. This edition has been prepared to accompany and complement the full text electronic version that is available at: <http://cms.curriculum.edu.au/anr2004/index.htm>.

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National Report on Schooling in Australia 2004
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Preface

The purpose of the National Report

In April 1989, Australian Government and 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 and Territory 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 2004* 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 2004 towards the achievement of the national goals for schooling throughout over 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 2004* 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 agreed provides an appropriate framework for reporting. To monitor and report the achievement of the national goals, ministers 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 2004* reflects 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
- Indigenous 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/>. 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 Measurement Framework for National Key Performance Measures, endorsed by ministers in December 2004. The framework, first 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 are conducted in the areas of science, civics and citizenship education, and information and communication technologies. During 2004, the Performance Measurement and Reporting Taskforce of MCEETYA (PMRT) gave consideration to a number of issues with a view

to preparing a revised framework for consideration by ministers during 2005. The 2004 review of the Measurement Framework for National Key Performance Measures and assessment cycle includes interim science and numeracy measures for 15-year-old students and revised measures for VET in Schools. The framework is further discussed in Chapter 4, 'Measuring the performance of Australian schooling' and Appendix 4 'Measurement and reporting issues'.

This edition also presents successful approaches and progress made to improving Indigenous educational 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. During 2004, States and Territories continued to work in partnership with schools, communities, other education providers, industry and key stakeholders to improve educational outcomes for Indigenous students and to support the development of culturally inclusive curricula. 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. Achievements in 2004 are further discussed in the Indigenous education chapter of this report.

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 and future directions

This introductory section provides a brief overview of the highlights of the year 2004 and identifying trends that are likely to continue to influence the future directions of Australian schooling. The section discusses 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 section also examines the 2004 school year, in light of MCEETYA having 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, Chapter 2, '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, Chapter 3, 'Resourcing Australia's schools', details the funding arrangements for both government and non-government schools, and also outlines changes made during 2004, 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 2004. To a large extent, the section focuses on the priority areas for reporting as decided by MCEETYA. In line with MCEETYA's continuing concern for the educational outcomes being achieved by Indigenous students, this section includes a chapter focusing 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 2004. 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, acronyms, glossary and explanatory notes are also provided here for reader reference.

Responsibility for the report

This report is printed under the authority of MCEETYA. In July 2001, following the introduction of the National Goals for Schooling in the Twenty-first Century, ministers developed a new taskforce structure to advance the national agenda on schooling and to ensure the achievement of the national goals.

To facilitate the preparation of the National Report, MCEETYA established the PMRT, 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 *National Report on Schooling in Australia*. 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.

The PMRT is responsible for providing ministers with recommendations regarding the processes to be used to monitor the progress of school education in Australia. The PMRT is also responsible for developing key performance measures and for reporting nationally comparable outcomes of schooling. The *National Report on Schooling in Australia 2004* 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

Highlights and future directions

Chapter 1

Highlights of 2004 and future directions

Highlights

The *National Report on Schooling in Australia 2004* 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 2004 included the following:

- the first set of Statements of Learning was developed and the first set of Statements of Learning for English was presented to be used by curriculum authorities to guide curriculum development in States and Territories
- the first National Civics and Citizenship Sample Assessment Program was conducted as part of the recently agreed National Assessment Program.

Statements of Learning

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has been moving towards the implementation of a more national approach to curriculum and, in 2003, it set up a national project designed to deliver consistent curriculum outcomes in all schools across Australia in the four domains of English, mathematics, science and civics and citizenship. Ministers also agreed that, in the first instance, work should begin on the preparation of Statements of Learning for English.

Draft Statements were produced during the latter half of 2003 and referred to curriculum authorities for consultation. This process indicated that there was broad agreement that the knowledge, skills, understandings and capacities described in the draft Statements of Learning for English were largely being taught in schools and are essential for students to learn. The consultation responses also acknowledged that what was described in the Statements of Learning was a subset of what constitutes the English discipline across State and Territory English curricula.

A revised version of the Statements of Learning for English, which took account of the suggestions and issues raised by the States, Territories and the Australian Government was prepared and delivered to ministers in the first half of 2004.

In the meantime, some preliminary background work commenced in preparation for the production of Statements of

Learning in each of the other areas of mathematics, science and civics and citizenship.

The National Civics and Citizenship Assessment Program

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.

At the 2003 MCEETYA meeting, ministers had agreed to a revised key performance measures assessment cycle, which provided for a program of assessment in the areas of:

- participation
- attainment
- literacy (reading) in each of years 3, 5 and 7
- literacy (writing) in each of years 3, 5 and 7
- literacy (spelling) in each of years 3, 5 and 7
- numeracy in each of years 3, 5 and 7
- interim measures for literacy and numeracy testing of 15-year-olds
- vocational education and training in schools (VETIS)
- science in year 6
- information and communication technologies (ICT) in years 6 and 10
- civics and citizenship (civic knowledge and understanding) in years 6 and 10
- civics and citizenship (dispositions and skills for participation) in years 6 and 10.

The cycle also outlined the nature of the assessment instrument and frequency of assessment in each performance area. For the areas of science, civics and citizenship and ICT, the monitoring was to take the form of a cyclical, three-yearly program of sample assessments. The first of these was in science and the initial assessment was carried out in 2003.

In 2004, the first assessments in civics and citizenship were conducted and the results published in the MCEETYA publication, *National Assessment Program – Civics and Citizenship Years 6 and 10 Report*. The sample assessment was conducted in October 2004 with 10,712 year 6 students from 318 schools and 9,536 year 10 students from 249 schools. At both year levels, a sample of schools was selected with a probability proportional to size and then a sample of up to two classrooms was selected at random from these schools. The test items for both years were scaled together, using item response theory. This provided a common scale linking years 6 and 10. Scores on the scale were then grouped into five proficiency levels ranging from '1' (containing the least difficult items) to '5' (containing the most difficult items).

After the assessment data had been analysed, civics and citizenship education experts from government and non-government schools in all States and Territories came together to set a proficient standard for year 6 and year 10. The proficient standard was a level of performance that would be expected for a student at that year level. A proficient standard is not the same as a minimum benchmark standard; the latter refers to the basic level needed to function at that year level, whereas the former refers to what is expected of a student at that year level. The proficient standard for year 6 was set at Proficiency Level 2 and for year 10 at Proficiency Level 3.

The report of the assessment program contains analysis of the results by State and Territory as well as by a range of background characteristics, including gender, Indigenous status, geographical location, language, country of birth, parental occupation and parental education.

Future directions

This section examines the 2004 school year 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.

Enrolments

In 2004, there were 3.358 million students enrolled in 9,615 schools throughout Australia. This represents an increase in enrolments of 0.4 per cent on the previous year and is consistent with the rate of increase in recent years. While there was an

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

Year	Primary students	Secondary students	All students
2004	71.4	62.2	67.5
2002	72.1	63.2	68.4
1998	73.4	65.2	70.0
1996	74.0	66.0	70.7
1992	74.9	68.2	72.1

Source: Australian Bureau of Statistics (ABS), Cat. No. 4221.0 *Schools Australia*, selected years

overall increase in the population of Australian schools, full-time enrolments in the government sector fell by approximately 4,900 students (0.2 per cent) and rose by approximately 18,000 students (1.7 per cent) in the non-government sector.

The differences in rates of enrolment have resulted in a further decline in the proportion of students being educated in government schools. In 2004, 67.5 per cent of students were in government schools compared with 68.0 per cent in 2003. The government school sector has been in relative decline since 1977, when the government sector accounted for 79 per cent of total full-time enrolments.

Indigenous students

A previously noted trend towards an increasing proportion of Indigenous students in Australian schools was again apparent in 2004. There were 130,483 Indigenous students enrolled in 2004, representing an increase of 3.7 per cent on the number in 2003. The percentage of Indigenous enrolments at 3.6 per cent is the highest recorded. The majority of Indigenous students (87.4 per cent in 2004) are enrolled in government schools.

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

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

Year	Indigenous students	All students	Difference
2004	33.9	42.2	8.3
2001	31.6	41.5	9.9
1998	31.0	41.5	10.5
1995	30.2	41.0	10.8

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

Socioeconomic status

In the *National Report on Schooling in Australia 2004*, estimates were published of year 12 completion rates by socioeconomic status, using the ABS Index of Disadvantage to identify three groups:

- students of low socioeconomic status (the three lowest deciles)
- students of medium socioeconomic status (the middle four deciles)
- students of high socioeconomic status (the three top deciles).

The year 12 completions data by socioeconomic status time series show that low socioeconomic status groups continue to be less likely to participate in year 12 than either the medium

socioeconomic status groups or the high socioeconomic status groups. Furthermore, the data indicate that the gap in the participation of the high socioeconomic status groups has widened since 1998, when compared to both the low and medium socioeconomic status groups.

Teachers

The number of teachers working in Australian schools continues to increase. In 2004, there were 233,065 full-time equivalent teachers in Australian schools, 67 per cent of whom worked in government schools. The total number of teachers rose by 1.5 per cent, even though the increase in enrolments was just around 0.4 per cent. This seems to indicate that authorities are working to reduce class sizes, as illustrated by the government sector, where there was an increase of almost 1,300 teachers despite a fall in enrolments of 4,900 students.

The trend towards an increase in the proportion of female teachers was again apparent in 2004. Table 1.4 details the changes that have occurred to the gender distribution of Australian teachers in the period 2000–04. It shows that the proportion of female teachers continues to grow in both the primary and secondary sectors and that the rate of change has been reasonably constant.

Table 3.4 of Chapter 3, 'Resourcing Australia's schools', shows the changes to full-time equivalent student–teacher ratios that have occurred between 1998 and 2004. The ratios have fallen steadily over this time in all sectors and across all categories of schools.

Table 1.3 Year 12 completion rates^(a) by socioeconomic status^(b), Australia, selected years

Year	Low socioeconomic status	Medium socioeconomic status	Difference (medium–low)	High socioeconomic status	Difference (high–medium)
2004	59	66	7	79	13
2003	63	67	4	79	12
1998	62	66	4	76	10

(a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. 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 socioeconomic status (SES) on the basis of postcode of students' home addresses. 'Low' SES is the average of the lowest three deciles, 'Medium' SES is the average of the middle four deciles and 'High' SES is the average of the top three deciles.

Source: MCEETYA, *National Report on Schooling in Australia 2004* (Appendix 1: Statistical annex, Table 34), derived from data supplied by State/Territory secondary accreditation authorities and the ABS

Vocational education and training in schools

Recent editions of this report have highlighted a continuing trend towards the expansion of vocational education and

training (VET) in schools to the point where this program is no longer a marginal activity but an established part of mainstream senior secondary schooling across Australia. The issue is discussed further in Chapter 7, 'Vocational education'. Table 1.5 shows some aspects of continuing growth during this decade.

Table 1.4 Gender distribution of Australian primary and secondary teachers, all schools, Australia, 2000–04 (per cent)

Year	Primary		Secondary		All teachers	
	Male	Female	Male	Female	Male	Female
2004	20.6	79.4	44.4	55.6	32.3	67.7
2003	20.9	79.1	44.7	55.3	32.6	67.4
2002	20.9	79.1	44.9	55.1	32.7	67.3
2001	21.3	78.7	45.1	54.9	33.0	67.0
2000	21.7	78.3	45.6	54.4	33.5	66.5

Source: ABS, Cat. No. 4221.0 *Schools Australia*, 2000–04

Table 1.5 Aspects of VET in Schools, Australia, 2000–04

	2000	2001	2002	2003	2004
Number of students in VET in Schools programs	153,616	169,809	185,520	202,935	211,885
Number of hours of training delivered	27.2m	35.0m	37.4m	42.9m	46.2m
Average number of hours per student	177	205	201	211	218

Source: MCEETYA, *National Report on Schooling in Australia*, 2000–04

Part B

literacy, numeracy,
indigenous education,
science, the arts

The provision of schooling in Australia

The context of Australian schooling

Responsibilities for schooling in Australia

During 2004, 3.358 million students (including part-time students) attended school in 9,615 institutions across Australia. The Constitution of Australia allocates primary responsibility for school education to State and Territory governments, all of whom 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: 20.0 per cent of all students and 61.6 per cent of non-government students were enrolled in Catholic schools in 2004.

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 the combinations merged three previously existing councils – the Australian Education Council, the Council of Ministers of Vocational Education, Employment and Training, and the Youth Ministers Council – to form the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

MCEETYA was formally established in January 1994. Membership of the Council comprises State, Territory, Australian 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 2004 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 Australian Government–State and 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 meetings in 2001 and 2002, ministers agreed to a new set of taskforce arrangements for school education. As a result, the following taskforces were established. Each taskforce is 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

MCEETYA is further supported by some cross-sectoral or non-school taskforces and the Australian Education Systems Officials Committee (AESOC). 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 2004, New South Wales hosted the Council meeting and provided the Chair for both MCEETYA and AESOC. 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 2004 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. Dr Jane Lomax-Smith MP, Minister for Education and Children's Services; Minister for Tourism
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 2004 was The Hon. Andrew Refshauge, MP.

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, 2004

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

Notes:

- (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 2004, there were approximately 1.932 million primary school students in Australia, 71.4 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 2004, there were approximately 1.400 million Australian secondary school students, 62.2 per cent of whom were enrolled in government schools. Most government schools are coeducational, but a significant number of non-government schools are single-sex schools.

Features

Some features of the structure of Australian schooling in 2004 were as follows.

- There were 9,615 schools in Australia, an increase of eight on the previous year. Prior to 1998, there was a pattern of decline in the number of schools, but since that time 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 2004, the number of non-government schools has risen by 151 (an increase of 6.0 per cent) and in the same period, the number of government schools has declined by 184 (a decrease of 2.6 per cent).
- Contrary to the recent trend, the number of government schools rose by eight over the previous year.
- The number of special schools was 399, a slight increase on 2003. Since 1990, the number of special schools decreased from 444, to 369 in operation in 2001. This number has progressively increased, with 394 special schools in 2002, and 395 in 2003.
- There were 3.332 million full-time students in Australian schools. This represented an increase of approximately 0.4 per cent on the number enrolled in 2003.
- The proportion of students enrolled in non-government schools continued to rise. In 2004, 32.5 per cent of students were enrolled in non-government schools, compared to 32.0 per cent in 2003. Over the last ten years, the proportion of students attending non-government schools has risen from 28.5 per cent in 1994, to 32.5 per cent in 2004, while there has been a corresponding decline in the proportion attending government schools.
- In government schools, 61.3 per cent of enrolments were in the primary sector and 38.7 per cent were secondary, while in the non-government schools the distribution was 51.1 per cent primary and 48.9 per cent secondary. This resulted in the non-government sector having 28.7 per cent of all primary enrolments, but 37.8 per cent of all secondary enrolments.
- Compared to 2003, the number of government school enrolments decreased by 4,606 (0.2 per cent), while non-government school numbers increased by 18,252 (1.7 per cent).
- There were 130,483 Indigenous students enrolled in Australian schools in 2004, an increase of 3.6 per cent on the 125,892 who were enrolled in 2003. Furthermore, the proportion of Indigenous students in the total school population continues to rise. The proportion in 2004 was 3.92 per cent, compared to 3.79 per cent in 2003, and 2.13 per cent in 1990.
- Of all the Indigenous students enrolled in Australian schools, just 33.7 per cent were in the secondary sector, compared to 42.0 per cent for all students.
- For several years, Japanese 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. In 2004, Chinese became the most popular LOTE at this level with 21 per cent of the enrolments, while Japanese had 19 per cent and French had 16 per cent.
- The year 12 completion rate for Australian students was 68 per cent, a figure which has remained virtually unchanged for several years. The completion rate for females was 73 per cent, exceeding that for males, which was 62 per cent.
- The total number of teaching and non-teaching staff (in full-time equivalents) employed in Australian schools was 311,294, an increase of 2.0 per cent on the number employed in 2003.

- There were 233,065 teaching staff (in full-time equivalents) employed in Australian schools and this was a 1.5 per cent increase on the previous year. The average number of students per teacher was 16.2 in government primary schools, 16.9 in non-government primary schools, 12.4 in government secondary schools and 12.0 in non-government secondary schools.
- In the ten years since 1994, student–teacher ratios have fallen in government primary schools (18.3 to 16.2), non-government primary schools (19.1 to 16.9), non-government secondary schools (12.9 to 12.0), and government secondary schools (12.5 to 12.4).
- An Organisation for Economic Co-operation and Development (OECD) survey of student–teacher ratios, conducted in 2003 and published in 2004, rated Australia 15th of the 27 countries surveyed.
- Females constituted 79.4 per cent of the teaching staff in primary schools and 55.6 per cent in secondary schools. While these proportions are relatively unchanged from the previous year, the proportion of female teachers is gradually increasing.
- The per capita recurrent expenditure on government schools in the 2003–04 financial year was \$9,015 in primary schools and \$11,552 in secondary schools. This represents an increase on the previous year of 3.9 per cent for primary schools and 4.3 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. 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 reaffirmed 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 and communication technologies.

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 chapters 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 chapters 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 2004. 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 means by which education authorities meet some of their accountability requirements relating to educational programs funded by the Australian Government.

The 2004 National Report is published in both print and electronic formats. This has been done in order to make the information contained in the report available to as wide an audience as possible.

Resourcing Australia's schools

Introduction

This chapter provides information on five main areas:

1. the background to education funding in Australia, including new developments in 2004
2. the enrolments of Australian school students in government and non-government school sectors as well as student–teacher ratios and information on number of graduates from teacher-education courses
3. funding arrangements for government schools and the level of this funding in 2003–04, compared with previous years
4. funding arrangements for non-government schools and the level of this funding in 2003–04, compared with previous years
5. capital expenditure on all Australian schools in 2003–04 from both levels of government (Australian Government and State and Territory governments).

Funding arrangements for government and non-government schools are broken down in terms of the Australian Government and State and Territory 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 governments 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 State and Territory governments in 2003–04 was approximately \$28.4 billion. Expenditure on government schools was \$22.6 billion, or 79.6 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 figure of \$28.4 billion comprises \$22.6 billion expenditure on government schools and \$5.8 billion expenditure on non-government schools from government sources over 2003–04. The \$22.6 billion total government expenditure on government schools is derived from Table 19 of Appendix 1, 'Statistical annex 2004'. The \$5.8 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 2003 and 2004, sourced from Financial Questionnaire data maintained by the Australian Government Department of Education, Science and Training (DEST).

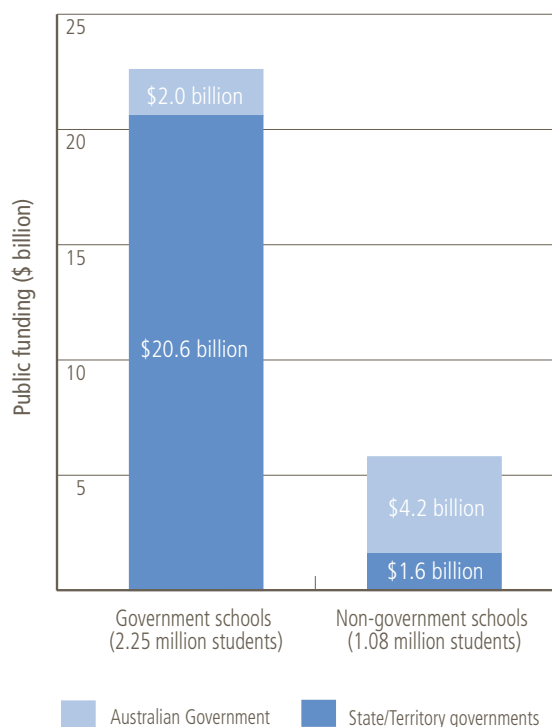
Figure 3.1 illustrates accrual-based government expenditure on school education, broken down by source of funds for government and non-government schools.

In the 2003–04 financial year, the Australian Government provided Specific Purpose Payments (SPPs) of some \$6.71 billion for Australian schools and students. This comprised:

- \$5.66 billion for general recurrent grants (representing 85 per cent of Australian Government SPPs for schools for the calendar year 2004)
- \$0.53 billion for targeted programs (8 per cent)
- \$0.35 billion for capital programs (5 per cent)
- \$0.17 billion for Indigenous programs (2 per cent).

Figure 3.2 illustrates this breakdown.

Figure 3.1 Recurrent public funding for school education, Australia, 2003–04 (accrual basis)



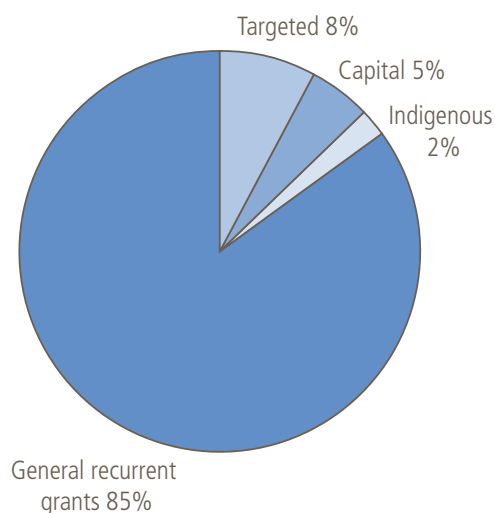
Note: Depreciation and user cost of capital expenses relating to government schools have been attributed to States and Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories 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

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 Average Government School 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

Figure 3.2 Australian Government funding to schools and students, by major program, 2003–04



Source: Australian Government DEST

low socioeconomic status (SES) non-government schools). See the section, 'Funding for non-government schools' below 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 2004 were:

- primary AGSRC \$6,580
- secondary AGSRC \$8,595

These amounts are based on expenditure by State/Territory governments on government schools in the 2002–03 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 Education, Employment, Training and Youth Affairs (MCEETYA) has moved from a cash to accrual basis, a derived cash-based 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.

2004 developments

The Schools Resourcing Taskforce's Resourcing the National Goals for Schooling project

The Schools Resourcing Taskforce (SRT) was established by MCEETYA in 2001. It is a national body chaired by New South Wales involving all State and Territory systems, non-government authorities and the Australian Government.

The main purpose of the SRT is to conduct research into cost drivers in school education and to provide advice on the level of resources needed to enable all students to meet the national goals for schooling. In fulfilling this brief, to date, the SRT has:

- developed a framework entitled Resourcing the National Goals for Schooling – An Agreed Framework of Principles for Funding Schools, which was adopted by MCEETYA in 2002
- conducted quantitative analysis to establish a base cost for schooling in Australia (Stage One of the Resourcing the National Goals for Schooling project), and
- begun to quantify additional student, school and curriculum-related resourcing needs (Stage Two of the Resourcing the National Goals for Schooling project).

Stage One provided an analysis of 'existing least cost' (ELC) schools. These schools met the project's definition of effectiveness while serving middle-range SES communities and exhibiting a school and student profile that attracted very limited (if any) additional targeted resourcing from government. The ELC data provided the base cost platform for developing cost projections for any school.

In 2004, the SRT continued Stage Two of the Resourcing the National Goals for Schooling project. Stage Two aims to identify

the marginal cost drivers that impose resource demands above the ELC base established in Stage One. This second stage will produce a series of calculations that quantify costs when student, school and/or curriculum factors impose resource demands above the ELC base. Stage Two will group these additional resourcing needs into three categories:

- student-related (eg low SES; Indigenous; language background other than English. Disabled students are excluded from the analysis at this stage)
- school-related (ie additional costs generated by school size and location)
- curriculum-related (ie information and communication technologies (ICT) and vocational education and training in schools).

The SRT aims to present a synthesis report to MCEETYA in 2005, entitled Resourcing the National Goals of Schooling – Draft Final Report Stages One and Two, bringing together 'base cost' and 'additional resourcing need' analyses.

Student participation and teaching resources

In 2004, 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 Australia's school teachers, approximately:

- 67 per cent work in government schools
- 33 per cent work in non-government schools.

Total teaching numbers increased by 3,490 in 2004, which constitutes an increase of 1.5 per cent. In 2004, there was also a 7 per cent increase in the number of graduates from initial teacher-education courses, from 14,007 graduates in 2003 to 15,014 in 2004 (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 of concern as

Table 3.1 Number of full-time students, by sector, Australia, 2001–04

Sector	2001	2002	2003	2004
Government	2,248,219	2,257,337	2,254,632	2,249,724
Non-government	1,019,958	1,044,412	1,063,988	1,082,240
All schools	3,268,177	3,301,749	3,318,620	3,331,964

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

Table 3.2 Full-time equivalent (FTE) of teaching staff, Australia, 2001–04

Sector	2001	2002	2003	2004
Government	152,474 ^r	153,240	154,872	156,156
Non-government	69,789	72,371	74,704	76,910
Catholic	40,763	41,740	42,540	43,151
Other	29,027	30,631	32,163	33,759
All schools	222,263 ^r	225,611	229,576	233,065

^r revised

Note: Totals may not add due to rounding.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2004 and Australian Government Department of Education, Science and Training (DEST) data

graduation numbers decreased during the 1990s and are only now increasing 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 (\$2.0 billion from a total of \$22.6 billion), with the balance being met by State and Territory governments and a portion from non-government sources such as parent contributions.

Government schools

Table 3.5 illustrates accrual expenditure by government education systems in 2001–02, 2002–03 and 2003–04.

Table 3.3 Number of persons graduating from initial teacher-education courses, Australia, 2000–04

Year	Number of graduates
2000	10,813
2001	12,675
2002	14,007
2003	14,053
2004	15,014

Sources: MCEETYA, *National Report on Schooling in Australia*, 2002–04, (Appendix 1: Statistical annex, Table 18) (2002–04 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).

State/Territory government accrual-based expenditure on government schools (including Australian Government contributions) has increased by 11.5 per cent in the three-year period, 2001–02 to 2003–04, from \$20.2 billion to \$22.6 billion.

Table 3.4 Full-time equivalent (FTE) student–teacher ratios, by sector and school category, Australia, 1998–2004

Sector and category	1998	1999	2000	2001	2002	2003	2004
Government primary	17.7 ^r	17.0	17.1	16.7 ^r	16.7	16.4	16.2
Government secondary	12.8 ^r	12.7 ^r	12.6 ^r	12.5 ^r	12.5 ^r	12.5	12.4
Catholic primary	19.9	19.4	19.1	18.8	18.5	18.3	18.2
Catholic secondary	13.7	13.5	13.4	13.4	13.3	13.1	13.1
Independent primary	15.9	15.8	15.6	15.4	15.2	15.1	14.9
Independent secondary	11.6	11.5	11.4	11.2	11.1	11.1	10.9
All schools	15.3	15.0	14.9	14.7	14.8	14.5	14.3

^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.

Sources: MCEETYA, *National Report on Schooling in Australia*, 1998–2003; 2004 data from ABS, Cat. No. 4221.0, *Schools Australia*, 2004

Table 3.5 Operating expenditure by government education systems, Australia, 2002–04 financial years (accrual basis) (\$'000)

Area of expenditure	2001–02	2002–03	2003–04
In-school expenditure			
Salaries (teaching)	10,359,046	11,303,911	11,932,664
Salaries (non-teaching)	1,953,963	2,146,532	2,153,083
Redundancies	36,302	36,009	20,917
Non-salary costs	4,275,983	4,528,124	4,575,300
User cost of capital	2,503,941	2,599,131	2,749,170
Sub-total	19,129,235	20,613,707	21,431,133
Out-of-school expenditure			
Salaries (non-teaching)	581,334	636,772	663,663
Redundancies	13,371	7,437	17,818
Non-salary costs	468,333	486,305	430,511
User cost of capital	43,192	28,405	18,137
Sub-total	1,106,230	1,158,918	1,130,129
Total	20,235,464	21,772,626	22,561,262

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

Source: MCEETYA, *National Report on Schooling in Australia*, 2002–04, Appendix 1: Statistical annex, Table 19

Table 3.6 Recurrent per capita expenditure on government schools, by level of education, Australia, 2002–04 financial years (accrual basis) (\$)

Financial year	Primary	Secondary	Total
2001–02	8,050	10,344	8,937
2002–03	8,676	11,072	9,605
2003–04	8,948	11,576	9,971

Note: Figures include State and Territory and Australian Government contributions.

Sources: MCEETYA, *National Report on Schooling in Australia 2004*, Appendix 1: Statistical annex Table 20 (2003–04 data); MCEETYA, *National Report on Schooling in Australia 2003*, Appendix 1: Statistical annex, Table 20 (2002–03 data); *National Report on Schooling in Australia 2002*, Appendix 1: Statistical annex, Table 20 (2001–02 data)

Per capita expenditure

Per capita expenditure in government schools has steadily increased over the past decade. In 2003–04, this expenditure reached \$9,015 for primary students and \$11,552 for secondary students. Table 3.6 shows a growth of 11.9 per cent in total per capita funding over the last three years, from \$8,937 to \$10,003.

Per capita funding for secondary schools increased by 11.7 per cent from 2001–02 to 2003–04, while funding for primary schools increased by 12.0 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 student–teacher ratios in the last two years of schooling.

Australian Government funding of government schools

Australian Government SPPs (excluding capital SPPs) represent about 9 per cent of total spending on government schools

(\$2.0 billion from a total of \$22.6 billion). Australian Government recurrent funding for government schools is provided through block grants calculated according to the numbers of students at each level of schooling. The rates of general recurrent assistance for government schools in 2004 were \$586 per primary school student and \$860 per secondary school student. Additional recurrent funding of \$141 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 2004 was \$4,854 per eligible student), Strategic Assistance for Improving Student Outcomes, the Country Areas Programme, the Languages other than English program and the Indigenous Education Strategic Initiatives Programme.

As mentioned, the Australian Government provided SPPs of approximately \$6.71 billion for Australian schools and students, both government and non-government, in the 2003–04 financial year. Table 3.7 shows how this \$6.71 billion was distributed to government and non-government authorities, by State and Territory.

Funding for non-government schools

In 2004, the funding system which the Australian Government introduced in 2001, based on the SES of each 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).

Table 3.7 Australian Government Specific Purpose Payments for schools, by program and category of school, by State and Territory, 2003–04 financial year (accrual basis) (\$'000)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	516,758	370,801	315,911	112,614	153,123	43,193	19,243	25,365	1,557,008
Capital	83,439	58,948	48,617	18,781	25,755	6,799	3,119	4,121	249,579
Country Areas	6,134	2,319	4,798	2,251	3,260	623	1,240	0	20,625
Strategic Assistance for Improving Student Outcomes Recurrent	94,743	59,448	44,398	22,222	22,617	8,178	4,915	2,580	259,102
ESL New Arrivals	20,274	14,038	5,410	5,706	3,728	815	700	343	51,014
National Literacy	0	0	55	0	0	0	0	0	55
Languages other than English	5,937	4,325	1,280	902	668	155	59	253	13,579
Indigenous Education Strategic Initiatives Programme	25,499	6,608	25,979	6,885	17,942	2,443	25,371	1,049	111,775
Total government	752,783	516,487	446,447	169,361	227,094	62,206	54,647	33,711	2,262,736
Non-government schools									
General Recurrent (including Distance Education)	1,361,594	1,078,690	748,266	309,885	401,290	82,838	35,170	86,790	4,104,524
General Recurrent Short Term Emergency Assistance	12	55	300	115	130	0	0	127	739
Establishment Grants	624	110	644	43	156	0	14	43	1,633
Capital	32,593	26,282	17,220	7,337	9,458	2,107	874	2,192	98,064
Country Areas	1,498	654	831	288	455	138	144	0	4,007
Strategic Assistance for Improving Student Outcomes Recurrent	49,915	38,154	13,894	9,095	11,545	2,194	1,597	1,821	128,214
ESL New Arrivals	2,325	1,234	1,064	-87	322	376	-7	-11	5,217
Centre Support	10,031	6,677	7,290	4,000	948	180	101	574	29,801
National Literacy	946	728	631	240	202	130	606	235	3,719
Languages other than English	2,234	6,080	913	454	499	66	7	210	10,464
Indigenous Education Strategic Initiatives Programme	15,477	2,706	11,970	2,790	11,113	647	9,987	535	55,225
Total non-government	1,477,249	1,161,371	803,023	334,159	436,118	88,677	48,493	92,517	4,441,608
Joint programs									
National Literacy and Numeracy Strategies and Projects	71	170	108	64	0	0	0	48	460
National Asian Languages and Studies in Australian Schools ^(a)	0	647	81	77	45	200	0	0	1,050
Total joint programs	71	817	189	141	45	200	0	48	1,510
Total	2,230,103	1,678,675	1,249,659	503,661	663,256	151,084	103,140	126,276	6,705,854

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2003–04 financial year, as at 30 June 2005.
 - Cash expenditure in respect to a particular program year may continue in relation to that year in future 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 Programme terminated in 2002.

Source: Australian Government DEST

Table 3.8 Non-government school per capita incomes, by source, Australia, 2004 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	4,412	53.3	3,492	29.4
State/Territory grants	1,553	18.8	1,348	11.4
Total government grants	5,965	72.1	4,840	40.8
Private income	2,313	27.9	7,035	59.2
Total	8,278	100.0	11,875	100.0

Source: MCEETYA, *National Report on Schooling in Australia 2004*, Appendix 1: Statistical annex, Table 23

Per capita income

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

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 23 and 24 in the 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 2004. New South Wales, Victoria, Western Australia and the ACT allocated funding based on the former Australian Government Education Resources Index. 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 Education Resources Index (ERI) 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 government per capita funding to non-government schools is provided in Table 3.10.

Table 3.9 Non-government school per capita expenditure, by affiliation, Australia, 2004 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	
Primary	6,538
Secondary	9,986
Combined	10,700
Independent	
Primary	9,109
Secondary	13,477
Combined	12,366

Source: MCEETYA, *National Report on Schooling in Australia 2004*, Appendix 1: Statistical annex, Table 24

Table 3.10 State/Territory government per capita grants to non-government schools, by category, 2004 (\$)

Australian Government funding category	NSW ^(a)	Vic. ^(b)	WA ^(c)	ACT ^(d)	Rates for other States/Territories	
Primary					Tasmania^(e)	
1	599	317/379	970	305	Primary	1,320
2	778	442	1,124	406	Junior secondary	1,622
3	898	601	1,000	503	Senior secondary	2,103
4	958	644	1,118	613	Northern Territory^(f)	
5	1,018	646	1,118	710	Primary	1,638
6	1,078	671	1,158	785	Secondary	2,222
7	1,137	674	1,158	863	Remote	2,422
8	1,197	795	1,212	945	South Australia^(g)	
9	1,257	862	1,212	1,010	Primary	516
10	1,317	867	1,264	1,074	Secondary	717
11	1,377	881	1,264	1,137	Queensland^(h)	
12	1,570	883	1,306	1,205	Primary	864
Remote	n.a.	n.a.	1,962	n.a.	Secondary	1,322
Secondary						
1	848	466/556	1,472	483		
2	1,103	653	1,854	636		
3	1,273	927	1,516	738		
4	1,358	1,052	1,810	963		
5	1,442	1,054	1,810	1,029		
6	1,527	1,093	1,910	1,144		
7	1,612	1,097	1,910	1,257		
8	1,697	1,236	1,992	1,382		
9	1,782	1,338	1,992	1,478		
10	1,867	1,343	2,058	1,566		
11	1,951	1,352	2,058	1,657		
12	2,119	1,354	2,134	1,755		
Remote	n.a.	n.a.	3,200	n.a.		

n.a. not applicable

Note: All amounts rounded to the nearest dollar. Rates are expressed in 2004 prices.

- (a) Apart from per capita funding, the NSW Government also provides funding to non-government schools for back-to-school, 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 Education Resources Index over 100. In addition, the Victorian Government committed \$62 million over four years (2003–2004 to 2006–07) 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 2004 \$8.5 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. An additional special per capita rate is paid for special needs and for students with severe disabilities.
- (d) ACT figures represent the average of two distinct half-yearly payments, across financial years 2003–04 and 2004–05.
- (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) In addition to these rates, the NT provides per capita funding to non-government boarding schools under the Isolated Students Education Allowance scheme. The 2004 rate for this scheme is \$2,400 per student. The non-government schools also received per capita funding under the Severely Disabled Students scheme, at the rate of \$4,489 per student.
- (g) SA also pays a needs component, which constituted 52.5 per cent of total grants available in 2004. Total amount of needs component is distributed among schools, for disadvantage (28 per cent); interest subsidy (4.5 per cent); rurality (2.5 per cent); school card (42 per cent); special needs (7 per cent); LBOTE/Aboriginality (6.5 per cent); fee remission (6.5 per cent) and boarding (3 per cent).
- (h) In addition to these rates, Queensland pays a needs component constituting 22.5 per cent of the total grants available in 2004. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2004, the needs components were \$253 per primary student and \$380 per secondary student. In their first year of funding, new schools are assumed to have average needs.

Source: State/Territory departments of education

Capital expenditure

State and Territory capital expenditure

Capital expenditure by State and Territory governments in government schools was in excess of \$1 billion in 2003–04. As Table 3.11 illustrates, there has been an uneven level of capital expenditure over the past four years.

Australian Government Capital Grants programme

The Australian Government allocated \$348 million in capital funding for Australian schools in 2003–04. This funding was made available through the Capital Grants programme in the form of block grants for government and non-government schools. Of the \$348 million made available in 2003–04, \$250 million was provided for projects in government schools and \$98 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.

Table 3.11 Capital expenditure by State/Territory governments in government schools, Australia, 2001 to 2004 financial years

Financial year	Expenditure (\$m)
2000–01	758.8
2001–02	1,044.5
2002–03	1,006.8
2003–04	1,055.1

- Figures include Australian Government capital grants contributions.

Source: MCEETYA, *National Schools Statistics Collection*, various years

In 2003–04, 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/drama areas.

In the independent sector, the capital projects completed physically and financially in 2003–04 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, by State and Territory, 2003–04 (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	83,439	32,593	116,032
Victoria	58,948	26,282	85,230
Queensland	48,617	17,220	65,837
Western Australia	25,755	9,458	35,213
South Australia	18,781	7,337	26,118
Tasmania	6,799	2,107	8,906
Australian Capital Territory	4,121	2,192	6,313
Northern Territory	3,119	874	3,993
Total	249,579	98,064	347,643

Source: Australian Government DEST

Part C

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 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, 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 (KPMs) 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 Twenty-first Century'.

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

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

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

At the 2002 MCEETYA meeting, ministers agreed to a an 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
- information and communication technologies 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, and at their meeting in 2003, ministers endorsed a revised Measurement Framework for National Key Performance Measures. In accordance with ministers' stated view that national KPMs must be 'few in number and strategic in orientation', the revisions provided:

- 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
- the inclusion of interim literacy measures for 15-year-old students.

The revised version, detailed at Table 4.1, remained unchanged during 2004 and contains the elements discussed below.

Participation and attainment

The measure used for participation records 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 or training. The attainment measure records the proportion of 20–24-year-olds, who have completed year 12, or its equivalent, or who have gained a qualification at Australian Qualifications Framework (AQF) Certificate II or above. Most of the data 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*. Advice from the ABS in 2003 noted 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, they are not appropriate for providing reliable estimates of small changes from one year to the next, at State and Territory or national levels for each year, compared with the previous year, and at State and Territory level for each year, compared with the five previous years.

Chapter 5, ‘Student participation and attainment’, contains contextual information about trends in student participation and attainment, an outline of the conceptual framework for reporting approved by ministers at MCEETYA, and data and analysis based on the approved KPMs.

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.

For literacy, the framework enables reporting on reading, writing and spelling at years 3, 5 and 7. To date, however, it has not been possible to devise an appropriate instrument for the measurement of spelling. Chapter 6, ‘Literacy and numeracy student outcomes’, contains the results of testing conducted during 2004, in which the performance of students in years 3, 5 and 7 was measured against the national benchmarks for reading, writing and numeracy.

The Measurement Framework for National Key Performance Measures 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 for Economic Co-operation and Development’s (OECD) Programme for International Student Assessment (PISA) results, testing 15-year-old students’ mathematical literacy, would be processed to show the percentage of students achieving at or above the OECD mean, and this would be supported by statistics showing the range of student achievement.

There was no PISA testing in 2004. The triennial program tested students in 2003, and will test again in 2006. In 2004, the Australian Council for Educational Research published an Australian national report of the results of the PISA 2003 cycle. PISA 2003 results are available online at: <http://www.oecd.org/pisa/> (international report) and <http://www.ozpisa.acer.edu.au/reports.html> (Australian national report).

Vocational education

The National Measurement Framework for Key Performance Measures contains two national KPMs for student participation and attainment in VET in Schools. They place the emphasis on students who are undertaking, as part of their secondary certificate, VET activity that provides credit towards a nationally

recognised VET qualification within the AQF. 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.

Reporting against these measures is scheduled to commence in 2005. Chapter 7, 'Vocational education', 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 KPM 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 was applied to the results of the 2003 PISA testing, and the results for the scientific literacy component of the testing were published in Chapter 8, 'Science education', of the *National Report on Schooling in Australia 2003*. As PISA operates triennially, there was no testing in 2004. However, preparatory work is underway for the next PISA testing in 2006.

At the primary school level, the first National Assessment Program: Science Literacy was conducted during 2003. This was followed by a rigorous standard-setting exercise, resulting in the development of a 'proficient' level for year 6 science. Chapter 8, 'Science education' describes this concept, and discusses the differences between it and the benchmark level used for literacy and numeracy testing. A summary of the results of the 2003 National Assessment Program: Science Literacy is also provided.

Results in full are available in the MCEETYA publication *National Year 6 Science Assessment Report: 2003*.

Information and communication technologies

At the MCEETYA meeting in 2002, ministers agreed that national monitoring of students' information and communication technologies skills and knowledge 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 National Assessment Program: Information and Communication Technologies continued in 2004. Details of the activities generated by this program are included in Chapter 9, 'Information and communication technologies education', of this report. The program's triennial testing period made provision for the trial of assessment instruments at each of years 6 and 10 in the 2004 school year, and these trials were successfully conducted.

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 that it should commence in 2004. As a result, the National Civics and Citizenship Sample Assessment was conducted in October 2004 with 10,712 year 6 students from 318 schools and 9,536 year 10 students from 249 schools. At both levels a sample of schools was selected with a probability proportional to size, and then a sample of up to two classrooms was selected at random from these schools. The students involved were drawn from both government and non-government schools. The results of the assessment are available in the MCEETYA publication *National Assessment Program: Civics and Citizenship Years 6 and 10 Report 2004*, copies of which are available via the MCEETYA website, <http://www.mceetya.edu.au/mceetya/>.

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 and revised in 2004.

Table 4.1 Key performance measures and assessment cycle, endorsed by MCEETYA in 2004

Measure	Year level	Cycle	2002	2003	2004	2005	2006	2007	2008	2009
1 Literacy % achieving the reading benchmark. Interim measure: % achieving at or above the OECD mean score	Years 3, 5, 7 *15-year-olds	Annual Triennial	✓	✓	✓	✓	✓	✓	✓	✓
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 OECD mean score	Years 3, 5, 7 *15-year-olds	Annual Triennial	✓	✓	✓	✓	✓	✓	✓	✓
5 Science % achieving the standard in scientific literacy. Interim measure: % achieving at or above the OECD mean score	*Year 6 *15-year-olds	Triennial	Trial	✓			✓			✓
6 Civics and citizenship education % achieving the standard in civic knowledge and understanding	*Year 6 *Year 10	Triennial	Trial	✓				✓		
7 Civics and citizenship education % achieving the standard in citizenship participation skills and civic values	*Year 6 *Year 10	Triennial	Trial	✓				✓		
8 Information and communication technologies % achieving the standard	*Year 6 *Year 10	Triennial			Trial	✓			✓	
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 ^(b)	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 ^(b)	Senior secondary	Annual	✓	✓	✓	✓	✓	✓	✓	✓
11 Participation 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		Annual	✓	✓	✓	✓	✓	✓	✓	✓
12 Participation 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 or training		Annual	✓	✓	✓	✓	✓	✓	✓	✓
13 Attainment The proportion of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above ^(c)		Annual	✓	✓	✓	✓	✓	✓	✓	✓
14 Attainment The proportion of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above ^(d)		Annual	✓	✓	✓	✓	✓	✓	✓	✓

* Denotes national sample testing, operating triennially.

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

(b) The new measure will be reported from 2006 using nationally comparable data, managed through NCVER. State and Territory certification data will be used to report prior to 2006.

(c) State and Territory data against the new measure will be reported from 2004–07 using an Australian Bureau of Statistics Classification of Qualifications (ABSCQ)-based series for 5-year movements for States and Territories for the 2004–06 editions of the National Report on Schooling in Australia, and other national reports.

(d) State and Territory data against the new measure will be reported from 2004–07 using an ABSCQ-based series for 5-year movements for States and Territories for the 2004–06 editions of the National Report on Schooling in Australia, and other national reports; data collected for this measure may include some persons who completed an AQF Certificate 3, or above, qualification at secondary school.

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 States and Territories 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' of this report.

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.

The following participation and attainment key performance measures were endorsed by the Australian Education Systems Officials Committee (AESOC), on 20 February 2004.

Participation

(Note that 'training' refers to both 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 or training

Attainment

- 1 the proportion of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at Australian Qualifications Framework (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, 2004

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 shows the full-time participation rates of 15–19-year-olds and 20–24-year-olds in each State and Territory for 2004, and Table 5.2 and Figure 5.1 show full-time participation rates of 15–24-year-olds in Australia as a whole in 2004. Nationally, as in previous years, the participation rates of 15–18-year-olds declined as the age increased, with the largest change between consecutive year groups occurring between 17-year-olds (87.6 ± 2.3 percentage points) and 18-year-olds (74.2 ± 4.2 percentage points). This pattern is 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 was significantly higher than for the 20–24 years age group.

Table 5.2 shows the full-time participation rates of 15–24-year-olds from 1994 to 2004. 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.

