

MCEETYA on the Web

The *National Report on Schooling in Australia 2005* provides, in an accessible and readable form, a comprehensive account of school to the nation. This edition has been prepared to accompany and complement the full text electronic version that is available at: <http://cms.curriculum.edu.au/anr2005/index.htm>.

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National Report on Schooling in Australia 2005
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Preface

The purpose of the National Report

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

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

This 2005 edition of the *National Report on Schooling in Australia* has been prepared with these purposes in mind, and reflects the 1999 *National Goals for Schooling in the Twenty-first Century*, a revision of the 1989 *Common and Agreed Goals for Schooling in Australia*. It also provides a means whereby schools and systems can satisfy their educational accountability requirements. It describes the progress made during 2005 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 2005* 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 is available online at the MCEETYA website: <http://www.mceecdya.edu.au/mceecdya/anr/>. Reports for previous years are also available online from the publications page of the MCEETYA website, at: <http://www.mceecdya.edu.au/mceecdya/publications,11582.html>.

A major development in this edition details the Measurement Framework for National Key Performance Measures, endorsed by ministers in December 2004, and revised in 2005, following the passing through federal parliament of the *Schools Assistance (Learning Together—Achievement Through Choice and Opportunity) Act 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 to 2009. National triennial sample assessment cycles are conducted in the areas of science, civics and citizenship education, and information and communication

technologies. During 2005, the MCEETYA Performance Measurement and Reporting Taskforce (PMRT) prepared a revised framework, which was approved by ministers in 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 vocational education and training (VET) in schools. The framework is further discussed in Chapter 4, Measuring the performance of Australian schooling (Chapter 4).

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 2005, 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 (IETTY), 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 2005 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. Accordingly, 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'. The preliminary paper is available online at: http://cms.curriculum.edu.au/anr2005/pdfs/2005_benchmarks.pdf.

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 2005 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, 'The context of Australian schooling', outlines the context and structure, as well as providing information on the responsibility for schooling in Australia, including the role of MCEETYA. The second, 'Resourcing Australia's Schools', details the funding arrangements for both government and non-government schools, and also outlines changes made during 2005, 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 2005. 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 – Index and 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 2005. Lists of acronyms and glossary are also provided here for reader reference.

On 19 July 2002, MCEETYA agreed to the development, by January 2003, of a national framework for ensuring safe and supportive school environments, the National Safe Schools Framework (NSSF). MCEETYA decided that this framework should be developed by the MCEETYA Taskforce on Student Learning and Support Services, and agreed to States and

Territories reporting annually through the National Report on Schooling in Australia on their strategies and initiatives to provide safe, supportive learning environments.

The NSSF is a collaborative effort by the Australian Government, State and Territory government and non-government school authorities and other key stakeholders. It incorporates existing good practice and provides an agreed national approach to help schools and communities to address bullying, harassment, violence, child abuse and neglect.

States and Territories' reports on implementing the NSSF are presented in Appendix 2 of this report.

Responsibility for the report

This report is printed under the authority of MCEETYA. Following the introduction of the *National Goals for Schooling in the Twenty-first Century*, in July 2001, ministers developed a new

taskforce structure to advance the national agenda on schooling and to ensure the achievement of the national goals.

To facilitate the preparation of the National Report, MCEETYA established the Performance Measurement and Reporting Taskforce (PMRT), with representation from each State and Territory, the Australian Government as well as from the National Council of Independent Schools' Associations (NCISA), and the National Catholic Education Commission (NCEC). The taskforce has responsibility to prepare recommendations for 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 2005* includes details of the monitoring processes being put in place by the PMRT.

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National Goals for Schooling in the Twenty-first Century

Background

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

Preamble

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

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

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

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

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

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

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

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

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

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

National goals

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

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

2. In terms of curriculum, students should have:

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

3. Schooling should be socially just, so that:

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

Part A

literacy, numeracy,
indigenous education,
science, the arts

Highlights and future directions

Chapter 1

Highlights of 2005 and future directions

Highlights

The *National Report on Schooling in Australia 2005* 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 2005 were:

- the formulation of important revisions to the Agreed Measurement Framework for National Key Performance Measures
- the first National Assessment Program in Information and Communication Technologies Literacy was conducted as part of the National Assessment Program.

Measurement Framework for National Key Performance Measures

In 2000, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) ministers agreed to the development of a set of national key performance measures to ensure that the key indicators of the outcomes of schooling in Australia were publicly available. They were defined as:

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

The result was the adoption of an Agreed Measurement Framework for National Key Performance Measures and an agreement that the framework would be revised regularly. The first revision was in 2003 and, in 2005, ministers again made some important changes. The modifications were made necessary by two major developments.

Firstly, in 2004, ministers endorsed a number of enhancements to national reporting and accountability systems. Among these were the introduction of benchmarking against international comparisons and a determination to make existing reporting more reliable and nationally comparable.

Secondly, the *Schools Assistance (Learning Together—Achievement Through Choice and Opportunity) Act 2004* passed

through federal parliament in December 2004. The Act and the Regulations supporting it require:

- reporting against common instruments for the assessment of literacy and numeracy
- extension of the literacy and numeracy assessment and reporting to encompass year 9
- development of nationally comparable measures for attendance
- incorporation of the Trends in International Mathematics and Science Study (TIMSS) and the Organisation for Economic Cooperation and Development (OECD) Programme of International Student Assessment (PISA) into the measurement framework.