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 for the 20–24 age group.

For consecutive ages, the greatest difference in participation was between 17 and 18 years of age, with a significant drop for both males and females. These figures show the same trend as the data for 2002 and 2003.

Indigenous participation rates

The source for Indigenous participation rates is the *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 2001 edition of the *National Report on Schooling in Australia*. These data are presented again in Table 5.4.

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, 2004 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
New South Wales	96.3 ±3.0	93.6 ±2.2	91.2 ±3.9	70.5 ±7.4	80.6 ±5.4	82.2 ±7.9	81.2 ±7.4	75.7 ±6.0	76.2 ±5.6	75.5 ±7.1	86.4 ±2.4	78.2 ±2.9	82.3 ±2.3
Victoria	98.9 ±1.2	97.0 ±1.9	92.1 ±4.2	80.1 ±5.7	78.8 ±5.5	81.2 ±4.9	82.2 ±5.7	80.8 ±5.4	77.7 ±7.1	79.3 ±5.2	89.2 ±2.1	80.3 ±2.7	84.6 ±1.8
Queensland	97.0 ±3.3	92.2 ±1.2	80.1 ±5.9	72.9 ±9.0	77.0 ±6.4	75.0 ±5.9	76.1 ±7.7	79.2 ±5.8	75.6 ±7.8	74.0 ±8.9	83.6 ±3.3	76.0 ±3.4	79.8 ±2.5
South Australia	96.7 ±5.0	93.4 ±6.3	83.2 ±8.2	64.3 ±10.9	64.4 ±8.2	76.9 ±6.0	70.0 ±8.1	67.4 ±11.0	67.7 ±17.1	69.8 ±10.6	80.0 ±3.9	70.6 ±5.0	75.3 ±3.4
Western Australia	96.2 ±4.2	91.5 ±6.8	83.2 ±8.5	80.6 ±4.9	76.1 ±9.4	76.9 ±7.7	70.6 ±10.6	78.2 ±8.0	79.7 ±7.4	75.0 ±8.8	85.4 ±3.0	76.1 ±4.0	80.8 ±2.4
Tasmania	98.6 ±2.6	95.8 ±4.5	93.6 ±5.7	74.6 ±12.7	62.3 ±16.0	81.7 ±10.1	75.7 ±13.9	74.9 ±14.2	70.4 ±14.9	58.6 ±35.7	86.2 ±3.4	72.2 ±10.1	79.7 ±5.0
Northern Territory	82.8 ±9.4	88.3 ±34.2	63.6 ±41.8	77.6 ±17.9	53.5 ±33.6	74.1 ±28.6	100 -	88.4 ±45.7	47.3 ±29.2	69.3 ±35.1	70.7 ±28.6	75.9 ±31.8	73.5 ±22.3
Australian Capital Territory	97.3 ±3.7	98.0 ±4.1	86.4 ±2.1	77.5 ±13.7	77.2 ±15.6	83.1 ±11.9	77.6 ±12.1	85.1 ±12.6	93.9 ±2.5	75.7 ±17.5	87.5 ±5.8	82.9 ±7.0	85.0 ±4.7
Australia	97.1 ±1.0	94.1 ±2.1	87.6 ±2.3	74.2 ±4.2	77.1 ±2.5	79.5 ±2.5	78.5 ±3.0	77.7 ±3.1	76.3 ±3.7	75.2 ±3.9	85.9 ±1.3	77.5 ±1.5	81.7 ±1.3

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: Australian Bureau of Statistics (ABS), *Survey of Education and Work* (unpublished data), May 2004

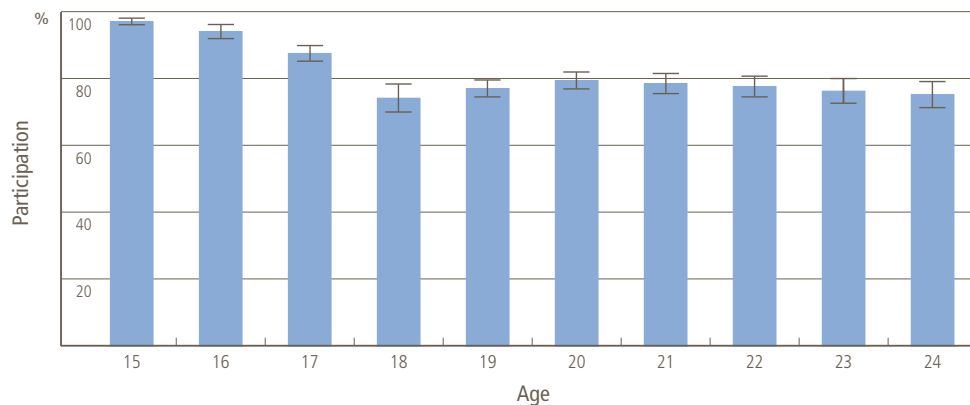
Table 5.2 Full-time participation rates of 15–24-year-olds in full-time education or training, or in full-time work; or in both part-time work and part-time education or training, Australia, 1994–2004 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
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	94.6	87.6	77.2	78.0	79.1	76.8	76.5	76.8	75.3
2004	97.1 ±1.0	94.1 ±2.1	87.6 ±2.3	74.2 ±4.2	77.1 ±2.5	79.5 ±2.5	78.5 ±3.0	77.7 ±3.1	76.3 ±3.7	75.2 ±3.9

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.

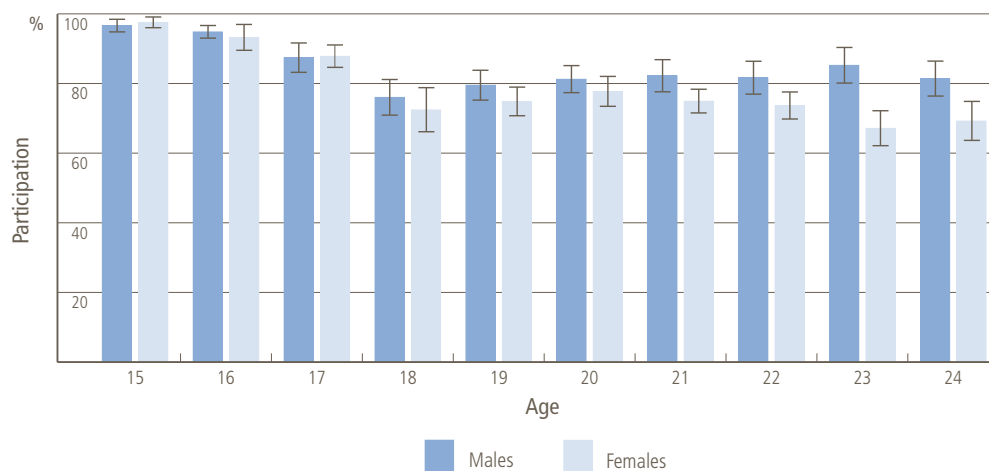
Source: ABS, *Survey of Education and Work* (unpublished data), 1994–2004

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, 2004 (per cent)



Source: ABS, Survey of Education and Work (unpublished data), May 2004

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, 2004



Source: ABS, Survey of Education and Work (unpublished data), May 2004

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, 2004 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
Males	96.6 ±1.8	94.8 ±1.8	87.4 ±4.2	76.0 ±5.1	79.5 ±4.3	81.2 ±3.9	82.2 ±4.6	81.6 ±4.7	85.2 ±5.1	81.4 ±5.0	86.8 ±1.7	82.3 ±2.1	84.6 ±1.5
Females	97.5 ±1.5	93.2 ±3.7	87.8 ±3.2	72.4 ±6.3	74.8 ±4.1	77.7 ±4.3	74.9 ±3.4	73.6 ±3.9	67.1 ±5.0	69.2 ±5.6	84.9 ±1.7	72.6 ±2.1	78.7 ±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 2004

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

Attainment

In this section of the report are data for the two measures of attainment:

- 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 at AQF Certificate II or above, in each of the States and Territories in 1999 and 2004. Attainment levels of 20–24-year-olds did not change significantly from 1999 to 2004.

The attainment levels for males and females provided in Table 5.6 and Figure 5.3 indicate that, in the 20–24 year 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 had gained a post-secondary qualification at AQF Certificate III or above, in 1999 and 2004. There was an apparent increase in the attainment levels for the 25–29-year-old age group from 1999 to 2004, 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 had gained a post-secondary qualification at AQF Certificate III or above, by sex in Australia, between 2001 and 2004. The attainment of females increased significantly during this three-year period.

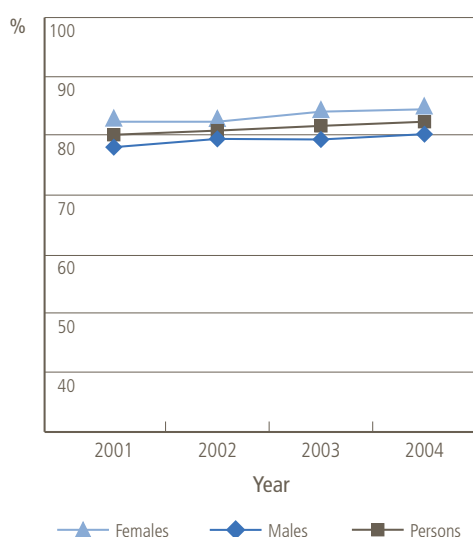
Table 5.5 Percentage of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by State and Territory, 1999 and 2004

State/Territory	1999	2004
New South Wales	81.1±3.5	83.6±3.0
Victoria	82.9±3.6	85.2±2.6
Queensland	79.6±4.5	80.5±3.6
South Australia	75.7±5.0	80.0±4.8
Western Australia	76.0±4.5	80.0±4.0
Tasmania	61.2±6.0	69.6±8.1
Northern Territory	78.5±11.7	68.9±22.0
Australian Capital Territory	92.4±7.3	90.6±4.9

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 1999 and 2004

Figure 5.3 Percentage of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by sex, Australia, 2001–04



Source: ABS, *Survey of Education and Work* (unpublished data), May 2001–04

Table 5.6 Percentage of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by sex, Australia, 2001–04

	2001	2002	2003	2004
Males	78.1 ± 2.1	79.5 ± 2.0	79.4 ± 1.8	80.3 ± 2.9
Females	82.4 ± 1.5	82.4 ± 2.0	84.1 ± 2.0	84.5 ± 2.1
Persons	80.2 ± 1.0	80.9 ± 1.5	81.7 ± 1.4	82.4 ± 1.8

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 2001–04

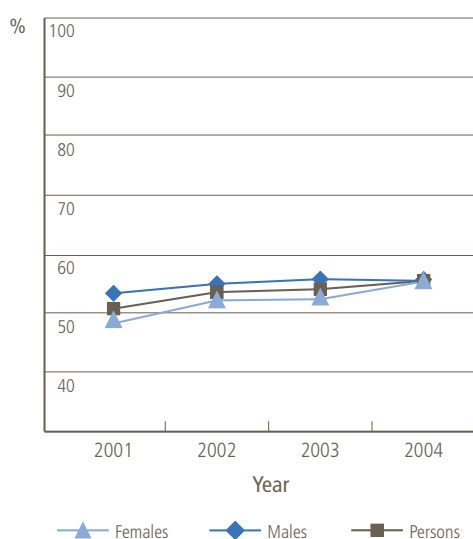
Table 5.7 Percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by State and Territory, 1999 and 2004

State/Territory	1999	2004
New South Wales	48.4±2.7	55.5±3.5
Victoria	46.9±2.8	56.9±3.7
Queensland	41.1±3.3	52.3±4.0
South Australia	42.2±5.7	47.9±3.6
Western Australia	43.6±3.5	48.3±4.8
Tasmania	35.8±4.7	38.2±9.1
Northern Territory	36.7±8.3	57.6±19.4
Australian Capital Territory	53.2±5.8	63.9±4.7

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 1999 and 2004

Figure 5.4 Percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Level III or above, by sex, Australia, 2001–04



Source: ABS, *Survey of Education and Work* (unpublished data), May 2002–04

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, 2001–04

	2001	2002	2003	2004
Males	53.4 ± 2.2	55.0 ± 2.6	55.8 ± 2.7	55.5 ± 2.8
Females	48.3 ± 2.3	52.2 ± 2.6	52.4 ± 2.6	55.4 ± 2.6
Persons	50.8 ± 1.7	53.6 ± 1.9	54.1 ± 1.9	55.5 ± 2.0

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 2001–04

Chapter 6

Literacy and numeracy student outcomes

Overview

In 2004, 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, 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 (OECD) Programme for International Student Assessment (PISA) project became available. This project involves the collection of data from Australia and other countries.

At the April 2004 MCEETYA meeting, ministers noted the work underway by Australian Education Systems Officials Committee members in developing the first set of Statements of Learning for English, and the accompanying documents. This focuses ministers' commitment to a national project to deliver nationally consistent curriculum outcomes in Australian schools in the four learning areas of English, mathematics, science and civics and citizenship.

The 2004 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 2004*. They are reproduced in this section. Data for 1999 through to 2003 are published in earlier editions.

In 2004, implementation of the National Literacy and Numeracy Plan across States and Territories was a major highlight of Australian schooling. Assessment and reporting elements of the plan were developed in diverse ways:

- A variety 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 Reading Recovery program continued to be used to support early years' students with literacy learning difficulties. The Tasmanian 4LAP (Literacy Assistance Program) commenced in 2004, providing students not reaching the year 3 reading benchmark with individual diagnostic assessment; individual learning plans, and consultation with stakeholders (teachers, parents/care-givers) – all crucial elements to assisting students to 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. The Australian Council for Educational Research's Literacy and Numeracy National Assessment; the Performance Indicators in Primary Schools; and the Western Australian Literacy Net are initiatives used to 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 New South Wales Association of Independent Schools' Learning in Early Numeracy Program – Number provided professional development support for teachers, focusing on curriculum units such as number, patterning and algebra, together with classroom support. The Queensland CD-ROM and video package *Literate Futures: Professional Development – the Teaching of Reading for a Multi-literate World P-7* and *Literate Futures: Professional Development – the Teaching of Reading for a Multi-literate World 7-12* is a compendium of resources provided to all Queensland government schools to enhance teachers' professional knowledge in teaching literacy and reading. Training programs further support the program's implementation.

The process of States and Territories reporting against the agreed benchmarks that 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 National Literacy and Numeracy Plan are determined at a local, school and system level. However, there were similarities among the programs adopted by States and Territories during 2004. For example, while the early years of schooling received a significant level of intervention assistance, intervention programs were also extended into the middle years of secondary 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 2004. 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, and students in rural and remote areas. In 2004, there was also considerable effort to address students' welfare and learning needs, particularly in the middle years of secondary schooling.

From 30 August to 5 September 2004, the Australian Government and State and Territory government and non-government education authorities celebrated National Literacy and Numeracy Week (NLNW). This event, celebrated each year 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 2004 NLNW celebration marked the introduction and cross-promotion, with the Australian Government Department of Education, Science and Training of the Dorothea Mackellar Poetry Awards. The awards are the largest poetry competition for children and young adults in Australia, encouraging the expression of young people's creativity through literature, while celebrating the writing of Dorothea Mackellar, author of the famous poem, 'My Country'. Further information is available online at <http://www.dorothea.com.au/>.

A new website was launched for NLNW in 2004 at <http://www.literacyandnumeracy.gov.au/2004/about.htm>.

A key event of NLNW, first held in 2001 is the National Simultaneous Storytime, coordinated by the Australian Library and Information Association. On Friday, 3 September 2004, at 11.00am AEST, in public libraries, primary and preschool libraries and early childhood centres across the country, the book, *Muddled-up farm* was read aloud to young children. *Muddled-up farm*, written by Mike Dumbleton and illustrated

by Jobi Murphy, was the recipient of the 2003 Book of the Year award for speech and sound awareness, by Speech Pathology Australia.

Research initiatives and professional development

In 2004, important research programs provided information to schools and systems engaged in the choice of appropriate intervention programs. A range of strategic literacy and numeracy-related research and initiatives were in place, aiming to identify practices to improve student literacy and numeracy learning outcomes.

Professional development for teachers is an integral part of the National Literacy and Numeracy Plan, as it is recognised that the classroom teacher is the major determinant of the literacy and numeracy learning of students. During 2004, 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 Commonwealth education ministers agreed on the national goal:

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

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

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

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

- early assessment and intervention for students at risk of not achieving minimum required standards

- development of national benchmarks for each of years 3, 5 and 7
- assessment of student progress against these benchmarks
- national reporting of benchmark data, and
- professional development for teachers.

Education authorities in all States and Territories, assisted by the Commonwealth, have been engaged in implementing these elements of the plan since its formulation. This section concerns the national reporting of benchmark data for 2004 and follows on from earlier editions of the National Report, which published data for 1999, 2000, 2001, 2002 and 2003.

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 2004 edition, like those for 2002 and 2003, adds data for each of years 3, 5 and 7, for all three areas: reading, writing and numeracy.

This 2004 edition also provides data on the performance of students in metropolitan, provincial, remote and very remote areas. 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.

Student achievement against the benchmarks

This section of the report describes the results of testing conducted during 2004 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.

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 least demanding year 3 benchmark is located in the early part of the achievement continuum, while the year 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>. The details can be obtained in print form from Curriculum Corporation, PO Box 177, Carlton South, Victoria, 3053, Australia. Telephone: +61 3 9207 9600. 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.

Comparable national benchmarks are prepared using a nationally agreed procedure that was designed to equate State and Territory tests. 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. 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.

At the second stage, the location of the benchmark on the common scale is determined. 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 stage, an equivalent location is calculated for each jurisdiction's test scale. Individual jurisdictions are responsible for maintaining the comparability of their scales over time.

To further enhance the consistency and timeliness of the reporting, ministers agreed in 2003 to pursue enhancements to the collection of literacy and numeracy outcome data. In particular, the paper, 'Broadening the Reporting Agenda', presented to MCEETYA in July 2003, identified three areas for potential enhancements:

- reporting the range of achievement
- reporting against a common scale
- resolution of technical difficulties associated with the equating of current State/Territory-based assessments.

In addition, ministers made a commitment to improving the timeliness of the reporting through the National Report on Schooling in Australia. To this end, ministers 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. Considerable progress has been made with the planning and implementation of this trial.

Making comparisons

Tables A1 to A9 report the proportion of students achieving the benchmark in States and Territories in 2004. Tables D1 to D9 report the proportion of students achieving the benchmark in Australia for the years 1999 to 2004.

When reviewing these tables, it is important to recognise that there are inevitable limits in the extent to which the measuring instruments can be assured to be perfectly comparable across time and jurisdictions. For example, it is not feasible for testing programs to fully assess the complete range of valued literacy and numeracy outcomes. As such, each State and Territory's testing program includes a sample of valued outcomes, and this sampling can lead to variations in the outcomes, both over time and across States and Territories.

Further, when comparing results across States and Territories, it is also important to note that there are many structural differences between the educational systems that will influence the estimated proportions of students who are achieving the benchmarks. Relevant issues include major differences between jurisdictions in 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 has reduced between 2000 and 2004 (see Tables C1 to C3). Work is being undertaken by States and Territories to maximise student participation in testing.

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 (where applicable) 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. An additional 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 provide further details on State and Territory student exemption criteria.

Note that the Tasmanian percentages of students from a language background other than English (LBOTE) meeting the reading, writing and numeracy benchmarks are not directly comparable with previous figures for Tasmania, owing to the use of a different method for identifying exempt students with a language background other than English.

Year 3 results

Table A1 Percentage of year 3 students achieving the reading benchmark, by State and Territory, 2004

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	92.2 ± 1.8	90.6 ± 2.1	93.9 ± 1.4	80.4 ± 4.4	91.7 ± 1.7
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	90.5 ± 1.9	88.2 ± 2.3	92.8 ± 1.6	76.6 ± 5.2	86.7 ± 2.5
Queensland 1. 8yrs 4mths 2. 2yrs 8mths	97.0 ± 0.5	96.3 ± 0.6	97.7 ± 0.4	94.6 ± 1.3	94.2 ± 0.5
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	90.9 ± 1.7	88.9 ± 2.0	92.9 ± 1.5	73.3 ± 6.4	89.4 ± 2.1
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	95.6 ± 1.4	94.8 ± 1.7	96.4 ± 1.3	84.1 ± 5.0	95.0 ± 1.8
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	96.5 ± 0.7	95.8 ± 0.9	97.1 ± 0.7	93.7 ± 3.0	91.5 ± 2.5
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	76.0 ± 3.0	73.7 ± 3.7	78.4 ± 3.2	44.7 ± 4.9	46.9 ± 4.9
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.2 ± 0.9	94.0 ± 1.4	96.4 ± 0.8	94.6 ± 5.3	88.1 ± 1.8
Australia	93.0 ± 1.5	91.5 ± 1.8	94.6 ± 1.2	82.9 ± 3.6	90.0 ± 1.8

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

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	95.8 ± 0.8	94.5 ± 1.1	97.1 ± 0.6	86.9 ± 2.7	94.8 ± 0.9
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	97.1 ± 0.1	96.3 ± 0.2	98.1 ± 0.1	93.5 ± 1.2	94.5 ± 0.1
Queensland 1. 8yrs 4mths 2. 2yrs 8mths	88.4 ± 3.2	85.1 ± 3.9	92.0 ± 2.5	75.0 ± 5.7	87.0 ± 3.2
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	90.0 ± 2.3	87.1 ± 2.7	93.0 ± 1.9	62.1 ± 6.0	86.4 ± 2.5
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	85.5 ± 2.9	81.9 ± 3.4	89.3 ± 2.5	56.9 ± 5.4	84.5 ± 3.2
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	91.4 ± 1.5	88.3 ± 2.0	94.7 ± 1.4	86.2 ± 3.9	89.5 ± 3.1
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	83.8 ± 2.5	81.7 ± 3.7	86.1 ± 2.6	56.7 ± 5.3	58.5 ± 5.2
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.5 ± 0.9	94.6 ± 1.3	96.5 ± 0.9	95.9 ± 4.6	88.4 ± 2.2
Australia	92.9 ± 1.5	90.9 ± 1.8	95.0 ± 1.2	76.8 ± 4.3	92.5 ± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

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	95.8 ± 0.8	95.4 ± 0.8	96.2 ± 0.7	89.5 ± 2.4	94.7 ± 0.8
Victoria 1. 9yrs 0mths 2. 3yrs 7mths	96.0 ± 0.5	95.4 ± 0.4	96.6 ± 0.6	88.2 ± 2.5	92.8 ± 0.7
Queensland 1. 8yrs 4mths 2. 2yrs 8mths	90.5 ± 1.9	90.6 ± 1.7	90.5 ± 2.1	74.3 ± 4.2	87.2 ± 2.3
South Australia 1. 8yrs 8mths 2. 3yrs 6mths	91.5 ± 1.8	90.6 ± 1.8	92.4 ± 1.9	68.0 ± 6.4	87.5 ± 2.4
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	89.9 ± 2.6	89.5 ± 2.6	90.3 ± 2.8	68.1 ± 6.8	88.7 ± 2.9
Tasmania 1. 9yrs 1mth 2. 3yrs 7mths	93.7 ± 1.4	93.0 ± 1.7	94.5 ± 1.4	89.1 ± 4.4	87.4 ± 4.8
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	88.0 ± 2.5	88.0 ± 2.8	88.0 ± 2.8	69.0 ± 5.7	69.4 ± 5.7
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.3 ± 1.2	94.9 ± 1.6	95.8 ± 1.3	91.8 ± 7.7	88.3 ± 2.2
Australia	93.7 ± 1.2	93.3 ± 1.2	94.1 ± 1.3	79.2 ± 4.1	92.3 ± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

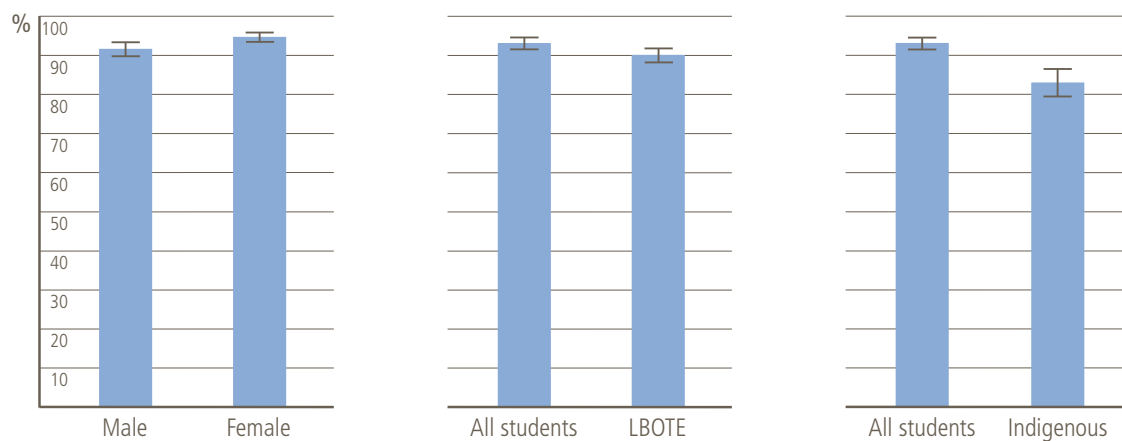


Figure A2 Percentage of year 3 students achieving the writing benchmark, by sub-group, Australia, 2004

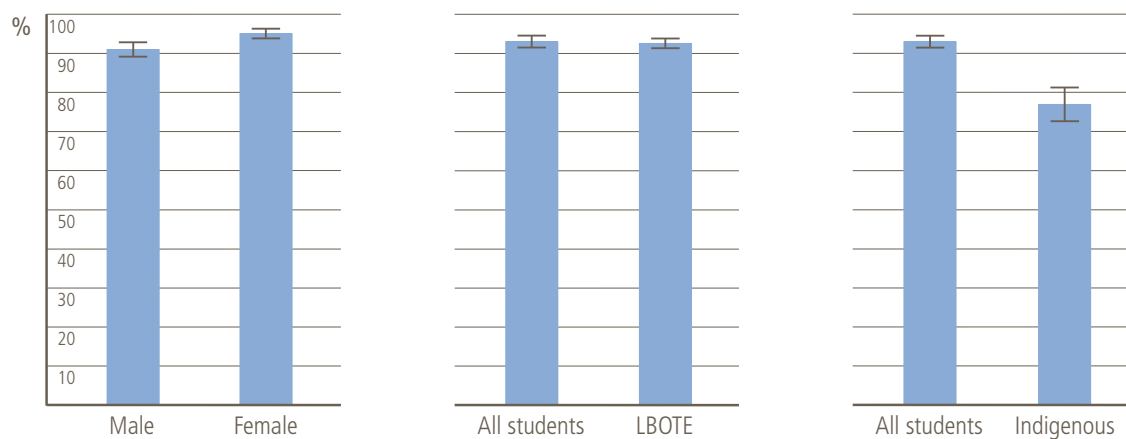


Figure A3 Percentage of year 3 students achieving the numeracy benchmark, by sub-group, Australia, 2004

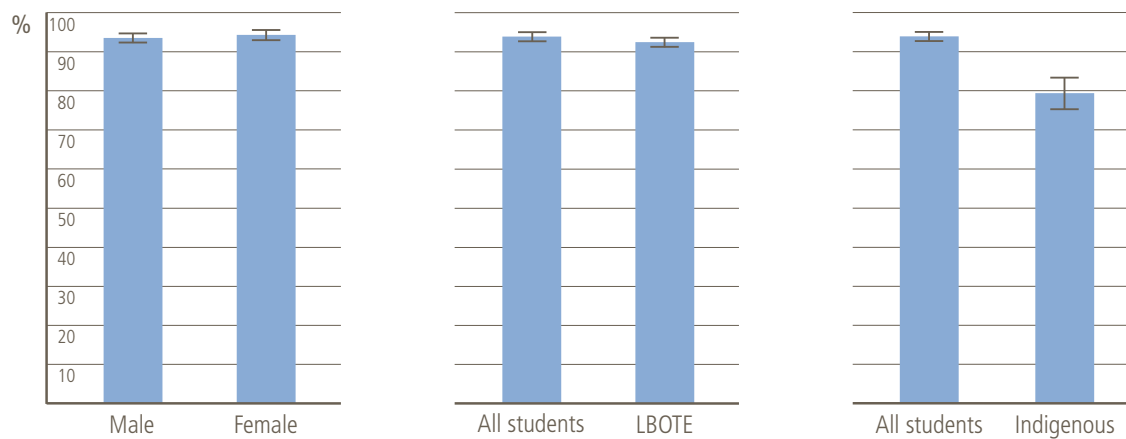


Table A1b Geolocation – Percentage of year 3 students achieving the reading benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very remote
New South Wales	92.9 ± 1.6	90.4 ± 2.3	84.6 ± 4.7	83.9 ± 8.4
Victoria	90.8 ± 1.9	89.7 ± 2.2	94.2 ± 8.6	n.a.
Queensland	96.9 ± 0.5	97.4 ± 0.6	97.0 ± 1.1	93.6 ± 2.3
South Australia	92.1 ± 1.5	88.5 ± 2.2	86.5 ± 4.2	76.6 ± 8.1
Western Australia	96.4 ± 1.2	95.1 ± 1.9	92.0 ± 3.2	85.7 ± 4.9
Tasmania	96.8 ± 0.8	96.3 ± 0.8	97.0 ± 3.9	87.2 ± 12.9
Northern Territory	n.a.	84.7 ± 3.1	80.3 ± 4.7	41.8 ± 5.3
Australian Capital Territory	95.2 ± 0.9	n.a.	n.a.	n.a.
Australia	93.6 ± 1.4	92.2 ± 1.8	90.3 ± 3.2	78.7 ± 4.6

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	96.1 ± 0.8	95.2 ± 1.1	85.0 ± 4.0	86.7 ± 6.7
Victoria	97.1 ± 0.1	97.4 ± 0.2	100.0 ± 0.5	n.a.
Queensland	89.0 ± 3.0	88.2 ± 3.5	82.4 ± 5.1	74.4 ± 5.6
South Australia	90.5 ± 2.2	89.9 ± 2.8	88.0 ± 3.7	56.4 ± 7.9
Western Australia	87.4 ± 2.8	83.4 ± 3.5	78.4 ± 3.9	65.1 ± 5.2
Tasmania	93.6 ± 1.5	90.1 ± 1.8	93.9 ± 6.4	n.a.
Northern Territory	n.a.	90.0 ± 2.8	88.3 ± 3.7	50.3 ± 5.6
Australian Capital Territory	95.5 ± 0.9	n.a.	n.a.	n.a.
Australia	93.6 ± 1.4	92.5 ± 1.8	83.4 ± 4.2	66.9 ± 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	95.8 ± 0.7	95.8 ± 0.9	91.5 ± 3.4	89.7 ± 6.7
Victoria	95.9 ± 0.5	96.1 ± 0.5	98.3 ± 3.6	n.a.
Queensland	91.1 ± 1.8	90.8 ± 2.0	84.4 ± 3.7	71.9 ± 4.8
South Australia	92.1 ± 1.7	90.9 ± 2.3	89.4 ± 3.3	70.3 ± 9.8
Western Australia	91.6 ± 2.3	87.9 ± 3.3	84.8 ± 4.1	73.0 ± 6.4
Tasmania	94.3 ± 1.5	93.4 ± 1.6	94.6 ± 6.3	84.0 ± 15.4
Northern Territory	n.a.	95.1 ± 1.8	91.9 ± 2.9	65.3 ± 6.2
Australian Capital Territory	95.3 ± 1.2	n.a.	n.a.	n.a.
Australia	94.2 ± 1.1	93.7 ± 1.4	87.4 ± 3.7	71.6 ± 6.2

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, 2004

State/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	94.6	94.2	94.6	96.5	95.9	96.6	69.9	70.0	69.9	30.1	30.0	30.1
Victoria	93.0	92.6	93.3	93.7	93.5	94.0	69.4	69.4	69.4	30.6	30.6	30.6
Queensland	97.1	96.9	97.7	97.6	97.5	98.0	75.0	75.0	75.0	25.0	25.0	25.0
South Australia	96.8	96.6	95.9	95.7	95.5	95.6	69.0	69.0	68.8	31.0	31.0	31.2
Western Australia	91.9	91.0	92.5	94.4	93.1	94.7	73.0	73.1	73.1	27.0	26.9	26.9
Tasmania	95.6	93.8	95.9	95.1	95.4	95.6	77.6	77.2	77.5	22.4	22.8	22.5
Northern Territory	80.3	70.4	83.7	84.1	87.8	90.6	78.9	75.9	78.4	21.1	24.1	21.6
Australian Capital Territory	94.5	94.5	96.1	93.2	93.2	94.3	64.2	64.2	64.4	35.8	35.8	35.6
Australia	94.5	93.9	94.7	95.5	95.1	95.8	71.3	71.2	71.3	28.7	28.8	28.7

- (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, 2004

State/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	1.2	1.1	1.2	4.8	5.3	4.8	95.2	94.7	95.2	4.2	4.2	4.2	27.3	26.6	27.3
Victoria	2.5	2.5	2.5	6.8	7.1	6.5	93.2	92.9	93.5	0.8	0.8	0.8	18.1	18.0	18.1
Queensland	2.0	2.0	2.0	2.6	2.7	2.0	97.2	97.1	97.8	6.3	6.3	6.4	7.0	7.0	7.1
South Australia	2.8	2.7	2.5	3.6	3.7	4.2	96.4	96.3	95.8	3.0	2.6	2.9	11.5	11.4	11.4
Western Australia	0.5	0.5	0.5	7.4	8.4	6.9	92.6	91.6	93.1	5.3	5.0	5.6	9.6	9.4	9.7
Tasmania	1.0	1.0	1.0	4.5	5.8	4.2	95.5	94.2	95.8	6.1	6.0	6.2	4.1	4.0	4.1
Northern Territory ^(e)	0.3	0.3	0.3	12.5	19.8	8.4	81.1	73.9	85.1	23.5	17.5	27.4	21.1	15.8	24.7
Australian Capital Territory	2.1	2.0	2.0	6.0	6.0	4.6	94.0	94.0	95.4	1.7	1.7	1.8	12.5	12.5	12.7
Australia	1.7	1.7	1.7	5.1	5.6	4.8	94.8	94.3	95.0	4.1	3.9	4.2	17.2	16.8	17.3

- (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.

Discussion of 2004 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 is higher than for male students. This difference is not apparent for 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. Also, the proportion of Indigenous year 3 students achieving the benchmark level or better continues to be substantially below the proportions for non-Indigenous students.

Across Australia, year 3 students in metropolitan areas achieved the benchmarks at slightly higher rates than students in provincial and remote areas. The proportion of students in very remote areas who achieve the benchmarks is substantially lower than the proportion of metropolitan, provincial and remote students achieving the benchmarks.

Comparisons involving remote and very remote students must be made with caution 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 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 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 accuracy of the reported percentages of students achieving the benchmarks.

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 is 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 six years of reporting so far, 1999 to 2004 – note that numeracy results were not reported in 1999.

The performance levels for the three interest groups (female, male and LBOTE) are consistent across the five years reported for each of reading, writing and numeracy. For Indigenous students however, the trend data is starting to suggest an increase in the percentage of students who are achieving at the benchmark level or better in reading and writing.

Apart from the upward trend for Indigenous students in reading and writing, the performance levels within each interest group are consistent over time in all three reported learning areas. There is variation in performance levels from year to year but most movements are small enough to be explained by random error in the estimation process.

Table D1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2004

	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
2004	91.5 ± 1.8	94.6 ± 1.2	82.9 ± 3.6	90.0 ± 1.8	93.0 ± 1.5

Table D2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2004

	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
2004	90.9 ± 1.8	95.0 ± 1.2	76.8 ± 4.3	92.5 ± 1.2	92.9 ± 1.5

Table D3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–04

	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
2004	93.3 ± 1.2	94.1 ± 1.3	79.2 ± 4.1	92.3 ± 1.2	93.7 ± 1.2

Note: Numeracy results were not reported in 1999.

Figure D1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2004

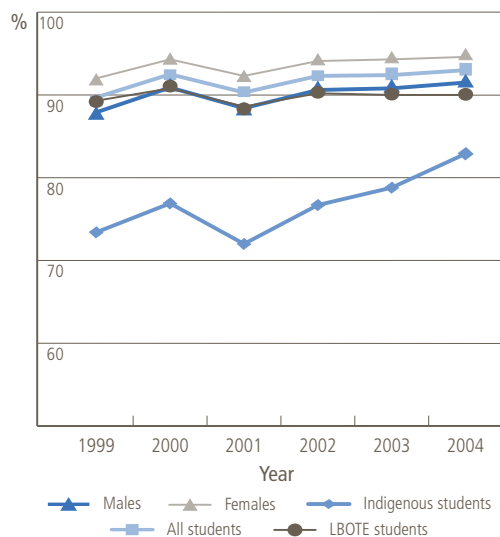


Figure D2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2004

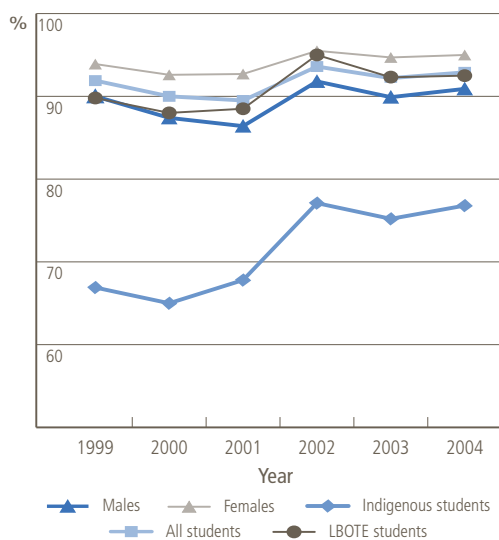
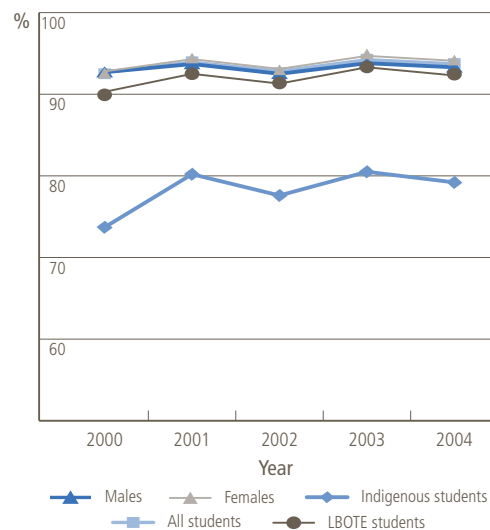


Figure D3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–04



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, 2004

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	90.9 ± 1.0	88.6 ± 1.2	93.3 ± 0.8	75.7 ± 2.8	89.3 ± 1.2
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	87.6 ± 2.1	85.3 ± 2.4	89.9 ± 1.8	71.4 ± 5.6	83.1 ± 2.7
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	83.4 ± 2.3	81.4 ± 2.5	85.6 ± 2.1	65.0 ± 4.2	80.1 ± 2.8
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	90.0 ± 1.2	87.8 ± 1.5	92.2 ± 1.1	60.3 ± 5.2	86.6 ± 2.0
Western Australia 1. 10yrs 2mths 2. 4yrs 8mths	93.7 ± 1.0	92.4 ± 1.2	95.0 ± 0.9	74.2 ± 3.9	91.7 ± 1.8
Tasmania 1. 11yrs 1mth 2. 5yrs 7mths	94.0 ± 1.0	92.9 ± 1.3	95.2 ± 0.9	88.1 ± 3.9	88.3 ± 3.7
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	77.2 ± 2.5	74.1 ± 3.3	80.5 ± 2.9	47.1 ± 4.5	44.8 ± 4.6
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	96.5 ± 0.6	95.6 ± 0.9	97.3 ± 0.7	86.7 ± 7.0	92.0 ± 2.5
Australia	88.7 ± 1.6	86.6 ± 1.8	90.9 ± 1.4	69.4 ± 3.8	86.2 ± 1.9

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

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	95.9 ± 1.4	94.6 ± 1.9	97.3 ± 1.0	87.4 ± 4.2	94.9 ± 1.4
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	93.4 ± 0.7	91.1 ± 0.9	95.9 ± 0.5	82.2 ± 4.2	92.3 ± 0.7
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	97.1 ± 0.4	96.2 ± 0.5	98.1 ± 0.2	92.6 ± 1.4	94.3 ± 0.4
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	92.7 ± 1.4	90.3 ± 1.8	95.3 ± 1.1	69.7 ± 5.8	90.1 ± 1.7
Western Australia 1. 10yrs 2mths 2. 4yrs 8mths	87.4 ± 1.9	83.5 ± 2.4	91.4 ± 1.5	59.2 ± 4.6	86.0 ± 2.3
Tasmania 1. 11yrs 1mth 2. 5yrs 7mths	91.6 ± 1.6	88.6 ± 2.2	94.9 ± 1.4	83.0 ± 4.7	86.6 ± 4.4
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	81.1 ± 1.9	77.8 ± 2.8	84.4 ± 2.2	49.5 ± 4.2	47.1 ± 4.3
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	92.8 ± 2.4	90.8 ± 3.3	94.7 ± 1.9	78.7 ± 9.4	88.1 ± 3.5
Australia	94.2 ± 1.1	92.3 ± 1.4	96.2 ± 0.8	81.7 ± 3.5	92.6 ± 1.3

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

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	92.2 ± 1.2	91.9 ± 1.1	92.5 ± 1.3	77.0 ± 3.6	91.0 ± 1.2
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	85.8 ± 3.4	92.4 ± 0.9
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	89.3 ± 1.6	89.3 ± 1.5	89.2 ± 1.7	71.7 ± 3.6	86.2 ± 1.9
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	90.0 ± 1.3	89.6 ± 1.3	90.5 ± 1.4	62.4 ± 5.4	87.6 ± 2.1
Western Australia 1. 10yrs 2mths 2. 4yrs 8mths	87.1 ± 1.6	86.9 ± 1.7	87.3 ± 1.6	56.6 ± 4.2	82.8 ± 2.2
Tasmania 1. 11yrs 1mth 2. 5yrs 7mths	89.2 ± 1.5	89.2 ± 1.7	89.2 ± 1.8	81.9 ± 5.0	82.0 ± 5.1
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	71.5 ± 2.5	70.5 ± 3.0	72.6 ± 3.1	38.8 ± 3.8	36.5 ± 4.0
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	92.1 ± 1.2	91.6 ± 1.5	92.6 ± 1.5	72.0 ± 10.6	85.3 ± 3.0
Australia	91.2 ± 1.2	91.0 ± 1.2	91.5 ± 1.3	69.4 ± 3.9	89.3 ± 1.4

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

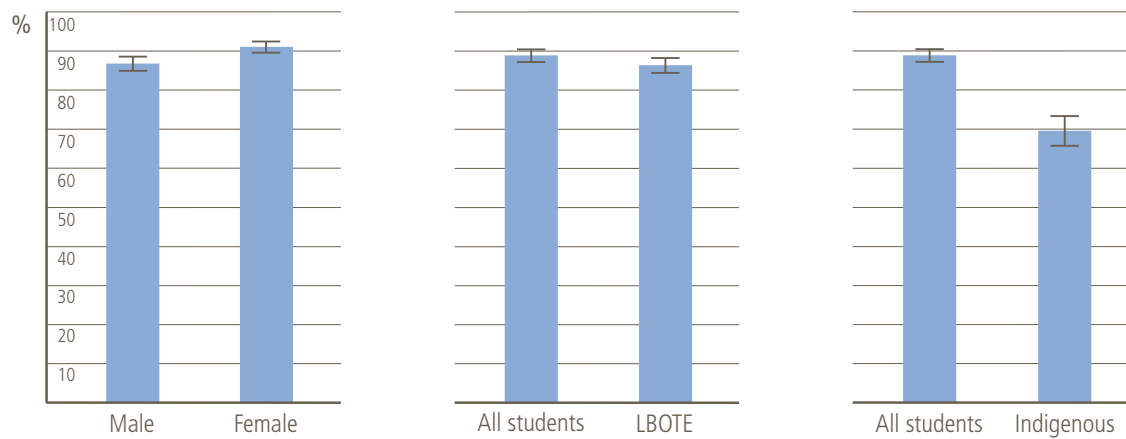


Figure A5 Percentage of year 5 students achieving the writing benchmark, by sub-group, Australia, 2004

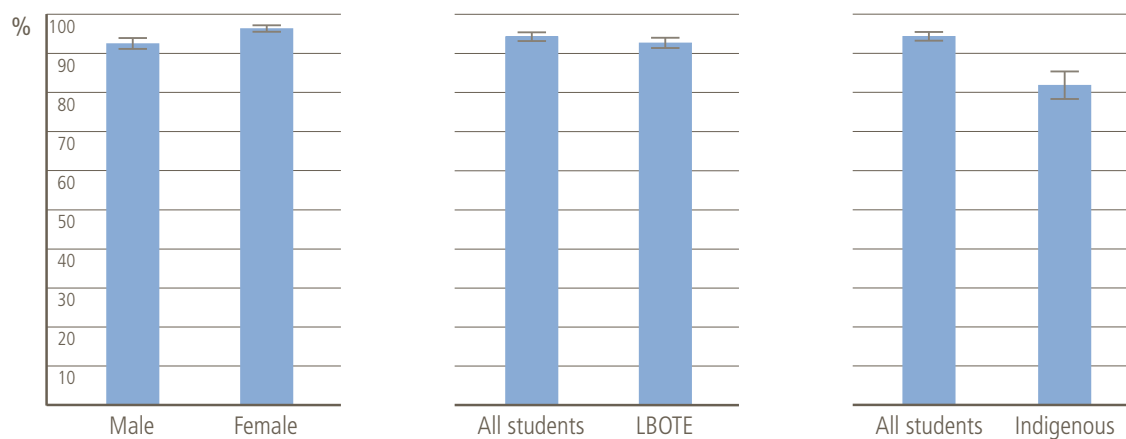


Figure A6 Percentage of year 5 students achieving the numeracy benchmark, by sub-group, Australia, 2004

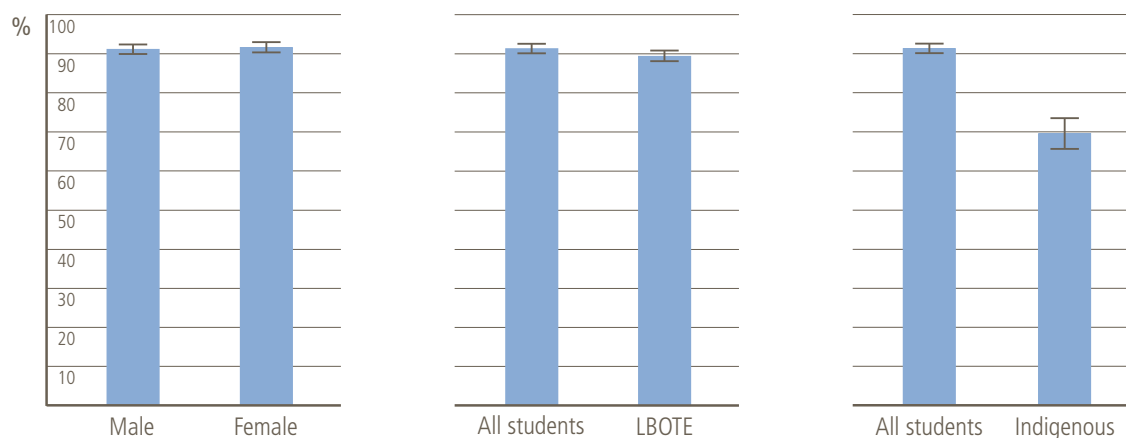


Table A4b Geolocation – Percentage of year 5 students achieving the reading benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very remote
New South Wales	91.5 ± 1.0	89.7 ± 1.2	78.4 ± 4.6	76.7 ± 9.2
Victoria	87.9 ± 2.0	86.6 ± 2.3	89.3 ± 9.3	n.a.
Queensland	84.5 ± 2.2	82.5 ± 2.5	73.9 ± 4.2	66.5 ± 4.7
South Australia	90.9 ± 1.1	88.3 ± 1.7	87.8 ± 3.0	64.0 ± 8.3
Western Australia	94.9 ± 0.9	92.4 ± 1.3	90.1 ± 2.3	76.8 ± 4.7
Tasmania	94.0 ± 1.2	94.0 ± 1.1	92.0 ± 7.3	91.8 ± 9.4
Northern Territory	n.a.	87.8 ± 2.7	80.8 ± 4.2	39.6 ± 5.2
Australian Capital Territory	96.5 ± 0.6	n.a.	n.a.	n.a.
Australia	89.7 ± 1.5	87.7 ± 1.8	82.9 ± 3.6	64.2 ± 5.4

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	96.2 ± 1.3	95.4 ± 1.8	84.1 ± 5.3	88.4 ± 7.7
Victoria	93.8 ± 0.6	92.4 ± 0.9	95.0 ± 8.1	n.a.
Queensland	97.2 ± 0.3	97.4 ± 0.4	95.9 ± 1.4	91.1 ± 2.5
South Australia	93.4 ± 1.3	91.9 ± 1.9	90.3 ± 3.2	68.0 ± 8.7
Western Australia	89.1 ± 1.8	85.7 ± 2.3	82.5 ± 3.2	63.1 ± 4.8
Tasmania	92.3 ± 1.7	91.1 ± 1.9	87.7 ± 9.0	89.1 ± 12.5
Northern Territory	n.a.	92.3 ± 2.0	84.3 ± 3.0	35.3 ± 5.4
Australian Capital Territory	92.8 ± 2.4	n.a.	n.a.	n.a.
Australia	95.0 ± 1.1	93.9 ± 1.3	87.8 ± 3.1	70.2 ± 4.6

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	92.6 ± 1.1	91.3 ± 1.4	81.3 ± 4.8	84.1 ± 8.6
Victoria	94.8 ± 0.7	94.4 ± 0.8	97.8 ± 4.3	n.a.
Queensland	90.1 ± 1.5	88.9 ± 1.8	81.5 ± 3.7	70.8 ± 4.1
South Australia	90.8 ± 1.2	88.6 ± 1.8	88.8 ± 3.3	75.7 ± 8.6
Western Australia	88.9 ± 1.5	85.8 ± 2.0	82.1 ± 3.0	58.4 ± 4.5
Tasmania	89.9 ± 1.7	88.7 ± 1.9	86.2 ± 8.8	90.4 ± 12.0
Northern Territory	n.a.	83.8 ± 2.6	75.4 ± 3.8	32.0 ± 4.4
Australian Capital Territory	92.1 ± 1.2	n.a.	n.a.	n.a.
Australia	92.1 ± 1.1	90.6 ± 1.5	82.0 ± 3.7	59.1 ± 4.9

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, 2004

State/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	95.1	94.6	95.0	96.5	96.3	96.6	70.0	69.9	70.0	30.0	30.1	30.0
Victoria	93.1	92.7	93.3	94.2	93.8	94.3	68.8	68.8	68.8	31.2	31.2	31.2
Queensland	97.1	97.0	98.0	97.6	97.5	97.9	74.6	74.6	74.7	25.4	25.4	25.3
South Australia	97.5	97.2	96.4	95.5	95.4	95.8	69.1	69.0	68.8	30.9	31.0	31.2
Western Australia	92.3	91.3	92.8	95.0	94.2	95.3	72.0	72.0	72.1	28.0	28.0	27.9
Tasmania	95.2	93.6	95.6	94.9	95.2	96.1	76.4	76.0	76.2	23.6	24.0	23.8
Northern Territory	84.1	71.3	87.2	92.2	92.4	94.1	78.8	75.9	79.1	21.2	24.1	20.9
Australian Capital Territory	94.5	93.6	95.3	96.6	95.6	97.6	61.3	61.3	61.2	38.7	38.7	38.8
Australia	94.8	94.2	95.0	95.8	95.5	96.1	70.9	70.8	70.9	29.1	29.2	29.1

- (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 C2 Year 5 exemptions, absences and participation, by State and Territory, 2004

State/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	1.0	1.1	4.5	4.9	4.5	95.5	95.1	95.5	4.1	4.4	4.1	26.1	25.7	26.1
Victoria	2.4	2.4	2.4	6.5	7.0	6.4	93.5	93.0	93.6	0.9	0.9	0.9	18.8	18.7	18.8
Queensland	2.0	2.0	2.0	2.5	2.6	1.8	97.2	97.1	98.0	6.3	6.3	6.5	6.6	6.6	6.7
South Australia	2.7	2.7	2.7	3.1	3.4	3.8	96.9	96.6	96.2	2.7	2.7	2.5	11.6	11.6	11.4
Western Australia	0.4	0.4	0.4	7.0	7.9	6.5	93.1	92.1	93.5	5.1	4.9	5.3	10.0	9.8	10.1
Tasmania	0.8	0.8	0.8	4.8	6.0	4.3	95.2	94.0	95.7	6.4	6.1	6.4	3.8	3.7	3.9
Northern Territory ^(e)	0.3	0.3	0.3	9.8	14.0	6.9	85.7	81.8	88.6	27.7	24.2	30.6	21.9	18.6	24.4
Australian Capital Territory	1.8	1.8	1.8	4.7	5.6	3.8	95.3	94.4	96.2	1.8	1.8	1.9	11.5	11.4	11.7
Australia	1.6	1.6	1.6	4.8	5.3	4.6	95.1	94.6	95.3	4.1	4.1	4.1	16.9	16.6	16.9

- (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.

Discussion of 2004 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, however, is not apparent in numeracy and in two States, Queensland and Tasmania, the results for males and females are equal.

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.

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

Across Australia, year 5 students in metropolitan areas achieved the benchmarks at slightly higher rates than students in provincial and remote areas. The proportion of students in very remote areas who achieve the benchmark is substantially lower than the proportion of metropolitan, provincial and remote students achieving the benchmarks. Comparisons involving remote and very remote students must be made with caution 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 accuracy of the reported percentages of students achieving the benchmarks.

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 is 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 six years of reporting so far, 1999 to 2004 – note that numeracy results were not reported in 1999. All data groups for the three reported learning areas continue to be uniform in statistical terms. At this stage, no clear trend has emerged from any of the three time series.

The performance levels for the three interest groups (female, male and LBOTE) are consistent across the five years reported for each of reading, writing and numeracy. For Indigenous students however, the trend data is starting to suggest an increase in the percentage of students who are achieving at the benchmark level or better in reading, writing and numeracy.

Apart from the upward trend for Indigenous students, the performance levels within each interest group are consistent over time in all three reported learning areas. There is variation in performance levels from year to year but most movements are small enough to be explained by random error in the estimation process.

Table D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2004

	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
2004	86.6 ± 1.8	90.9 ± 1.4	69.4 ± 3.8	86.2 ± 1.9	88.7 ± 1.6

(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, 1999–2004

	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
2004	92.3 ± 1.4	96.2 ± 0.8	81.7 ± 3.5	92.6 ± 1.3	94.2 ± 1.1

Table D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–04

	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
2004	91.0 ± 1.2	91.5 ± 1.3	69.4 ± 3.9	89.3 ± 1.4	91.2 ± 1.2

Note: Numeracy results were not reported in 1999.

Figure D4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2004

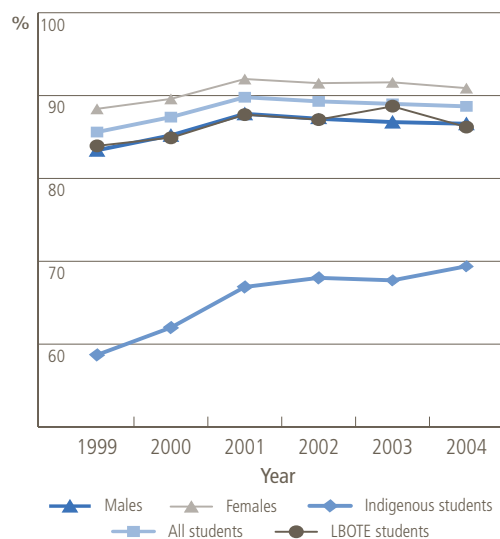
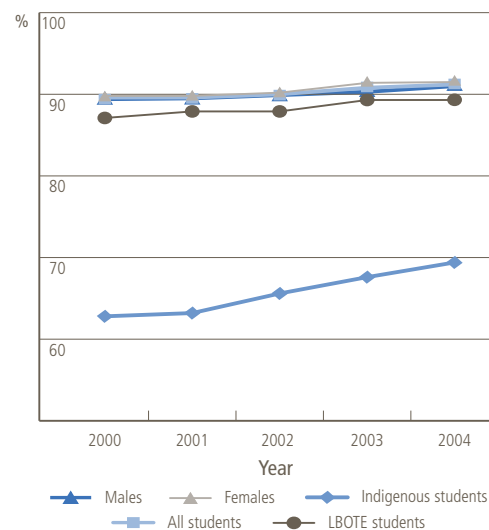
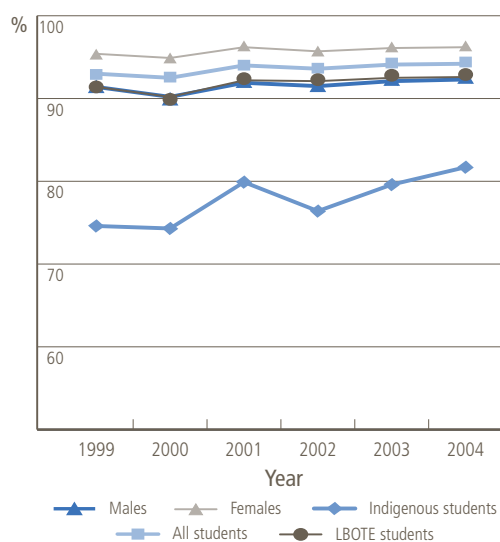


Figure D6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–04



Note: Numeracy results were not reported in 1999.

Figure D5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2004



Year 7 results

Table A7 Percentage of year 7 students achieving the reading benchmark, by State and Territory, 2004

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	88.1 ± 0.8	85.7 ± 0.9	90.6 ± 0.7	68.5 ± 2.1	86.2 ± 1.0
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	93.1 ± 0.5	91.5 ± 0.6	94.8 ± 0.5	77.0 ± 4.1	89.8 ± 0.9
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	94.5 ± 0.7	93.1 ± 0.8	95.9 ± 0.6	85.5 ± 2.1	92.0 ± 1.3
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	92.5 ± 0.6	91.0 ± 0.8	94.0 ± 0.6	69.2 ± 4.2	89.1 ± 1.4
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	88.9 ± 1.1	86.6 ± 1.4	91.4 ± 1.1	57.6 ± 3.9	84.1 ± 2.0
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	88.9 ± 1.0	85.7 ± 1.5	92.2 ± 1.1	75.7 ± 5.7	80.1 ± 5.3
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	73.9 ± 1.9	72.1 ± 2.7	75.7 ± 2.7	38.8 ± 4.3	39.7 ± 4.0
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	95.0 ± 0.7	93.4 ± 1.1	96.7 ± 0.9	81.6 ± 7.8	85.0 ± 4.9
Australia	91.0 ± 0.7	89.1 ± 0.9	93.0 ± 0.7	71.0 ± 2.8	86.9 ± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

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	93.7 ± 2.0	91.8 ± 2.5	95.8 ± 1.5	81.8 ± 4.9	93.2 ± 2.3
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	96.0 ± 0.7	94.2 ± 1.1	97.9 ± 0.4	87.1 ± 3.4	95.7 ± 0.8
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	97.3 ± 0.4	96.4 ± 0.6	98.3 ± 0.2	92.3 ± 1.7	95.4 ± 0.5
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	88.0 ± 2.1	84.1 ± 2.7	92.1 ± 1.7	59.4 ± 6.3	85.7 ± 2.4
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	86.6 ± 1.4	81.8 ± 1.9	91.7 ± 1.2	58.2 ± 3.9	84.2 ± 2.2
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	86.5 ± 1.9	80.2 ± 2.6	92.7 ± 1.5	75.2 ± 6.2	82.6 ± 6.5
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	79.4 ± 1.9	76.3 ± 2.6	82.7 ± 2.5	42.4 ± 4.2	43.0 ± 4.4
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	93.1 ± 2.1	90.4 ± 3.0	96.0 ± 1.4	79.7 ± 9.4	81.2 ± 5.2
Australia	93.6 ± 1.3	91.3 ± 1.7	95.9 ± 0.9	78.8 ± 3.8	92.3 ± 1.8

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

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	76.1 ± 0.9	75.5 ± 1.0	76.8 ± 1.0	46.6 ± 2.1	75.8 ± 1.1
Victoria 1. 13yrs 0mths 2. 7yrs 7mths	85.8 ± 0.7	86.1 ± 0.7	85.5 ± 0.8	62.9 ± 4.5	82.0 ± 1.1
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	84.6 ± 0.6	84.9 ± 0.6	84.3 ± 0.7	60.6 ± 2.1	82.3 ± 1.3
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	87.3 ± 1.0	87.6 ± 1.2	87.1 ± 1.1	59.1 ± 5.6	84.6 ± 1.9
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	84.6 ± 0.8	83.7 ± 1.0	85.6 ± 0.8	47.8 ± 2.8	79.4 ± 1.7
Tasmania 1. 13yrs 1mth 2. 7yrs 7mths	80.9 ± 1.3	79.1 ± 1.7	82.6 ± 1.6	67.9 ± 5.0	70.6 ± 6.1
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	66.1 ± 2.1	66.6 ± 3.0	65.5 ± 2.7	26.8 ± 3.7	30.9 ± 4.0
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	87.7 ± 1.1	87.0 ± 1.6	88.5 ± 1.5	65.0 ± 10.8	76.3 ± 5.7
Australia	82.1 ± 0.8	81.9 ± 0.9	82.3 ± 0.9	51.9 ± 2.8	77.9 ± 1.3

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7% which means that there is a 95% chance that the true percentage lies between 77.3% and 82.7%.
 - 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.
- (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, 2004

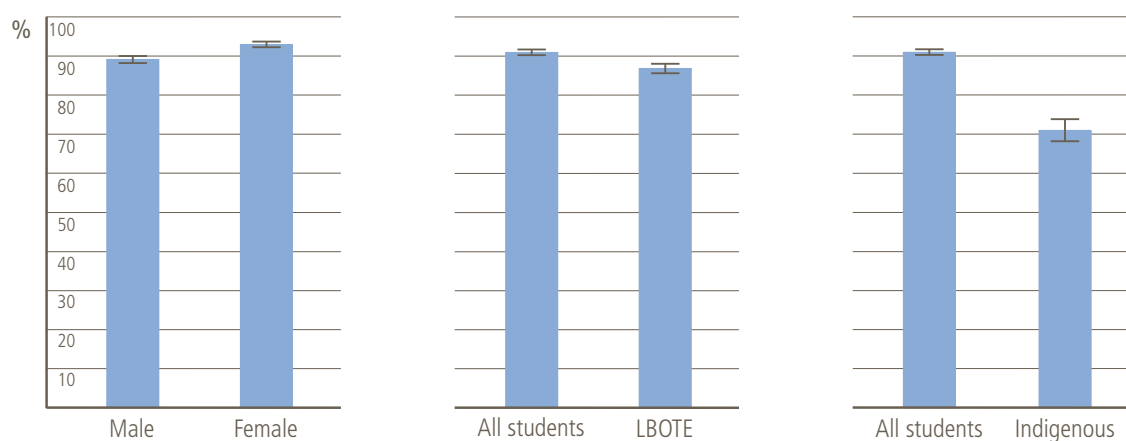


Figure A8 Percentage of year 7 students achieving the writing benchmark, by sub-group, Australia, 2004

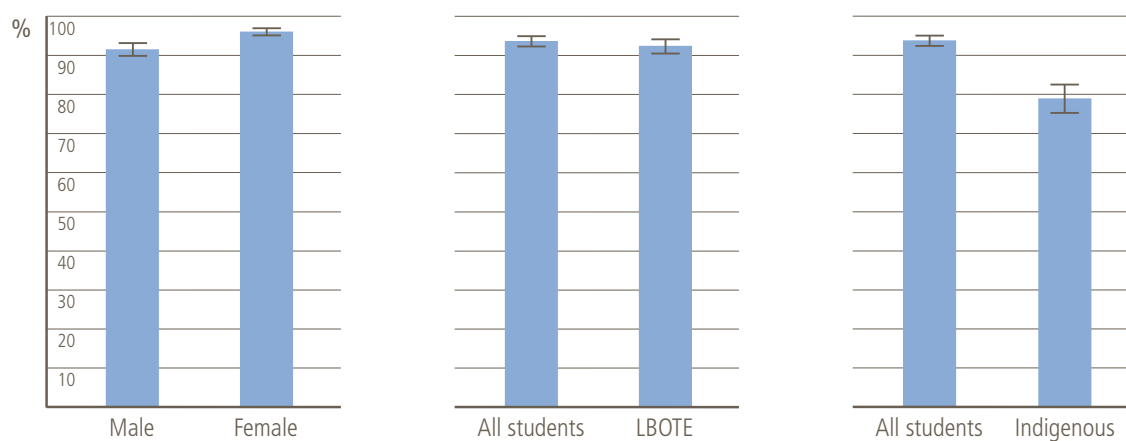


Figure A9 Percentage of year 7 students achieving the numeracy benchmark, by sub-group, Australia, 2004

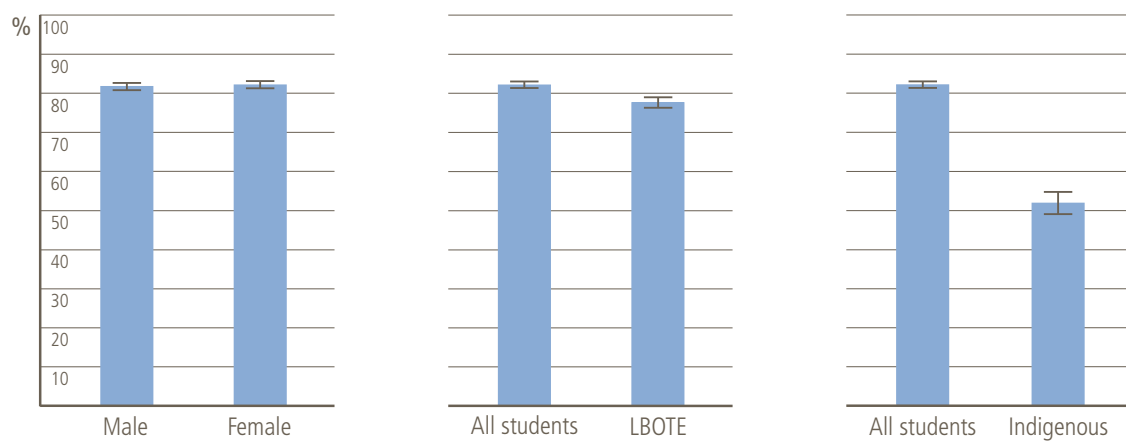


Table A7b Geolocation – Percentage of year 7 students achieving the reading benchmark (with 95% confidence limits)

State/Territory	Metropolitan	Provincial	Remote	Very remote
New South Wales	88.8 ± 0.8	86.6 ± 0.9	65.1 ± 5.5	72.0 ± 11.2
Victoria	93.6 ± 0.5	92.0 ± 0.7	87.2 ± 8.5	n.a.
Queensland	94.9 ± 0.6	94.4 ± 0.8	91.7 ± 2.0	82.4 ± 3.2
South Australia	93.3 ± 0.6	91.4 ± 1.0	91.4 ± 2.4	61.2 ± 8.5
Western Australia	91.0 ± 1.0	87.0 ± 1.6	81.4 ± 2.6	59.4 ± 4.7
Tasmania	89.5 ± 1.4	88.5 ± 1.3	86.2 ± 10.1	n.a.
Northern Territory	n.a.	86.9 ± 1.9	72.5 ± 3.8	36.4 ± 5.2
Australian Capital Territory	95.0 ± 0.7	n.a.	n.a.	n.a.
Australia	91.9 ± 0.7	90.1 ± 0.9	83.0 ± 3.0	63.0 ± 4.9

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	94.1 ± 1.9	93.1 ± 2.1	76.2 ± 7.0	74.5 ± 10.5
Victoria	96.6 ± 0.6	94.5 ± 1.1	89.6 ± 6.9	n.a.
Queensland	97.5 ± 0.3	97.4 ± 0.5	95.7 ± 1.4	90.7 ± 3.1
South Australia	89.8 ± 1.9	85.0 ± 2.8	81.2 ± 5.7	52.6 ± 9.0
Western Australia	88.4 ± 1.4	85.2 ± 1.8	80.1 ± 2.7	59.7 ± 4.6
Tasmania	88.1 ± 2.1	85.4 ± 2.1	79.0 ± 13.3	n.a.
Northern Territory	n.a.	91.6 ± 1.7	81.1 ± 3.3	32.3 ± 5.2
Australian Capital Territory	93.1 ± 2.1	n.a.	n.a.	n.a.
Australia	94.4 ± 1.2	92.8 ± 1.5	84.4 ± 3.5	65.8 ± 5.0

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	77.6 ± 0.9	72.6 ± 1.2	48.8 ± 5.8	58.6 ± 13.0
Victoria	86.5 ± 0.7	84.2 ± 0.9	81.4 ± 9.7	n.a.
Queensland	85.6 ± 0.6	84.2 ± 0.8	74.3 ± 2.8	60.6 ± 3.7
South Australia	88.0 ± 1.0	86.2 ± 1.6	85.7 ± 2.9	64.2 ± 9.4
Western Australia	87.0 ± 0.8	82.1 ± 1.4	75.7 ± 2.5	56.7 ± 4.4
Tasmania	81.8 ± 1.6	80.3 ± 1.6	73.5 ± 15.1	n.a.
Northern Territory	n.a.	80.9 ± 2.2	67.0 ± 4.0	24.1 ± 4.3
Australian Capital Territory	87.7 ± 1.1	n.a.	n.a.	n.a.
Australia	83.4 ± 0.8	80.2 ± 1.1	73.3 ± 3.4	50.8 ± 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, 2004

State/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	93.3	96.9	96.9	95.7	62.7	62.7	62.4	37.3	37.3	37.6
Victoria	89.9	89.3	90.0	96.0	95.7	96.0	58.7	58.6	58.7	41.3	41.4	41.3
Queensland	97.2	97.0	97.9	96.6	96.5	97.1	73.2	73.1	73.2	26.8	26.9	26.8
South Australia	96.7	96.6	95.6	94.7	94.7	94.8	68.5	68.5	68.3	31.5	31.5	31.7
Western Australia	92.2	91.6	92.7	94.6	93.4	94.7	71.2	71.4	71.3	28.8	28.6	28.7
Tasmania	92.9	90.6	92.9	93.6	92.7	94.1	69.3	69.0	69.2	30.7	31.0	30.8
Northern Territory	86.0	81.3	88.9	98.3	96.4	99.5	74.0	73.3	74.4	26.0	26.7	25.6
Australian Capital Territory	92.5	92.0	92.6	95.8	95.1	96.5	51.2	51.3	51.0	48.8	48.7	49.0
Australia	94.1	93.8	93.7	96.2	95.9	95.9	65.3	65.3	65.3	34.7	34.7	34.7

- (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 C3 Year 7 exemptions, absences and participation, by State and Territory, 2004

State/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	1.0	0.7	0.6	4.1	4.0	5.8	95.9	96.0	94.2	4.9	4.9	4.4	25.6	25.6	25.1
Victoria	1.0	1.0	1.0	7.7	8.2	7.6	92.3	91.8	92.4	1.0	1.0	1.0	18.5	18.4	18.5
Queensland	1.7	1.7	1.7	2.5	2.7	1.9	97.0	96.9	97.7	6.1	6.1	6.3	6.1	6.1	6.2
South Australia	2.5	2.5	2.5	3.9	4.0	4.6	96.1	96.0	95.4	2.9	2.9	2.7	11.3	11.3	11.1
Western Australia	0.5	0.5	0.5	7.1	7.9	6.8	92.9	92.2	93.3	4.9	4.7	5.1	9.9	9.7	10.0
Tasmania	0.5	0.6	0.5	6.9	8.8	6.8	93.1	91.2	93.2	5.8	5.4	5.5	3.7	3.6	3.8
Northern Territory ^(e)	0.5	0.5	0.3	12.0	16.4	9.5	88.9	84.8	91.4	27.9	24.0	30.2	24.0	20.5	26.0
Australian Capital Territory	1.3	1.3	1.3	5.9	6.5	5.5	94.1	93.5	94.5	1.6	1.6	1.6	4.6	4.6	4.8
Australia	1.2	1.1	1.1	5.1	5.4	5.5	94.8	94.5	94.4	4.3	4.2	4.1	16.3	16.2	16.2

- (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.

Discussion of 2004 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. Approximately 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.

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 closer to that of the overall population.

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.

Across Australia, year 7 students in metropolitan areas achieved the benchmarks at slightly higher rates than students in provincial and remote areas. The proportion of students in very remote areas who achieve the benchmark is substantially lower than the proportion of metropolitan, provincial and remote students achieving the benchmarks. Comparisons involving remote and very remote students must be made with caution as the small numbers of students tested means that measurement uncertainty is relatively high.

Comparison with the 2003 achievement rates shows that the proportion of students meeting the numeracy benchmarks was lower in year 7 than in year 3 or year 5.

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 the 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, particularly for government schools, than for years 3 and 5. The participation rate is also lower in Victoria than it is in other States and Territories. The Australian average is about 92 per cent. As with years 3 and 5, this level of participation is sufficiently high to provide a minimal threat to the accuracy of the reported percentages of students achieving the benchmarks.

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 Northern Territory, where non-government schools appear to have had relatively higher participation.

Trends

Tables and Figures D7 to D9 show comparative time series information for performance by year 7 students in Australia over the four years of year 7 reporting so far, 2001 to 2004. In each of the three learning areas, reading, writing and numeracy, the percentage of students achieving the benchmark has been quite stable over time. The one exception is an upward trend in the percentage of Indigenous students achieving the reading and writing benchmarks.

Table D7 Percentage of year 7 students achieving the reading benchmarks, by gender and sub-group, Australia, 2001–04

	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
2004	89.1 ± 0.9	93.0 ± 0.7	71.0 ± 2.8	86.9 ± 1.2	91.0 ± 0.7

Table D8 Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–04

	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
2004	91.3 ± 1.7	95.9 ± 0.9	78.8 ± 3.8	92.3 ± 1.8	93.6 ± 1.3

Table D9 Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–04

	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
2004	81.9 ± 0.9	82.3 ± 0.9	51.9 ± 2.8	77.9 ± 1.3	82.1 ± 0.8

Figure D7 Percentage of year 7 students achieving the reading benchmarks, by gender and sub-group, Australia, 2001–04

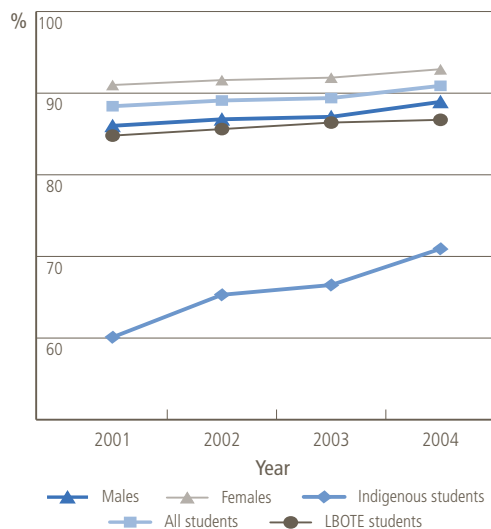


Figure D9 Percentage of year 7 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2001–04

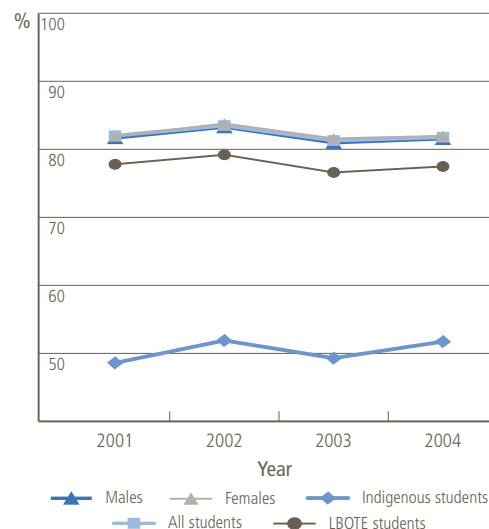
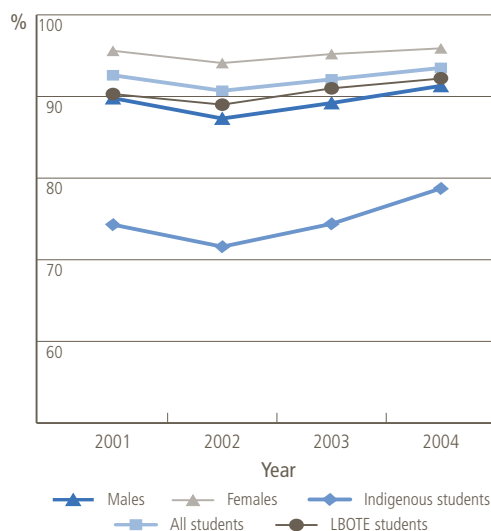


Figure D8 Percentage of year 7 students achieving the writing benchmarks, by gender and sub-group, Australia, 2001–04



Implementing the National Literacy and Numeracy Plan

The following section provides information on national initiatives undertaken in 2004 under the National Literacy and Numeracy Plan, 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

New directions in 2004

The strategic priorities for school education were reflected in the Australian Schools Agenda announced by the Prime Minister and the Minister for Education, Science and Training on 22 June 2004. It provided a vision for the next four years, building upon the National Goals for Schooling in the Twenty-first Century. The Agenda has ten key focus areas including better reporting to parents and transparency of school performance.

The *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* provides a strong performance and reporting framework for the 2005–08 quadrennium to meet elements of the Australian Schools Agenda.

National Inquiry into the Teaching of Literacy

The Australian Government Minister for Education, Science and Training announced the National Inquiry into the Teaching of Literacy on 30 November 2004. The inquiry aims to examine the way that reading is taught and assessed in classrooms, as well as the effectiveness of teacher education courses in preparing teachers for reading instruction. The inquiry will be informed by a review of national and international research on reading methods, including those used to help students with reading difficulties.

An independent committee will conduct the inquiry, which will involve consultation with government and non-government school education authorities, the teaching profession, universities, parents and researchers. The committee will be

assisted by a broad reference group and will consult widely, including with health professionals. The committee will visit a cross-section of schools and conduct a study of teacher preparation courses at Australian higher education institutions. To inform its findings and recommendations, the committee will review Australian and international experience, as well as findings from the available evidence-based research literature. The committee expects to report to the Minister in the second half of 2005.

National Literacy and Numeracy Week

NLNW, held from 30 August to 5 September 2004, had an increased budget of \$1.795 million. NLNW is an Australian Government initiative conducted in collaboration with States and Territories to celebrate, acknowledge and raise community awareness of the achievements of schools and communities in developing the literacy and numeracy skills of all Australians, particularly young people.

In 2004, 14 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 (\$10,000 each) were presented to five individuals for their work in improving literacy and/or numeracy outcomes in their community.

The national events, Reach for the Stars and National Simultaneous Storytime, were conducted again in 2004. The National Simultaneous Storytime book for 2004 was *Muddled-up farm* by Mike Dumbleton and illustrated by Jobi Murphy. Schools participated in Reach for the Stars by gathering data on how their students travel to and from school. This information was added to the national database for use in schools across Australia. The Dorothea Mackellar Poetry Awards became part of the NLNW events and involved student participation in the Poetry Awards competition on the theme of Celebrations.

An innovative and practical pilot program, the Tutorial Voucher Initiative was announced in May 2004. It was introduced to provide assistance to parents of children who were below the year 3 national reading benchmark in 2003. The program was developed to provide valuable one-to-one reading tuition, delivered outside school hours, and was additional to assistance received during school hours. Parents of eligible students

could access tutorial assistance of up to \$700 per child. The initiative was implemented in each State and Territory by brokers responsible for promoting the program and assisting parents/care-givers. An external evaluation of the pilot initiative has been conducted. The report of the evaluation is available online at http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/key_priorities/tutorial_voucher_initiative/.

Australian Government funding for the National Literacy and Numeracy Plan

During 2004, the Australian Government continued to support the National Literacy and Numeracy Plan through quadrennial funding via the *States Grants (Primary and Secondary Education Assistance) Act 2000*. The Australian Government's Strategic Assistance for Improving Student Outcomes helped government and non-government education authorities to improve the learning outcomes of educationally disadvantaged students and students with disabilities, particularly in the areas of literacy and numeracy. Under this program, the Australian Government made a contribution of \$1.4 billion nationally over the period 2001–04, with approximately \$402 million being provided in 2004.

Funding of approximately \$23.4 million, through the Grants for National Literacy and Numeracy Strategies and Projects program was continued in 2004, and included an additional allocation for the Tutorial Voucher Initiative.

New South Wales

Government sector

In 2004, the New South Wales Department of Education and Training continued to implement the State Literacy and Numeracy Plan. An evaluation of the State Literacy Strategy, released in July 2004, confirmed its widespread success and detailed recommendations for further state-wide literacy programs and strategies. A State Literacy and Numeracy Taskforce was established to identify strategic directions for the next five years, and oversee the implementation of the State Literacy and Numeracy Plan.

Early intervention programs and the professional development of teachers were key elements of the plan in 2004. Highlights

included the Premier's Reading Challenge which was expanded to include students from K–8, the Early Literacy Online and Literacy Action Research Kit Online which was offered to teachers across the State, the development and implementation of the K–10 Mathematics Continuum and the Count Me In Too program, which was made available to all government schools.

The New South Wales Government provided a total of \$126 million for literacy and numeracy in government schools in the 2003–04 financial year. This funding supported a variety of programs including Literacy and Numeracy Follow-up; Reading Recovery; the TAFE-accredited Peer Tutor Training program; Priority Schools Funding Program; Counting On; Count Me In Too Online, available at <http://www.curriculumsupport.education.nsw.gov.au/cmto/index.htm>; Early Literacy and Numeracy Initiative and support for the English and Mathematics syllabuses in years 7–10. These programs were supported by state-wide testing in years 3, 5, 7 and 8 that provided students, teachers and parents with information about what students knew and could do 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 were developed by dioceses and congregational schools. Each outlined a strategic approach to assessment, intervention and professional development. Programs and initiatives implemented across the Catholic sector in New South Wales included Reading Recovery; Count Me In Too; Numeracy For All; Early Literacy Diocesan program; Kindergarten Project Diocesan Bases; Observation Survey Training and Data Analysis; Good First Teaching (Literacy and Numeracy Stage 1); Good Better Best (Literacy and Numeracy Stage 2); Effective Learning and Teaching (Literacy and Numeracy Stage 3); Making Sense of Number (Stage 4); Secondary Literacy; support programs in Literacy and Numeracy for Students with Disabilities; Archdiocesan Numeracy Strategy K–6; Literacy/Numeracy Advantage Program; state-wide testing for literacy and numeracy and marking centres for state-wide testing of literacy and numeracy.

Independent sector

During 2004, the Association of Independent Schools Literacy website, at <http://portals.studentnet.edu.au/literacy/>

DesktopDefault.aspx was expanded to include visual literacy, literacy and technology, professional development and links to other literacy sites. Additional materials were developed using action learning literacy-based projects, including the integration of literacy through information and communication technologies and the teaching of grammar in context.

The early years of schooling were the focus of a range of professional development activities in literacy. The six-unit course on Teaching Early Reading More Successfully in distance mode, and the eight-module program Early Literacy and the ESL Learner were well received. Teachers also attended the program, Making Meaning Through Language and three workshops on the Teacher as a Student of Grammar.

The Learning in Early Numeracy Program – Number addressed number, patterning and algebra through 18 hours of professional development, together with classroom support.

Victoria

Government sector

Policies and programs

In 2004, a range of initiatives were developed in response to the Blueprint for Government Schools, <http://www.education.vic.gov.au/about/publications/policy/blueprint.htm>. Flagship Strategy 1: Student Learning, <http://www.sofweb.vic.edu.au/blueprint/fs1/>, and the Principles of Learning and Teaching P–12 initiative, <http://www.sofweb.vic.edu.au/pedagogy/plt/index.htm> provided a structure to help teachers focus their professional learning.

Curriculum Planning Guidelines were developed to support schools adopting a whole-school approach to curriculum planning, assist schools to connect to a range of new initiatives, and make schools aware of research and relevant websites. An online knowledge bank to showcase leading practice in schools was also developed to facilitate the adoption of innovative approaches to learning, teaching and school organisation across Victoria.

In 2004, the Victorian Early Years program continued to support the government target of an average class size of 21 students from Preparatory year through to year 2. Funding continued to

be provided to support the coordination of early years literacy programs, <http://www.sofweb.vic.edu.au/eyes/lit/classroom.htm>, and early years numeracy programs. Funding also continued to be provided to all schools to support literacy intervention for year 1 students. Support materials developed to strengthen the program's implementation can be found online at: <http://www.sofweb.vic.edu.au/eyes>.

Two new significant research initiatives, Scaffolding Numeracy in the Middle Years Research Project, and Improving Middle Years Maths and Science Research Project commenced in 2004, aimed at providing direction and support for reforming the teaching and learning of numeracy, mathematics and science. Further information about these initiatives is available online at: <http://www.sofweb.vic.edu.au/mys/research/index.htm>.

The provision of appropriate English as a Second Language programs for students from language backgrounds other than English continued. The New Arrivals program was delivered mainly through the provision of intensive language programs, four English language schools, five English language centres and two non-metropolitan outreach services.

In 2004, the Koorie Literacy Links Project (Prep–4), Middle Years Literacy Link project (years 7–9) and the Koorie Middle Years Numeracy project (years 5 and 6) continued. The projects sought to improve educational outcomes to targeted Koorie student groups using information technology. More information can be found online at: <http://www.sofweb.vic.edu.au/koorie/overview.htm>.

Literacy and Numeracy Week was celebrated in 2004 with many school-based, regional and state-wide activities, and through web-based resources. National and State awards profiled literacy and numeracy achievements in schools. More information can be found online at: <http://www.sofweb.vic.edu.au/litnumweek>.

Assessment and reporting

Victorian government schools adopted an 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

- 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 in Preparatory year to year 10 in English and mathematics at a level of the Curriculum Standards Framework.

These data sets were analysed centrally and each school received a report summarising their own trends in comparison with like-school groups and the rest of the State.

Intervention

The Early Years program used a strategic and systematic approach for children who needed additional assistance to attain proficiency in literacy and numeracy in the early years of schooling. Support was provided within a whole-school planning process. Further information is available online at: <http://www.sofweb.vic.edu.au/eys>.

During 2004, Reading Recovery was implemented in nearly 80 per cent of Victorian government schools with year 1 enrolments (participating students representing 18 per cent of the year 1 cohort). The Restart initiative, aimed at improving the literacy levels of identified year 7 students most at risk of not achieving satisfactory literacy levels, concluded.

Professional development

In 2004, a comprehensive, multi-layered professional development program continued to strengthen and extend implementation of the Early Years and Middle Years Literacy and Numeracy programs.

Catholic sector

Literacy Advance is the Catholic Education Commission of Victoria's systemic reform strategy to improve literacy teaching and student achievement. The strategy focuses on four stages of schooling:

- 1 Early years (Prep–2) – Schools implemented programs such as the Early Years Literacy program, the Western Australian First Steps, the Children's Literacy Success Strategy (including Reading Recovery) or a school-designed literacy program. In 2004, Catholic Education Office of Melbourne initiated a research project in collaboration with the

University of Melbourne that focused on difficult-to-accelerate students within the Reading Recovery program. The final report is due in June 2005.

- 2 Early years (3–4) – Literacy Across the KLAs program in several regional centres; the initiation of a research project to investigate the use of standardised assessment in reading and writing in years 3 and 4 and the application of assessment data for responsive teaching and learning.
- 3 Middle years of schooling (years 5–9) – Two literacy training programs were delivered to teachers in 2004 that promote high literacy achievement of young adolescents and continuity of learning from primary to secondary schooling.
- 4 Secondary – Targeted assistance continued to be directed towards educationally disadvantaged students in need of specialist literacy support services in the senior years.

The Catholic Education Commission of Victoria developed the Success in Numeracy Education (SINE) program to assist schools to focus on their numeracy/mathematics development. The SINE 5–8 pilot, developed in 2002–03, involved many mathematical educators across Australia providing valuable expertise in preparing resource materials in the mathematical strands of Number, Space, Measurement, Mental Computation and Open-Ended Tasks. This enabled a numeracy strategy to work in a systematic way with primary schools and for the first time secondary schools. In 2003, the SINE Resource Folders were published. These folders contained a comprehensive resource for SINE focus teachers to deliver the SINE Professional Development program within their schools.

In 2003, a successful application was made to the Australian Government for a special linkage grant to engage Dr Bob Wright of Southern Cross University to conduct a joint research project on 'Intervention in the Number Learning of Low Attaining Third and Fourth Graders'. Nine schools across Victoria were involved.

The Catholic Education Office of Melbourne, with the University of Melbourne, offered Catholic schools the opportunity to trial CAS TI-89 calculators within their years 9–10 mathematics classrooms, and five schools participated in the trial.

The Catholic Education Office of Melbourne also conducted the following action research projects in 2003: Fractions project – years 5–8; Links to Algebra project for years 3–6; and Numeracy Leadership in Primary Schools. Each of these projects

enabled SINE focus teachers and/or classroom teachers to trial a number of activities within their classroom or school and required them to reflect on teaching or leadership. At the end of the project each school completed a final report, outlining their recommendations for each project.

Independent sector

Victorian independent schools supported a range of initiatives implementing several essential features of the National Literacy and Numeracy Plan. In 2003 and 2004, schools employed various approaches to assessment, intervention and professional development. Programs representative of those in practice across the Victorian independent sector included First Steps Literacy (Reading, Writing, Spelling and Oral Language); the Victorian Early Years Literacy program; the Bridges program; Reading Recovery; Family Maths; and the Victorian Early Years Numeracy program.

Early Years teachers participated in workshops that provided an overview of assessment tasks and strategies to support learning. Some of the tasks explored the School Entry Assessment Kit; the Victorian Early Years Numeracy Interview; Auditory Processing Screening; and Observation Survey.

A selection of independent schools participated in the Primary Numeracy Research Project. The initiative involved schools in a two-year research project into teaching approaches to numeracy in Preparatory year through to year 6.

The Middle Years Literacy and Numeracy Professional Development in Residence project facilitated on-site professional learning relating to literacy and numeracy. School teams developed and implemented classroom-based research on an aspect of teaching literacy and numeracy to implement action research projects. The literacy element was evaluated by the University of Melbourne.

Under the Specialist Consultancy program, consultants provided teachers with in-house professional development opportunities. Independent schools assessed students at risk of not achieving literacy and numeracy outcomes. Schools also participated in literacy and numeracy testing such as 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 Victoria, in conjunction with the Victorian Department of Education and Training and the Catholic Education Commission of Victoria worked with schools to develop projects linking the school to the wider community through literacy and numeracy activities.

Queensland

Government sector

Policies and programs

During 2004, Education Queensland continued to implement initiatives that supported the recommendations of *Literate Futures: Report of the Literacy Review for Queensland State Schools*. Priority action areas were whole-school planning, community partnerships, student diversity, the teaching of reading and future literacies.

A focus on the teaching of reading was a major part of every school's whole-school literacy strategy designed to enhance student outcomes. In 2004, staff learned more about multi-literacies and how to teach them, reviewing their practices and developing and refining pedagogies.

Education Queensland developed a range of support resources on the teaching of reading. In 2004, a CD-ROM and video package, *Literate Futures: Professional Development – The Teaching of Reading for a Multi-literate World P-7* and *The Teaching of Reading for a Multi-literate World 7-12* was provided to all State schools. This compendium of resources was designed to enhance teacher professional knowledge in the teaching of literacy and reading. Further information is available online at: <http://education.qld.gov.au/curriculum/learning/literate-futures/resources.html>.

The 21 Learning and Development Centres (Literacy) introduced in 2001 continued to play a significant role in professional development for the teaching of reading.

Intervention

Primary school students with difficulties in literacy and numeracy benefited from Reading Recovery programs, learning support

teaching and school-initiated support and intervention based on the year 2 Diagnostic Net and the year 5 Test.

Reading Recovery was implemented in 453 State schools, involving approximately 5,702 students; 573 Reading Recovery teachers; 25.2 full-time equivalent (FTE) Reading Recovery tutors; one Reading Recovery coordinator; and two Reading Recovery State trainers.

The year 2 Diagnostic Net was continued across years 1–3. Students were mapped across the first three years at school on developmental continua in reading, writing and numbers. In year 2, validation activities for identified students were carried out to assist in determining reliable reporting. Teachers and schools undertook intervention activities as indicated. Data was gathered on students identified for additional support within each system.

By the end of 2004, all Education Queensland primary schools had fully implemented the mandated appraisal. Secondary schools were advised to put a process in place to identify and respond to the needs of students experiencing difficulties in accessing the class curriculum, participating in school life and/or achieving positive learning outcomes.

The appraisal and secondary educational provision process was used to determine students' strengths in literacy and/or numeracy, and/or learning how to learn. The Support Teacher: Learning Difficulties worked with class teachers and other relevant personnel. During 2004, materials were developed and published online to support the secondary educational provision process. Further information is available online at: <http://education.qld.gov.au/curriculum/advocacy/access/equity/students/inclusion/learning/index.html>

The Interventions in Literacy and Numeracy research project will operate over a two-and-a-half-year period. This inter-sectoral project is part of the Effective Teaching and Learning Practices for Students with Learning Difficulties Initiative funded by the Australian Government. Its goal is to inform the development of intervention policies and practices in literacy and numeracy, and the development of appropriate professional development policies and practices in this area. Data collected as part of the project will include information on student achievement in the year 2 Diagnostic Net, Reading Recovery, and the years 3, 5 and 7 Literacy and Numeracy Tests, as well as information about relevant learning contexts and student achievements in learning.

Professional development

Training programs were conducted across the State for five or more key facilitators from each district to ensure effective implementation and use of the CD-ROM and video packages *Literate Futures: Professional Development – The Teaching of Reading for a Multi-literate World P–7* and *The Teaching of Reading for a Multi-literate World 7–12*. Further information about Literate Futures resources is available online at: <http://education.qld.gov.au/curriculum/learning/literate-futures/resources.html>.

The 21 Learning and Development Centres (Literacy) continued their work in supporting government schools and districts across the State. They provided sustainable professional learning opportunities for teachers through programs planned and implemented to meet the diverse needs of teachers in different sites.

A state-wide forum of coordinators and facilitators of the 21 Learning and Development Centres (Literacy) was held to showcase effective practice and to ensure that professional learning informs future directions in literacy in Education Queensland.

During NLNW teachers participated in celebratory events across the State. Schools whose practices had generated improved student learning outcomes in literacy or numeracy were presented with excellence and achievement awards.

Education Queensland provided access to online resources including interactive numeracy and mathematics learning objects, developed by Education Queensland and also from the national initiative, the Learning Federation. A professional online learning community was created to support teachers who participated in the pilot to integrate learning objects into the curriculum. In addition, a numeracy gateway of online materials was created to provide support for teachers in their professional learning and development of numeracy activities. Further information is available online at: http://education.qld.gov.au/tal/curriculum_exchange/.

Catholic sector

In 2003, initiatives in early intervention and professional development for early years teachers centred on the implementation of literacy and numeracy teaching time (literacy

and numeracy blocks), with the emphasis on appropriate and effective pedagogy. Professional development for school officers (teacher aides) centred on support for teachers in the teaching of reading.

Independent sector

Funding granted to schools was used to support a wide range of literacy and/or numeracy projects at the school level. In 2004, many schools built on the outcomes of 2003 projects, including whole-school approaches to early intervention, and learning support for students, particularly in the early and middle years. The Association of Independent Schools Queensland visited schools to provide support in the implementation of their projects.

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. The Association of Independent Schools Queensland initiated a literacy and numeracy case study project, which aimed to document and share effective literacy and numeracy practices. A quarterly literacy and numeracy newsletter for schools was also initiated.

South Australia

Government sector

During 2004, the Department of Education and Children's Services focused on the following initiatives to support the implementation of the National Literacy and Numeracy Plan.

Improving literacy and numeracy benchmark achievement

A highly successful professional development program for site leaders and selected teachers from the Department of Education and Children's Services primary and junior primary schools involved the participation of 86.7 per cent of schools and 1,139 leaders and teachers. The program used national benchmarks and test data to support inquiry-driven improvement. The success of these sessions led to similar sessions with a number of secondary schools in metropolitan and country districts.

National Literacy and Numeracy Week

The theme for NLNW was 'Literacy and Numeracy: Involving and Evolving', signifying the importance of lifelong literacy and numeracy proficiency. Activities centred around the Excellence and Achievement Awards; open centre/classroom projects; email connections; Community Showcases in Rural Areas; Local Literacy and Numeracy Promotion projects; South Australian Preschools and Secondary Schools Literacy and Numeracy Innovation Awards; and the Literacy and Numeracy Expo.

Literacy, Numeracy, ICT and Learning project 2004

Six sites were involved in the final phase of the Literacy, Numeracy, ICT and Learning project. Each site developed a specific research question, local in context but relating to the project question: 'What does a socially inclusive curriculum in literacy and numeracy that integrates ICT look like in the project schools?' On 22 November 2004, each site presented its findings and future plans at a presentation day. Project reports were featured on the South Australian literacy and numeracy online network.

School Entry Assessment

The Mentor Schools project continued for the third year to effect changes in practice, in line with School Entry Assessment and consistent with the South Australian Curriculum Standards and Accountability Framework. On 26 November 2004, findings were presented at a Celebration Day focusing on changes in practice that had resulted in changes in children's learning outcomes.

Early Years Literacy Program

The State government allocated \$35 million to fund a new Early Years Literacy Program over four years. Funding was provided to schools and preschools to support sound literacy teaching and learning for all children in the early years, including appropriate one-to-one interventions early in a child's schooling; school-based mentors to support improvements in literacy teaching; in-depth professional development about what works; additional district support for whole-site planning for literacy improvement; and teaching resource materials that guide program planning.

Catholic sector

Early years assessment

All students in their fifth term of schooling were assessed in literacy, and many schools were also involved in the Early Years Numeracy project. The focus of the project in 2004 included:

- the development of strategies for analysing and using the information gained from the Observation Assessment
- a continuation of research into ways of linking students' informal knowledge to the formal knowledge of mathematics
- exploration of ways of working with parents as partners, to encourage families to support the work of the teacher and school
- investigation of ways to incorporate ICT into the mathematics classroom
- exploration of the Measurement strand with emphasis on open-ended contextual mathematical investigations
- investigation into counting principles and worded problems to develop counting skills of students.

In 2004, Catholic Education South Australia began a two-year project targeting the professional development of and support for Early Years teachers in the first three years of their careers. Participants developed their knowledge base about early literacy teaching and learning which led to more focused and explicit teaching.

In 2004, *Building Mathematical Understanding in the Classroom: a Constructivist Teaching Approach* was published based on research by Catholic Education South Australia and funded by the Australian Government's Numeracy and Development Initiative. The report aimed to facilitate teachers' mathematical understanding to help them to cater for diverse thinking levels within their classrooms.

Professional development

Teachers were involved in a project that focused on boys at risk with their school literacies. A collaborative project between Catholic Education South Australia and the University of South Australia investigated the successful literacy practices of boys at home and in their community, to determine if school pedagogies

can be informed by learning about their successful literacy learning outside school. The project will be continued in 2005 and will culminate in a conference.

Independent sector

In 2004, many existing projects and initiatives continued to be implemented, including the Early Years and First Steps programs and there was an increasing emphasis on intervention programs in the middle years of schooling. Some new initiatives that commenced in 2004 were School Entry Assessment: Early Numeracy Interview and School Entry Assessment for Indigenous Students, and included a set of resources distributed to all schools to complement the School Entry Assessment for Independent Schools folder. The Teaching Writers of Years 3–7 program was developed in response to a need identified by schools through analysis of their student achievement data. The Maths on the Move series for middle years teachers, Planning Connections for Mathematics workshops and the Models of Good Practice program promoted a school team approach to support inclusive practices for students with special learning needs and disabilities.

Western Australia

Government sector

Improved literacy and numeracy is a key goal of the Western Australian Department of Education and Training's National Literacy and Numeracy Plan for government schools. Central to this is the building of a motivated and capable workforce in schools, particularly in pivotal aspects of the curriculum such as literacy and numeracy.

The Getting It Right Literacy and Numeracy Strategy received State government funding of \$27 million for the four-year period 2001–05. This funding provided the training and deployment of specialist literacy or numeracy teachers in selected primary and district high schools to support classroom colleagues to diagnose the needs of students struggling to succeed, and to provide programs to meet their needs.

While Getting it Right focused on the early years, it also assisted certain groups of older students whose literacy and numeracy levels were lagging behind those of the general population, including boys, students with language backgrounds other than

English, students in rural and remote areas and Indigenous students.

In 2004, a total of 255 specialist literacy or numeracy teachers, representing 160 FTE teachers worked in 255 primary schools. The Indigenous Education Strategic Initiatives program funded 17.5 FTE Early Literacy and Numeracy teachers.

All Getting it Right and Early Literacy and Numeracy specialist teachers received 21 days of professional learning in their first two years as specialist teachers. Principals of participating schools attended a two-day seminar.

In 2004, Western Australian Government School Achievement Targets were set for each of years 3, 5, 7 and 9 in key aspects of the English and mathematics learning areas. The Achievement Targets were more challenging than the minimum levels of competence captured in the national benchmarks. To ensure comparable and moderated teacher judgements in relation to the Achievement Targets, a comprehensive three-year program of professional learning was developed. In 2004, every year 3 teacher, year 9 English teacher and year 9 mathematics teacher in the government school system participated in three days of compulsory English or mathematics professional learning.

Commonwealth Literacy and Numeracy Program

The Commonwealth Literacy and Numeracy Program provided direct grants to schools that serve communities with a high proportion of students at risk of not achieving successful outcomes in literacy and numeracy. In 2004, funds totalling \$7.4 million were allocated directly to 360 government schools using a formula based on their index of socioeconomic disadvantage and P–10 enrolments, with a weighting of 1.5 applied to year 1–3 enrolments to reflect a greater emphasis be placed on the early years of schooling.

The Commonwealth Literacy and Numeracy Program funds (\$4.4 million) provided English as a Second Language (ESL) General 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 funded through Australian Government sources included Literacy Net and Numeracy Net, the Retention and Participation Project and the appointment of 12 literacy and 12 numeracy Service Area Curriculum Consultants trained to

conduct First Steps Reading and First Steps Number professional learning.

In 2004, the Literacy Net was modified to provide direct links to outcomes and aspects of the English learning area, and to the Western Australian Government School Achievement Targets articulated for each of years 3, 5 and 7 for Reading, Writing and Speaking and Listening.

During 2004, over 3,000 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.

The government's focus on the education and training needs of 15–19-year-olds through the Youth, Our Future initiative confirmed the compulsory nature of English studies in post-compulsory schooling. Consultation in relation to a new English course of study was undertaken in 2004 to be followed by trials in 2005.

Outcomes for the mathematics learning area were clustered into Working Mathematically, Number, Measurement, Space, Chance and Data and Algebra.

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 year 3, 5 and 7 cohorts and performance in Tertiary Entrance Examinations and Wholly School-Assessed subjects at year 12 and population testing for English and Mathematics of year 9 students across Western Australian government schools.

Catholic sector

System initiatives in early intervention and professional development for teachers

A major system initiative was the research, development and launch of the Raising Achievement in Schools (RAISE) years K–7 program for Catholic schools which emphasised data-informed instruction including the development of professional learning communities. RAISE recognised the interplay of different levels

of participation between all stakeholders in school improvement and was proactive in capacity building.

The Kimberley Literacy Initiative focused on building the capacity of teachers to cater for the diverse literacy needs of Indigenous English learners through a dedicated literacy time in all classrooms daily.

The Catholic Education system continued to implement Reading Recovery as the preferred method of second-wave intervention in the early years. Academic scholarships were made available to 20 teachers to access Reading Recovery Training or Continuing Contact through Edith Cowan University.

Partnership agreements between the Catholic Education Office of Western Australia and Murdoch University enabled analysis and reporting of student data in literacy and numeracy for purposes of accountability and improvement. The Catholic Education Office of Western Australia also had partnerships with Edith Cowan University to monitor teacher development in RAISE schools.

A number of programs to enhance learning and teaching in the early years included Performance Indicators in Primary Schools, an on-entry baseline assessment of reading, mathematics and phonological awareness for pre-primary children; teacher networks for early childhood, gifted and talented, and learning difficulties education, and Quality Early Learning (a spaced professional development project).

Independent sector

In 2004, many independent school teachers attended sector-based professional development programs in literacy and numeracy areas. These courses focused on teaching methodology, planning, assessment and intervention. Teachers of early years students have implemented school-based programs based upon the professional development they received from the Association of Independent Schools: Western Australia.

Two action research projects were undertaken during 2004 in the areas of critical literacy practices and inquiry learning. Both projects supported teachers in developing theoretical frameworks, designing teaching and learning strategies, trialing strategies and assessing outcomes.

In remote Aboriginal schools, professional development sessions focused on the Scaffolding project for two days. Workshops were

made available to teachers, Principals, Aboriginal Education Workers and other community representatives.

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

Victorian Early Years Program and Interview

The Victorian Early Years Program and Interview was conducted in 2004, to examine 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 Tasmanian Literacy and Numeracy Plan for Schools 2003–05 continued to provide systemic direction for literacy and numeracy. During 2004, systemic implementation of the Essential Learnings Framework continued, with priority given to ensuring that programs and practices reflected contemporary understandings of literacy and numeracy. Policies became more aligned with the Being Literate and Being Numerate key element outcomes as described in the new curriculum.

The Tasmanian Department of Education was involved in a number of research projects, such as the Scaffolding Numeracy in the Middle Years project. This is a collaborative project with RMIT University and the Victorian Department of Education, involving a cluster of Tasmanian schools. The project focused on the development of an assessment framework for multiplicative thinking, which underpinned many of the key ideas in the middle years mathematics curriculum.

The Developing Computation project was completed in 2004 and was published by the Australian Department of Education, Science and Training. The Mental Computation in the Middle Years project was jointly undertaken by the ACT Department

of Education and Children's Services and the University of Tasmania. A teacher resource on mental computation strategies was produced.

Assessment and reporting

Data from regular state-wide assessment programs conducted by the Office for Educational Review in literacy and numeracy (years 3, 5 and 7) was used to monitor performance against the State Literacy and Numeracy Plan's first two intended outcomes as well as report against the national benchmarks in literacy and numeracy.

School and State results were linked to performance against the Key Intended Literacy Outcomes and the Key Intended Numeracy Outcomes. 'Like-school' and state-wide results were also provided to schools to assist school improvement planning.

In 2004, schools began reporting against the Being Literate and Being Numerate standards as defined in the Essential Learnings Framework. This involved professional learning and the development of assessment protocols. The Office for Educational Review calibrated the standards for Being Literate and Being Numerate.

Schools continued to use the revised Kindergarten Development Check to assist in the identification of children requiring specific intervention programs in literacy and numeracy. The Performance Indicators in Primary Schools assessment continued to be used for all students in Preparatory year at the beginning and the end of the school year to identify literacy and numeracy skills on entry to full-time schooling.

Intervention

During 2004, a large range of interventionist programs were in place in Tasmanian government schools. Funding for literacy and numeracy was provided directly to schools through the School Resource Package based on individual schools' needs. The Flying Start program continued to provide additional funding for the early years of schooling. A flexible approach by schools allowed varied models to be adopted to meet specific needs.

The Aboriginal Literacy Program in Early Childhood continued to support the literacy and numeracy performance of Indigenous and Torres Strait Islander students. The Changing Places program supported the improvement of proficiency with literacy and numeracy for primary school-aged Indigenous and Torres Strait

Islander students through its focus on teacher pedagogy and cultural awareness.

The ESL program continued to focus on improving the educational opportunities and outcomes of newly arrived students. ESL provision included team or parallel teaching, individual and small group instruction and resourcing. The Reading Recovery program continued to support year 1 students with specific literacy difficulties and was extended to additional schools to support ongoing implementation and provision across the State.

The Bridges early years program continued to be funded in selected schools. Professional learning in this approach was offered to all Tasmanian schools. Aboriginal Education Workers were also trained in the approach.

The 4LAP (Literacy Assistance Program) was introduced in 2004. This initiative provided four benefits for students who did not reach the year 3 reading benchmark in 2003:

- 1 individual education plans based on diagnostic assessment of the student's literacy capabilities
- 2 interview with all stakeholders to discuss the program and the student's progress
- 3 read-at-home kit for each parent that includes suggestions for home reading
- 4 a foundational literacy training program focused on reading (Unlocking Literacy) and designed to be delivered by volunteers.

New interventions targeting year 7 students were also introduced in 2004, including Restart and Being Numerate in the Middle Years. Restart is a literacy intervention that provides additional staffing to schools with high numbers of at risk year 7 students and aims at improving reading skills. Teachers work with small groups of students on specific skills in several sessions each week. Being Numerate in the Middle Years is a professional learning program for teachers that focuses on building their mathematical understanding and pedagogical repertoires in order to assist students not reaching the benchmarks. Both programs were externally evaluated.

Professional development

The Department of Education promoted a culture of evidence-based collaborative practice and continuous

professional learning. Professional learning in government schools related to pedagogy and classroom practices within an Essential Learnings Curriculum framework. Many teachers attended six-day learning programs focused on assessment, thinking, powerful pedagogies and curriculum planning.

Specific literacy and numeracy professional learning was also provided. A six-day Being Literate years 5–8 program was offered to all middle years teachers. A six-day program for school numeracy leaders was offered to all schools, aimed at building teachers' understanding of the key mathematical ideas and concepts of the Being Numerate key element outcome.

Professional learning was also undertaken as part of specific intervention programs and research projects. This included Reading Recovery; Bridges; Restart; Being Numerate in the Middle Years; and the Scaffolding Numeracy in the Middle Years Research Project. 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. Professional learning was also offered to all targeted schools in relation to the Unlocking Literacy resource, based on best practice that links reading and writing through the use of discussion, thinking and questioning.

The Stepping Out approach was available to high schools and district high schools. It equipped teachers with approaches, processes and strategies to improve students' literacy and learning outcomes.

The Australian Government Quality Teacher Programme also provided professional learning opportunities for teachers in government, Catholic and independent sectors, focusing on professional standards in relation to the teaching of literacy and numeracy.

Catholic sector

Teachers in the Catholic sector used a range of programs in the early identification of students at risk. These included the Tasmanian Kindergarten Development Check, Performance Indicators in Primary Schools and Phonemic Awareness Screener.

The employment of an additional Education Officer: Students with Disabilities encouraged and supported teachers in providing

high-quality intervention programs. All schools were offered opportunities to be involved in professional learning using the 100 Words program.

Ongoing opportunities were provided for schools to access the First Steps Literacy program as a means of tracking and supporting students in their development of literacy.

Professional learning for teacher aides focused on best practice in the delivery of programs to students diagnosed with learning difficulties.

Independent sector

The Association for Independent Schools Tasmania worked closely with the Tasmanian Department of Education and Catholic Education Office to deliver professional learning, and to undertake cross-sectoral projects and competitions. These included NLNW awards; e-learning grants to schools; the Learning Difficulties Initiative; the Middle Years project; and the Quality Teacher program.

Professional development

During 2004, teachers were given the opportunity to participate in the following professional learning opportunities:

- Learning with the Brain in Mind
- First Steps workshops in Writing and Spelling
- Literacy Learners for Life
- Stepping Out workshops.

Literacy and Numeracy Plan

Funding was distributed to 24 schools to support the implementation of the National Literacy and Numeracy Plan. The expenditure for these programs was \$188,332. Eligibility for funding continued to be based on educational disadvantage and schools needed to demonstrate that they had a significant number of students from such a background, and demonstrate effectiveness and efficiency in programming. The number of new arrivals and those requiring ESL funding continued to increase. Independent schools participated in the NLNW activities.

Northern Territory

Government sector

In 2004, a total of 26 curriculum officers were allocated to specific Northern Territory schools to support literacy and numeracy plans. Learning Leadership Teams continued to play a key role in the documentation, implementation and evaluation of school literacy and numeracy plans.

The Count Me In Too program was expanded to 22 schools. Numeracy officers conducted school-based and regional professional development sessions to develop teachers' skills in assessment of numeracy ability and to help them to plan meaningful mathematics programs that address the Northern Territory Curriculum Framework outcomes.

Accelerated Literacy continued to expand, with an additional three remote schools and ten other schools, towards the eventual target of 100 schools. The Northern Territory Department of Employment, Education and Training developed a partnership with Charles Darwin University to develop Accelerated Learning into a system-wide program that can be accessed in the Northern Territory and nationally. The Australian Government continues to support this program. The ESL General Support Program was extended for 12 months, pending a review during 2005.

Professional development continued as a key focus to support schools in developing teaching and learning for improved student outcomes. Professional development programs included best-practice literacy teaching workshops; the Teacher Development program; the ESL Indigenous Language Speaking Students program and targeted ESL support.

In 2004, the Northern Territory Strategic Numeracy Research and Development project, supported by the Australian Government was completed. The project worked with eight schools across sectors throughout the Northern Territory to develop numeracy assessment, targeting Indigenous students in the middle years of schooling for whom English is a second language.

Catholic sector

The planning emphasis during 2004 focused on making productive links between the various funding sources available in schools, namely Commonwealth Targeted Programmes,

program funding for students with specific learning needs and professional learning programs for staff.

There was an increase during 2004 in the number of schools choosing to be involved in the Count Me In Too numeracy program, with particular emphasis on improving teachers' mathematical ability and pedagogy skills.

A further practical focus in schools' literacy and numeracy programs in 2004 was the use of Curriculum Corporation's website 'Assessment for Learning', at <http://cms.curriculum.edu.au/assessment/default.asp>. This initiative provided a clear focus for teachers to determine authentic learning and appropriate assessment of students. The professional emphasis encouraged teachers to use criterion-based decision-making and assessment approaches.

An ongoing major emphasis continued to be the provision of professional learning support for teachers of English literacy in schools with a significant Indigenous student population.

Independent sector

The majority of Independent sector schools in the Northern Territory continued with programs that had been implemented earlier. New initiatives included the introduction of the Ann Morrice method of literacy tuition, which provides consistency and improved effectiveness of literacy teaching across the whole school. The 'Sound Way', a multi-sensory phonic video program, was used to improve educational outcomes in literacy in four schools.

Scaffolding, Screening, ESL Instruction and the Tutor Effectiveness programs continued during 2004. The total number of schools employing specialist staff for literacy and numeracy instruction for 'at risk' students rose to 15.

Evaluation processes for all programs undertaken during 2004 indicated improved outcomes for participating students.

Australian Capital Territory

Government sector

Policies and programs

In 2004, a range of policies and programs in government schools maintained the ACT government's targeted approach to improving student achievement in literacy and numeracy. Major

initiatives that guided system and school directions and school improvement during 2004 were:

- Department of Education, Youth and Family Services Strategic Plan 2003–05: Within Reach of Us All
- ACT Government Schools Plan 2002–04
- Literacy and Numeracy Action Plan 2003–05
- Services to Indigenous People Action Plan 2003–04
- Student Support Action Plan 2002–04
- School Excellence Initiative 2003
- School Improvement Framework 2004.

The Canberra Plan and the Canberra Social Plan were released in 2004, outlining the ACT Government's strategic priorities for the next 10–15 years, including a priority to lead Australia in education, training and lifelong learning, with one of the goals being to 'increase literacy and numeracy levels, particularly for students at risk'.

Assessment and reporting

ACT schools completed the annual assessment of student outcomes in literacy and numeracy across the required stages of schooling. A baseline assessment of all Kindergarten students on entry to school and at the end of their first year of schooling was geared to providing schools with the data to identify students requiring early intervention and report on progress on performance over the year.

Assessment was conducted of the reading, writing, spelling, viewing, listening, speaking and numeracy skills of students in years 3 and 5. Reading, spelling, writing and numeracy were assessed for students in years 7 and 9 using the ACT Assessment Program (ACTAP). This comprehensive assessment and reporting program provides parents with a report on students' performance and gives teachers comparative data on student achievement, as well as informing the development of programs to improve students' literacy and numeracy skills. The program is also used to report system performance against the national literacy and numeracy benchmarks. In 2004, the suite of program reports provided to schools was supplemented with value-added data.

Aggregated data on student performance at each year level is provided to the community through the publication of an

ACT Assessment Performance brochure. The report shows ACT student performance against the national reading, writing and numeracy benchmarks for years 3, 5 and 7 for all ACT government, Catholic and independent schools that participate in ACTAP. The report also shows ACT performance against the ACT curriculum profiles which describe the skills and knowledge that students achieve as they progress from Kindergarten to year 10. The performance of students in years 3 to 9 spans the profile levels 1 to 7. Four profile levels were reported for each of the year levels assessed.

Intervention

Early Literacy Officers and the Learning Assistance program continued to support early intervention and continuous improvement of student achievement in literacy and numeracy in Kindergarten to year 3. Resourcing for school-based Learning Assistance was provided to all government schools. Eleven primary schools made a two-year commitment to the training of a Reading Recovery teacher, and others provided learning assistance using a variety of strategies to support the particular needs of students at risk in the school.

A Middle Years Literacy program was piloted in four government schools to enhance outcomes for low achieving students in the upper primary and lower secondary years. The program received funding through the Australian Government Strategic Assistance for Improving Student Outcomes program. Through the pilot program, teachers in years 3 to 6 were brought together as a 'professional learning team' to coach and mentor individuals in the teaching of literacy and numeracy.

ESL programs continued to be a key tool in meeting the needs of students from culturally and linguistically diverse backgrounds. The department has four Introductory English Centres: three in primary schools and one in the secondary sector. Students requiring English language support in schools were assisted by the equivalent of 63 full-time ESL teachers across the system.

In 2004, the Indigenous Student Support Initiative increased the level of literacy and numeracy assistance to Indigenous students in government schools through the appointment of additional literacy and numeracy consultants to address the needs of students who fell below the literacy and numeracy benchmarks in one or more areas of assessment. Eleven schools

with the greatest number of Indigenous students not meeting the benchmarks were targeted as first priority. An Indigenous Early Childhood Support initiative also focused on enhancing Indigenous students' literacy and numeracy development through an increase in the provision of Koorie preschool programs.

Professional development

A variety of targeted professional development opportunities were offered to enhance teachers' knowledge and skills in the teaching of literacy and numeracy. There was a key focus on numeracy with workshops in Count Me In Too, Count Me In Too extended analysis, Count Me Into Measurement, Numeracy Across the Curriculum and Mental Computation.

Workshops were held to continue implementation of the second edition of First Steps Reading. A workshop on 'Making Links between Pedagogy and Assessment in Writing' targeted English coordinators and potential school leaders.

A new professional learning program, Literacy and Diversity: Language for Understanding Across the Curriculum in the Middle School, was established on a cluster-school basis to strengthen the links between teachers in years 5–8 in providing support to ESL students in mainstream classes.

Catholic sector

The Archdiocese of Canberra and Goulburn Catholic Education Office employed the ACTAP to assess students' abilities in literacy and numeracy through classroom-based activities using specifically developed assessment tools. Students were assessed at years 3, 5, 7 and 9. The program assisted schools to plan their curriculum and provided information for parents.

Follow-up initiatives include:

- Australian Government Quality Teaching Programme project based on the Four Roles of the Reader: Action Research on Cooperative Reading, Guided Reading and Critical Literacy
- continuation of the implementation of Count Me In Too, Counting On, Count Me Into Measurement
- First Steps training and implementation of the revised First Steps reading programs
- continuation of the implementation of the Primary Literacy Program (a series of professional development modules focusing on pedagogy, curriculum, assessment, teaching and learning in literacy) developed by Catholic Education Office Officers and literacy teachers from ACT Catholic schools
- development of Visual Literacy professional learning modules to support literacy strands.

Independent sector

In 2004, the Association of Independent Schools of the ACT were involved in a number of initiatives and activities that supported the National Literacy and Numeracy Plan. A Special Needs Team consisting of a school psychologist and special needs support teachers was available to identify specific learning difficulties and to recommend strategies to assist individual students. Additional resources were developed for staff and parents to assist students in lower grades who were lacking adequate mathematics problem-solving skills. The Sounds–Write literacy program, a linguistic and phonics program designed to identify early difficulties with educationally disadvantaged students was also implemented in 2004.

Middle Infant Screening Test and Forward Together programs were used to assess all year 1 students at the beginning of the year in order to identify reading and writing problems at an early stage and Kindergarten and year 1 students underwent auditory skills/hearing testing with follow-up referrals for medical, audiometric or therapy programs where necessary.

Professional development

A range of professional development opportunities were provided for ACT independent school teachers including Differentiating the Curriculum – a course in teaching to the developmental needs of students; Stepping Out workshops in reading, writing and spelling; workshops in mathematics problem-solving skills; training in the Waddington reading tests; the Neale Analysis of Reading test; the Woodcock Reading Mastering Test; the Test of Reading Comprehension reading screen and the Sounds–Write course. Junior Primary teachers received training in the Count Me In Too program and Special Needs teachers were trained in the Teaching Handwriting, Reading and Spelling Skills spelling program.

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 an implementation strategy. (The framework is now known as the Vocational Education and Training in Schools Framework). Both documents are available on the MCEETYA website. The policy directions booklet 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 three 'program elements' and three 'process elements'.

Program elements

- Vocational education and training: appropriately accredited industry-specific training based on qualifications within the Australian Qualifications Framework (AQF) 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 curricula. Services will allow for local discretion over delivery and relate to participation and attainment in education, training and work.

Process elements

- Community and business partnerships: mechanisms that foster close cooperation among all levels of government, business and community organisations, education and labour market authorities.
- Effective institutional and funding arrangements: policy coherence and effective program implementation through institutional arrangements for the organised and continuous involvement of all relevant players at the national, State or Territory and local levels.
- Monitoring and evaluation: data collection to provide information that will enable the effectiveness of current and future arrangements to be measured.

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

- understanding of the dynamic nature of work, its cultures and environments

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

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 is more specific. VET in Schools programs are programs that are undertaken by school students as part of the senior secondary certificate that provide credit towards a nationally recognised VET qualification within the AQF. The training that students receive reflects specific industry competency standards and is delivered by registered training organisations (RTOs) or a school in partnership with an RTO. RTOs formally assess the achievements of students against the competency standards outlined in training packages for qualifications within the AQF. Some schools are registered as RTOs in their own right. The number of schools with this registration status varies greatly between States and Territories, reflecting different policy directions.

VET in Schools programs provide opportunities for students to participate in Structured Workplace Learning (SWL). At the 2005 MCEETYA meeting, ministers agreed to the following definition of SWL:

A VET in Schools program/course component situated within a real or simulated workplace, providing supervised learning activities contributing to an assessment of competency and achievement of outcomes relevant to the requirements of a particular Training Package or other AQF VET qualification.

SWL therefore allows students to develop and practise industry competencies in a real or simulated workplace setting. These opportunities are often provided by a wide range of employers in industry, commerce, government and the community. Activities such as general work experience do not qualify as SWL.

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 VET in Schools programs for tertiary entrance purposes. There is increasing acceptance by the employment market of the qualifications gained through VET in Schools, 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 (SBNAs), which were first introduced in 1998. Under nationally agreed arrangements, secondary school students undertaking SBNAs 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 SBNAs, 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

Current trends

During 2004, jurisdictions continued to consolidate their efforts to effectively engage and retain young people in learning, build pathways between sectors, better support students in their transitions through and from school, and provide them with increased opportunity to improve their employability.

Schools continued to be involved in a wide range of vocational education initiatives built on strong links with education and training providers, business and industry, and the wider community. Initiatives included the delivery of industry-specific VET courses, enterprise and vocational learning programs, and career and transition services and programs.

In a number of jurisdictions, education reviews resulted in requirements that all young people participate in post-compulsory education and training to a certain level, which has been the driving force in those jurisdictions behind the development of new and flexible approaches to recognising a broader range of learning experiences and outcomes including learning achieved in a workplace or a community organisation.

VET is now an established part of senior secondary school certificates, with a wide variety of programs based on training packages available to students across many industry areas, most commonly at AQF Certificate I or II. Efforts continue to more firmly mainstream vocational education into the culture and practice of schools, and there is increasing interest in examining the scope for VET programs in the compulsory years. The total number of students involved in VET in Schools programs continues to grow, as does the number of students commencing SBNAs. 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 SBNAs was Sales and Personal Services. Jurisdictions participated in studies to examine the role that VET in Schools and SBNA programs might play in addressing the issue of skills shortages, such as in the automotive industry. There was ongoing work in addressing some of the structural barriers to broadening the range of SBNAs.

VET in Schools programs were delivered mainly by schools or TAFE institutes, either as RTOs themselves, or in partnership with other RTOs. Learning also took place in a variety of other environments including private training organisations, community organisations and workplaces. Jurisdictions had a range of models for funding course delivery.

Jurisdictions also actively explored the use of distance and flexible learning technologies to increase the range of courses available to students, to improve access and to provide flexible learning alternatives. Responses to the particular needs of rural, remote and Indigenous communities included video-conferencing and the provision of local transport solutions and residential facilities. The number of Indigenous students and students with disabilities participating in vocational education programs continued to increase.

Jurisdictions continued to address the complex issues of maintaining the currency of teacher VET qualifications, school sector RTOs maintaining compliance with the requirements of the Australian Quality Training Framework, and for VET in Schools data collection and reporting becoming compliant with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). Most jurisdictions will be able to collect AVETMISS-compliant VET in Schools data by 2005 for reporting in 2006, as requested by MCEETYA, and all will achieve this by 2006, for reporting in 2007.

Jurisdictions progressively strengthened the place of enterprise and vocational learning in the compulsory years of schooling, often through cross-curriculum approaches. Strategies included:

- the use of logbooks/portfolios (including web-based) to record the acquisition of career development and employment-related skills
- the development of individual learning pathways (including career and training) plans

- the establishment of work education courses
- the use of simulation activities
- the development of career planning programs, including the use of the *myfuture* website, <http://www.myfuture.edu.au/> and the Real Game series
- the development of in-school thematic programs and community-based learning opportunities
- participation in externally sponsored enterprise activities and competitions.

There has been increased attention on the professional development of VET in Schools teachers and of career and transition advisers.

The Australian Government House of Representatives Standing Committee on Education and Training tabled the Report of its Inquiry into Vocational Education in Schools, *Learning to Work*, in March 2004. *Learning to Work* identifies and analyses key issues relating to vocational education and learning pathways for young people and calls on governments at all levels to promote the advantages of vocational education pathways to young people. The Australian Government has recently completed a national strategic project, 'Development of a Strategy to Support the Universal Recognition of Employability Skills', which found that an employability skills portfolio model should be applied to the schools, higher education, VET and community sectors.

Issues for the future

Issues for the future include:

- encouraging and supporting all young people to engage in post-compulsory learning, and recognising a wider variety of patterns of participation in learning and employment
- facilitating seamless transitions through and between learning and employment
- providing effective individual pathway planning and transition support
- providing greater flexibility and collaboration in the delivery of VET in Schools
- responding to skills shortages
- supporting equity groups and those at risk of disengaging from learning
- increasing the availability of sufficient quality work placements
- improving access to data on monitoring and tracking student outcomes and destinations
- meeting the costs of providing high-quality VET in Schools and vocational education, including the cost of implementing the Australian Quality Training Framework and the Ministerial Declaration, *Stepping Forward*
- embedding employability skills in both vocational learning and VET in Schools programs
- providing coordinated and responsive service provision across agencies.

Reporting against the Vocational Education and Training in Schools Framework

During 2004, all States and Territories continued to implement the VET in Schools Framework. The following sections outline significant activity for the three 'program elements' of the framework, and, where appropriate, comment on enabling activity related to the process elements.

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 offering the senior secondary certificate also offer VET in Schools programs.

- In 2004, a total of 211,885 students were enrolled in VET in Schools programs. This represents approximately 49 per cent of all senior secondary students

- The most popular industry areas for VET in Schools were Tourism and Hospitality, Business and Clerical, and Computing, which accounted for nearly 48 per cent of all enrolments
- Approximately 46.19 million hours of training were delivered, representing an average of 218 hours per student across Australia. The average varies across States and Territories, ranging from 332 to 28 hours per student
- 114,864 students spent a total of 6.71 million hours in structured workplace learning, representing an average of 58.4 hours per student. The average varied across States and Territories, ranging from 160.8 to 11.9 hours per student
- 12,998 SBNA's were commenced during 2004. More than 70 per cent of these apprenticeships were in the areas of Sales and Personal Services, Tourism and Hospitality, Business and Clerical, and Automotive.

In 2004 there was an emphasis on consolidating and strengthening the achievements of previous years, especially encouraging increased depth of engagement in VET. In the Northern Territory there was an increase in the average number of units of competence and average number of contact hours undertaken by students. In Queensland and South Australia there was an increased emphasis on stand-alone VET, as opposed to VET that is embedded in general curriculum subjects. In Victoria there was continued enrolment growth in the second year of implementation of the alternative senior secondary qualification, the Victorian Certificate of Applied Learning, which is a popular 'hands on' alternative to the Victorian Certificate of Education. The Victorian Certificate of Applied Learning broadens options for all students in years 11 and 12 and is designed for students who are more likely to be interested in going on to training at TAFE, doing an apprenticeship or entering employment after completing year 12.

Nationally there was increased activity in addressing the issue of skills shortages. In Queensland targeted initiatives to build enrolments in high-priority skills shortages areas, such as aviation and manufacturing, were being implemented. In New South Wales a new Construction Curriculum Framework was developed and a revised Primary Industries Curriculum Framework was implemented, providing new opportunities in horticulture, conservation and land management. In Western

Australia there were notable increases in student numbers participating in primary industries and community services, health and education VET in Schools and SBNA programs. In Victoria, Block Credit Recognition, which provides students with credit towards the Victorian Certificate of Education for completion of units of competence/modules in VET qualifications at AQF Certificate II and above, was introduced to cater for individual student pathways and to address local skills shortages in local enterprises.

States and Territories continued efforts to maintain the currency of teacher VET qualifications. In New South Wales all VET teachers are accredited with Certificate IV in Assessment and Workplace Training. In the Australian Capital Territory all VET teachers are required to have the qualification, and an increasing number of secondary school teachers (years 7–10) also gained it. In Western Australia approximately 200 teachers per year complete the Certificate IV in Assessment and Workplace Training, and a further 100 complete a Teacher Industry Placement to maintain their vocational currency and experience. A 'return to industry' program supported VET teachers in Australian Capital Territory colleges for years 11 and 12 students. In New South Wales teachers are also generally accredited to at least Certificate II in their industry area.

There were continued efforts to improve the recognition of VET in Schools programs by industry and tertiary institutions. In New South Wales more than 18,000 year 12 students undertook the optional Higher School Certificate examinations for 240-hour framework courses that can contribute to university entrance. In Victoria 32 Victorian Certificate of Education VET programs provide contribution to tertiary entrance, and of these 12 have scored assessment and provide direct contribution to the Equivalent National Tertiary Entrance Rank. In addition, block credit recognition also provides students with credit towards the Victorian Certificate of Education for completion of units of competence/modules in VET qualifications at AQF Certificate II and above that are not included in the suite of the 32 Victorian Certificate of Education VET programs. In South Australia 13 VET programs contribute towards tertiary entrance. The Tasmanian Industry Advisory Group enquired into and recommended ways to further improve industry support for VET in Schools. In South Australia the guidelines for workplace learning were significantly revised and took better account of the expressed needs of business and industry.

VET programs were again significant in retaining students and strengthening their engagement in school, especially for students in targeted groups. In New South Wales, the Australian Capital Territory and Western Australia there were marked increases in the number of Indigenous students participating in VET in Schools. The Training for Remote Youth program in the Northern Territory focused on improving the employment, employability and enterprise development opportunities for 14–19-year-olds not currently at school. In Western Australia the Certificate I in Workplace Readiness, Indigenous School Based New Apprenticeship has seen a significant increase in students' participation and retention into post-compulsory schooling options.

Enterprise and vocational learning

Enterprise and vocational learning is a cross-curriculum perspective in all jurisdictions. In Victoria it is also dealt with in the Humanities and Civics and Citizenship domains. Victoria also introduced legislative changes to workplace learning to improve students' experiences in the workplace and developed a range of resources to assist in preparing students for workplace learning. Standards for enterprise and vocational learning at different stages of learning have been developed. In all jurisdictions, student engagement in programs such as Australian Business Week, Young Achievement Australia and the Network of Practice Firms allows them to achieve curriculum outcomes in authentic contexts while developing enterprising attributes to prepare them to manage personal, business, work and community opportunities successfully. In Tasmania the Student Enterprise Grant Scheme is a well-established program involving a prominent industry sponsor. In South Australia the Youth Export Ambassadors program provides an opportunity for students to work in teams with prominent business leaders involved in exporting to design a web page to promote the enterprise and to provide an educational resource.

The Australian Government continues to support enterprise and vocational learning through a number of related initiatives. The national project Action Research to Identify Innovative Approaches to, and Best Practice in, Enterprise Education in Australian Schools was conducted in approximately 200 primary and secondary schools over the period April 2002 to April 2004.

This action research project was the first comprehensive national analysis of enterprise education in Australian schools and demonstrated the key elements for successful implementation of enterprise education, including:

- integrating school learning into students' real-life situations
- enabling students to make decisions about their learning
- creating opportunities for students to exercise both individual and group initiative.

In Queensland, schools deliver one or more of a suite of three Work Education Certificates, which include a focus on employability skills. The Australian Capital Territory's Work Related Outcomes document is used to record student achievements in extra-curricular and work-related activities using the language of employability skills. It also enables students to develop a portfolio that links with their Individual Pathways Plans. Two Australian Government initiatives will support the development of employability skills. The 'e-portfolio' website will provide young Australians with the opportunity to record the employability skills they have learnt in a variety of contexts and to present their skills to future employers. In Victoria, the Victorian Curriculum and Assessment Authority and the Australian Council for Educational Research have been conducting trials in schools of software and teacher support materials for assessing and reporting student achievement of key competencies. The Australian Government also supports the development of models for new Certificate I qualifications with a focus on the employability skills in various industry contexts, which will be trialed initially in three industry areas.

In New South Wales a new years 7–10 Work Education course was developed, and more than 200,000 students in years 7–12 participated in the School to Work Program including using the Employment Related Skills Logbook for career and pathway planning.

In Western Australia, an enterprise education planning and monitoring instrument was trialed, a key focus of which was the linking of assessment, monitoring and reporting of enterprise education to the learning outcomes in the Western Australian Curriculum Framework. In the goldfields region of Western Australia, enterprise education is used to enhance the employment possibilities for Aboriginal people in their own communities.

In the Northern Territory, the Mindshop Excellence program provided structured work experience for small groups of year 10 or year 11 students. It immerses students in a real-life problem-solving situation in which they are taught unique problem-solving tools to develop skills in presentation, critical thinking, goal setting and meeting deadlines.

Student support/career and transition services

All States and Territories recognise the importance of effective career and transition services and have continued to use the MCEETYA Career and Transition Services Framework as a tool to assist them in planning for and providing services to support and prepare young people to make successful transitions to post-school destinations.

Services include career guidance and information on the changing nature of work and the labour market, and information is disseminated via online programs, classroom teaching, careers advice and events such as 'careers markets'. The Queensland Studies Authority has developed a new Career Information Service for students.

There was increasing use in individual learning pathways plans. In Queensland year 10 students developed a Senior Education and Training Plan as part of their transition planning. The plan is now reviewed periodically by the student and their learning/training provider during the Senior Phase of Learning and can be updated to include changes to learning options. In South Australia a web-based Individual Learning Plan was implemented for use in all government secondary schools, to be used from year 8. It was intended that Job Pathways Providers would also access the Plan. Individual Student Pathways Plans were used in all Australian Capital Territory government schools for years 9, 10 and 11. In Victoria the Managed Individual Pathways program provided government school students between the ages of 15 and 19 with individually developed career pathway plans. In 2004, the program was extended to cover 72 special schools.

There was an increasing emphasis on the provision of professional development opportunities for careers teachers, for

example by providing scholarships for undertaking postgraduate qualifications in careers counselling. All States and Territories continued to contribute to the maintenance of the *myfuture* website, <http://www.myfuture.edu.au/> and provided training in its use to teachers and students. In South Australia schools received professional development about the Australian Blueprint for Career Development, and how it can inform improved planning and delivery of career development services to students.

Also in South Australia, a 'resources generator' was developed which allows access to and sharing of career development resources. The Transition Portfolio, which is used by students to organise, articulate and gather evidence of generic skills, knowledge and experience, was reorganised under the three areas of the Australian Blueprint for Career Development.

In the Australian Capital Territory, case-managed work experience was provided, by Volunteering ACT, for 12–15-year-olds at risk of not completing year 10, with host employers playing a significant mentoring role. In Tasmania Youth Learning Officers case-manage students at risk of not continuing their education and training to develop and implement individual education, training and employment action plans.

New South Wales continued to employ full-time careers advisers in all government secondary schools and to provide face-to-face and phone advisory services to school leavers.

In Victoria the *OnTrack* initiative collects and publishes destination data of school leavers to strengthen the support available for young people as they make the transition from school to further education, training or work. In 2004, *OnTrack* was further strengthened with the inclusion of a longitudinal study to determine what happens to specific cohorts of young people in the four years after they leave school. In Western Australia the students intentions, destinations and satisfaction surveys continued to operate. The survey results indicate a high correlation between students' post-school intentions and their actual destinations. In South Australia limited trial of the Timepoint software package was undertaken to test its effectiveness as a potential monitoring and tracking tool.

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, one of the eight agreed key learning areas.

The National Report on Schooling in Australia 2003 reported outcomes for both primary science, derived from the 2003 Primary Science Assessment Program (PSAP), and secondary science, derived from the 2003 Programme for International Student Assessment (PISA) assessment of scientific literacy and from the 2002–03 Trends in International Mathematics and Science Study (TIMSS) assessments of year 4 and year 8 students. This section contains information on further progress in the work being done to test and report on the performance of students at both the primary and secondary levels in relation to the key performance measures for science in forthcoming assessment cycles.

This section also contains a summary of other major developments in the teaching and learning of science in 2004, such as: the initiation of work, to be developed in 2005, through national consultation and collaboration, in the Nationally Consistent Curriculum Outcomes Statement of Learning in Science; the completion, by Curriculum Corporation, of the online Science Education Assessment Resource, and the selection of clusters of schools throughout Australia to participate in the Australian School Innovation in Science, Technology and Mathematics Programme. The section also refers to the initial work to develop a national framework for environmental education.

Performance measures

Outcomes from the PSAP, PISA and TIMSS assessments referred to above, have been reported in the *National Report on Schooling in Australia 2003*. The technical report on PSAP, 'MCEETYA National Assessment Program, Science, Year 6 2003: Technical Report' is being drafted. Once it is approved

by ministers, it will be published on the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) website, <http://www.mceetya.edu.au/mceetya/>. Technical reports on PISA and TIMSS are also still in development.

Preparation is now underway for the next cycle of these assessments to enable assessment and reporting of student achievement against the key performance measures in science in 2006. Each of these assessments involves a national sample of students, rather than full cohort testing.

The National Assessment Program – Science Literacy

Following the completion of the first National Assessment Program – Science Literacy in 2003, assessing year 6 students, a rigorous standard-setting exercise, involving subject and measurement experts, was completed. An agreed empirical professional judgement method was used, and the Benchmarking and Educational Measurement Unit of the Performance Measurement and Reporting Taskforce (PMRT) undertook the standard-setting process. The outcome was a recommendation on the location of the 'proficient' standard for year 6 science.

The adoption of a proficient standard is a new development in reporting student performance nationally. The differences between 'proficient' standards and the existing minimum or 'benchmark' standards that are used for the literacy and numeracy reporting are as follows:

- The proficient standard describes what students should know and be able to do by the end of year 6.
- Students who reach the proficient standard have sound understanding and skills of year 6 science, and that of lower proficiency levels.
- The benchmarks represent minimum acceptable standards of performance in literacy and numeracy, below which students will have difficulty progressing satisfactorily at school.
- Students who achieve the benchmark level of performance hold at least minimum levels of competency for their year level.

Table 8.1 Student achievement in science, by band, Australia, 2003

Level	Percentage of students in band	Level	Cumulative percentage
4 and above	0.1	Level 4 and above	0.1
3.3	7.6	Level 3.3 and above	7.7
3.2 (proficient standard)	50.5	Level 3.2 (proficient standard) and above	58.2
3.1	37.2	Level 3.1 and above	95.4
2 and below	4.6	All levels	100.0

Source: MCEETYA, *National Year 6 Science Assessment Report 2003*, Tables 4.9 and 5.3

Table 8.1 indicates student performance in the 2003 national sample science assessment. The standard-setting panel recommended, and PMRT agreed, that the proficient standard should be set at Level 3.2, which is a level of performance demonstrated by 58 per cent of Australian students.

The standard for 15-year-olds is to be developed in 2008, after publication of PISA 2006 testing results. Further explanatory papers on the setting of national proficient standards are in preparation.

Programme for International Student Assessment

The Organisation for Economic Co-operation and Development (OECD) decided in 2005 that a computer-based assessment of scientific literacy would be incorporated into the PISA 2006 Field Trial for interested countries, with an expectation that this could become an optional component of the PISA 2006 Main Survey. Australia has agreed to participate in the Field Trial to be conducted during 2005.

Nationally Consistent Curriculum Outcomes project

In July 2003, ministers approved the development of Statements of Learning in the four curriculum areas of English, Science, Mathematics and Civics and Citizenship, and authorised the

Australian Education Systems Officials Committee (AESOC) to scope and supervise the development of a set of Statements of Learning for English by the end of February 2004.

By 2004, the challenge in developing Statements of Learning for English was to create descriptions of knowledge, skills, understandings and capacities that are sufficiently specific to create greater national consistency in curriculum outcomes.

In April 2004, MCEETYA considered the draft Statements of Learning for English and noted the work undertaken by AESOC. Ministers formally endorsed the English Statements of Learning at the end of 2004.

Statements of Learning for Science, Mathematics and Civics and Citizenship are being developed for ministers' consideration.

In 2004, a draft project plan, budget and revised specifications for Statements of Learning in these three areas were developed. As an outcome of the proposals in the plan:

- processes used for the development of the Science Statements of Learning will be similar to those used in the development of the Statements of Learning for English
- an AESOC subcommittee, chaired by Queensland, and with representatives from New South Wales, Northern Territory, Tasmania, South Australia, Western Australia, Victoria and the Australian Government will oversee the project and will endorse project management arrangements, the budget and timelines
- Curriculum Corporation will manage the project
- the Science Statements of Learning will be completed by April 2005

- the development of the Science Statements of Learning will involve longer consultation periods with State, Territory and Australian Government jurisdictions and will involve more formal consultation and collaboration with curriculum authorities than occurred during the development of the English Statements of Learning.

Major developments in teaching and learning in science

National School Science Project

The National School Science Project was a direct response to the Department of Education, Science and Training (DEST) commissioned report, the *Status and Quality of Teaching and Learning of Science in Australian Schools*, by D. Goodrum, M. Hackling and L. Rennie (and discussed in the *National Report on Schooling in Australia 2001*). Through the National School Science Project, the Australian Government has funded 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. Information about the activities continuing into 2004, the Science Education Assessment Resource Project and the Schools, Community and Industry Partnerships in Science (SCIPS) Project, is provided below.

Science Education Assessment Resource Project

The purpose of the Science Education Assessment Resource Project is to develop an online bank of science assessment resources for teachers across the compulsory years of schooling. The project was conducted by a consortium led by the Australian Council for Educational Research (ACER), which held responsibility for the development of the assessment items and all supporting materials. ACER worked with Curriculum Corporation which had responsibility for the development of the website that provides the online delivery of the resource and a management system for the materials during their development.

The website, <http://cms.curriculum.edu.au/sear/>, was completed in September 2004. It contains over 1,000 items, organised into approximately 240 tasks of various types, as well as additional assessment resources for teachers.

Schools, Community and Industry Partnerships in Science Project

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. An aim of this project was to build partnerships between schools, their communities and local industries to promote understanding about the importance of science study at school. In 2004, the project's next stage, the SCIPS Project, was funded by the Australian Government and managed by ASTA, with input from a national representative project advisory committee. The SCIPS Project aimed to promote scientific literacy through local community involvement in school projects. It incorporated the success factors of the Science Awareness Raising Project 2002.

During 2004, the two major components of the SCIPS Project were developed. The dedicated SCIPS website, <http://www.scips-asta.edu.au/>, launched in November 2004, provided information, application forms, resources and ideas for activities, protected access to project areas and live chat features. The site enhanced 'real time' project support. Partnership opportunities and introductions were facilitated through dialogue with website contacts and use of the SCIPS Partnerships Promotion Kit. Sixty applications for Partnership project grants were received for consideration by the closing date.

Primary Connections

Primary Connections is an innovative national program linking the teaching of science and literacy in Australian primary schools. It will include a professional learning programme, professional support materials and curriculum resources designed to meet the needs of primary school teachers and students across Australia. The Australian Academy of Science funded the first stage of the project. Stage Two is a partnership between the Australian Academy of Science and DEST, funded through the Australian Government Quality Teacher Programme.

Initial stages of planning and writing were completed in 2004 under the guidance of a National Reference Group comprising representatives of the Australian Government; all State and Territory education jurisdictions; the National Catholic Education Commission; the Independent Schools Council of Australia; ASTA; the Primary English Teaching Association and the Academy for Technological Sciences and Engineering.

Australian School Innovation in Science, Technology and Mathematics Project

The Australian School Innovation in Science, Technology and Mathematics Project was established in 2004 as the major component of the Australian Government's Boosting Innovation, Science, Technology and Mathematics Teaching Programme. Funding is to be made available for projects involving school clusters partnered with non-school organisations in projects that:

- encourage innovation in Australian schools and extend the innovative capacity of students
- promote world-class teaching and learning of science, technology and mathematics in Australian schools and

- assist in attracting and retaining sufficient numbers of high-quality graduates, in the fields of science, technology and mathematics, in the teaching profession.

Initial expressions of interest in funding for projects are to be invited in early 2005, followed by detailed applications from short-listed clusters.

Environmental education

The Australian Government Department of Environment and Heritage commissioned Curriculum Corporation to manage the consultation and writing tasks necessary to develop a broadly endorsed and effective National Environmental Education Statement.

Consultation on a draft statement entitled 'Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools' was undertaken. The document was circulated broadly to curriculum experts and policy officers in all States and Territories; tertiary educators in environmental education and teacher education; teachers from primary and secondary schools in all States and Territories; environmental scientists; conservation and community organisations; teacher associations and parent bodies.

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.

In requesting that ICT be measured, ministers have affirmed the importance of ICT knowledge and skills as enabling technology to transform student learning and enhance students' future economic and social participation and ability to access infrastructure, equipment and services delivered using ICT.

Teaching ICT

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
- 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 through high quality professional learning
- 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 supplying 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.

Australia's schools have made substantial progress since Learning in an Online World was adopted in 2000 and significant investments in ICT, through a range of programs, have been made. These programs 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 governments and schools.

The progress made since the publication of *Learning in an Online World* in 2000 includes:

- expanded knowledge about the effective use of ICT to improve student learning through new research and the accumulated experience of educators
- increased numbers of schools and teachers embedding ICT in teaching, learning, assessment and administration programs
- improved student ICT skills, supporting employment and lifelong learning
- articulation by jurisdictions of ICT competency requirements for teachers and leaders
- extended in-service professional development programs for teachers, with most Australian teachers demonstrating basic knowledge, skills and capabilities, and a growing number reaching advanced levels
- extended learning opportunities for students with special needs, particularly those in isolated areas, and with physical disabilities
- substantial growth in digital content and services available to meet the needs of Australian education
- progressive introduction into architectural environments of new software systems addressing teaching, learning and administration
- improved access to ICT infrastructure for students and teachers through investment in computers, networks, telecommunication services and technical support services.

However, challenges still remain. Areas where further action and collaboration is required include:

- building workforce capability in the effective use of ICT to support student learning
- providing for the professional development requirements of pre-service and in-service teachers and school leaders to ensure integration of ICT in the everyday practices of schools
- providing access to evidence-based data and research to inform the practice of teachers, leaders and decision makers

- investing in quality digital content, developed according to sound educational principles
- developing systems that integrate with other teaching, learning, assessment and administration software
- ensuring processes and technology to manage the security of online identities of students, teachers and families
- using technologies to support the transfer and sharing of education and administrative information
- maintaining ongoing investment in school ICT infrastructure to sustain existing facilities and ensure that all students have access to modern ICT resources
- addressing the lack of access to affordable internet connectivity of sufficient capacity for a large proportion of Australian schools.

Education goals for ICT

The Organisation for Economic Co-operation and Development has identified innovation and the adoption of new technologies as important drivers of economic growth and productivity. In 2004, Australian schools continued to invest in ICT, recognising the importance of providing students with the critical skills and competencies required for an economy that will be increasingly dependent on innovation and technology.

ICT is enabling students to develop understandings of contemporary trends and issues required for living and working in an interconnected world. Importantly, ICT is enabling education systems and institutions to support the lifelong learning of Australian citizens. Through the integration of ICT, schools have reformed their curricula, pedagogy and assessment to engage students and to support personalised, enriched learning experiences. Australian schools and school systems are also investing in ICT initiatives to improve administrative and information management processes.

Strategies for investment in ICT for education are not being pursued in isolation. Australia's schools are integrating ICT initiatives within their broader strategic agendas, including curriculum renewal strategies. There is significant collaboration across school sectors through bodies including the MCEETYA ICT in Schools Taskforce and the Australian Information Communications in Education Committee.

Access to ICT infrastructure

Since 2000, all schooling sectors have made substantial financial investments to upgrade ICT infrastructure, leading to major improvements in access to ICT for students and teachers. Many hundreds of thousands of computers have been installed in classrooms and most are now connected to the Internet. Some jurisdictions have achieved their targets of providing at least one computer for every five students and some are trialing other forms of technology including interactive digital whiteboards and personal digital assistants.

All schooling sectors recognise the importance of providing teachers with ready access to computers for research, professional development, lesson preparation, assessment and other teaching tasks and many schools provide notebook computers for teachers.

Since 2000, new professional technical support arrangements have been introduced to provide schools with effective and reliable services. School systems have also recognised the need to provide access to ICT resources beyond school campuses and have upgraded the technology used to support distance learning, particularly for students in remote areas.

New interactive distance learning technologies have been installed and some school sectors have provided computers and network services in the homes of students who cannot attend conventional schools.

School systems require an extensive range of software to support the advancement of teaching and learning, and the improvement of administrative processes such as student administration, assessment, library management and human resource management.

Education systems also face the growing challenge of integrating their various software packages so that student data and other information can be reliably and securely exchanged. Some have responded to these challenges by developing a learning framework that details the way the various software packages need to work together and there has been considerable collaboration between jurisdictions on this issue through the MCEETYA ICT in Schools Taskforce. The Australian Government supports these efforts through the promotion of international technical standards within the education sector and also maintains links with international standards organisations

through Educational Technology Standards Australia, funding for IMS-Global Learning Consortium, <http://www.imsglobal.org/>, and international partnerships.

The use of online content has grown since 2000, particularly with resources developed through The Le@rning Federation initiative. This has increased the need for new delivery systems including web portals, learning management systems and content management systems.

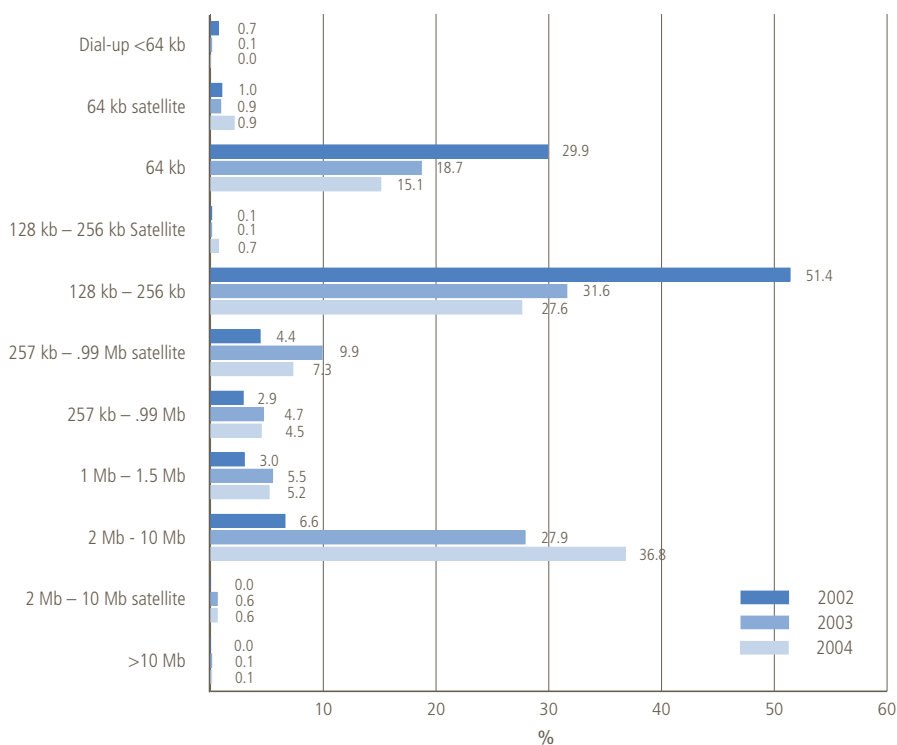
Affordable access to high-capacity telecommunications services remains an issue for many schools in Australia, especially in rural and remote areas. Lack of access to adequate internet services constrains schools in their ability to collaborate, communicate and access quality content which, in turn, restricts their ability to increase teacher effectiveness, raise the quality of classroom practice, adopt innovation and reduce inequity.

School sectors have given high priority to upgrading telecommunications services for schools. They have increased their overall expenditure, renegotiated telecommunications contracts and deployed a range of innovative technologies.

In 2003, Australian education ministers adopted a bandwidth action plan that set out eight strategic actions:

- adopt a coordinated, cooperative approach based around 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 capability, under the direction of the governance body
- 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.

Figure 9.1 Bandwidth provision to Australian government schools 2002–04



All schooling sectors have been working together on the Bandwidth Implementation Plan through the MCEETYA ICT in Schools Taskforce. The Australian Government has funded a range of activities through the National Broadband strategy.

In 2004, within the government sector, significant progress in the provision of bandwidth was made. Over 40 per cent of schools had access to a service with a bandwidth of at least 1 megabyte capacity. This was a significant improvement from 2002 when less than 10 per cent of schools had access to such a service. However, many schools do not yet have adequate access with nearly half of all schools still using services of 256 kilobytes or less in 2004.

Embedding ICT in the curriculum

All schools continued work to develop and promote effective pedagogies to embed ICT into the curriculum and the teaching practices of schools and individual teachers. Clear visions for ICT are articulated in systems strategies, policies and curriculum

frameworks. Some jurisdictions established lighthouse schools to model and demonstrate good practice and others encouraged schools to develop school-wide plans for the use of ICT in learning and teaching.

Curricula in all jurisdictions specify outcomes relating to technology. A range of approaches are used, based on the overall structure of the particular curriculum frameworks. Solid progress has been made since 2000 with jurisdictions reporting a growing number of schools and teachers successfully embedding ICT into their teaching programs. Continuing action is needed to build workforce capacity and to ensure that all teachers effectively use ICT to transform teaching and learning.

Technology-specific skills and competencies

The National ICT Statement of Learning is currently being developed through the National Curriculum Consistency Outcomes project. The first national assessment of the ICT

literacy of students in years 6 and 10 will be undertaken in 2005, and the report of the assessment will describe student outcomes to be provided in 2006. Testing will be undertaken every three years as part of the National Assessment Program.

Many schools offer technology-specific courses and some jurisdictions have introduced competency certificates from year 10. At the post-compulsory levels, there are specific school certificate courses for which the use of ICT is mandated. Some schools offer ICT-related vocational education and training courses and many offer industry-based technology courses such as those developed by international technology companies.

School sectors also manage initiatives to ensure that students with special needs benefit from the investment in ICT. Many jurisdictions have developed specific guides, teacher resources and modified sets of ICT competencies for these students.

Professional development

The Australian Government and State and Territory school sectors give priority to providing teachers with the necessary skills to effectively use ICT tools and resources. Many jurisdictions set clear standards for the basic ICT competencies required by teachers, including professional accreditation.

ICT in pre-service teacher education courses remained a high priority and partnerships between school sectors and universities continued to prosper. School sectors operate a range of in-service professional learning programs to extend the ICT competencies and the teaching practices of their teachers. A variety of delivery methods were used including:

- print-based and electronic guides for teachers
- specific ICT professional learning programs supported by websites
- delivery of courses through to face-to-face seminars and programs
- practicums at lighthouse schools
- delivery of courses online
- in-school mentors or coaches.

Most Australian teachers have achieved basic levels of ICT competency. The new digital content for teachers, particularly learning objects through The Le@rning Federation initiative, has

created the need for professional learning in the effective use of digital learning objects.

The professional learning programs of the different school sectors have also been supported by the Australian Government through initiatives such as the Australian Government Quality Teacher Programme. The resources and services provided by Curriculum Corporation and *education.au limited* have also been significant in raising the professional skill levels of Australia's teachers.

School leaders and administrators are supported in using ICT for management and administrative functions. These functions include accounting, staffing, timetabling and reporting. There has also been an increased use of ICT services, including email and web portals for communication between school system offices and schools.

Digital content

Quality digital content plays an important role in supporting effective teaching and learning and Australian school sectors have continued to undertake a range of programs to identify, acquire, develop and distribute digital content to their schools. Significant progress in the distribution of digital content is evident. In 2000, the distribution of content occurred mainly through removable media such as CD-ROM but by 2004, schools were prioritising Internet-based distribution via central websites. There has also been major growth in the range of digital content and services available to schools, teachers and students.

The Le@rning Federation initiative has been the major digital content project undertaken for Australian and New Zealand schools in the period 2001–05. The initiative, funded by the Australian, New Zealand and State and Territory governments, is being jointly managed by Curriculum Corporation and *education.au limited*. Research has confirmed that the content being developed is playing a significant role in providing technology-rich teaching and learning programs. Jurisdictions have introduced software systems to manage the distribution of learning objects and also operate their own initiatives to provide schools with digital content.

The EdNA Online Service operated by *education.au limited* continued to provide a valuable service, including a directory of quality educational websites suitable for Australian schools.

A variety of curriculum-based online and CD-ROM resources continued to be developed by Curriculum Corporation.

Research and experience in schools has shown that collaborative online projects provide students with highly effective learning activities across the curriculum. School sectors actively encourage schools to participate in collaborative projects, enabling groups of students in different locations to work together and to share information and work products. Some jurisdictions established organisational units to promote and support online projects by providing collaborative tools and websites.

Challenges in the area of digital content still exist, such as ensuring that the content developed by both educators and commercial firms is based on sound education principles and effective instructional design practices. In addition, schools need to manage the often complex intellectual property rights associated with digital content and to manage the safety issues associated with providing access to the Internet to children.

Performance measures

ICT Literacy Assessment Project

To support the national goals agreed to in 1999 by education ministers, the MCEETYA Performance Measurement and Reporting Taskforce (PMRT) has worked towards developing key performance measures in eight priority areas, including ICT, to monitor students' achievement in relation to the goals.

The first national Measurement Framework for National Key Performance Measures was endorsed by ministers in July 2002. The framework sets out the basis for reporting on progress towards the achievement of the national goals, including the key performance measures and the cycle of assessment for priority areas such as literacy, numeracy, science, civics and citizenship, and ICT. A copy of the framework can be found at the MCEETYA website at, <http://www.mceetya.edu.au/mceetya/>. As part of this process, it was agreed that ICT be monitored from 2005 using a three-yearly sample assessment at year 6 and year 10.

It was agreed that the first national sample assessment for ICT would focus on students' general ICT skills and knowledge in a cross-curricular context (ie ICT literacy), rather than on the more technical skills and knowledge developed through specialist ICT

courses, and that the assessment would include a short survey of students' access to ICT. However, at this stage, it would not seek to monitor students' attitudes to ICT. It was also agreed that it would be important to maintain a 'futures perspective' to retain the currency of the knowledge and skills as technological advances are made and the delivery of ICT in schools changes.

Preparation for the 2005 national assessment for ICT began in 2003 with the ICT Literacy Assessment Project. The PMRT commenced work on the development of the ICT assessment domain and framework which built on the review of national and international curriculum practices and assessment frameworks and was used in drafting a framework for Australia's national sample assessment in ICT literacy for years 6 and 10.

ICT assessment framework

The draft assessment framework for ICT Literacy which was endorsed by ministers, outlined the following:

- background information to the assessment of ICT
- a definition for ICT literacy
- the ICT literacy domains.

ICT literacy domain definition

The ICT literacy domain definition forms the basis for the development of the assessment framework. The decision to focus on ICT literacy as an essential skill across all learning areas, for all students, reflects the wide prevalence and use of ICT in society and the value of ICT literate citizens. As ICT changes it is increasingly important that these skills are adaptive and transferable and are used as a tool to assist and transform learning in conjunction with other essential skills, such as literacy, numeracy and problem solving.

For the purposes of this assessment domain, the PMRT has agreed to the following definition of ICT literacy:

the ability of individuals to use ICT appropriately to access, manage and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society.

For the purposes of assessing students' ICT literacy skills, MCEETYA agreed in July 2001 that ICT would be defined as

'technologies used for accessing, gathering, manipulation and presentation or communication of information'. However, for equity and pragmatic reasons, the first national sample assessment of ICT literacy in 2005 will focus on the use of computer tools. As indicated in the definition set out above, ICT literacy does not focus entirely on technical skills, but also involves assessment of information gathering, development of new understandings and communication.

The ICT literacy domain includes six processes:

- accessing information – identifying the information needed and knowing how to find and retrieve information
- managing information – organising and storing information for retrieval and reuse
- evaluating – reflecting on the processes used to design and construct ICT solutions and making judgements regarding the integrity, relevance and usefulness of information
- developing new understandings – creating information and knowledge by synthesising, adapting, applying, designing, inventing or authoring
- communicating with others – exchanging information by sharing knowledge and creating information products to suit the audience, the context and the medium
- using ICT appropriately – making critical, reflective and strategic ICT decisions and using ICT responsibly by considering social, legal and ethical issues.

ICT literacy strands

The elements of the ICT literacy definition have been clustered into three strands: working with information, creating and sharing information and using ICT responsibly. These strands were developed to describe discrete constructs. Strands A and B are logical process groupings of ICT use while Strand C focuses on understandings of responsible ICT use.

The three strands of the ICT literacy domain are described below:

Strand A: Working with information

This strand includes identifying the information needed; formulating and executing a strategy to find information; making judgements about the integrity of the source and

content of the information; and organising and storing information for retrieval and reuse.

Strand B: Creating and sharing information

This strand includes adapting and authoring information; analysing and making choices about the nature of the information product; reframing and expanding existing information to develop new understandings; and collaborating and communicating with others.

Strand C: Using ICT responsibly

This strand includes understanding the capacity of ICT to impact on individuals and society, and the consequent responsibility to use and communicate information legally and ethically.

In developing the strand groupings, consideration was given to international and national developments, including an audit of State and Territory curriculum and assessment practices prepared through consultation with State and Territory curriculum officers.

Application of ICT literacy

The processes described in the ICT literacy definition are applied across all learning and real-life situations, are not restricted to the use of particular technologies, software or information products and are evident in a range of contexts and environments that a student may use. However, the first national sample assessment of ICT literacy in 2005 will focus on the use of computers.

Assessment tasks

The ICT literacy assessment will consist of tasks that will be administered through a computer environment. Student achievement of the tasks will be mapped onto the levels described in the progress map. Students will be required to attempt a general skills module and several thematically linked assessment modules.

The assessment modules generally consist of a sequence of simulated tasks that lead to the construction of a final product (or artefact). The tasks utilise various response formats, including:

- multiple-choice questions
- drag and drop (matching information) activities

- simple software commands (such as saving a file to a location)
- short constructed text responses
- construction of artefacts.

Some items, such as multiple-choice questions, will be automatically scored, while items that produce responses stored as text and responses that produce artefacts will be hand-marked by trained markers.

Reporting

Although three strands have been used to describe ICT literacy, it is anticipated that when reporting the results of the national sample assessment a single measure of ICT literacy will be used to summarise student performance. Student performance will be

described in terms of proficiency bands. These proficiency bands will be linked to the bands in the progress map. Furthermore, two of these bands will be identified as performance standards, one for year 6 and a second for year 10.

'An Assessment Domain for ICT Literacy' is available for download from the MCEETYA website: http://www.mceetya.edu.au/verve/_resources/ict_assessment_domain_file.pdf.

Draft tender specifications

In 2004, an Invitation to Offer was developed to select a contractor to develop and trial a suite of assessment instruments in ICT literacy, to administer the approved test forms for the national sample assessment in 2005, and to mark the assessment, analyse the results and prepare the report during the first half of 2006.

Indigenous education

Introduction

This chapter highlights progress made by Australian States and Territories in improving outcomes in Indigenous education against the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) performance measures for 2004. Summarised below are details of achievements in:

- 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 (NIELNS).

This chapter also provides an overview of Indigenous Education Strategic Initiatives Programme (IESIP) agreements for 2001–04 and a summary report on agreed measures using nationally comparable data.

State and Territory highlights for 2004

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 reflecting the multiplicity of teaching and learning contexts within which education systems and schools operate.

The following summary highlights common themes of culturally inclusive curricula and associated resource development and professional learning; cross-portfolio and partnership arrangements; and English literacy and numeracy acquisition.

Culturally inclusive curricula

As in recent years, in 2004 there was a strong focus by all States and Territories on developing culturally inclusive curricula. This included the increased delivery of Aboriginal Studies, with Western Australia, for example, reporting delivery in 70 per cent of government schools by December 2004. It also included the integration of Indigenous perspectives across the curriculum in areas such as history, social sciences, mathematics, science and environmental studies.

States and Territories are increasingly mandating the introduction of cultural perspectives across the curriculum. In 2004, the Northern Territory commenced the Indigenous Studies and Perspectives project to expand the delivery of culturally inclusive curricula explicitly linked to outcomes within the Northern Territory Curriculum Framework, while Tasmania expanded the number of schools involved in its Aboriginal Perspectives Across the Essential Learnings program and the Changing Places – Making Links program to gradually capture schools with lower Indigenous enrolments. Twenty-seven schools were involved in each program, both of which support the creation of a curriculum free from negative forms of discrimination to allow Aboriginal students to be strong in their own culture, and to support all students to understand and acknowledge the value of Aboriginal and Torres Strait Islander culture to Australian society. Tasmania also appointed a coordinator to develop cultural programs for Aboriginal students across the State.

In Victoria, regional Koorie education committees are provided with funding to assist schools in developing culturally inclusive curricula and also for enhancing the professional development of Koorie and non-Koorie teachers. Victoria continued its Koorie Open Door Education Program, which is delivered at four campuses located at Mildura, Morwell, Glenroy and Swan Hill. The campuses provide culturally inclusive curricula and appropriate teaching and learning programs and allow for active involvement of Koorie communities in educational decision-making.

Culturally inclusive curricula are critical to improving Indigenous student outcomes; New South Wales reported, for example, that the establishment of a clear relationship between local

Indigenous cultural experiences and the teaching of mathematics resulted in the engagement, retention and improved outcomes of Indigenous students.

Resources supporting culturally inclusive curricula

The development of culturally inclusive curricula was supported by the development of a range of resources, including the following:

- The Australian Capital Territory distributed *Ngambri* storybooks produced by local Indigenous families to all primary schools and Koorie preschools, and also encouraged schools to develop their own resources reflecting the Indigenous perspectives of their locality.
- New South Wales published Welcome to Country and Acknowledgement of Country guidelines to assist schools, communities and departmental staff to celebrate Indigenous Australia.
- The Northern Territory worked in collaboration with Indigenous educators and community elders to implement the Indigenous Languages and Culture Support Materials project, to ensure the availability of resources to support delivery of the Indigenous Languages and Culture component of the Northern Territory Curriculum Framework, which caters for the multiple teaching and learning contexts of remote and very remote school communities.
- Queensland provided online information and resources through a new curriculum exchange gateway to enhance skills and school staff knowledge in the area of Indigenous education. The initiative is one of a range of strategies that constitute Partners for Success, Queensland's major policy framework for improving Indigenous education. A booklet on Indigenous education and information and communication technologies (ICT) was published to support teachers in integrating ICT into the curriculum for Indigenous students. A Partners for Success Unit was established within the Curriculum Strategy Branch to provide advice on the inclusion of Indigenous perspectives across all key learning areas.
- Western Australia continued to develop resources under the ABC of Two-Way Literacy and Learning program to assist

teachers to gain an understanding of Aboriginal English and support them in the teaching of Standard Australian English to Aboriginal students who speak English as a second language or dialect.

Supporting culturally inclusive curricula through professional development

All States and Territories provided extensive professional development opportunities to support the development of culturally inclusive curricula, enabling staff to maintain and extend their knowledge and respond to contextual diversity.

In Western Australia, for example, staff in around 70 per cent of government schools attended cultural awareness training provided through the resource, *Our Story*. Western Australia also worked in collaboration with Catholic and independent school systems on the development of a web-based cross-cultural awareness program for teachers entering schools with Indigenous student cohorts. The program, which should be available in 2005, will enable teachers to access training in their own time and gain credit towards a Masters of Education qualification.

Professional learning was addressed in Queensland through Partners for Success initiatives, including the sharing of exemplary practices through workshops and multimedia tools by schools designated as Partners for Success Centres of Excellence. Leadership in Indigenous education was promoted through the sharing of expertise by the Partners for Success High Achiever Principals Network. The Indigenous Education and Training Alliance, situated in Cairns, continued to provide support to schools in improving Indigenous student outcomes by providing and brokering high quality learning and development activities.

Koorie education development officers in Victoria continued to provide support to schools, with a particular focus on the provision of curriculum and professional development, while Western Australia continued to provide professional development on the ABC of Two-Way Literacy and Learning program.

States and Territories also sought to increase the number of Indigenous teachers. Queensland, for example, continued to provide the Remote Area Teacher Education program, which delivers teacher education courses to Indigenous people (based

primarily in remote communities) at certificate and tertiary levels. Ninety-six students have graduated from the program at James Cook University since its inception. The program attracted 70 participants at degree level in 2004, far exceeding its quadrennium target of 30. In Tasmania, six students were supported under the Aboriginal Teachers' Scholarship to study towards a Bachelor of Education or a Bachelor of Teaching, while Koorie Teaching Scholarships were provided in Victoria to assist Koorie education workers to undertake teaching qualifications at the degree and graduate diploma levels.

Cross-portfolio frameworks and partnership arrangements

In 2004, States and Territories continued to work in partnership with schools, communities, other education providers, industry and key stakeholders to improve educational outcomes for Indigenous students. Highlights included the following:

- the Australian Capital Territory trialed the Birrigai Boys' program, which sought to improve outcomes for some of the most disadvantaged and 'at risk' Indigenous students, in the areas of attendance, behaviour, self-identity and literacy and numeracy. The program was developed in consultation with school staff, parents and a range of government and non-government organisations.
- New South Wales worked in close collaboration with the New South Wales Aboriginal Education Consultative Group, the NSW Teachers Federation, Aboriginal communities and key stakeholders to undertake a comprehensive review of Aboriginal education across the State. The review resulted in a range of recommendations that will affect future strategic planning to ensure that 'Aboriginal education and training is everybody's core business'. The review's report, *Yanigurra Muya: Ganggurrinyima Yaari Guurulaw Yirringin. Gurray (Freeing the Spirit: Dreaming an Equal Future)*, by the New South Wales Aboriginal Education Consultative Group and the New South Wales Department of Education and Training, was published in 2004.
- Queensland worked in partnership with the Queensland University of Technology to establish the Indigenous Education Leadership Institute in Cherbourg. Dr Chris Sarra, who, as principal of the Cherbourg State School, was responsible for a dramatic improvement in Indigenous educational outcomes, heads the Institute. Part of the Institute's role is to package what was learnt at Cherbourg State School and make this available to other schools.
- The people of Cape York worked in partnership with the Queensland Government, the Australian Government and Griffith University to establish the Cape York Institute for Policy and Leadership in Cairns under the directorship of Noel Pearson. The institute is playing a critical role in addressing the needs of Cape York communities, particularly on issues such as education, health, governance and welfare reform.
- South Australia worked in partnership with a range of stakeholders to support implementation of projects under the Working Together for Indigenous Youth program, which included the development of the Para West Indigenous Sports Academy and the LeFevre High School Film and New Media Centre of Excellence. The South Australian government allocated \$28.6 million for the School Retention Action Plan 2004–07, adopting a cross-portfolio partnership approach to support students at risk of not completing year 12.
- Victoria continued to implement its major policy framework and associated initiatives for improving Indigenous education, titled *Yalca: A Partnership in Education and Training for the New Millennium*, between the State Government and the Victorian Aboriginal Education Association. The policy places the Koorie student at the centre of education policy and decision-making, and acknowledges that local Koorie communities through local Aboriginal education consultative groups are best able to determine local education and training needs.
- Western Australia continued to work in partnership with schools, Indigenous communities, government agencies and industry to implement a secondary student retention strategy, *Follow the Dream*. The strategy targets high-achieving Indigenous students as they commence their secondary education, providing them with ongoing academic extension in a supportive environment and enabling them to

aim for year 12 completion and entry to university. In 2004, 321 students from years 8–12 participated in Follow the Dream at 13 Learning Centres across the State.

- Western Australia worked with four schools, parents, and other government agencies to support implementation of the Happy Kids program, which targets upper primary Indigenous students at risk of poor health, social, emotional and/or cognitive outcomes. Happy Kids helps to build children's resilience to life's challenges through social and educational skills development, timely and appropriate health interventions and community engagement. Outcomes also include improved school attendance, participation and retention.
- The National Catholic Education Commission convened a successful meeting in May 2004 of Indigenous education coordinators from the 28 Catholic dioceses in Australia, providing a forum for the exchange of information and views, as well as to assist in determining national priorities and policy development.

Issues that affect education participation, achievement and retention often sit outside the domain of education. To this end, whole-of-government initiatives such as the Queensland Meeting Challenges Making Choices Strategy, which focuses government efforts to address alcohol, substance abuse and violence in 19 Indigenous communities, complement education policies and programs for Indigenous education.

English literacy and numeracy

During 2004, States and Territories continued to implement a diverse range of approaches to improve Indigenous outcomes in English literacy and numeracy. These included State and Territory funded initiatives, as well as those funded under the Australian Government NIELNS. Highlights included the following:

- The Australian Capital Territory provided funding to expand the number of consultants to support English literacy and numeracy learning for Indigenous students who scored in the lowest 20 per cent in its 2004 assessment program. NIELNS funding also provided the Australian Capital Territory with the opportunity to employ Indigenous home-school liaison officers to work in the Koorie Preschool Program.

These officers focused on involving families in their children's education. They also encouraged families to share their stories with staff and students, which were subsequently developed into resources for preschool children.

- NIELNS provided South Australia with the impetus to plan for the development of good-practice literacy and numeracy sites. The implementation of state-wide literacy and numeracy action research projects built the motivation and commitment to improve outcomes, data collection processes and site and teacher accountability. Projects included:
 - trialing of the Accelerated Literacy Program in Indigenous education in focus schools, and the associated training of teachers
 - development of Indigenous education focus schools as 'good-practice sites' that fostered the sharing of expertise and leadership in literacy and numeracy research
 - recognition of Indigenous students in mainstream schools as English as a Second Language (ESL) learners and the subsequent training of teachers in the use of ESL Scope and Scales
 - increased awareness of the language needs of Indigenous students in metropolitan, rural and remote sites
 - trialing of contextualised numeracy curriculum, the delivery of Numeracies in the Community program training, and ongoing research and investigation into scaffolding the language of mathematics.
- The Northern Territory continued to deliver the Accelerated Literacy Program. Expansion of the program in 2004 saw the participation of nine additional schools, taking the total number of schools to 15. The program attracted 1,446 students, of whom 85 per cent were Indigenous. Improved literacy outcomes in national benchmarks for year 3 reading in 2004 (from 35 per cent to 40.2 per cent) were attributed to an increased focus on providing intensive systemic support to schools to prepare them for student participation in a multi-level assessment program to assess achievement against national benchmarks.
- In Queensland, one of the major focuses of the Indigenous Education and Training Alliance in Cairns was to provide intensive support through professional development programs for teachers around the use of Bandscales for

Aboriginal and Torres Strait Islander learners. Bandscales were developed as a direct response to NIELNS and are based upon ESL Bandscales for ESL students, with a specific focus on the acquisition of Standard Australian English by Indigenous learners. Queensland also completed a review of Indigenous education and strengthened accountability systems in government schools for Indigenous students' literacy and numeracy.

- New South Wales focused on initiatives that prioritised cultural understanding as a starting point for developing effective pedagogies. Aboriginal educational initiatives developed by New South Wales through NIELNS included:
 - home to school transition, which supplemented and expanded existing preschool services across the State by targeting Aboriginal students who do not have access to preschool services
 - Maths in Context for Aboriginal Students, which relied on schools and teachers valuing and drawing on the knowledge, experiences and understandings within the local Aboriginal community
 - bidialectal approach to teaching Standard Australian English, which relied on a leadership approach that links cultural understandings and pedagogical considerations. Priorities in the approach are that Aboriginal and non-Aboriginal people work together, that schools represent Aboriginal community knowledge in school practices, and that all teaching addresses New South Wales syllabus requirements to ensure academic success for all Aboriginal students.
- New South Wales and Western Australia continued to address the issue of conductive hearing loss (otitis media) in Indigenous students. New South Wales trained Aboriginal community liaison officers to run workshops with their local communities and schools to raise awareness of otitis media and its impact on student learning. Western Australia ran Train the Trainer courses and workshops for district and school-based staff, Aboriginal kindergarten teachers, and community members across the State.
- Tasmania used NIELNS funding to continue two Effective Links and Community Partnerships projects. These projects, in two school clusters, sought to increase the number of Aboriginal children enrolling in kindergarten and to improve

the literacy and numeracy outcomes of children in the early childhood years. Cultural rooms were established in schools to provide places where Aboriginal parents and community members could meet to talk about their children's education with staff and friends.

- Victoria continued to implement a number of initiatives to improve the literacy and numeracy outcomes of Koorie students, including the following:
 - the Koorie Literacy Links project, which concentrates on the early years of schooling (preparatory to year 4) and incorporates the extensive use of information and communication technologies and video-conferencing as a literacy tool. School communities link regularly to establish strong support networks for students who are learning to read and write and for adults involved with their education
 - the Koorie Numeracy Links project, which focuses on the middle years of schooling (years 5 and 6) and involves video-conferencing as a numeracy tool. School communities share best practice, while enhancing problem-solving and mathematical skills in their students
 - the Koorie Middle Years Link project, which focuses on students in years 7–9 and incorporates the use of video-conferencing to create a network of communities, teachers and Koorie education workers who share approaches to improve teaching and learning, and to engage Koorie students in collaborative ways of learning through the integration of literacy and technology
 - the provision of Koorie literacy officers to support targeted school communities to improve the literacy levels of Koorie students. The literacy officers provide assistance and advice to schools (such as identifying and modelling inclusive teaching and learning approaches and resources), families and Koorie students.
- Western Australia began work on the development of a multimedia package, Walk Right In, to assist parents and the community to actively participate in their children's education, including their acquisition of English literacy and numeracy skills. The package, expected to be available in 2005, is designed to be used by Aboriginal liaison officers and Aboriginal and Torres Strait Islander education officers, in partnership with parents and community members.

- Western Australia participated in a joint partnership with the Australian Government Department of Education, Science and Training (DEST) to provide individual and group tuition and/or in-school tuition for primary students with literacy and/or numeracy needs under the Aboriginal Tutorial Assistance Scheme. Seventy-five schools participated in the program, involving 384 students in years 4 and 5.
- As part of NIELNS, Western Australia contributed to the development, by the Catholic Education Office of Western Australia, of a support package to assist government and non-government schools to foster Indigenous students' literacy and numeracy acquisition through improving their attendance rates. The package included guidelines on the development of educational and support statements between schools and Indigenous communities, whole-school attendance plans and class attendance plans. The Association of Independent Schools of Western Australia was also involved in the development of this package.

Overview of IESIP 2001–04 agreements

Context

The National Aboriginal and Torres Strait Islander Education Policy built on previous State and Territory initiatives and came into effect in 1990. It was adopted by all State and Territory governments and accompanied the recognition by MCEETYA of the urgent need to improve educational outcomes for Indigenous Australians, particularly from the mid-1990s.

Within the context of the National Aboriginal and Torres Strait Islander Education Policy, State and 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
- 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 2004 can be found in the *National Report to Parliament on Indigenous Education and Training, 2004*, which is available online at http://www.dest.gov.au/sectors/indigenous_education/publications_resources/profiles/national_report_indigenous_education_and_training_2004.htm.

Literacy and numeracy

Indigenous students' results in the 2004 national benchmark testing for years 3, 5 and 7 reading, writing and numeracy were lower than those of all students, as is shown in Table 10.1. Also included in Table 10.1 are the results for year 3 and 5 Indigenous students for 2000–04 and year 7 students for 2001–04.

These data are estimated with 95 per cent confidence intervals; 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 smaller numbers of Indigenous students, when compared with the total

Table 10.1 Year 3, 5 and 7 benchmark results^(a) in reading, writing and numeracy, Indigenous and all students, Australia, 2000–04

	Year 3					Year 5					Year 7			
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2001	2002	2003	2004
Reading														
Indigenous	76.9 ±6.5	72.0 ±4.8	76.7 ±4.1	78.8 ±6.9	82.9 ±3.6	62.0 ±4.8	66.9 ±3.6	68.0 ±3.5	67.7 ±4.1	69.4 ±3.8	60.1 ±3.1	65.3 ±2.9	66.4 ±3.1	71.0 ±2.8
Australia	92.5 ±2.2	90.3 ±2.0	92.3 ±1.7	92.4 ±1.7	93.0 ±1.5	87.4 ±2.1	89.8 ±1.3	89.3 ±1.4	89.0 ±1.5	88.7 ±1.6	88.4 ±0.9	89.1 ±0.8	89.4 ±0.9	91.0 ±0.7
Writing														
Indigenous	65.0 ±5.4	67.8 ±4.9	77.1 ±3.5	75.2 ±4.1	76.8 ±4.3	74.3 ±3.7	79.9 ±3.3	76.4 ±3.8	79.6 ±3.8	81.7 ±3.5	74.3 ±4.6	71.6 ±4.8	74.4 ±4.4	78.8 ±3.8
Australia	90.0 ±2.6	89.5 ±2.3	93.6 ±1.2	92.2 ±1.5	92.9 ±1.5	92.5 ±1.3	94.0 ±1.0	93.6 ±1.1	94.1 ±1.1	94.2 ±1.1	92.6 ±1.5	90.7 ±1.7	92.1 ±1.7	93.6 ±1.3
Numeracy														
Indigenous	73.7 ±7.1	80.2 ±3.9	77.6 ±3.6	80.5 ±3.7	79.2 ±4.1	62.8 ±4.5	63.2 ±3.7	65.6 ±3.7	67.6 ±3.9	69.4 ±3.9	48.6 ±2.8	51.9 ±3.0	49.3 ±2.9	51.9 ±2.8
Australia	92.7 ±2.0	93.9 ±1.2	92.8 ±1.3	94.2 ±1.1	93.7 ±1.2	89.6 ±1.7	89.6 ±1.3	90.0 ±1.3	90.8 ±1.2	91.2 ±1.2	82.0 ±0.9	83.5 ±0.9	81.3 ±0.8	82.1 ±0.8

(a) The achievement percentages in this table include 95% confidence intervals, for example 73.4% ± 6.2%.

Source: MCEETYA, *National Benchmark Results: Reading, Writing and Numeracy Years 3, 5 and 7, 2000–04*

number of students, means that the 95 per cent confidence intervals associated with results for Indigenous students can be quite large. This provides a challenge for monitoring performance over time, as year-on-year changes usually fall within the 95 per cent confidence interval range. However, there are clear outcomes from the 2004 results that indicate encouraging improvement.

In year 3 writing, the substantial improvement made in 2002 was sustained in 2003 and 2004.

At the year 5 level, the proportion of Indigenous students achieving the benchmark in writing was appreciably higher in 2004 than in 2000.

In year 7 reading, the proportion of Indigenous students achieving the benchmark was appreciably higher in 2004 than in 2001.

As in previous years, IESIP performance reports for 2004 indicate that the rates of absences and withdrawals of Indigenous students from benchmarking assessments tended to be substantially higher than those of non-Indigenous students – in many cases, three or more times higher.

Grade progression and retention

Grade progression rates

National grade progression rates for Indigenous and non-Indigenous students for 2004 are shown in Table 10.2, together with a comparison of the gaps between Indigenous and non-Indigenous rates for the period 1999–2004. The 2004 rates for Indigenous students are slightly lower than the 2003 rates on three of the four transition points, with only the year 8 to year 9 rate showing an improvement.

The year 8 to year 9 rate has fluctuated over the period 1999–2004. After a reversal in 2003, the 2004 result is among the better ones for the period. The main contributing factor to the improvement was the New South Wales result, where the rate has improved from 92.3 per cent to 98.3 per cent in 2004. Appreciable improvements also occurred in South Australia and the Northern Territory in 2004.

Table 10.2 Indigenous apparent grade progression rates^(a) and the percentage point gap between these and non-Indigenous rates, Australia, 1999–2004 (per cent)

Year	Year 8 to year 9		Year 9 to year 10		Year 10 to year 11		Year 11 to year 12	
	Indigenous	% point gap with non-Indigenous	Indigenous	% point gap with non-Indigenous	Indigenous	% point gap with non-Indigenous	Indigenous	% point 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	21.2	67.8	19.3
2003	95.1	4.9	89.2	9.8	71.1	19.8	66.4	19.9
2004	97.5	2.4	88.7	10.0	70.1	19.9	64.7	21.3

(a) Apparent grade progression rates measure the proportion of full-time school students (in government and non-government schools) who progress from one specified grade to the next between annual *National Schools Statistics Collection* collections.

Source: Australian Government DEST, derived from MCEETYA, *National Schools Statistics Collection*, 1999–2004

In 2004, there was a ten percentage point gap between Indigenous and non-Indigenous year 9 to year 10 rates which is the greatest gap for the period. The result of 88.7 per cent is down on the 2003 result and continues a decline in the rate since 2001. The main contributing factor in 2004 was a fall in the rate in Queensland from 97 per cent to 90 per cent.

The transition point from compulsory to post-compulsory schooling, year 10 to year 11, is critical. At this point, three in ten of the year 10 cohort of Indigenous students leave school, compared to one in ten non-Indigenous students. The 2004 rate of 70.1 per cent is down on the 2003 rate of 71.1 per cent.

There was a further decline in the year 11 to year 12 rate in 2004, the worst result for the period. Between 2003 and 2004, there were declines in the rates for five of the eight States and Territories, with only South Australia, Victoria and the ACT showing improvement. The 2004 rate of 64.7 per cent is below the 2000 rate of 65 per cent, indicating that over that period there was no overall improvement.

Some caution should be exercised in judging the impact of changes in grade progress and apparent retention rates in individual jurisdictions on national indicators. Even in States and Territories with the largest Indigenous populations, the number of students in each grade is small, and therefore sensitive to yearly fluctuations in interstate enrolments and self-identification.

Apparent retention rates

Comparative Indigenous and non-Indigenous apparent retention rates are a useful measure for monitoring the level of Indigenous educational disadvantage. Table 10.3 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 over the period 1998–2004.

The data show some improvement in Indigenous apparent retention rates during this period. While the year 10 and year 10 to year 12 rates improved by only two to three percentage points, the year 11 rate increased by an encouraging 8.8 percentage points and the year 12 rate by 7.7 percentage points. In 2003, three of the four rates were at their highest level yet, but this positive result was not quite matched in 2004, although the year 12 rate was the best result to date, as was the year 10 to year 12 rate.

As in previous years, the rates among the larger States in 2004 are highest in Queensland on all four indicators. The Queensland results have a major influence on the national results because 27.5 per cent of all Indigenous secondary students live in that State. The ACT and Tasmanian results on all four indicators are also above the national averages, but their numbers of Indigenous students are small and consequently have a lesser effect on the national rates.

Table 10.3 Comparative apparent Indigenous and non-Indigenous retention rates^{(a)(b)(c)}, Australia, 1998–2004 (per cent)

	1998	1999	2000	2001	2002	2003	2004
Year 10							
Indigenous	83.1	82.0	83.0	85.7	86.4	87.2	85.8
Non-Indigenous	97.5	97.9	98.0	98.4	98.5	98.9	98.5
Gap (percentage points)	14.4	15.9	15.0	12.7	12.1	11.7	12.7
Year 11							
Indigenous	52.3	56.0	53.6	56.1	58.9	61.4	61.1
Non-Indigenous	85.4	86.4	86.2	87.6	88.7	89.5	89.0
Gap (percentage points)	33.1	30.4	32.6	31.5	29.8	28.1	27.9
Year 12							
Indigenous	32.1	34.7	36.4	35.7	38.0	39.1	39.8
Non-Indigenous	72.7	73.2	73.3	74.5	76.3	76.5	76.9
Gap (percentage points)	40.8	38.5	36.9	38.8	38.3	37.4	37.1
Year 10–year 12							
Indigenous	42.4	43.1	43.8	43.6	45.8	45.7	46.0
Non-Indigenous	74.8	75.0	75.2	76.2	77.8	77.7	78.1
Gap (percentage points)	32.4	31.9	31.4	32.6	32.0	32.0	32.1

- (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 years 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*, 1998–2004

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 schooling, from compulsory to post-compulsory schooling. Because it reports the progress of a cohort of students over two years, the impact of factors such as interstate migration is reduced. Table 10.4 shows the apparent retention rate from year 10 to year 12 by State and Territory, and nationally for 2004.

The national Indigenous rate improved slightly during the period 1998–2004; however, the gap between Indigenous and non-Indigenous outcomes remained stable at around 32 percentage points (see Table 10.3).

The 2004 rates were similar to the 2003 rates with small variations in the results from individual States and Territories, apart from South Australia, where the gap decreased to the 2002 level, and the Northern Territory and the ACT, where the gaps increased (see Table 10.4).

Attendance

It is widely acknowledged that consistent school attendance is essential for educational success and that the high incidence of absenteeism among Indigenous students leads to lower standards of academic achievement, including low levels of English language and literacy skills.

Indigenous attendance rates vary considerably from primary to secondary school and from school system to school system. A number of education systems reported Indigenous attendance rates close to those of non-Indigenous students, while others report considerable gaps.

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

Table 10.4 Apparent retention rate from year 10 to year 12^{(a)(b)(c)(d)} in all schools for Indigenous and non-Indigenous students, by State/Territory, 2004 (per cent)

State/Territory	Indigenous students	Non-Indigenous students	Gap in 2002 (percentage points)	Gap in 2003 (percentage points)	Gap in 2004 (percentage points)
New South Wales	37.8	74.1	35.2	35.0	36.3
Victoria	44.7	83.2	42.2	38.7	38.5
Queensland	60.8	81.9	21.6	21.6	21.1
South Australia	44.2	72.2	27.8	34.9	28.0
Western Australia	30.1	74.5	46.9	43.2	44.4
Tasmania	54.5	77.5	16.1	24.7	23.0
Northern Territory	49.2	81.9	29.9	29.9	32.7
Australian Capital Territory	74.6	88.6	11.1	10.8	14.0
Australia	46.0	78.1	32.0	32.0	32.1

- (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*, 2002–04

attendance rates in both government and Catholic systemic primary schools in 2004 were similar to 2003 and movements in attendance rates, either positive or negative, tended to be small.

In government secondary schools, three systems improved over the 2003 rate, three declined and one showed no change. In Catholic systemic schools at the secondary level, the 2004 results were down on the 2003 results with only one system showing improvement and six declining.

The development of strong connections and relationships between schools and Indigenous communities is a key strategy employed by schools and education systems to increase Indigenous enrolments and attendance. Student support teams are targeted at school communities to achieve both attendance and literacy outcomes, working closely with the schools, students and their families. Home–school liaison officers are employed in other places to work in settings from preschools to secondary colleges. Elsewhere, attendance officers are employed to work closely with the community, schools and families, including guardians of the students. Their presence has led to the re-engagement of many students who had dropped out

of school. The presence of Indigenous staff, other Indigenous students and a curriculum that is interesting and relevant and explicitly values Indigenous cultures are also important in improving Indigenous students' attendance.

Senior secondary school outcomes

Indigenous students have lower retention and completion rates than their non-Indigenous counterparts. While virtually all non-Indigenous students complete junior secondary education, for example, one in seven Indigenous students leaves school even before completing year 10. Despite the Indigenous year 12 apparent retention rate reaching its highest point in 2004, there remains a 37 percentage point gap between this rate and the non-Indigenous year 12 apparent retention rate (see Table 10.3). This disparity in senior secondary participation affects the ability of Indigenous students to gain access to university and other learning pathways, which in turn affects their employment opportunities and future engagement with education.

Under IESIP reporting, all government and Catholic school systems report on the ratio of Indigenous students who met the requirements for a year 12 certificate as a proportion of those who commenced year 11 in the previous year. Within States and Territories, that ratio varied between 19 per cent and 72 per cent in 2004. Tasmania, South Australia and Queensland had the best results, in terms of both the rate of success for Indigenous students and the gap between Indigenous and non-Indigenous outcomes.

In general, there has not been any great improvement in the achievement of year 12 certificates over the 2001–04 period. Indigenous students are more likely than non-Indigenous students, however, to gain a vocational educational qualification while completing the year 12 certificate. The vocational and technical education option has become an increasingly important avenue for Indigenous students and can positively affect their employment options.

Indigenous employment in schools

The policy of employing Indigenous staff in schools is intended to improve learning by Indigenous students by providing role

models, demonstrating rich understanding of the cultural factors in learning and improving family involvement in education.

A variation encountered in 2004 is that some government systems have implemented new human resources data systems. Changes in these systems have led to lower counts of Indigenous employees because of problems associated with the need for Indigenous staff to identify formally as such. There have also been revisions of data that had previously been submitted by some education providers.

Overall, the 2004 figures are similar to those for 2003 (see Table 10.5). In the government sector, however, there were decreases in the numbers of Indigenous teachers and Indigenous specialist support staff. Over the 2001–04 period, there has been overall growth of around 18 per cent in both the government and Catholic sectors.

The third broad area of IESIP employment statistics is the employment of Aboriginal and Torres Strait Islander Education Workers (AIEWs). Table 10.6 shows a decrease in the number of AIEWs employed in the government systems in each year from 2001 to 2004, as opposed to consistent increases in the Catholic systems. The overall number of AIEWs employed by government and Catholic school systems throughout Australia remained stable over this period, with a slight increase in 2004 to the levels of previous years.

Table 10.5 Number of Indigenous staff employed in government and Catholic systemic schools, by employment category, Australia, 2001–04

Government schools	2001	2002	2003	2004	% change 2001–04
Indigenous teaching staff	1,338	1,360	1,456	1,427	6.7
Indigenous specialist support staff ^(a)	451	647	699	634	40.6
Indigenous administrative and clerical staff ^(b)	1,035	1,141	1,181	1,268	22.5
Total Indigenous employees	2,824	3,148	3,336	3,329	17.9
Catholic systemic schools					
Indigenous teaching staff	52	66	72	73	40.4
Indigenous specialist support staff ^(b)	144	163	182	185	28.5
Indigenous administrative and clerical staff	277	306	298	304	9.7
Total Indigenous employees	473	535	552	562	18.8

(a) Previously published totals in this series of IESIP performance reports for 2001–03 have been adjusted upwards to include Queensland Indigenous Teacher Aides.

(b) Includes Aboriginal and Torres Strait Islander Education Workers.

Source: Australian Government DEST, IESIP performance reports, 2001–04

Table 10.6 Number of Aboriginal and Torres Strait Islander Education Workers (AIEWs) employed in government and Catholic systemic schools^(a), Australia, 2001–04

	2001	2002	2003	2004	% change 2001–04
Government systems	1,764	1,723	1,683	1,673	-5.2
Catholic systems	442	477	495	523	18.3
Total AIEWs	2,206	2,200	2,178	2,193	-0.6

(a) Includes both school-based and non-school-based AIEWs

Source: Australian Government DEST, IESIP performance reports, 2001–04

Professional development

The focus of IESIP performance indicators for Indigenous staff is on enhancing AIEWs' formal qualifications 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. Data is collected on the average number of hours of professional development undertaken by Indigenous and non-Indigenous staff. As in previous years, in most systems Indigenous staff undertake as much, or more, formal professional development than their non-Indigenous counterparts, particularly within the government systems.

Education providers reported on the Indigenous specific professional development opportunities offered to their staff. These included support and encouragement for Indigenous staff to undertake study towards formal qualifications, the facilitation of school-based professional development for Indigenous staff (of particular importance in remote areas), and training and development for Indigenous community liaison officers and consultants.

Other professional development activities focused on enhancing the skills of both Indigenous and non-Indigenous staff who work with Indigenous students, such as providing information for new staff about working collaboratively with Indigenous communities, offering specific Indigenous education courses and activities, literacy courses and strategies directed towards Indigenous students and cultural awareness training.

AIEWs are an important and active Indigenous presence in the classroom and are the largest group of Indigenous employees with about 2,200 employed in 2004. Professional development leading to formal qualifications for AIEWs represents an advantage both for AIEWs and the students with whom they work. Government and Catholic systems play an important role in encouraging, supporting and enabling AIEWs who aspire to obtain formal qualifications.

Over the 2001–04 quadrennium, there has been a relatively steady increase in the number of AIEWs who are undertaking or who have completed further study towards a qualification, particularly within the government systems (see Table 10.7). The increase in degree qualifications is especially noteworthy, but at all three qualification levels there have been steady increases in the number of AIEWs seeking formal qualifications. Between 2001 and 2004, the number of people enrolled in higher-level courses, degree and diploma, increased from 113 to 223. There was a generally consistent pattern of increase, with most systems showing an increase. Activity in the Catholic sector remained relatively stable between 2002 and 2004.

Achievement of IESIP targets

Eligible education and training providers in receipt of IESIP funding have an Indigenous Education Agreement with the Australian Government DEST that requires them to set targets for improved outcomes in the Ministerial priority areas outlined above. For each year of the funding quadrennium (2001–04), targets were established against performance indicators in

Table 10.7 Number of Aboriginal and Torres Strait Islander Education Workers (AIEWs) undertaking professional development leading to formal qualifications, by government/Catholic sector, Australia, 2001–04

	2001	2002	2003	2004	% change 2001–04
Government sector					
Degree	64	67	106	143	123.4
Diploma	49	75	93	80	63.3
Certificate	327	345	357	369	12.8
Sub-total	440	487	556	592	34.5
Catholic sector					
Degree	68	85	80	82	20.6
Diploma	63	66	77	82	30.2
Certificate	77	103	95	83	7.8
Sub-total	208	254	252	247	18.8
Total government and Catholic	648	741	808	839	29.5

Source: Australian Government DEST, IESIP performance reports, 2001–04

each priority area and IESIP-funded providers were required to submit performance reports showing their outcomes against the performance indicators.

A guiding principle for target setting was to close the gap between the Indigenous and non-Indigenous outcomes, as measured in the baseline year of 2001, by half during the quadrennium, with four equal 'jumps' to be achieved in each of the four years. Not having met a target in one year makes it statistically more difficult to achieve in subsequent years. The cumulative nature of the target-setting process, whereby for each year of the quadrennium the 'bar is set higher' makes targets progressively more difficult and challenging to achieve.

In 2004, 36.3 per cent of all the total targets that were set were achieved, which was the lowest proportion for the quadrennium. The proportion of cases in which targets were not

met but improvements in performance over 2003 were made (32.2 per cent) is, however, the highest for the quadrennium. In total, in 2004 68.5 per cent of targets were either met or some improvements were made, which is slightly better than the average for the quadrennium of 67.3 per cent.

As indicated previously, more detailed information on Indigenous education in 2004, including information covering Indigenous involvement in schooling and culturally inclusive curricula, is available in the *National Report to Parliament on Indigenous Education and Training, 2004*. This report was tabled in the Australian Parliament by the Australian Government Minister for Education, Science and Training, the Hon. Julie Bishop, MP, and is available online via the DEST website, at: http://www.dest.gov.au/sectors/indigenous_education/publications_resources/profiles/national_report_indigenous_education_and_training_2004.htm.

Civics and citizenship education

Monitoring and reporting on Australia's national goals

The National Goals for Schooling in the Twenty-first Century require that students be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life.

Civics and citizenship education promotes the participation of students in Australia's democracy by equipping them with the knowledge, skills, values and dispositions of active and informed citizenship. It entails knowledge and understanding of Australia's democratic heritage and traditions, its political and legal institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion.

Discovering Democracy

One of the driving forces in civics and citizenship education in Australia in the last decade has been the Discovering Democracy program. Between 1997 and 2004, this Australian Government initiative provided \$32 million for curriculum resource development for schools, teacher professional development and national activities.

The program was a response to an identified need for nationally coherent teaching about Australian democracy and democratic institutions to young people. It aimed to assist students to recognise the importance of the European roots of Australian democracy, understand the operation of Australia's political and legal systems and institutions and develop capacities to participate as informed, reflective and active citizens in their community. It provided the impetus for widespread reform and thinking about the role of civics and citizenship education in the school curriculum. Funding was administered by the States and Territories and generally provided for the appointment of project officers to implement the program at the local level.

The Discovering Democracy program had two phases, the first (1997–2000) being the development of curriculum resources, and the second (2000–03) the professional development of teachers and support in the use of the resources.

Values education

Following on from the Discovering Democracy program (1997–2003), the Australian Government committed \$29.7 million over four years (2004–08) to make values education a core part of Australian schooling. This included funding for:

- values education forums in every school in Australia
- clusters of schools implementing good practice approaches
- curriculum and assessment resources to help all schools teach values and
- national partnership projects with parents, teachers, school principals and teacher educators
- an annual national forum.

Statements of Learning

As a means of achieving greater national consistency in curriculum outcomes across the eight States and Territories, ministers at the July 2003 meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) requested that Statements of Learning be developed in English, mathematics, science and civics and citizenship. It was agreed that Statements of Learning would describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of years 3, 5, 7 and 9.

It was proposed that, once completed, statements and their Professional Elaborations should be used by State and Territory departments or curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents.

As a consequence of the conditions outlined in the *Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004* (available online at: http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/Schools_Assistance_Regulations_2005.htm), MCEETYA also requested the Australian Education Systems Officials Committee (AESOC) to provide advice on the relationship between the Statements of Learning and national standards and testing.

National civics and citizenship sample assessment

The first national civics and citizenship sample assessment was conducted in October 2004 with 10,712 year 6 students from 318 schools and 9,536 year 10 students from 249 schools.

The assessment was based on elements identified in the assessment domain, available on the MCEETYA website at: <http://www.mceetya.edu.au/mceetya/default.asp?id=12182>. The assessment domain includes two Key Performance Measures (KPMs) for year 6 and year 10: Civics – Knowledge and Understanding of Civic Institutions and Processes (KPM1) and Citizenship – Dispositions and Skills for Participation (KPM2). Assessment units were made up of items linked to a common stimulus. Various item types were used, including dual-choice, multiple-choice, closed and constructed response items. Rotated forms of the test booklets ensured coverage of the domain.

Student performance on the civics and citizenship scale

The test items for both years were scaled together, using item response theory. This scaling provided a score on a common scale linking year 6 and year 10. The scale provided the measure of the achievement of each student and an indication of the difficulty of each item.

Proficiency levels and standards on the civics and citizenship scale

On the civics and citizenship scale, which is a continuum, five proficiency levels were established ranging from '1' (representing the least challenging skills and understandings) to '5' (representing the most challenging skills and understandings). In establishing the scale, civics and citizenship education experts from government, Catholic and independent schools in all States and Territories, as well as industry and independent experts in the field of educational measurement, identified a proficient standard for each of years 6 and 10.

The proficient standards were established to provide a picture of the knowledge and understandings that proficient students were expected to demonstrate by the end of years 6 and 10. It was established as a level of performance that would be expected for a student at that year level. The standard for year 6 was found to be equivalent to Level 2 and for year 10, Level 3 (see Figure 11.1).

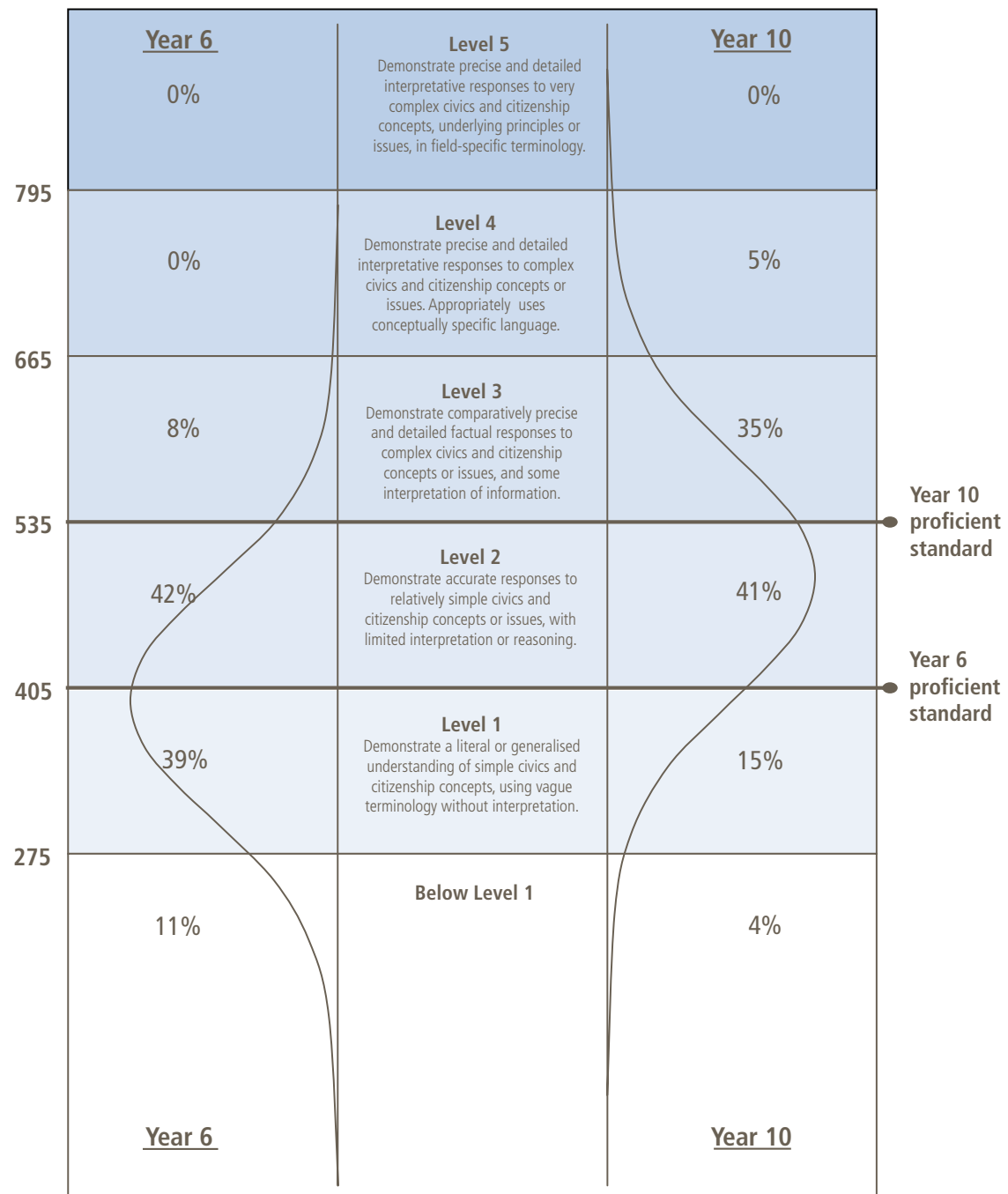
Characteristics of proficiency for year 6

Students who were deemed to be proficient at year 6 were able to demonstrate most of the characteristics of the level below the proficiency cut-point. Students were able to demonstrate accurate responses to relatively simple civics and citizenship concepts or issues, with limited interpretation or reasoning. They could, for example, identify more than one basic feature of democracy or democratic process, demonstrate a basic understanding of citizens' taxation and/or civic responsibilities, and recognise tensions between democratic rights and private actions.

Characteristics of proficiency for year 10

Students who achieved proficiency in year 10 were able to demonstrate comparatively precise and detailed factual responses to complex civics and citizenship issues, and some interpretation of information. They could, for example, identify the historical event remembered on ANZAC Day, clearly understand the mechanisms and importance of secret ballot, and understand the general effect of sanctions in international agreements.

Figure 11.1 Distribution of years 6 and 10 student performance on the civics and citizenship scale



Note: The percentages for this figure have been rounded.

Source: MCEETYA, *National Assessment Program: Civics and Citizenship Years 6 and 10 Report 2004*

Figures 11.2 and 11.3 show the distribution of student performance by year level and by State and Territory. Data displayed below Figures 11.2 and 11.3 show, for each State and Territory, the corresponding mean scores, with the associated 95 per cent confidence intervals, and the percentage of students achieving the proficient standard for that year level. In each figure, the sequence of presentation is by descending means, the Australian performance followed by the States and Territories.

A comparison of Figures 11.2 and 11.3 shows that the mean difference in performance between year 6 and year 10 students was almost 100 scale points (the same as the standard deviation for year 6). This difference is also reflected in the fact that 50 per cent of year 6 students, compared with 40 per cent of year 10 students, attained a proficient standard of Level 2 or above.

Distribution of years 6 and 10 students on the civics and citizenship scale

The location of a student at a particular proficiency level meant that he or she was able to demonstrate many of the understandings and skills associated with that level and possessed the understandings and skills of lower proficiency levels. Figure 11.1 shows the distribution of years 6 and 10 student proficiency on the civics and citizenship scale. The cut-points for the years 6 and 10 proficient standards are marked and named on the right-hand side of the figure.

Figure 11.1 shows that half of year 6 students achieved the year 6 proficient standard of Level 2 (or higher levels) and 40 per cent of year 10 students achieved the year 10 proficient standard of Level 3 (or higher levels). Figure 11.1 also reveals considerable overlap in proficiency between the year 6 and year 10 populations: for example, 35 per cent of the latter achieved at the same level as the top 8 per cent of year 6 students.

Year 6 performance by State and Territory

Figure 11.2 shows the distribution of year 6 student performance by State and Territory, the year 6 mean scores with the associated 95 per cent confidence intervals and the percentage

of students achieving the year 6 proficient standard (with the associated confidence intervals).

It can be seen from Figure 11.2 that the range of year 6 State and Territory means is approximately 50 scale points, centred on the Australian mean score of 400 scale points. The distributions of year 6 performance across the States and Territories are largely overlapping. This is evidenced also by the finding that the statistically significant differences in mean performance across the States and Territories are between the Australian Capital Territory (which has the highest mean score) and Western Australia, Queensland and the Northern Territory (which have the lowest mean scores).

With regard to those students achieving the proficient standard of Level 2, the percentage of students from the Australian Capital Territory, New South Wales and Victoria achieving the standard was greater than the national average. However, because of differences in the distribution of scores, a pattern that is evident in the means may not necessarily be identical to a pattern in the percentage of students at or above the proficient standard.

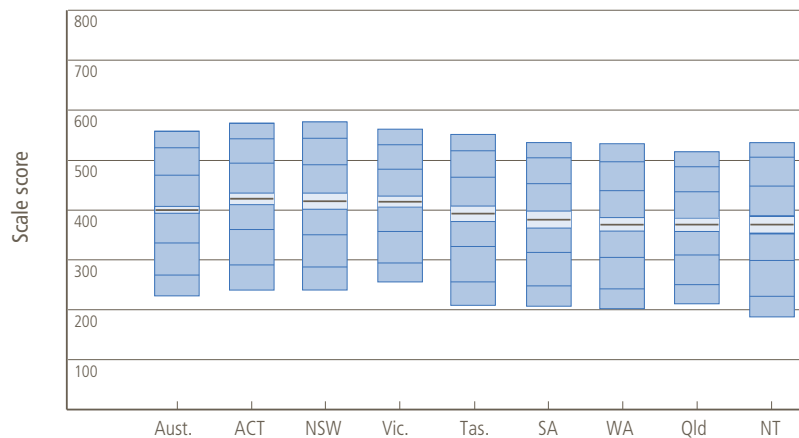
Year 10 performance by State and Territory

Figure 11.3 shows the distribution of year 10 student performance by State and Territory and the year 10 mean scores with the associated 95 per cent confidence intervals and the percentage of students achieving the year 10 proficient standard for that year level.

It can be seen from Figure 11.3 that the range of year 10 State and Territory performance means is approximately 56 scale points centred on the Australian mean score of 496 scale points. The distributions of year 10 performance across the States and Territories overlap slightly more than those of the year 6 distributions. This is evidenced also by the finding that the only statistically significant differences in mean performance across the States and Territories are between New South Wales (which has the highest mean score) and Queensland and South Australia (which have the lowest mean scores).

In New South Wales and the Australian Capital Territory, the percentage of year 10 students achieving the proficient standard of Level 3 was greater than the national average.

Figure 11.2 Distribution of year 6 student performance, by State and Territory

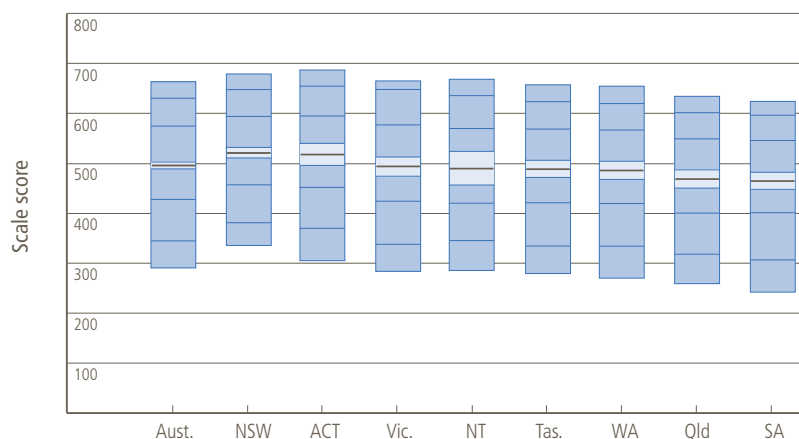


	Aust.	ACT	NSW	Vic.	Tas.	SA	WA	Qld	NT
Mean	400.0	422.9	417.9	416.5	392.8	381.3	371.4	370.7	370.6
95% CI	(6.7)	(11.3)	(15.4)	(10.9)	(15.1)	(16.6)	(13.2)	(13.3)	(17.1)
% ≥ Level 2	50	61	57	58	48	43	39	37	41
95% CI	(3)	(5)	(7)	(5)	(7)	(7)	(6)	(6)	(7)

Note: 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 Assessment Program: Civics and Citizenship Years 6 and 10 Report 2004*

Figure 11.3 Distribution of year 10 student performance, by State and Territory



	Aust.	ACT	NSW	Vic.	Tas.	SA	WA	Qld	NT
Mean	495.8	521.4	518.1	493.7	490.4	488.8	486.1	469.4	465.0
95% CI	(7.0)	(10.6)	(21.5)	(19.0)	(33.2)	(16.6)	(17.5)	(17.6)	(16.2)
% ≥ Level 2	40	48	48	40	36	37	36	30	29
95% CI	(3)	(5)	(8)	(7)	(13)	(5)	(6)	(6)	(5)

Note: 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 Assessment Program: Civics and Citizenship Years 6 and 10 Report 2004*

Performance of students by background

Performance by year level and sex

Table 11.1 shows the percentages of year 6 and year 10 students attaining each proficiency level, by sex. At both year 6 and year 10 a greater percentage of females than males attained higher proficiency levels. In year 6, 53 per cent of females, compared with 47 per cent of males, attained a proficient standard at Level 2 or higher. In year 10, the corresponding percentages were 85 per cent and 76 per cent. Also in year 10, 44 per cent of females, compared with 35 per cent of males, attained a proficient standard at Level 3 or higher.

Performance by parental occupation group

Table 11.2 shows the mean performance scores for year 6 and year 10 students by parental occupation group. It shows that the year 6 and year 10 mean scores increase across the parental occupation groups, reflecting the underlying socioeconomic differences between these groups.

The differences between mean scores across adjacent groups at each year level range from 19 to 40 score points, and is greatest between 'other managers and associate professionals'

and 'tradespeople and skilled office, sales and service staff' at each year level. All differences between adjacent groups were statistically significant at each year level.

The difference between mean scores for children of unskilled labourers, office, sales and service staff and senior managers and professionals is just less than 80 score points for both year 6 and year 10.

Performance by language background and school geographic location

At both year levels, the mean scores of students who spoke languages other than English at home is slightly lower than students who speak only English at home, but the difference is not statistically significant.

The mean performance of year 6 students in metropolitan schools is approximately 25 scale points higher than the mean performance of year 6 students in provincial schools. This difference is statistically significant. The mean performance of year 6 students in remote schools is similar to that of students in provincial schools but, due to the relatively large standard error associated with the mean performance of students in remote schools, the difference in mean performance between year 6 students in remote and metropolitan schools is not statistically significant. The mean performance of year 10 students in remote schools is approximately 40 score points lower than that of

Table 11.1 Percentage of year 6 and year 10 students attaining each proficiency level, by sex (with 95% confidence intervals)

Gender	Proficiency level				
	Level 1 or above	Level 2 or above	Level 3 or above	Level 4 or above	Level 5 or above
Year 6					
Male	87.2 ± 1.8	46.5 ± 3.5	6.7 ± 1.6	0.1 ± 0.1	
Female	91.2 ± 2.2	53.4 ± 3.3	9.5 ± 2.0	0.1 ± 0.1	
Year 10					
Male	94.2 ± 1.5	75.7 ± 2.9	34.7 ± 3.2	3.7 ± 1.1	0.1 ± 0.1
Female	97.3 ± 0.7	84.8 ± 2.2	43.7 ± 3.9	5.9 ± 1.9	0.1 ± 0.2

Source: MCEETYA, *National Assessment Program: Civics and Citizenship Years 6 and 10 Report 2004*

Table 11.2 Mean scores for year 6 and year 10 students on the civics and citizenship scale, by parental occupation group (with 95% confidence intervals)

Occupational group	Year 6	Year 10
Senior managers and professionals	447.4 ± 7.8	540.5 ± 10.0
Other managers and associate professionals	425.3 ± 7.5	521.6 ± 8.6
Tradespeople and skilled office, sales and service staff	391.8 ± 7.6	482.1 ± 7.9
Unskilled labourers, office, sales and service staff	367.9 ± 7.2	462.7 ± 9.3
Not in paid work in the last 12 months	317.2 ± 25.6	424.8 ± 24.7

Source: MCEETYA, *National Assessment Program: Civics and Citizenship Years 6 and 10 Report 2004*

students in provincial and metropolitan schools, but due to the relatively large standard error associated with the mean performance of students in remote schools, this difference is not statistically significant. The mean performance of year 10 students in metropolitan schools is similar to the mean performance of year 10 students in provincial schools.

Performance by Indigenous status

At both years 6 and 10, Indigenous students did not perform as well as non-Indigenous students on the civics and citizenship scale. At each year level, the non-Indigenous mean performance is approximately 70 scale points above the mean performance of Indigenous students. These differences were statistically significant at both year levels.

Other factors associated with student achievement in civics and citizenship

Participation in citizenship activities outside school (such as reading a newspaper, listening to radio news and, to a lesser extent, watching television news) varied but had mainly small positive effects on student performance for both year 6 and year 10 students. However, talking about politics and social issues with family had a moderate effect on student performance among year 10 students (but only a small effect for year 6 students). Other things being equal, year 10 students who talked more frequently about political and social issues with their families performed better than their peers (as did year 6 students who read more frequently about current events in the newspapers).

Conclusion

Student achievement at both year levels was below that expected by experts who participated in the proficiency standards-setting exercise, by the State and Territory officers who participated in the marker training and by experts who marked the open-ended responses. The concepts and understandings that students appeared to have the greatest difficulty with were of two types:

- the 'common good' or strategies that refer to how individuals can influence systems for the benefit of society
- so-called 'iconic knowledge' of key information about national events and nationally representative symbols.

Despite concerns about the relatively low levels of achievement, some students were able to achieve at higher levels than expected. Eight per cent of year 6 students were able to perform at Level 3 and 5 per cent of year 10 students at Level 4. It is not possible to know whether this performance was a result of particular teaching or life experiences.

The data collected in the national civics and citizenship sample assessment will be the base from which future measurement of growth in student achievement in this area will be constructed. Subsequent national civics and citizenship sample assessments may show an improvement in student performance if students receive more consistent instruction in civics and citizenship, and if teachers receive quality professional development to assist them to maximise the value of curriculum support programs

such as Discovering Democracy. This assessment program and the implementation of, for example, the national Statements of Learning at the level of school-based curriculum may also lead to positive changes in civics and citizenship curriculum delivery and student performance.

Resources

The *National Assessment Program: Civics and Citizenship Years 6 and 10 Report 2004* is available from the MCEETYA website, at: <http://www.mceetya.edu.au/mceetya/default.asp?id=17149>.

The following websites were developed as part of Australian Government, State and Territory initiatives in civics and citizenship education.

<http://www.civicsandcitizenship.edu.au/cce/> – the Australian Government Civics and Citizenship Education website.

<http://www.valueseducation.edu.au> – the Australian Government Values Education for Australian Schooling website.

<http://www.parliament.curriculum.edu.au/> – the Australian Government and Curriculum Corporation, Parliament@Work website.

<http://www.aec.gov.au/> – the Australian Electoral Commission website.

<http://www.education.vic.gov.au/studentlearning/teachingresources/civicscitizenship/default.htm> – the Victorian Department of Education and Early Childhood Development Civics and Citizenship Domain: Learning and Teaching Support website.

<http://www.parliament.vic.gov.au/education/eduoffice.html> – the Education Office of the Parliament of Victoria website.

<http://www.qsa.qld.edu.au/ysr1to10/kla/sose/modules.html> – the Queensland Studies Authority Studies of Society and Environment (SOSE) support materials website.

<http://www.ccentre.wa.gov.au/> – the Constitutional Centre of Western Australia website.

<http://www.det.wa.edu.au/education/curriculum/cip2/units/s&e/singleton%20ps/b82%20middle%20primary.doc> – Western Australian Department of Education and Training Curriculum Directorate, Middle Primary level, Society and Environment Performance Based Task Lesson Plan (Word format).

<http://www.abc.net.au/civics/democracy/> – New South Wales Department of Education and Training and the ABC, Discovering Democracy website.

<http://www.parliament.nsw.gov.au/prod/web/common.nsf/key/ResourcesEducServices> – Parliament of New South Wales School Resources website

Part D

literacy, numeracy,
indigenous education,
science, the arts

Appendices

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

Statistical annex 2004

Schools and students

Population

Table 1 Estimated resident population^(a) by age group, by State and Territory, 2004

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total ^(b)
NSW	423,957	900,176	450,213	911,846	995,796	990,962	835,803	1,212,038	6,720,791
Vic.	305,696	653,364	329,929	689,531	755,655	730,601	614,040	884,154	4,962,970
Qld	250,870	548,804	272,420	536,165	572,639	572,540	492,216	642,423	3,888,077
SA	88,626	197,124	102,605	195,512	214,399	228,770	202,365	303,326	1,532,727
WA	123,994	274,687	142,676	272,281	294,685	301,464	251,715	316,577	1,978,079
Tas.	30,153	66,918	34,166	56,822	63,517	72,684	64,723	93,253	482,236
NT	17,458	32,942	14,614	32,686	35,067	30,036	22,015	15,016	199,834
ACT	20,232	42,984	23,624	53,471	49,987	48,729	42,308	42,784	324,119
Total 2004^(b)	1,261,247	2,717,504	1,370,457	2,748,592	2,982,139	2,976,245	2,525,527	3,509,793	20,091,504

(a) Revised estimates of the resident populations based on the 2001 *Census of Population and Housing*.

(b) Totals include other Territories from September 1993 (ie Jervis Bay Territory, Christmas Island and the Cocos (Keeling) Islands).

Source: Australian Bureau of Statistics (ABS), Cat. No. 3101.0, *Australian Demographic Statistics*, March Quarter, 2005

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
2004	1,261,247	2,717,504	1,370,457	2,748,592	2,982,139	2,976,245	2,525,527	3,509,571	20,091,504
2003	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, Australian States and Territories*, June 2004 and earlier publications; ABS Cat. No. 3101.0, *Australian Demographic Statistics*, March Quarter, 2005

Schools

Table 3 Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2004

	Government	Non-government			All schools	
		Catholic	Independent	Total	Total	Per cent ^(a)
New South Wales						
Primary	1,652	423	91	514	2,166	22.5
Secondary	368	122	21	143	511	5.3
Combined prim/sec	66	32	184	216	282	2.9
Special	106	7	25	32	138	1.4
Total	2,192	584	321	905	3,097	32.2
Victoria						
Primary	1,221	381	56	437	1,658	17.2
Secondary	262	85	16	101	363	3.8
Combined prim/sec	55	11	124	135	190	2.0
Special	80	7	10	17	97	1.0
Total	1,618	484	206	690	2,308	24.0
Queensland						
Primary	969	198	46	244	1,213	12.6
Secondary	183	67	15	82	265	2.8
Combined prim/sec	85	16	104	120	205	2.1
Special	47	0	3	3	50	0.5
Total	1,284	281	168	449	1,733	18.0
South Australia						
Primary	438	72	42	114	552	5.7
Secondary	74	12	8	20	94	1.0
Other ^(b)	97	22	44	66	163	1.7
Total	609	106	94	200	809	8.4
Western Australia						
Primary	511	109	43	152	663	6.9
Secondary	98	27	10	37	135	1.4
Other ^(b)	166	22	78	100	266	2.8
Total	775	158	131	289	1,064	11.1
Tasmania						
Primary	142	25	4	29	171	1.8
Secondary	39	n.a.	n.a.	7	46	0.5
Other ^(b)	33	n.a.	n.a.	30	63	0.7
Total	214	37	29	66	280	2.9
Northern Territory						
Primary	82	8	9	17	99	1.0
Secondary	11	3	4	7	18	0.2
Combined prim/sec	52	4	7	11	63	0.7
Special	5	0	0	0	5	0.1
Total	150	15	20	35	185	1.9
Australian Capital Territory						
Primary	67	23	3	26	93	1.0
Secondary	22	n.a.	n.a.	5	27	0.3
Other ^(b)	7	n.a.	n.a.	12	19	0.2
Total	96	30	13	43	139	1.4
Australia						
Primary	5,082	1,239	294	1,533	6,615	68.8
Secondary	1,057	326	76	402	1,459	15.2
Combined prim/sec	459	113	570	683	1,142	11.9
Special	340	17	42	59	399	4.1
Total all schools						
2004	6,938	1,695	982	2,677	9,615	6,938
2001	6,941	1,697	957	2,654	9,595	6,941
1996	7,088	1,694	848	2,542	9,630	7,088

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.

- Components may not add to totals due to rounding.
- n.a. not available for publication but included in totals where applicable, unless otherwise indicated.
- (a) Components may not add to totals due to rounding.
- (b) Includes combined primary/secondary schools and special schools.

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

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)(d)}, by State and Territory, selected years (per cent)

	1996			2001			2004		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales									
Primary	73.9	19.7	6.4	71.8	19.8	8.3	70.5	20.1	9.4
Junior secondary ^(e)	69.0	21.2	9.8	65.1	22.8	12.1	63.5	23.1	13.4
Senior secondary	64.7	23.2	12.1	62.9	23.9	13.2	61.6	23.9	14.5
Total secondary	67.9	21.7	10.4	64.5	23.1	12.4	63.0	23.3	13.7
Total	71.3	20.5	8.1	68.7	21.2	10.1	67.2	21.5	11.3
Victoria									
Primary	69.7	23.2	7.1	69.4	22.4	8.2	69.4	21.7	8.9
Junior secondary ^(e)	63.4	22.0	14.6	61.9	22.0	16.1	60.8	22.2	17.0
Senior secondary	60.6	21.9	17.5	59.2	22.1	18.7	58.5	21.6	19.9
Total secondary	62.6	22.0	15.4	61.1	22.0	16.9	60.1	22.0	17.9
Total	66.6	22.7	10.7	65.8	22.2	12.0	65.3	21.8	12.9
Queensland									
Primary	77.2	15.7	7.1	75.8	15.4	8.8	74.4	15.7	9.8
Junior secondary ^(e)	66.5	18.0	15.5	65.1	18.1	16.8	65.5	17.6	16.9
Senior secondary	63.4	19.1	17.5	62.3	19.3	18.4	61.3	19.2	19.5
Total secondary	65.5	18.4	16.1	64.1	18.5	17.3	64.0	18.1	17.8
Total	72.6	16.8	10.7	71.2	16.6	12.1	70.3	16.7	13.0
South Australia									
Primary	74.8	15.0	10.2	71.7	16.3	12.0	69.1	17.5	13.4
Junior secondary ^(e)	68.6	17.0	14.4	66.7	17.8	15.5	64.3	18.9	16.8
Senior secondary	63.3	18.8	17.9	61.8	19.3	18.9	62.8	18.3	18.9
Total secondary	66.9	17.6	15.5	65.0	18.3	16.7	63.8	18.7	17.6
Total	72.1	15.9	12.0	69.3	17.0	13.7	67.1	17.9	15.0
Western Australia									
Primary	77.1	16.1	6.7	74.4	16.8	8.8	72.8	17.0	10.2
Junior secondary ^(e)	67.7	18.5	13.8	64.7	18.8	16.4	61.8	19.6	18.6
Senior secondary	65.5	18.8	15.7	63.3	19.5	17.2	60.5	20.1	19.4
Total secondary	67.0	18.6	14.4	64.3	19.1	16.7	61.4	19.7	18.9
Total	73.2	17.1	9.7	70.3	17.7	12.0	68.3	18.1	13.6
Tasmania									
Primary	76.5	15.9	7.6	77.7	14.8	7.6	77.4	14.6	8.0
Junior secondary ^(e)	72.6	15.5	11.9	70.6	17.0	12.5	69.6	17.5	12.9
Senior secondary	70.6	16.3	13.1	72.6	15.2	12.2	72.2	14.6	13.2
Total secondary	72.2	15.7	12.2	71.2	16.4	12.4	70.3	16.7	12.9
Total	74.6	15.8	9.6	74.9	15.5	9.7	74.2	15.6	10.2
Northern Territory									
Primary	80.5	14.0	5.5	80.2	13.4	6.3	79.4	12.5	8.0
Junior secondary ^(e)	71.1	13.3	15.7	67.9	15.2	16.9	67.0	13.2	19.8
Senior secondary	77.9	9.9	12.2	77.1	9.3	13.6	81.6	8.8	9.5
Total secondary	72.7	12.5	14.8	70.3	13.7	16.1	71.4	11.9	16.7
Total	78.2	13.5	8.3	77.2	13.5	9.3	76.8	12.3	10.9
Australian Capital Territory									
Primary	68.1	26.0	5.9	66.0	26.9	7.1	63.0	27.7	9.4
Junior secondary ^(e)	58.0	29.6	12.4	55.0	31.5	13.6	53.2	31.8	15.0
Senior secondary	69.4	20.7	9.9	66.6	23.7	9.8	63.7	25.5	10.8
Total secondary	61.7	26.7	11.6	58.7	29.0	12.3	56.5	29.8	13.7
Total	65.1	26.3	8.5	62.6	27.8	9.5	59.9	28.7	11.4
Australia									
Primary	74.0	18.9	7.1	72.4	18.9	8.7	71.3	19.0	9.7
Junior secondary ^(e)	66.9	20.3	12.8	64.3	21.1	14.6	63.0	21.3	15.7
Senior secondary	63.7	21.0	15.3	62.2	21.3	16.4	61.2	21.2	17.6
Total secondary	66.0	20.5	13.5	63.7	21.2	15.1	62.5	21.2	16.3
Total	70.7	19.6	9.7	68.8	19.9	11.4	67.6	19.9	12.5

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.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2004 (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, 2004

	Primary ^(b)	Junior secondary ^{(d)(e)}	Senior secondary years 11–12	Total secondary	Total
Government					
New South Wales	440,309	225,404	79,795	305,199	745,508
Victoria	316,367	157,775	63,828	221,604	537,971
Queensland	287,707	108,588	54,181	162,769	450,475
South Australia	108,802	39,051	21,226	60,277	169,079
Western Australia	150,222	52,948	27,186	80,134	230,356
Tasmania	35,920	18,773	7,511	26,284	62,204
Northern Territory	19,815	5,857	3,099	8,956	28,772
Australian Capital Territory	19,834	10,395	5,654	16,049	35,883
Australia	1,378,976	618,792	262,479	881,271	2,260,247
<i>Males</i>	712,858	320,818	125,979	446,798	1,159,655
<i>Females</i>	666,118	297,973	136,500	434,473	1,100,591
Catholic					
New South Wales	125,445	81,816	31,012	112,828	238,272
Victoria	99,031	57,498	23,525	81,023	180,054
Queensland	60,846	29,201	16,928	46,129	106,975
South Australia	27,580	11,477	6,172	17,649	45,229
Western Australia	35,182	16,777	9,014	25,792	60,974
Tasmania	6,797	4,729	1,521	6,250	13,047
Northern Territory	3,123	1,157	336	1,493	4,616
Australian Capital Territory	8,722	6,204	2,266	8,470	17,192
Australia	366,725	208,859	90,774	299,633	666,358
<i>Males</i>	185,868	104,268	43,775	148,043	333,911
<i>Females</i>	180,857	104,591	46,998	151,590	332,447
Independent					
New South Wales	58,360	47,684	18,774	66,458	124,818
Victoria	40,393	44,187	21,676	65,863	106,256
Queensland	37,970	28,105	17,220	45,325	83,295
South Australia	21,133	10,211	6,396	16,607	37,739
Western Australia	21,031	15,935	8,733	24,668	45,699
Tasmania	3,704	3,469	1,370	4,839	8,543
Northern Territory	2,004	1,732	362	2,094	4,098
Australian Capital Territory	2,951	2,933	956	3,889	6,840
Australia	187,546	154,257	75,486	229,743	417,289
<i>Males</i>	94,463	77,755	36,822	114,577	209,040
<i>Females</i>	93,083	76,502	38,665	115,167	208,249
Total non-government					
New South Wales	183,805	129,500	49,785	179,286	363,090
Victoria	139,424	101,686	45,201	146,886	286,310
Queensland	98,816	57,306	34,148	91,454	190,270
South Australia	48,712	21,688	12,568	34,256	82,968
Western Australia	56,213	32,712	17,747	50,460	106,672
Tasmania	10,501	8,198	2,891	11,089	21,590
Northern Territory	5,127	2,889	698	3,587	8,714
Australian Capital Territory	11,673	9,137	3,222	12,359	24,032
Australia	554,271	363,116	166,260	529,376	1,083,647
<i>Males</i>	280,331	182,023	80,597	262,620	542,951
<i>Females</i>	273,939	181,094	85,663	266,757	540,696
All schools					
New South Wales	624,114	354,904	129,580	484,484	1,108,598
Victoria	455,791	259,461	109,029	368,490	824,281
Queensland	386,522	165,894	88,329	254,223	640,745
South Australia	157,514	60,739	33,793	94,532	252,047
Western Australia	206,435	85,661	44,933	130,594	337,028
Tasmania	46,421	26,972	10,402	37,373	83,794
Northern Territory	24,942	8,746	3,797	12,543	37,486
Australian Capital Territory	31,507	19,532	8,876	28,407	59,915
Australia	1,933,247	981,908	428,739	1,410,647	3,343,894
<i>Males</i>	993,189	502,841	206,577	709,417	1,702,606
<i>Females</i>	940,058	479,067	222,163	701,230	1,641,287

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*, 2004 (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, 2004 (per cent)

	% of State/Territory ^(d)			% of Australia ^(e)		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales						
Primary	90.6	7.8	1.6	26.0	2.3	0.5
Junior secondary ^(f)	90.2	7.4	2.3	30.8	2.5	0.8
Senior secondary	88.4	9.4	2.1	20.1	2.1	0.5
Total secondary	90.0	7.7	2.3	28.7	2.5	0.7
Total	90.4	7.8	1.8	26.9	2.3	0.5
Victoria						
Primary	92.5	6.0	1.6	5.0	0.3	0.1
Junior secondary ^(f)	89.4	7.4	3.2	5.4	0.4	0.2
Senior secondary	85.6	10.2	4.2	4.4	0.5	0.2
Total secondary	88.7	7.9	3.4	5.3	0.5	0.2
Total	91.1	6.6	2.2	5.1	0.4	0.1
Queensland						
Primary	90.4	6.1	3.5	25.3	1.7	1.0
Junior secondary ^(f)	81.1	10.1	8.7	20.7	2.6	2.2
Senior secondary	76.5	14.1	9.4	27.1	5.0	3.3
Total secondary	80.0	11.1	8.9	22.0	3.1	2.4
Total	86.9	7.8	5.3	24.2	2.2	1.5
South Australia						
Primary	91.2	4.1	4.7	5.6	0.3	0.3
Junior secondary ^(f)	89.7	6.0	4.3	4.3	0.3	0.2
Senior secondary	87.9	8.9	3.2	5.3	0.5	0.2
Total secondary	89.3	6.7	4.0	4.5	0.3	0.2
Total	90.7	4.9	4.5	5.2	0.3	0.3
Western Australia						
Primary	85.1	10.0	4.9	14.0	1.6	0.8
Junior secondary ^(f)	80.1	10.5	9.4	11.3	1.5	1.3
Senior secondary	74.6	17.0	8.4	10.5	2.4	1.2
Total secondary	79.0	11.8	9.2	11.2	1.7	1.3
Total	83.2	10.6	6.2	13.0	1.7	1.0
Tasmania						
Primary	89.4	9.2	1.4	3.0	0.3	0.0
Junior secondary ^(f)	89.1	8.9	2.0	4.4	0.4	0.1
Senior secondary	90.1	8.0	1.9	4.8	0.4	0.1
Total secondary	89.3	8.7	2.0	4.4	0.4	0.1
Total	89.4	9.0	1.6	3.5	0.4	0.1
Northern Territory						
Primary	88.1	9.1	2.8	9.8	1.0	0.3
Junior secondary ^(f)	68.5	9.7	21.8	6.6	0.9	2.1
Senior secondary	84.4	10.5	5.1	8.5	1.1	0.5
Total secondary	71.8	9.9	18.4	7.0	1.0	1.8
Total	83.0	9.4	7.6	8.9	1.0	0.8
Australian Capital Territory						
Primary	82.5	16.2	1.3	0.6	0.1	0.0
Junior secondary ^(f)	77.5	18.4	4.1	0.7	0.2	0.0
Senior secondary	85.9	14.1	0.0	1.0	0.2	0.0
Total secondary	79.5	17.4	3.1	0.7	0.2	0.0
Total	81.4	16.6	2.0	0.7	0.1	0.0
Australia						
Primary	89.4	7.6	3.0	89.4	7.6	3.0
Junior secondary ^(f)	84.1	8.9	7.0	84.1	8.9	7.0
Senior secondary	81.7	12.3	6.0	81.7	12.3	6.0
Total secondary	83.7	9.5	6.8	83.7	9.5	6.8
Total	87.4	8.3	4.3	87.4	8.3	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*, 2004 (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, 2004

	Primary	Junior secondary ^{(b)(c)}	Senior secondary years 11–12	Total secondary	Total
Government					
New South Wales	22,553	10,968	1,770	12,738	35,291
Victoria	4,316	1,923	386	2,309	6,626
Queensland	21,897	7,391	2,392	9,782	31,679
South Australia	4,856	1,520	472	1,992	6,847
Western Australia	12,087	4,032	929	4,960	17,047
Tasmania	2,622	1,551	426	1,977	4,599
Northern Territory	8,522	2,351	749	3,100	11,622
Australian Capital Territory	562	248	85	333	895
Australia	77,414	29,983	7,208	37,191	114,604
<i>Males</i>	39,956	15,403	3,285	18,688	58,644
<i>Females</i>	37,457	14,580	3,923	18,503	55,961
Catholic					
New South Wales	1,949	902	189	1,091	3,040
Victoria	278	159	46	205	483
Queensland	1,482	923	441	1,364	2,846
South Australia	218	101	48	149	367
Western Australia	1,426	529	212	741	2,167
Tasmania	270	154	38	192	462
Northern Territory	883	333	93	426	1,309
Australian Capital Territory	110	59	14	73	183
Australia	6,616	3,160	1,081	4,241	10,857
<i>Males</i>	3,291	1,598	562	2,160	5,451
<i>Females</i>	3,325	1,562	519	2,081	5,406
Independent					
New South Wales	392	285	43	328	720
Victoria	74	69	19	88	162
Queensland	850	796	293	1,088	1,938
South Australia	249	73	17	90	339
Western Australia	690	473	105	578	1,268
Tasmania	40	35	9	44	84
Northern Territory	272	748	45	793	1,065
Australian Capital Territory	9	13	0	13	22
Australia	2,576	2,492	531	3,022	5,598
<i>Males</i>	1,309	1,227	231	1,458	2,767
<i>Females</i>	1,267	1,265	300	1,564	2,831
Total non-government					
New South Wales	2,341	1,187	232	1,419	3,760
Victoria	352	228	65	293	645
Queensland	2,332	1,719	734	2,452	4,784
South Australia	467	174	65	239	706
Western Australia	2,116	1,002	317	1,319	3,435
Tasmania	310	189	47	236	546
Northern Territory	1,155	1,081	138	1,219	2,374
Australian Capital Territory	119	72	14	86	205
Australia	9,192	5,652	1,612	7,263	16,455
<i>Males</i>	4,600	2,825	793	3,618	8,218
<i>Females</i>	4,592	2,827	819	3,645	8,237
All schools					
New South Wales	24,894	12,155	2,002	14,157	39,051
Victoria	4,668	2,151	451	2,602	7,271
Queensland	24,229	9,109	3,125	12,234	36,463
South Australia	5,323	1,694	537	2,231	7,553
Western Australia	14,203	5,034	1,246	6,279	20,482
Tasmania	2,932	1,740	473	2,213	5,145
Northern Territory	9,677	3,432	887	4,319	13,996
Australian Capital Territory	681	320	99	419	1,100
Australia	86,605	35,635	8,819	44,454	131,060
<i>Males</i>	44,556	18,228	4,078	22,306	66,862
<i>Females</i>	42,049	17,407	4,741	22,149	64,198

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.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2004 (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
2004	1,378	553	1,932	871	529	1,400	2,250	1,082	3,332
2005 ^(a)	1,371	560	1,931	876	541	1,417	2,247	1,100	3,347
2006 ^(a)	1,366	565	1,932	879	552	1,431	2,246	1,117	3,363
2007 ^(a)	1,378	569	1,946	882	563	1,445	2,260	1,132	3,391
2008 ^(a)	1,386	571	1,958	881	573	1,454	2,267	1,144	3,411
2009 ^(a)	1,387	575	1,961	876	582	1,458	2,263	1,157	3,420

(a) Figures for 2005 and beyond are projections based on 2004 and 2003 actual enrolments and the maintenance of 2003–2004 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 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, 2004

	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	2,441	1,278.6	0	0.0	2,441	1,278.6	2,441	1,278.6
Victoria	442	224.0	352	204.3	2,719	1,306.2	35	20.1	3,106	1,530.6	3,548	1,754.6
Queensland	800	300.5	1,240	451.4	2,397	820.0	127	97.5	3,764	1,368.9	4,564	1,669.4
South Australia	26	16.0	165	90.7	5,014	2,582.8	1,639	523.1	6,818	3,196.6	6,844	3,212.6
Western Australia	0	0.0	11	3.5	1,368	407.6	1,546	178.8	2,925	589.9	2,925	589.9
Tasmania	4	2.2	18	9.3	2,544	1,507.6	0	0.0	2,562	1,516.9	2,566	1,519.1
Northern Territory	33	14.2	301	132.1	742	290.3	0	0.0	1,043	422.4	1,076	436.6
Australian Capital Territory	109	46.1	0	0.0	25	15.8	0	0.0	25	15.8	134	61.9
Australia	1,414	603.0	2,087	891.3	17,250	8,208.9	3,347	819.5	22,684	9,919.7	24,098	10,522.7
<i>Males</i>	974	423.6	969	426.9	6,623	3,190.3	1,106	305.5	8,698	3,922.7	9,672	4,346.3
<i>Females</i>	440	179.4	1,118	464.4	10,627	5,018.6	2,241	514.0	13,986	5,997.0	14,426	6,176.4
Non-government												
New South Wales	190	134.8	13	7.6	194	99.4	36	28.6	243	135.6	433	270.4
Victoria	249	145.3	40	19.6	90	50.6	40	10.9	170	81.1	419	226.4
Queensland	165	77.6	19	8.1	48	26.1	16	9.2	83	43.4	248	121.0
South Australia	80	48.3	4	1.0	425	262.6	0	0.0	429	263.6	509	311.9
Western Australia	523	357.7	3	1.1	22	11.4	4	2.1	29	14.6	552	372.3
Tasmania	20	9.8	0	0.0	0	0.0	9	3.4	9	3.4	29	13.2
Northern Territory	15	13.0	0	0.0	11	5.9	0	0.0	11	5.9	26	18.9
Australian Capital Territory	101	66.1	5	1.8	4	1.1	14	3.7	23	6.6	124	72.7
Australia	1,343	852.6	84	39.2	794	457.1	119	57.9	997	554.2	2,340	1,406.8
<i>Males</i>	766	478.2	51	23.6	318	185.2	85	39.9	454	248.7	1,220	726.9
<i>Females</i>	577	374.4	33	15.6	476	271.9	34	18.0	543	305.5	1,120	679.9
All schools												
New South Wales	190	134.8	13	7.6	2,635	1,378.0	36	28.6	2,684	1,414.2	2,874	1,549.0
Victoria	691	369.3	392	223.9	2,809	1,356.8	75	31.0	3,276	1,611.7	3,967	1,981.0
Queensland	965	378.1	1,259	459.5	2,445	846.1	143	106.7	3,847	1,412.3	4,812	1,790.4
South Australia	106	64.3	169	91.7	5,439	2,845.4	1,639	523.1	7,247	3,460.2	7,353	3,524.5
Western Australia	523	357.7	14	4.6	1,390	419.0	1,550	180.9	2,954	604.5	3,477	962.2
Tasmania	24	12.0	18	9.3	2,544	1,507.6	9	3.4	2,571	1,520.3	2,595	1,532.3
Northern Territory	48	27.2	301	132.1	753	296.2	0	0.0	1,054	428.3	1,102	455.5
Australian Capital Territory	210	112.2	5	1.8	29	16.9	14	3.7	48	22.4	258	134.6
Australia	2,757	1,455.6	2,171	930.5	18,044	8,666.0	3,466	877.4	23,681	10,473.9	26,438	11,929.5
<i>Males</i>	1,740	901.8	1,020	450.5	6,941	3,375.5	1,191	345.4	9,152	4,171.4	10,892	5,073.2
<i>Females</i>	1,017	553.8	1,151	480.0	11,103	5,290.5	2,275	532.0	14,529	6,302.5	15,546	6,856.3

(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*, 2004

Table 10 Number of year 12 students enrolled^(a) in tertiary-accredited subjects, by key learning area^(b), by sex, Australia, 2004

Key learning area	Subject enrolments		
	Males	Females	Total
English	80,101	93,091	173,192
Mathematics	73,748	73,177	146,925
Studies of society and environment	62,159	74,865	137,024
Science	53,756	62,861	116,617
Arts	24,064	41,067	65,131
LOTE	9,274	16,265	25,539
Technology	42,078	23,240	65,318
Health and physical education	20,744	28,235	48,979
Total subject enrolment	365,924	412,801	778,725
Total year 12 students	92,108	101,167	193,275

- (a) Students may be enrolled in more than one subject within each key learning area. For example, a student may be enrolled in chemistry, physics and astronomy within the Science key learning area, 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).

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2004

Table 11 Year 12 enrolments in tertiary-accredited LOTE by languages, all schools, Australia, 1998–2004 (per cent)

Language	1998	1999	2000	2001	2002	2003	2004
Japanese	22	22	22	21	20	19	19
French	17	17	17	17	16	16	16
German	11	11	11	11	10	10	10
Chinese	10	11	12	14	16	19	21
Italian	8	8	8	8	8	9	8
Indonesian	8	8	9	9	8	7	7
Greek	4	4	4	4	4	3	3
Vietnamese	3	3	3	2	2	2	2
Spanish	3	3	3	3	3	3	3
Arabic	2	2	2	3	2	2	2
Other	11	12	11	10	10	9	9
Total	100	100	100	100	100	100	100
Year 12 full-time students	177,234	182,498	185,810	188,110	193,672	193,616	193,275

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

Source: Australian Government DEST, derived from data supplied by State/Territory accreditation authorities

Table 12 Destinations of school leavers^(a) aged 15–19 years, by category of school last attended and sex, May 2004, 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 2004	50.6 ± 6.6	47.7 ± 7.9	49.3 ± 5.0	64.1 ± 8.1	68.5 ± 6.6	66.5 ± 5.1	54.4 ± 5.2	55.5 ± 5.3	54.9 ± 3.6
Higher education	17.4 ± 8.1	21.0 ± 8.0	19.0 ± 5.7	37.4 ± 7.7	51.8 ± 5.2	45.3 ± 4.3	23.0 ± 5.7	32.7 ± 4.7	27.6 ± 3.6
TAFE	29.6 ± 4.0	19.8 ± 5.8	25.2 ± 3.3	23.6 ± 7.3	15.9 ± 8.3	19.4 ± 5.6	27.9 ± 3.5	18.3 ± 4.8	23.3 ± 2.8
Other institutions	3.6 ± 2.4	6.9 ± 1.9	5.0 ± 1.5	3.1 ± 3.8	0.8 ± 6.8	1.8 ± 3.5	3.5 ± 2.1	4.5 ± 1.9	4.0 ± 1.4
Not enrolled to study at May 2004	49.4 ± 4.7	52.3 ± 5.0	50.7 ± 3.4	35.9 ± 9.9	31.5 ± 9.9	33.5 ± 7.0	45.6 ± 4.3	44.5 ± 4.6	45.1 ± 3.1
Employed	33.4 ± 4.5	30.7 ± 5.3	32.2 ± 3.4	27.2 ± 8.2	24.8 ± 7.9	25.7 ± 5.7	31.6 ± 3.9	28.5 ± 4.4	30.1 ± 2.9
Not employed ^(b)	16.0 ± 3.5	21.6 ± 3.2	18.5 ± 2.4	8.7 ± 7.5	6.9 ± 7.8	7.7 ± 5.5	14.0 ± 3.2	16.0 ± 3.1	15.0 ± 2.2
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	107.2	86.0	193.2	42.3	52.1	94.4	149.5	138.1	287.6

(a) Persons aged 15–19 years who attended school in 2003 but were not attending in May 2004.

(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*, 2004

Table 13 Destinations of school leavers^(a), aged 15–19 years, 1998–2004, Australia (per cent)

	1998	1999	2000	2001	2002	2003	2004
Enrolled to study at May 2004	58.3	61.5	59.7	60.1	59.1 ± 3.3	58.8 ± 3.3	54.9 ± 3.6
Higher education	29.9	32.6	29.5	31.3	32.5 ± 3.2	28.6 ± 3.5	27.6 ± 3.6
TAFE	23.9	23.5	25.5	25	22.4 ± 2.9	25.5 ± 2.6	23.3 ± 2.8
Other institutions	4.5	5.4	4.7	3.9	4.1 ± 1.4	4.7 ± 1.3	4.0 ± 1.4
Not enrolled to study at May 2004	41.7	38.5	40.3	39.9	40.9 ± 3.3	41.2 ± 3.3	45.1 ± 3.1
Employed	22.9	24.8	27.1	25.3	27.7 ± 3.1	27.2 ± 3.1	30.1 ± 2.9
Not employed ^(b)	18.8	13.6	13.2	14.7	13.3 ± 2.3	14.1 ± 2.3	15.0 ± 2.2
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	254.4	277	297.1	269.6	287.1	291.0	287.6

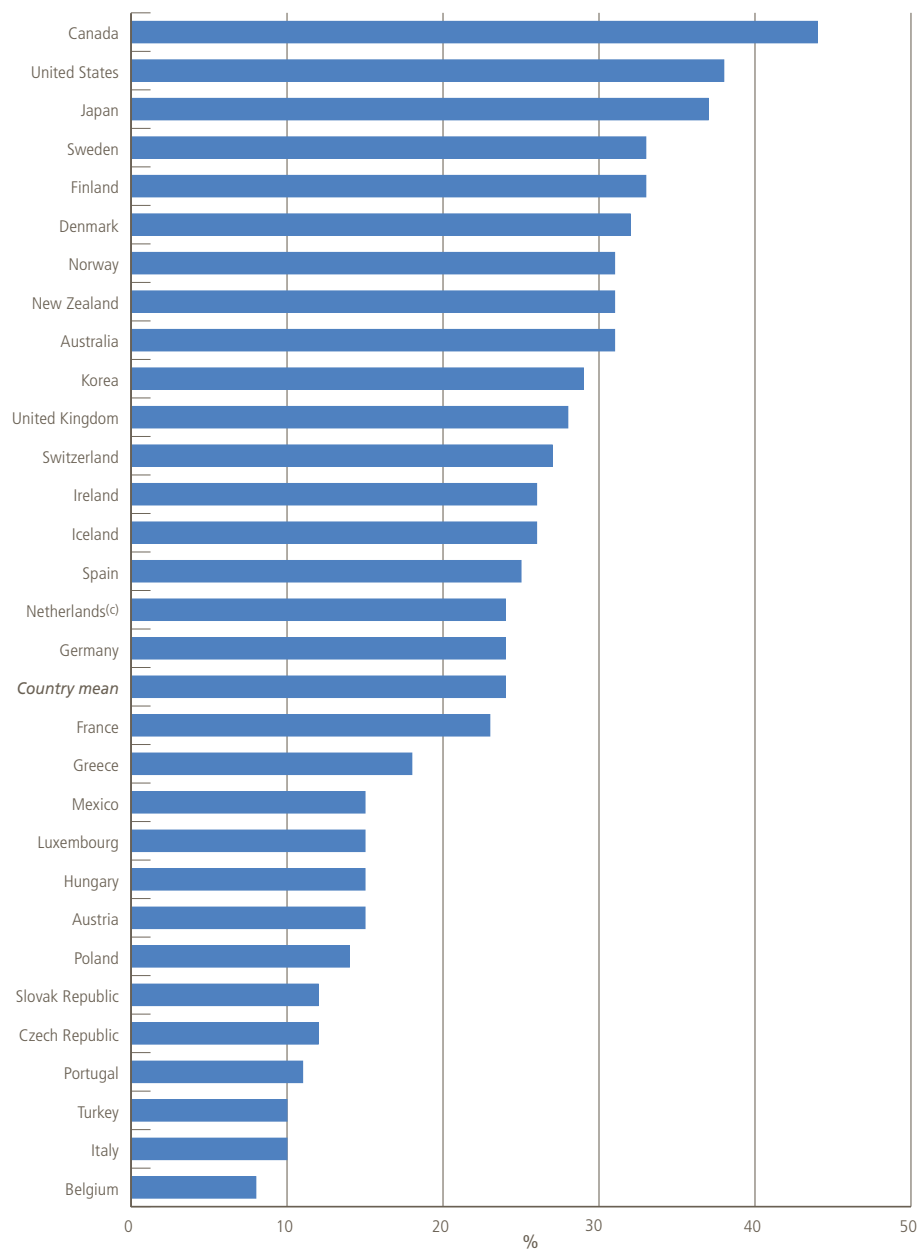
(a) Persons aged 15–19 years who were attending school in May of one year, but were not attending in May the following year.

(b) 'Not employed' includes both unemployed persons and those not in the labour force.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2004 and earlier publications

International comparisons

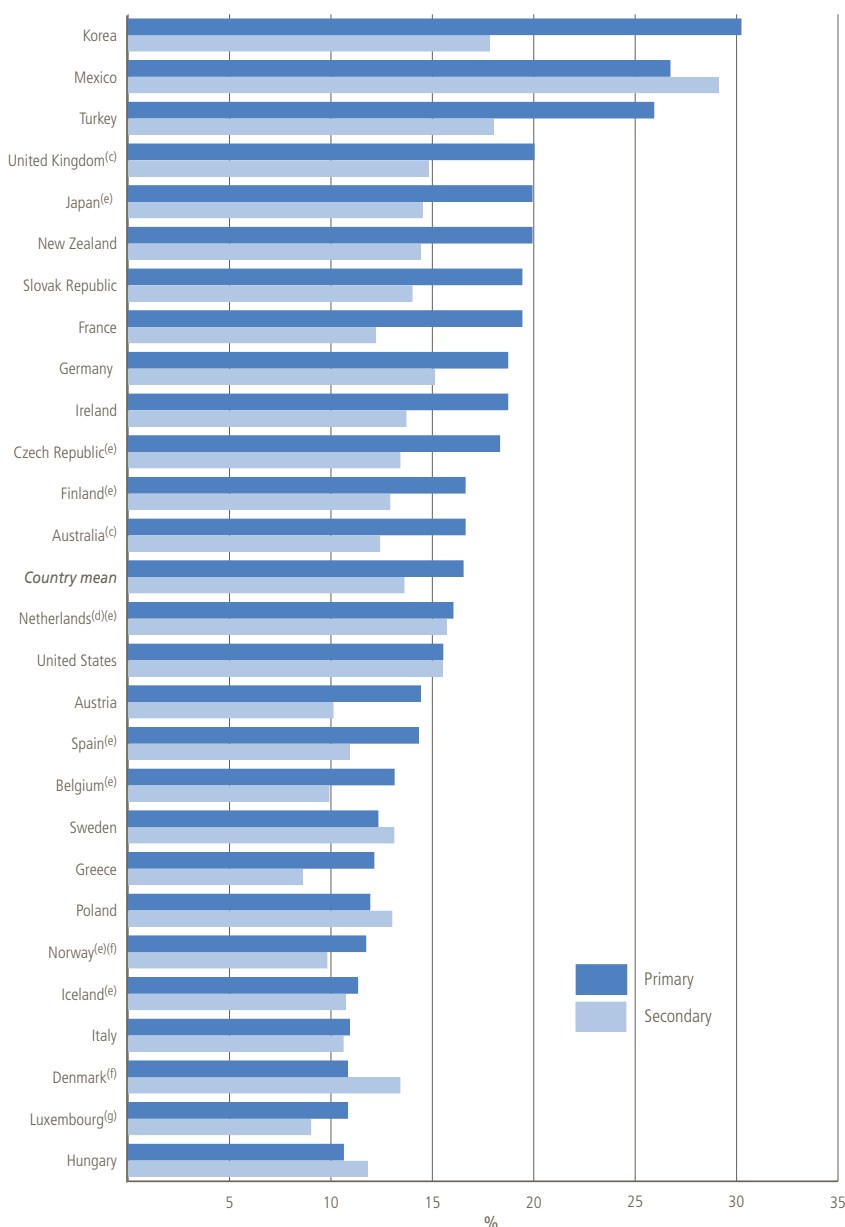
Figure 1 Educational attainment of the population aged 25–64 in OECD countries^{(a)(b)}, 2003



- (a) Percentage of the population 25 to 64 years of age that has attained tertiary education (2003) (non-university and university).
- (b) Some countries may have also included vocational education.
- (c) Year of reference, 2002.

Source: OECD, *Education at a Glance*, 2005, Table A1.3a

Figure 2 Ratio of primary and secondary students to teaching staff, government and non-government education, OECD countries^{(a)(b)}, 2003



- (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 teacher aides and other paraprofessional personnel. (Teacher aides and teaching/research assistants are not included.)
- (b) Some countries did not provide information for this figure.
- (c) Includes only general programs in lower and upper secondary education.
- (d) Includes pre-primary.
- (e) Includes post-secondary non-tertiary.
- (f) Includes lower secondary
- (g) Public institutions only.

Source: OECD, *Education at a Glance*, 2005, 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, 2004

Major function	Primary			Secondary			Total ^(c)		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching ^(d)	17,667	67,476	85,143	31,424	39,588	71,013	49,091	107,064	156,156
Specialist support	521	2,141	2,662	1,042	1,820	2,862	1,563	3,961	5,524
Administrative & clerical (including teacher aides)	1,036	23,322	24,358	1,642	14,445	16,087	2,677	37,768	40,445
Building operations, general maintenance & other	2,235	171	2,406	1,493	152	1,645	3,728	323	4,051
Total^(c)	21,459	93,110	114,569	35,601	56,006	91,606	57,060	149,116	206,175
Catholic									
Teaching ^(d)	3,625	16,566	20,190	9,863	13,098	22,960	13,487	29,664	43,151
Specialist support	36	317	353	227	427	654	263	744	1,007
Administrative & clerical (including teacher aides)	183	4,578	4,761	1,020	4,512	5,533	1,203	9,090	10,293
Building operations, general maintenance & other	460	424	884	1,183	661	1,843	1,643	1,085	2,728
Total^(c)	4,304	21,885	26,188	12,292	18,698	30,990	16,596	40,583	57,178
Independent									
Teaching ^(d)	2,995	9,621	12,616	9,771	11,372	21,143	12,766	20,992	33,759
Specialist support	68	290	358	230	431	661	298	720	1,019
Administrative & clerical (including teacher aides)	629	3,420	4,049	1,397	4,447	5,844	2,026	7,867	9,893
Building operations, general maintenance & other	845	325	1,170	1,526	573	2,100	2,372	898	3,270
Total^(c)	4,538	13,656	18,194	12,925	16,822	29,747	17,463	30,478	47,941
Non-government									
Teaching ^(d)	6,620	26,186	32,806	19,634	24,470	44,103	26,254	50,656	76,910
Specialist support	104	607	711	457	857	1,314	561	1,464	2,025
Administrative & clerical (including teacher aides)	812	7,998	8,810	2,417	8,959	11,376	3,229	16,957	20,186
Building operations, general maintenance & other	1,306	749	2,055	2,709	1,234	3,943	4,014	1,983	5,998
Total^(c)	8,842	35,540	44,382	25,217	35,520	60,737	34,058	71,060	105,119
All schools									
Teaching ^(d)	24,287	93,663	117,949	51,058	64,058	115,116	75,345	157,720	233,065
Specialist support	625	2,748	3,373	1,499	2,677	4,176	2,124	5,425	7,549
Administrative & clerical (including teacher aides)	1,848	31,320	33,168	4,059	23,404	27,463	5,907	54,725	60,631
Building operations, general maintenance & other	3,541	920	4,461	4,202	1,386	5,588	7,742	2,306	10,048
Total 2004	30,301	128,650	158,951	60,817	91,526	152,343	91,118	220,176	311,294
Total 2001	29,398	118,615	148,013	57,724	84,866	142,590	87,122	203,480	290,603
Total 1999	28,609	109,517	138,126	56,652	81,509	138,161	85,261	191,026	276,287

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*, 2004 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, 2004

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ^(c)	Males	Females
Government											
Teaching											
Primary	25,851	19,491	18,658	6,720	9,294	2,259	1,473	1,398	85,143	17,667	67,476
Secondary	24,364	18,292	12,534	4,823	6,835	1,993	813	1,358	71,013	31,424	39,588
Total^(c)	50,215	37,783	31,191	11,542	16,129	4,252	2,286	2,757	156,156	49,091	107,065
Non-teaching											
Primary	7,623	5,513	6,910	2,595	4,861	871	646	407	29,426	3,792	25,634
Secondary	6,152	4,617	4,445	1,807	2,291	667	285	330	20,594	4,177	16,417
Total^(c)	13,775	10,130	11,355	4,403	7,151	1,538	932	737	50,020	7,968	42,051
Total^(c)	63,990	47,913	42,546	15,945	23,281	5,790	3,218	3,494	206,175	57,059	149,116
Catholic											
Teaching											
Primary	6,775	5,497	3,491	1,513	1,934	353	174	453	20,190	3,625	16,566
Secondary	8,644	6,220	3,518	1,393	1,957	457	147	624	22,960	9,863	13,098
Total^(c)	15,419	11,717	7,009	2,906	3,891	810	321	1,077	43,151	13,487	29,664
Non-teaching											
Primary	1,545	1,346	1,290	468	1,015	139	98	96	5,998	679	5,319
Secondary	2,509	2,267	1,523	504	770	189	63	205	8,029	2,429	5,600
Total^(c)	4,053	3,613	2,813	972	1,785	329	162	301	14,027	3,108	10,919
Total^(c)	19,472	15,330	9,822	3,878	5,676	1,139	482	1,378	57,178	16,596	40,583
Independent											
Teaching											
Primary	3,890	3,025	2,445	1,323	1,366	258	110	198	12,616	2,995	9,621
Secondary	6,429	6,323	3,827	1,445	2,120	439	219	340	21,143	9,771	11,372
Total^(c)	10,319	9,348	6,272	2,768	3,486	698	329	539	33,759	12,766	20,992
Non-teaching											
Primary	1,433	1,217	1,435	440	798	127	61	67	5,578	1,543	4,035
Secondary	2,206	2,592	1,817	618	917	177	129	149	8,604	3,154	5,450
Total^(c)	3,639	3,810	3,252	1,057	1,715	304	190	216	14,182	4,696	9,485
Total^(c)	13,958	13,158	9,524	3,825	5,201	1,002	519	754	47,941	17,463	30,478
Total non-government											
Teaching											
Primary	10,665	8,522	5,936	2,836	3,299	612	284	651	32,806	6,620	26,186
Secondary	15,073	12,542	7,345	2,838	4,078	896	366	965	44,103	19,634	24,470
Total^(c)	25,738	21,065	13,281	5,674	7,377	1,508	650	1,616	76,910	26,254	50,656
Non-teaching											
Primary	2,978	2,563	2,725	908	1,813	267	159	163	11,576	2,222	9,354
Secondary	4,714	4,860	3,340	1,121	1,687	366	192	354	16,633	5,583	11,051
Total^(c)	7,692	7,423	6,064	2,029	3,500	633	351	516	28,209	7,805	20,405
Total^(c)	33,430	28,488	19,346	7,704	10,877	2,141	1,001	2,132	105,119	34,058	71,060
All schools											
Teaching											
Primary	36,516	28,013	24,594	9,556	12,593	2,870	1,757	2,050	117,949	24,287	93,663
Secondary	39,437	30,834	19,879	7,661	10,913	2,890	1,179	2,323	115,116	51,058	64,058
Total^(c)	75,953	58,848	44,473	17,216	23,506	5,760	2,936	4,373	233,065	75,345	157,720
Non-teaching											
Primary	10,601	8,077	9,635	3,503	6,674	1,138	806	569	41,002	6,014	34,988
Secondary	10,866	9,476	7,785	2,929	3,978	1,033	477	684	37,227	9,759	27,468
Total^(c)	21,467	17,553	17,420	6,432	10,651	2,171	1,283	1,253	78,229	15,773	62,456
Total all schools											
2004^(c)	97,420	76,400	61,892	23,648	34,158	7,931	4,219	5,626	311,294	91,118	220,176
2001	91,813	70,968	59,239	22,503	29,421	7,633	3,826	5,199	290,603	87,122	203,480
1999	88,868	66,788	54,086	22,021	28,164	7,504	3,822	5,036	276,287	85,261	191,026

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*, 2004 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, 2004 (per cent)

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	17.0	16.2	15.4	16.2	16.2	15.9	13.5	14.2	16.2
Secondary	12.5	12.1	13.0	12.5	11.7	13.2	11.0	11.8	12.4
Total	14.8	14.2	14.4	14.6	14.3	14.6	12.6	13.0	14.5
Catholic									
Primary	18.5	18.0	17.4	18.2	18.2	19.2	18.0	19.2	18.2
Secondary	13.1	13.0	13.1	12.7	13.2	13.7	10.1	13.6	13.1
Total	15.5	15.4	15.3	15.6	15.7	16.1	14.4	16.0	15.4
Independent									
Primary	15.0	13.4	15.5	16.0	15.4	14.3	18.2	14.9	14.9
Secondary	10.3	10.4	11.8	11.5	11.6	11.0	9.6	11.4	10.9
Total	12.1	11.4	13.3	13.6	13.1	12.2	12.4	12.7	12.4
Total non-government									
Primary	17.2	16.4	16.6	17.2	17.0	17.2	18.1	17.9	16.9
Secondary	11.9	11.7	12.5	12.1	12.4	12.4	9.8	12.8	12.0
Total	14.1	13.6	14.3	14.6	14.5	14.3	13.4	14.9	14.1
All schools									
Primary	17.1	16.3	15.7	16.5	16.4	16.2	14.2	15.4	16.4
Secondary	12.3	12.0	12.8	12.3	12.0	12.9	10.6	12.2	12.3
Total									
2004	14.6	14.0	14.4	14.6	14.3	14.5	12.8	13.7	14.3
2001	15.0	14.5	14.6	14.7	14.8	14.4	13.1	14.8	14.7
1999	15.2	14.9	14.8	14.9	15.1	14.6	13.1	15.1	15.0

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*, 2004 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), Australia, 2004

Field of education	Higher degree ^(b)	Other postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	48	265	7,858	15	8,186
Teacher education: early childhood	11	177	7,398	31	7,617
Teacher education: primary	25	814	23,831	39	24,709
Teacher education: secondary	11	3,655	12,197	0	15,863
Teacher-librarianship	0	25	0	0	25
Teacher education: vocational education and training	0	182	1,073	47	1,302
Teacher education: higher education	0	16	240	0	256
Teacher education: special education	0	1	447	0	448
English as a second language teaching	16	64	0	0	80
Teacher education not elsewhere classified	0	284	1,542	78	1,904
Total	111	5,478	54,466	132	60,187
Other than initial teacher training					
Teacher education	1,236	192	701	67	2,196
Teacher education: early childhood	78	186	921	0	1,185
Teacher education: primary	67	165	1,008	0	1,240
Teacher education: secondary	82	681	610	0	1,373
Teacher-librarianship	0	96	0	0	96
Teacher education: vocational education and training	203	249	421	44	917
Teacher education: higher education	93	352	46	0	491
Teacher education: special education	704	399	163	33	1,299
English as a second language teaching	415	753	21	0	1,189
Teacher education not elsewhere classified	2,963	1,970	900	236	6,069
Total	5,841	5,043	4,743	380	16,007
All teacher courses					
Teacher education	1,284	457	8,559	82	10,382
Teacher education: early childhood	89	363	8,319	31	8,802
Teacher education: primary	92	979	24,839	39	25,949
Teacher education: secondary	93	4,336	12,807	0	17,236
Teacher-librarianship	0	121	0	0	121
Teacher education: vocational education and training	203	431	1,494	91	2,219
Teacher education: higher education	93	368	286	0	747
Teacher education: special education	704	400	610	33	1,747
English as a second language teaching	431	817	21	0	1,269
Teacher education not elsewhere classified	2,963	2,254	2,442	314	7,973
Total	5,952	10,521	59,209	512	76,194

- (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), Australia, 2004

Field of education	Higher degree ^(b)	Other postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	10	253	1,701	9	1,973
Teacher education: early childhood	0	82	1,668	10	1,760
Teacher education: primary	2	420	4,973	3	5,398
Teacher education: secondary	5	2,464	2,312	0	4,781
Teacher education: vocational education and training	0	99	246	26	371
Teacher education: higher education	10	0	51	0	61
Teacher education: special education	0	0	142	0	142
English as a second language teaching	0	26	0	0	26
Teacher education not elsewhere classified	0	197	329	18	544
Total	27	3,541	11,396	50	15,014
Other than initial teacher training					
Teacher education	417	75	244	16	752
Teacher education: early childhood	16	53	161	0	230
Teacher education: primary	11	113	266	0	390
Teacher education: secondary	23	458	113	0	594
Teacher-librarianship	0	48	0	0	48
Teacher education: vocational education and training	42	101	82	38	263
Teacher education: higher education	15	144	28	4	191
Teacher education: special education	215	172	88	3	478
English as a second language teaching	152	503	8	0	663
Teacher education not elsewhere classified	762	855	215	66	1,898
Total	1,653	2,522	1,205	127	5,507
All teacher courses					
Teacher education	427	328	1,945	25	2,725
Teacher education: early childhood	16	135	1,829	10	1,990
Teacher education: primary	13	533	5,239	3	5,788
Teacher education: secondary	28	2,922	2,425	0	5,375
Teacher-librarianship	0	48	0	0	48
Teacher education: vocational education and training	42	200	328	64	634
Teacher education: higher education	25	144	79	4	252
Teacher education: special education	215	172	230	3	620
English as a second language teaching	152	529	8	0	689
Teacher education not elsewhere classified	762	1,052	544	84	2,442
Total	1,680	6,063	12,601	177	20,521

- (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, 2003–04 financial year (accrual^(a) basis) (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
In-school, primary education									
Teaching staff salaries	2,178,120	1,411,107	1,314,535	508,142	663,121	167,986	95,327	111,094	6,449,432
Non-teaching staff salaries	294,608	197,986	292,792	131,664	197,002	37,030	44,923	23,967	1,219,971
Redundancy payments	n.a.	n.a.	46	7,882	70	n.a.	120	2,116	10,234
Non-salary costs	851,526	493,048	439,035	219,378	268,322	69,708	60,436	40,777	2,442,230
Recurrent costs excluding notional user cost of capital	3,324,254	2,102,141	2,046,408	867,065	1,128,515	274,724	200,806	177,954	10,121,867
Notional user cost of capital	597,232	369,561	349,646	78,081	178,795	25,031	26,536	18,033	1,642,916
Recurrent costs including notional user cost of capital	3,921,486	2,471,702	2,396,054	945,147	1,307,310	299,755	227,342	195,987	11,764,783
Capital/investing costs	132,803	119,316	131,995	21,860	81,173	3,356	4,007	15,193	509,703
In-school, secondary education									
Teaching staff salaries	2,054,683	1,340,262	907,172	364,694	495,219	148,060	58,480	114,661	5,483,231
Non-teaching staff salaries	259,202	188,987	212,741	96,090	110,490	27,997	20,916	16,689	933,112
Redundancy payments	0	0	82	7,706	185	0	0	2,710	10,683
Non-salary costs	793,080	514,886	326,548	139,823	210,836	65,454	39,912	42,530	2,133,070
Recurrent costs excluding notional user cost of capital	3,106,965	2,044,135	1,446,543	608,313	816,730	241,511	119,309	176,590	8,560,096
Notional user cost of capital	414,893	263,899	240,973	55,818	125,445	32,519	18,615	24,996	1,177,158
Recurrent costs including notional user cost of capital	3,521,857	2,308,034	1,687,516	664,131	942,175	274,030	137,924	201,586	9,737,253
Capital/investing costs	184,444	114,729	111,326	11,532	58,644	6,421	1,592	19,678	508,365
Out-of-school									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	185,252	94,819	126,407	76,629	94,712	24,816	43,360	17,669	663,663
Redundancy payments	3,471	7,858	389	5,621	479	0	0	0	17,818
Non-salary costs	94,494	123,573	70,226	31,618	66,241	14,408	19,122	10,828	430,511
Recurrent costs excluding notional user cost of capital	283,217	226,250	197,022	113,868	161,432	39,224	62,482	28,497	1,111,992
Notional user cost of capital	6,484	6,399	2,081	2,042	1,210	111	11	n.a.	18,338
Recurrent costs including notional user cost of capital	289,700	232,649	199,103	115,910	162,642	39,335	62,494	28,497	1,130,330
Capital/investing costs	2,364	15,812	7,525	3,812	2,981	525	4,020	0	37,039
Total – primary, secondary and out-of-school									
Recurrent costs excluding notional user cost of capital	6,714,435	4,372,526	3,689,973	1,589,246	2,106,677	555,459	382,597	383,041	19,793,955
Recurrent costs including notional user cost of capital	7,733,043	5,012,385	4,282,673	1,725,187	2,412,127	613,121	427,760	426,070	22,632,366
Capital/investing costs	319,611	249,857	250,846	37,204	142,798	10,302	9,618	34,871	1,055,107

Notes:

- (i) Salary-related expenses include notional payroll tax for WA and the ACT, 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 2004' 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 interests 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 Schools Statistics Collection*, 2004 (draft – unpublished)

Table 20 Per capita expenditure on government schools by level of education, by State and Territory, 2003–04 (\$/full-time equivalent student – accrual^(a) basis)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	9,248	11,905	10,334
Victoria	7,808	10,442	9,324
Queensland	8,794	10,885	9,548
South Australia	9,312	11,654	10,146
Western Australia	9,418	12,397	10,459
Tasmania	8,969	10,996	9,828
Northern Territory	13,541	17,796	14,844
Australian Capital Territory	10,544	13,244	11,748
Australia	9,015	11,552	10,003
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	303	606	427
Victoria	406	548	465
Queensland	477	706	559
South Australia	222	213	219
Western Australia	554	741	619
Tasmania	102	251	165
Northern Territory	340	320	334
Australian Capital Territory	756	1,216	962
Australia	385	593	466
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	10,334	427	
Victoria	9,324	465	
Queensland	9,548	559	
South Australia	10,146	219	
Western Australia	10,459	619	
Tasmania	9,828	165	
Northern Territory	14,844	334	
Australian Capital Territory	11,748	962	
Australia	10,003	466	

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 the ACT are notional, as they are exempted from payroll tax. Non-salary costs include other operating expenses, grants and subsidies, depreciation and notional user cost of capital. Notional user cost of capital is based on 8 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 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*, 2004 (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, 1989–90 to 2003–04

Year	% of GDP
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	2.9
2002–2003	3.0
2003–2004	2.9

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: Derived by Australian Government DEST 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, 2004 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(b)
Primary schools									
Teaching staff salaries	487,341	352,554	223,640	98,322	109,268	17,732	9,560	28,537	1,326,957
Non-teaching staff salaries	92,594	56,967	57,202	22,682	37,736	4,670	3,034	5,638	280,528
Other costs ^(a)	345,210	235,532	165,401	88,678	93,246	12,356	7,847	16,671	964,945
Sub-total^(b)	925,147	645,054	446,244	209,683	240,251	34,759	20,442	50,847	2,572,431
Secondary schools									
Teaching staff salaries	550,129	369,513	198,584	46,893	97,695	18,546	12,842	30,439	1,324,645
Non-teaching staff salaries	108,201	100,724	57,931	12,922	25,511	4,862	3,744	7,530	321,427
Other costs ^(a)	412,374	342,377	174,452	40,199	94,481	18,056	10,151	23,781	1,115,873
Sub-total^(b)	1,070,705	812,615	430,968	100,014	217,687	41,465	26,738	61,751	2,761,946
Combined schools									
Teaching staff salaries	734,443	592,734	395,723	206,537	231,248	54,345	14,607	48,093	2,277,735
Non-teaching staff salaries	163,931	156,329	122,619	54,155	75,554	14,522	6,390	11,381	604,885
Other costs ^(a)	789,900	650,424	445,001	202,614	240,910	49,216	18,217	58,176	2,454,461
Sub-total^(b)	1,688,276	1,399,488	963,345	463,307	547,713	118,084	39,215	117,651	5,337,082
Total schools									
Teaching staff salaries	1,771,914	1,314,803	817,948	351,753	438,211	90,625	37,010	107,070	4,929,338
Non-teaching staff salaries	364,728	314,021	237,753	89,759	138,802	24,054	13,169	24,550	1,206,841
Other costs ^(a)	1,547,486	1,228,333	784,855	331,492	428,638	79,628	36,216	98,629	4,535,281
Total^(b)	3,684,129	2,857,159	1,840,558	773,005	1,005,652	194,308	86,396	230,249	10,671,460

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

Source: Australian Government DEST

Table 22A Breakdown of 'other costs' component of expenditure of non-government schools, by State and Territory, 2004 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
Primary schools									
Staff-related expenditure	94,682	52,229	39,590	17,450	24,660	3,122	1,708	5,556	239,000
Debt servicing	17,629	7,358	6,288	4,638	1,898	645	463	299	39,221
Other operating expenditure	139,714	97,601	63,357	35,409	38,432	5,656	4,150	8,452	392,775
Capital expenditure	93,184	78,342	56,166	31,181	28,254	2,931	1,525	2,362	293,948
Total(a)	345,210	235,532	165,401	88,678	93,246	12,356	7,847	16,671	964,945
Secondary schools									
Staff-related expenditure	104,051	70,111	37,881	8,955	19,973	2,684	2,441	5,754	251,853
Debt servicing	21,073	12,869	6,394	2,221	3,042	573	286	637	47,099
Other operating expenditure	194,769	156,586	77,830	21,589	43,315	7,458	5,617	10,789	517,956
Capital expenditure	92,480	102,809	52,345	7,433	28,149	7,339	1,805	6,599	298,964
Total(a)	412,374	342,377	174,452	40,199	94,481	18,056	10,151	23,781	1,115,873
Combined schools									
Staff-related expenditure	130,937	106,250	70,368	37,407	42,634	9,085	2,746	11,387	410,818
Debt servicing	54,367	18,652	29,101	9,493	9,828	1,916	730	3,127	127,217
Other operating expenditure	321,382	299,996	182,562	97,963	105,613	22,777	7,711	22,353	1,060,361
Capital expenditure	283,213	225,524	162,969	57,748	82,833	15,436	7,028	21,308	856,063
Total(a)	789,900	650,424	445,001	202,614	240,910	49,216	18,217	58,176	2,454,461
Total schools									
Staff-related expenditure	329,671	228,591	147,839	63,813	87,269	14,892	6,896	22,697	901,672
Debt servicing	93,069	38,880	41,784	16,353	14,769	3,136	1,480	4,065	213,539
Other operating expenditure	655,866	554,184	323,750	154,962	187,361	35,892	17,480	41,595	1,971,093
Capital expenditure	468,878	406,677	271,481	96,363	139,237	25,706	10,359	30,271	1,448,976
Total(a)	1,547,486	1,228,333	784,855	331,492	428,638	79,628	36,216	98,629	4,535,281

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) 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, State and Territory, 2004 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
Catholic schools									
Fees and charges	1,768	1,859	1,807	2,255	1,602	1,376	1,333	1,929	1,810
Private donations and income	667	388	435	507	328	398	560	557	503
Total private income	2,435	2,247	2,243	2,762	1,930	1,774	1,893	2,486	2,313
State government grants	1,719	1,265	1,601	1,370	1,784	1,595	2,135	1,453	1,553
Commonwealth government grants	4,406	4,494	4,415	4,297	4,327	4,433	4,912	4,119	4,412
Total income ^(a)	8,559	8,006	8,259	8,429	8,041	7,803	8,940	8,058	8,278
Recurrent expenditure	7,814	7,009	7,221	7,602	7,267	6,890	8,197	7,315	7,406
Capital expenditure	865	946	940	889	1,101	1,198	790	899	930
Total expenditure ^(a)	8,679	7,955	8,161	8,491	8,368	8,088	8,987	8,214	8,336
Loans at the end of the year	2,259	1,866	1,685	2,846	2,652	1,811	1,421	1,387	2,099
Loans at the start of the year	2,012	1,710	1,537	2,755	2,462	1,528	1,469	987	1,906
Annual movement in borrowing	246	156	148	91	191	283	-48	400	193
Independent schools									
Fees and charges	6,949	8,136	4,626	4,475	4,927	5,025	3,019	6,905	6,261
Private donations and income	856	918	624	596	684	514	930	704	774
Total private income	7,806	9,054	5,250	5,072	5,611	5,539	3,949	7,609	7,035
State government grants	1,549	868	1,545	1,190	1,574	1,433	2,521	1,272	1,348
Commonwealth government grants	3,247	3,307	3,887	3,753	3,554	3,485	5,735	2,803	3,492
Total income ^(a)	12,602	13,228	10,682	10,015	10,739	10,458	12,206	11,685	11,875
Recurrent expenditure	10,870	11,177	9,088	8,853	8,986	8,968	10,879	10,622	10,158
Capital expenditure	2,109	2,223	1,981	1,494	1,535	1,145	1,786	2,121	1,971
Total expenditure ^(a)	12,979	13,400	11,069	10,347	10,521	10,113	12,665	12,744	12,130
Loans at the end of the year	6,654	3,235	6,580	4,308	4,894	2,725	3,664	5,899	5,243
Loans at the start of the year	6,105	3,093	5,970	3,954	4,636	2,827	3,635	4,793	4,844
Annual movement in borrowing	550	142	610	354	257	-102	28	1,107	399
All non-government schools									
Fees and charges	3,548	4,189	3,022	3,260	3,003	2,830	2,207	3,367	3,518
Private donations and income	732	585	517	548	478	444	751	599	607
Total private income	4,280	4,774	3,539	3,808	3,481	3,274	2,958	3,966	4,125
State government grants	1,660	1,117	1,577	1,289	1,695	1,531	2,335	1,401	1,475
Commonwealth government grants	4,008	4,053	4,187	4,051	4,001	4,055	5,338	3,739	4,059
Total income ^(a)	9,948	9,944	9,303	9,147	9,178	8,860	10,632	9,106	9,658
Recurrent expenditure	8,864	8,556	8,025	8,169	7,991	7,718	9,586	8,271	8,462
Capital expenditure	1,293	1,420	1,389	1,163	1,284	1,177	1,306	1,252	1,329
Total expenditure ^(a)	10,156	9,976	9,414	9,332	9,275	8,895	10,892	9,523	9,791
Loans at the end of the year	3,769	2,374	3,795	3,508	3,597	2,175	2,583	2,691	3,305
Loans at the start of the year	3,418	2,224	3,448	3,298	3,378	2,046	2,591	2,087	3,033
Annual movement in borrowing	350	150	347	210	219	129	-9	604	272

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) 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, 2004 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic									
Primary	6,935	6,019	6,438	7,245	6,530	6,186	7,659	6,005	6,538
Secondary	9,985	9,847	10,270	9,663	10,021	10,372	11,221	9,802	9,986
Combined	11,750	12,840	9,853	9,473	10,535	8,397	9,231	11,038	10,700
Total^(a)	8,679	7,955	8,161	8,491	8,368	8,088	8,987	8,214	8,336
Independent									
Primary	10,129	10,558	9,243	7,692	7,362	6,608	7,443	9,764	9,109
Secondary	14,929	14,436	12,494	11,663	10,799	10,244	15,799	23,911	13,477
Combined	13,171	13,514	11,154	10,989	10,883	10,244	13,606	12,812	12,366
Total^(a)	12,979	13,400	11,069	10,347	10,521	10,113	12,665	12,743	12,130
Total non-government									
Primary	7,228	6,285	6,723	7,370	6,636	6,209	7,578	6,104	6,800
Secondary	10,303	10,194	10,502	10,261	10,132	10,368	13,767	9,841	10,301
Combined	12,903	13,451	10,934	10,380	10,795	9,641	11,912	12,289	12,035
Total^(a)	10,156	9,976	9,414	9,332	9,275	8,895	10,892	9,523	9,791

Notes:

- Break in series. From 2002, excludes the 'out-of-school component' for distance education.
- 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) Where figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: Australian Government DEST

Recurrent funding

Table 25 Australian Government funding per capita rates for government schools, 1999 and 2004 (\$)

	1999	2004
Primary	419	586
Secondary	618	860

Source: Australian Government DEST

Table 26 Non-government schools funded by the Australian Government through the SES model^(a): number of schools and students full-time equivalent (FTE)^(b) by level of education, percentage AGSRC^(c) funding and whether systemic, or non-systemic for the school year, 2004

Systemic status	SES funding level as a % of AGSRC	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic Catholic schools				
	51.2	27	8,107.1	4,835.8
	56.2	1,586	353,571.3	248,029.4
Total systemic Catholic schools		1,613	361,678.4	252,865.2
Non-systemic schools ^(d)				
	13.7	2	872.0	921.0
	15.0	1	315.0	786.2
	16.2	4	1,288.9	2,491.0
	17.5	2	848.0	385.0
	18.7	4	1,370.0	2,248.2
	20.0	4	911.0	1,684.0
	21.2	7	2,275.0	4,798.6
	22.5	6	1,270.0	1,617.0
	23.7	8	2,991.0	5,208.0
	25.0	9	2,173.0	6,452.0
	26.2	8	1,657.2	3,638.4
	27.5	7	1,277.0	4,393.0
	28.7	7	2,752.0	5,308.8
	30.0	11	3,102.0	6,073.4
	31.2	9	2,577.5	2,833.0
	32.5	6	1,362.2	3,547.0
	33.7	12	2,939.0	5,425.0
	35.0	8	1,774.0	2,609.9
	36.2	10	2,924.0	6,296.3
	37.5	12	2,437.6	5,477.4
	38.7	13	2,361.3	3,574.0
	40.0	14	2,477.5	4,875.5
	41.2	9	1,633.1	1,831.4
	42.5	10	2,296.2	4,336.3
	43.7	15	3,085.9	4,226.1
	45.0	15	3,348.0	5,062.9
	46.2	20	3,621.0	4,669.5
	47.5	15	4,277.2	4,577.5
	48.7	16	3,628.3	4,451.4
	50.0	19	4,195.9	3,811.0
	51.2	16	2,681.6	3,126.8
	52.5	31	6,389.2	4,956.6
	53.7	26	5,007.6	5,694.3
	55.0	35	4,230.7	2,804.4
	56.2	27	4,231.4	4,407.5
	57.5	26	4,821.3	3,364.6
	58.7	35	3,757.9	2,583.0
	60.0	23	2,213.4	1,501.2
	61.2	22	3,659.8	2,764.0
	62.5	15	2,171.6	905.0
	63.7	15	1,736.8	761.0
	65.0	15	2,897.2	1,727.0
	66.2	10	1,920.2	1,014.8
	67.5	10	2,347.2	1,039.2
	68.7	2	551.0	343.0
	70.0	81	3,010.2	2,291.7
Total non-systemic schools		672	119,667.9	152,892.9

Cont. ...

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Table 26 Non-government schools funded by the Australian Government through the SES model^(a): number of schools and students full-time equivalent (FTE)^(b) by level of education, percentage AGSRC^(c) funding and whether systemic, or non-systemic for the school year, 2004

Systemic status	SES funding level as a % of AGSRC	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic non-Catholic schools				
	37.5	1	325.0	764.0
	40.0	1	291.0	827.0
	45.0	1	381.0	345.0
	46.2	5	1,294.0	907.1
	47.5	1	595.0	754.0
	48.7	3	527.0	120.0
	50.0	7	1,386.0	1,692.8
	51.2	11	2,722.4	1,943.4
	52.5	13	3,407.0	3,134.0
	53.7	15	3,558.0	3,155.0
	55.0	11	2,576.4	2,108.4
	56.2	20	3,010.8	2,836.8
	57.5	10	1,872.2	714.0
	58.7	11	2,052.2	930.0
	60.0	7	711.0	424.0
	61.2	7	1,420.4	577.0
	62.5	8	1,546.0	400.9
	63.7	2	152.8	0.0
	65	4	844.0	727.2
	66.2	4	74.0	195.0
	67.5	2	272.8	0
	68.7	1	106.0	32.0
	70.0	1	11.0	14.0
Total systemic non-Catholic schools		146	29,136.0	22,601.6
Total schools with SES funding		2,431	510,482	428,360

(a) From 2001, the Australian Government introduced new funding arrangements for non-government schools which are based on the socioeconomic status (SES) of their school community.

(b) See Glossary for details of calculation of FTE.

(c) AGSRC – Average Government School Recurrent Costs

(d) 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, 2004

Systemic status	Year 2000 funding levels		Number of schools	Number of funded students (FTE)	
	Primary % of AGSRC	Secondary % of AGSRC		Primary	Secondary
Systemic schools					
	35.0	39.1	2	332.0	0.0
	43.8	48.8	10	3,941.0	5,438.4
	47.5	53.0	27	5,802.2	7,995.6
	51.6	57.5	6	597.4	355.0
	56.0	62.4	2	1,026.0	1,223.9
Total systemic schools			47	11,698.6	15,012.9
Non-systemic schools					
	15.7	18.9	3	1,210.0	3,637.0
	19.6	21.9	10	2,906.5	5,276.2
	19.7	21.9	1	19.0	0.0
	23.9	28.7	3	397.0	0.0
	29.0	32.2	5	537.0	1,630.0
	32.0	35.7	11	1,877.0	4,267.8
	35.0	39.1	4	978.2	1,847.3
	38.7	43.2	12	2,569.1	4,815.1
	43.8	48.8	23	4,390.4	9,274.5
	47.5	53.0	67	18,641.6	29,964.9
	51.6	57.5	29	2,955.2	11,980.5
	56.0	62.4	26	1,640.2	2,729.8
Total non-systemic schools			194	38,121.2	75,423.1
Total non-government schools with year 2000 funding levels			241	49,819.8	90,436.0

(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, 2003–04 financial year (accrual basis) (\$'000)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	516,758	370,801	315,911	112,614	153,123	43,193	19,243	25,365	1,557,008
Capital	83,439	58,948	48,617	18,781	25,755	6,799	3,119	4,121	249,579
Country Areas	6,134	2,319	4,798	2,251	3,260	623	1,240	0	20,625
Strategic Assistance for Improving Student Outcomes Recurrent	94,743	59,448	44,398	22,222	22,617	8,178	4,915	2,580	259,102
ESL New Arrivals	20,274	14,038	5,410	5,706	3,728	815	700	343	51,014
National Literacy	0	0	55	0	0	0	0	0	55
Languages Other Than English	5,937	4,325	1,280	902	668	155	59	253	13,579
Indigenous Education Strategic Initiatives Programme	25,499	6,608	25,979	6,885	17,942	2,443	25,371	1,049	111,775
Total government	752,783	516,487	446,447	169,361	227,094	62,206	54,647	33,711	2,262,736
Non-government schools									
General Recurrent (including Distance Education)	1,361,594	1,078,690	748,266	309,885	401,290	82,838	35,170	86,790	4,104,524
General Recurrent Short Term Emergency Assistance	12	55	300	115	130	0	0	127	739
Establishment Grants	624	110	644	43	156	0	14	43	1,633
Capital	32,593	26,282	17,220	7,337	9,458	2,107	874	2,192	98,064
Country Areas	1,498	654	831	288	455	138	144	0	4,007
Strategic Assistance for Improving Student Outcomes Recurrent	49,915	38,154	13,894	9,095	11,545	2,194	1,597	1,821	128,214
ESL New Arrivals	2,325	1,234	1,064	-87	322	376	-7	-11	5,217
Centre Support	10,031	6,677	7,290	4,000	948	180	101	574	29,801
National Literacy	946	728	631	240	202	130	606	235	3,719
Languages Other Than English	2,234	6,080	913	454	499	66	7	210	10,464
Indigenous Education Strategic Initiatives Programme	15,477	2,706	11,970	2,790	11,113	647	9,987	535	55,225
Total non-government	1,477,249	1,161,371	803,023	334,159	436,118	88,677	48,493	92,517	4,441,608
Joint programs									
National Literacy and Numeracy Strategies and Projects	71	170	108	64	0	0	0	48	460
National Asian Languages and Studies in Australian Schools ^(a)	0	647	81	77	45	200	0	0	1,050
Total joint programs	71	817	189	141	45	200	0	48	1,510
Total all programs	2,230,103	1,678,675	1,249,659	503,661	663,256	151,084	103,140	126,276	6,705,854

Notes:

- Some amounts may not add to totals due to rounding.
 - Figures in this table relate to the 2003–04 financial year as at 30 June 2005.
 - 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 Programme terminated in 2002.

Source: Australian Government DEST

Table 29 Australian Government expenditure on schools, annual appropriations, 2003–04 (\$'000)

Grants and awards	Actual expenditure
Grants in Aid	1,258
Australian Students Prize	1,000
Curriculum Corporation	141
Asia Education Foundation	1,275
Sub-total(a)	3,674
Literacy	
Projects to enhance literacy and numeracy outcomes	620
Quality Outcomes	
Civics and Citizenship Education(b)	2,170
School Drug Education Strategy	4,705
Quality Outcomes – Other	7,662
Quality Teacher Programme	29,063
Sub-total(a)	43,600
Australian Book Industry Assistance Plan	15,023
Careers, Transitions and Partnerships	49,479
Career Information Service	
Career Counselling Service	2,825
Indigenous education	
Aboriginal Education Direct Assistance(b)	
ATAS(c)	41,998
VEGAS(d)	4,178
ASSPA(e)	20,551
Sub-total(a)	66,727
Framework for Open Learning(b)	
Schools Online Curriculum Content Initiative	6,562
Total(a)	188,510

(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, 2003–04 (\$'000)

Program	Amount
ABSTUDY	93,812
Assistance for Isolated Children	38,618
Total	700,740

Source: Australian Government DEST

Capital expenditure

Table 31 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2004 (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	83,439	32,593	116,032
Victoria	58,948	26,282	85,230
Queensland	48,617	17,220	65,837
South Australia	18,781	7,337	26,118
Western Australia	25,755	9,458	35,213
Tasmania	6,799	2,107	8,906
Northern Territory	3,119	874	3,993
Australian Capital Territory	4,121	2,192	6,313
Total	249,579	98,064	347,643

Source: Australian Government DEST

Equity

Student sub-group data

Table 32 Year 12 completion rates^(a), by locality^(b), sex and State and Territory, 2004 (per cent)

	Metropolitan zone			Provincial zone			Remote zone			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	66	74	70	56	68	62	53	83	67	63	73	68
Victoria	68	79	73	57	73	64	61	74	67	65	78	71
Queensland	64	71	67	60	74	67	61	78	69	63	72	67
South Australia	62	80	71	48	81	63	54	87	69	58	80	69
Western Australia	63	71	67	56	68	62	52	65	58	61	70	66
Tasmania	56	64	60	42	53	47	29	59	43	48	58	53
Northern Territory	(c)	(c)	(c)	32	50	41	17	22	20	25	36	30
Australian Capital Territory	79	76	77	(d)	(d)	(d)	(d)	(d)	(d)	79	76	77
Australia	65	75	70	55	70	63	47	63	54	62	73	68

(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) Definitions are based on the agreed MCEETYA Geographic Location Classification.

(c) There are no 'Metropolitan' areas in the Northern Territory. Darwin is included in the 'Provincial' zone.

(d) There are no 'Provincial' or 'Remote' areas in the ACT.

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 sex, Australia, 1998–2004 (per cent)

Year	Metropolitan ^(c)			Provincial ^(d)			Remote			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
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
2004	65	75	70	55	70	63	47	63	54	62	73	68

(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) Definitions are based on the agreed MCEETYA Geographic Location Classification (See Glossary).

(c) Includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts of population 100,000 or more.

(d) Includes Darwin SD, Statistical Districts of population 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) and sex, by State and Territory, 2004 (per cent)

State/Territory	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	69	64	60	70	65	74	81	77	63	73	68
Victoria	55	67	61	58	73	65	78	89	83	65	78	71
Queensland	55	69	62	65	74	69	69	73	71	63	72	67
South Australia	44	67	55	58	81	69	72	92	82	58	80	69
Western Australia	49	58	53	60	71	66	73	79	76	61	70	66
Tasmania	39	51	45	56	62	59	61	70	65	48	58	53
Northern Territory	11	19	15	35	48	41	(c)	(c)	(c)	25	36	30
Australian Capital Territory	(c)	(c)	(c)	(c)	(c)	(c)	79	76	77	79	76	77
Australia	53	66	59	60	72	66	75	83	79	62	73	68

- (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) The populations in the High SES deciles of the Northern Territory and the Low SES deciles of the Australian Capital Territory are too small to give meaningful results.

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 sex, Australia, 1998–2004 (per cent)

	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
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
2004	53	66	59	60	72	66	75	83	79	62	73	68

(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 2004 include:

Computer Skills Assessment https://www.det.nsw.edu.au/media/downloads/languagesupport/computer_skills/comp_english.pdf

Department of Education and Training Annual Report 2004
https://www.det.nsw.edu.au/reports_stats/annual_reports/yr2004/contents.htm

Gifted and Talented Students Policy <https://www.det.nsw.edu.au/policies/curriculum/schools/gats/PD20040051.shtml>

Parents' Guide to Schools https://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/resources.htm>

School Attendance https://www.det.nsw.edu.au/languagesupport/documents/sch_attendance.htm (Note: This website is for the translated versions of this document including English.)

Values in New South Wales Public Schools
https://www.det.nsw.edu.au/policies/student_serv/student_welfare/valu_scool/PD20050131.shtml

Literacy and numeracy

The following websites provide information and showcase New South Wales' performance and achievements in literacy and numeracy in 2004, particularly in relation to the National Literacy and Numeracy Plan and performance against the national benchmarks.

Consistent Teacher Judgement in Action: a resource for schools
http://www.curriculumsupport.education.nsw.gov.au/consistent_teacher/index.htm

Focus on Literacy: Speaking and Listening <http://www.curriculumsupport.nsw.edu.au/literacy/index.cfm?u=3&i=6>

Literacy – Premier's Reading Challenge K–8 <http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm>

National Literacy and Numeracy Week New South Wales <http://www.nlnw.nsw.edu.au/>

Vocational education

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 2004.

Catholic Education Commission

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

Blueprint for Government Schools

Bricks and Mortar: School Facilities Management <http://www.sofweb.vic.edu.au/pd/schlead/programs/faciliti.htm>

Bringing Learning to Life [booklet]

Corporate Plan 2003–06

Department of Education and Training Annual Report 2002–03 (Note: a range of smaller pamphlets and brochures were also produced and are listed in the Annual Report.)

Digital Content Creation Resources

Dollars and Sense: Financial Management for School Leaders Manual (February 2004)

Future Directions for Adult Community Education in Victoria: Ministerial Statement

Global Pathways International Education for Victoria

ICT Professional Learning Strategy

ICT Security Policy

Leading Schools Fund [manual and brochure]

Performance and Development Culture Self-assessment Framework

Premier's Victorian Certificate of Education Awards

Program for Students with Disabilities: Handbook 2004

Program for Students with Disabilities: Review 2005

School Services Officer Development Accredited Online Training Program [electronic resource of 54 units]
<http://www.sofweb.vic.edu.au/pd/sso/index.htm>

TAFE Course Directory 2004

Teacher Supply and Demand for Government Schools

Victorian Training Awards

Curriculum

Making a Difference: A Literacy Development Program for Middle Years Students [video, CD-ROM and manual]
http://www.curriculum.edu.au/catalogue/product.php?cat_id=1379

Making Intervention Work – Implications for Improving Literacy Learning in the Middle Years
<http://www.sofweb.vic.edu.au/mys/pdf/makinginterventionwork.pdf>

Principles of Learning and Teaching: The Principles Unpacked and Background Paper
<http://www.sofweb.vic.edu.au/pedagogy/plt/index.htm>

Accountability

School Management Benchmarks 2003 <http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

VCE Benchmarks 2003 <http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Years Prep–10 CSF Benchmarks 2003 <http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Post-compulsory education

Destinations of School Leavers in Victoria: Report of the 2003 On Track Project, Richard Teese, John Polesel, Kate Mason, Centre for Post-compulsory Education and Lifelong Learning University of Melbourne and Department of Education and Training
<http://www.sofweb.vic.edu.au/voced/ontrack/pdfs/destinations.pdf>

On Track Data <http://www.sofweb.vic.edu.au/voced/ontrack/default.htm>

Review of the Local Learning and Employment Networks

Victorian Learning and Employment Skills Commission: Annual Report 2003–04

Work Experience: A job well done [video and CD-ROMs]

Work Experience: safe@work [student resource and teacher resource CD-ROMs]

Victorian Certificate of Education (VCE)

2004 VCE Examinations and GAT Student Information Booklet and Timetable

Reaccredited VCE Study Designs: Arabic, Business Management, Chinese First Language, Chinese Second Language/Second Language Advanced, Classical Greek, French, German, Greek, History, Indigenous Languages of Victoria: Revival and Reclamation, Indonesian First Language, Indonesian Second Language, Italian, Japanese First Language, Japanese Second Language, Korean First Language, Korean Second Language, Latin, Media, Psychology, Spanish and Vietnamese

VCE and VCAL Administrative Handbook 2004

VCE Assessment Handbooks 2004: Art, Economics, Health and Human Development, Studio Arts, Visual Communication and Design

VCE Assessment Handbooks 2005: Business Management and Psychology

VCE Data Service User Manual

VCE Examination Papers and GAT 2003 CD-ROM

VCE for Adults: A Guide for Adults Returning to VCE Studies 2004

Where to Now: Guide to the VCE, VCAL and Apprenticeships and Traineeships for 2005

VCE Vocational Education and Training

Assessment Guides 2004: Business Administration and Multimedia, Equine Industry and Music Industry

Guide to School-based New Apprenticeships

Curriculum Standards Framework (CSF) publications

CSF Mathematics Sample Programs Years 7–10

Curriculum Victoria: Foundations for the Future

Guide to Proposed Reform of Victorian Curriculum

Victorian Curriculum Reform 2004: A Framework for Essential Learning

Achievement Improvement Monitor (AIM)

2003 AIM Online Reporting Guide Year 7 English and Mathematics Assessment Program [parent reports]

2003 AIM Online Reporting Guides for Years 3, 5 and 7

Victorian Qualifications Authority (VQA)

Credit Matrix: Consultation Report 2004

Credit Matrix Draft Model Final Report: Volumes One and Two

Credit Matrix: Making it Work

Credit Matrix: The Next Steps

Credit Matrix: Towards Implementation

Registered Training Authority Delegations Guidelines

Report on Further Scoping Project 2

Report on the Recognition of Informal Learning

Victorian Certificate of Applied Learning (VCAL) Information Kit

VCAL Assessment Guide

VCAL Awards Programs

VCAL Information Sheet

VQA Annual Report 2003–04

VQA Qualifications Framework for Design

Catholic Education Office

Annual Report 2004

Catholic Education Commission of Victoria Seminar Series Seminar 2: The Affordability of Catholic Schools in Victoria: Access to Catholic Schools by Students from Catholic Families

Catholic Education Commission of Victoria Seminar Series Seminar 3: The Welfare Needs of Victorian Catholic Schools

Catholic Education Commission of Victoria Seminar Series Seminar 4: The Contribution of Catholic Schools to the Victorian Economy and Community

Association of Independent Schools of Victoria (AISV)

AISV 2003 Annual Report

AISV Directory of Member Schools

Buku Pasar: Indonesian Language Resource

Challenges for the LOTE Classroom

Developing Resiliency Programs in Victorian Independent Schools

Early Learning in Independent Schools

A Guide to Independent School Scholarships

Independent Schools Fast Facts

Open Days at Independent Schools

Students with Disabilities: Enrolment Guidelines for Independent Schools

Survey of VET Coordinator Functions and Skills: 2004 Research Report

Targeted Learning Series: Productive Pedagogical Structures

Targeted Learning Series: School Case Studies

Targeted Learning Series: Sustaining and Building a Teacher Learning Culture – Success Factors

Targeted Learning Series: What We've Learned from Teachers

Queensland

Department of Education

2003–04 Annual Report <http://education.qld.gov.au/publication/reporting/annual/2004/index.html>

A Creative Workforce for a Smart State: Professional Development for Teachers in an Era of Innovation (A Ministerial Advisory Committee for Educational Renewal (MACER) Report) <http://education.qld.gov.au/publication/production/reports/pdfs/creativeworkforce.pdf>

A Creative Workforce for a Smart State: Professional Development for Teachers in an Era of Innovation (A Ministerial Advisory Committee for Educational Renewal (MACER) Report): Departmental Response to Recommendations <http://education.qld.gov.au/publication/production/reports/pdfs/creativeworkforceresponse.pdf>

Attrition and Persistence of First-Year Tertiary Students in Queensland: Longitudinal Research Study
<http://www.qsa.qld.edu.au/research/te/docs/attrit-yr1.pdf>

Case Studies: Implementing the KLAS 2004 <http://www.qsa.qld.edu.au/yrs1to10/case-studies/index.html>

Changes to School Reporting (October 2004) <http://education.qld.gov.au/schools/reporting/docs/schoolreport.pdf>

Education Laws for the Future: Consultation Paper October 2004 <http://education.qld.gov.au/review/pdfs/education-reforms.pdf>

Education Queensland's Framework for Gifted Education <http://education.qld.gov.au/publication/production/reports/pdfs/giftedandtalfwrk.pdf>

Ministerial Advisory Committee for Educational Renewal (MACER) Report on Indigenous Education
<http://education.qld.gov.au/publication/production/reports/pdfs/indigenousreport.pdf>

Ministerial Advisory Committee for Educational Renewal (MACER) Report on Indigenous Education: Departmental response to recommendations <http://education.qld.gov.au/publication/production/reports/pdfs/indigenousresponse.pdf>

New Basics Research Report [set of research reports and an external evaluation]
<http://education.qld.gov.au/corporate/newbasics/html/research/research.html>

Review of the Powers and Functions of the Board of Teacher Registration

Schools Reporting Consultation Paper (April 2004) <http://education.qld.gov.au/schools/reporting/docs/schoolreporting.pdf>

Staying on at School: Improving Student Retention in Australia (National Fund for Educational Research Project)
<http://education.qld.gov.au/publication/production/reports/retention/index.html>

Strengthening Teacher Standards in Queensland

South Australia

Department of Education and Children's Services

Building Our Capacity: Department of Education and Children's Services Organisation Development Framework

Crime Prevention Education: Learning for Safer Communities

Department of Education and Children's Services Annual Report 2004

http://www.decs.sa.gov.au/docs/files/communities/docman/1/2004_annual_report_190505.pdf

Don't Bet on It! Preventing Problem Gambling: A Program for the Middle School

Early Intervention Learning Difficulties, Working Collaboratively, Improving Outcomes for Learners

Eat Well: SA Schools and Preschools Healthy Eating Guidelines

Gambling: Reducing the Risks: A Problem Gambling Prevention Teaching Resource for the Middle Years

Intervention Matters: A Policy Statement and Procedural Framework for the Management of Suspected Drug-Related Incidents in Schools

<http://www.drugstrategy.sa.edu.au/supportingstudents/interventionmatters/index.html>

Reducing Bullying in Schools, A Professional Development Resource: Manual

Traveller's Guide to Learning and Development http://www.decs.sa.gov.au/organisation_development/pages/orgdev_good_practice

Western Australia

Department of Education and Training

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>

Other key websites are listed below with some of the publications produced during 2003–04

The annual reports of the Department of Education and Training are available online at: <http://www.eddept.wa.edu.au/AnnualReport/>

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 online at: <http://www.apprenticeships.training.wa.gov.au/>

Career development

Information in relation to resources and services to support career development for individuals is available online at: <http://www.det.wa.edu.au/training/training/cds/>

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>

Indigenous education

Policies, programs and resources in relation to Indigenous education are available online at: <http://www.eddept.wa.edu.au/abled/>

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://www3.eddept.wa.edu.au/regframe/index.cfm>

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/building-inclusive-learning-environments/students-at-educational-risk>

TAFEWA

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/>

Vocational education and training in schools

Information in relation to vocational education and training and enterprise education can be accessed at <http://www.eddept.wa.edu.au/VET/>

Other

Aboriginal and Islander Education Officer Manual

Annual Report 2003–04

Apprenticeships and Traineeships Guide

Building Inclusive Schools: A Review

Competency Framework for Teachers

Creating the Future for Young People: Raising the School Leaving Age

Employment Directions Network

Guide for Parents: Choosing a School

Job Search Guide

Managing Occupational Health and Safety Manual

Monitoring Standards in Education: Student Achievement in Mathematics in Western Australia Government Schools

Monitoring Standards in Education: Social Outcomes

Professional Learning Curriculum

Profit from Experience

Returning to Learning

School-based Traineeship Guidelines

Self-evaluation: 100 Schools Project

Skills Recognition Framework

Staff Conduct: Standards of Conduct and Integrity

TAFEWA Courses and Careers 2005

TAFEWA Full-time Studies 2004

Teach WA Induction Manual

Technology Focus

The Reflective Teacher: Using Action Learning to Improve Teaching

Western Australian Literacy and Numeracy Assessment 2004

Catholic Education Office

The Catholic Education Office produced the following publications in 2004:

Annual Report: Catholic Education Commission of Western Australia

'Backpack' books produced by 13 Kimberley Schools [story of each contributing school's community]

Circular Magazine (eight editions per year)

Directory of Catholic Schools in Western Australia

Guidelines for School Attendance Action Plans (National Indigenous English Literacy and Numeracy Strategy) [manual and CD]

Making the Jump: A Resource Book for Teachers of Aboriginal Students (reprint)

Mapping Your Future: Broad Counselling Advice for Year 10–11 Students and Parents

Surviving the Selection Process: a guide for Year 12 students wishing to gain entry into University or TAFE

Association of Independent Schools Western Australia

The Association of Independent Schools Western Australia developed and published the following websites in 2004:

Counting Down [a professional development package in numeracy across the curriculum for the middle years of schooling], available online at: http://www.ais.wa.edu.au/Numeracy_Across_Curr_Website/index.htm

Maths 300 Professional Development Team, available online at <http://www.ais.wa.edu.au/numeracy>

Tasmania

Department of Education

Office for Educational Review

Assessment, Monitoring and Reporting Policy Strategic Plan 2005–08
<http://www.education.tas.gov.au/dept/about/visions/StrategicPlan2008.pdf>

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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 care-givers. 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 years 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 and Writing Level 4 using the National Languages and Literacy Institute of Australia (NLLIA) 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. Students were identified as LBOTE if there was a language other than English being spoken in their home.

Western Australia

Exemption from Testing Policy	Exemptions may be granted by the principal with the signed agreement of parent/care-givers on the following grounds: temporary or permanent disability or impairment; enrolment in specified intensive language centres; ESL students in mainstream classes who have been in Australia for one year or less.
Average Age Calculation Method	Students provide date of birth on test booklets. Average age was calculated at the week of testing on the basis of this information.
Years at School Calculation Method	The figure given is an estimate based on the assumptions of: (a) continuous attendance of students in all years of schooling; (b) an equal number of students skipping a year of studies and repeating a year of studies; and (c) that for these cohorts of year 3, 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 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 the Australian Council for Educational Research.
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 years 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

The process by which the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), developed a set of national key performance measures for Australian schools is described in Chapter 4 of this report. The resulting Measurement Framework for National Key Performance Measures 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 Performance, Measurement and Reporting Taskforce (PMRT) has responsibility for reviewing the framework which was last modified in 2003. During 2004, the PMRT gave consideration to a number of issues with a view to preparing a revised framework for consideration by ministers during 2005.

- a longitudinal analysis of benchmark student performance to inform a national vertical years 3, 5 and 7 reporting scale
- an examination of the feasibility of reporting on the full range of student achievement
- the preparation of a set of assessment frameworks in reading, writing, spelling and numeracy
- the impact of variations in testing dates across jurisdictions
- the impact of a number of technical issues related to the equating and scaling of years 3 and 5 reading
- the consistent calculation of individual school and student benchmark data across States and Territories
- the treatment of absences, withdrawals, exemptions and partial completion of tests for literacy and numeracy benchmark reporting.

Enhanced reporting of literacy and numeracy results

The 2003 MCEETYA meeting requested PMRT to undertake a range of enhancements to the reporting of students' literacy and numeracy outcomes at years 3, 5 and 7. The current arrangements rely on state-based tests and procedures that have been refined progressively since 1999. The end-point is the determination of the proportion of students that have attained a minimum performance benchmark at each of these levels.

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 toward a more national approach. Among the particular issues for consideration were:

- the extent to which current data analysis and equating methodologies are nationally comparable
- the identification and implementation of a method for dealing with longitudinal equating drift

Towards a more national approach

The second segment of the PMRT process was to investigate the possibility of moving, in the longer term, to a more national approach. To this end a draft proposal was considered by ministers at their meeting in 2004. The draft presented five options:

- 1 a national item pool that would utilise existing state-based assessments and include items from a national pool of pre-calibrated items
- 2 a common equating regime that would provide national longitudinal and vertical links with the state-based tests
- 3 a national sample test, which would be administered alongside state-based tests
- 4 a common, full cohort test, which would replace existing state-based tests
- 5 a mixed model, which would enable a common set of instruments to be administered either as a random sample test in addition to the state-based tests or as a full-cohort test replacing the existing tests.

Ministers supported the mixed model option and agreed to reserve their final decision, pending the results of a trial of the common instruments and the receipt of information about the likely costs of the mixed model approach. The matter will be further considered in 2005.

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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

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ACER	Australian Council for Educational Research
ACTAP	Australian Capital Territory Assessment Program
AESOC	Australian Education Systems Officials Committee
AGSRC	Average Government School Recurrent Costs
AIEWs	Aboriginal and Torres Strait Islander Education Workers
AQF	Australian Qualifications Framework
ASTA	Australian Science Teachers Association
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
DEST	Australian Government Department of Education, Science and Training
ELC	Existing Least Cost
ERI	Education Resources Index
ESL	English as a Second Language
FTE	full-time equivalent
ICT	information and communication technologies
IESIP	Indigenous Education Strategic Initiatives Programme
KLAs	key learning areas
KPMs	key performance measures
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
NLNW	National Literacy and Numeracy Week
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PMRT	Performance Measurement and Reporting Taskforce
PSAP	Primary Science Assessment Program
RAISE	Raising Achievement in Schools
RTO	registered training organisation
SBNAs	School-based New Apprenticeships
SCIPS	Schools, Community and Industry Partnerships in Science
SES	socioeconomic status
SINE	Success in Numeracy Education
SPPs	Specific Purpose Payments
SRT	Schools Resourcing Taskforce
SWL	Structured Workplace Learning
TIMSS	Trends in International Mathematics and Science Study
VET	vocational education and training
VETIS	vocational education and training in schools