The framework was duly revised and the new version is shown at Table 4.1 in the Measuring the performance of Australian schooling section of this report (Chapter 4).

The National Assessment Program: Information and Communication Technologies Literacy

The measurement framework previously described provides for a cyclical, three-yearly monitoring program of sample assessments in the areas of science, civics and citizenship and Information and Communication Technologies (ICT). The first of these was conducted for science in 2003, followed by civics and citizenship in 2004.

In October 2005, the first of the three-yearly sample assessments in ICT literacy was conducted. The results are included in the *National Assessment Program—ICT Literacy, Years 6 and 10* report. The report describes the computer-based tool used for assessing ICT literacy levels among samples of students in years 6 and 10 and analyses and discusses the outcomes of the assessment by State and Territory and in relation to students' familiarity with ICT. The year 6 sample contained 3,746 students from 264 primary schools across Australia, while the year 10 sample contained 3,647 students from 253 secondary schools.

The assessment instrument consisted of seven separate modules. One module, described as a general skills test, included

simulation and multiple-choice items, while the other six modules integrated simulation, multiple-choice and constructed-response items with live software. To ensure the assessment instrument assessed ICT literacy across a range of authentic contexts, all students first undertook the general skills test, then two of the other assessment modules.

Analysis of the student responses enabled the development of a progress map that described a progression in the skills and understandings of ICT literacy, as well as a single scale that contained six proficiency levels. In particular, proficiency standards for years 6 and 10 were established through consultation with ICT education experts and representatives from all States and Territories and school sectors. As well as determining the levels of proficiency in ICT literacy for the students who participated in the assessment, the analysis also provided information on the relative performance of a number of sub-groups.

The following observations are among the findings of the assessment report:

- forty-six per cent of year 6 students reached or exceeded the proficient standard for year 6
- sixty-one per cent of year 10 students reached or exceeded the proficient standard for year 10
- the assessment indicated that ICT literacy achievement was quite strongly associated with socioeconomic background
- there were significant differences in performances between Indigenous and non-Indigenous students
- at both years 6 and 10, the tendency was for metropolitan students to score higher than students in provincial areas, who in turn scored higher than those in remote areas
- there were no significant differences between the performances of male and female students
- there were no significant differences between all students and those from a Language Background Other Than English (LBOTE).

Future directions

This section examines the 2005 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 2005 there were 3,358,963 full-time equivalent students enrolled in 9,623 schools throughout Australia. This represents an increase in enrolments of 0.45 per cent on the previous year and is consistent with the rate of increase in recent years. This increase was also consistent with the forecast rises of similar size in each of the remaining years of this decade. Predictions for enrolments in the various school categories were also on target for the 2004 school year.

Despite the overall increase in the population of Australian schools, full-time equivalent enrolments in the government sector actually fell by 3,939 students (0.20 per cent), while they rose by approximately 20,000 students (1.78 per cent) in non-government schools. In recent years there has been a national trend in declining public school enrolments together with an increase in non-government school enrolments.

In 2005, 67.1 per cent of students were in government schools compared with 67.5 per cent in 2004 and 72.1 per cent in 1990. This decline in the proportion of students being educated in government schools, however, has not been uniform over time. From 1990 until 1992, government schools had 72.1 per cent of full-time equivalent enrolments. Since then it has fallen sharply and the decline appears likely to continue in the immediate future.

Total enrolments are predicted to rise by approximately 0.5 per cent each year for the remainder of this decade, by which time, if the current trend continues, it is likely that the government schools' share of enrolments will have fallen to about 65 per cent.

Table 1.1 Full-time students in government schools, selected years (per cent)

Year	Primary students	Secondary students	All students
2005	70.9	61.8	67.1
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: ABS, Cat. No. 4221.0 *Schools Australia*, selected years

Table 1.2 Proportion of full-time Indigenous students and all students in secondary classes, selected years, Australia (per cent)

Year	Indigenous students	All students	Difference
2005	34.4	42.3	7.9
2000	31.2	41.4	10.2
1995	30.2	41.0	10.8

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

Indigenous students

The trend towards an increasing proportion of Indigenous students in Australian schools was again apparent in 2005. There were 135,097 full-time equivalent Indigenous students enrolled in 2005, which represents an increase of 3.5 percent on 2004. It also means that the percentage of Indigenous enrolments was at an all-time high of 4.0 per cent of the school population. The majority of Indigenous students (87.0 per cent in 2005) were enrolled in government schools.

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

Year 12 completion rates

In 2003, the *National Report on Schooling in Australia* began publishing estimates of year 12 completion rates by socioeconomic status, using the ABS Index of Relative Socio-Economic Disadvantage to identify three groups:

- low socioeconomic status comprising the three lowest deciles
- medium socioeconomic status comprising the middle four deciles
- high socioeconomic status comprising the three top deciles.

The 2005 data enable comparison with the previous year. While it is still too early to identify any trends, the data reveal some differences across socioeconomic groups. These differences are summarised in Table 1.3 and the complete data for 2005 are shown in Table 34 of Appendix 1: Statistical annex.

Table 1.3 Year 12 completion rates^(a) by socioeconomic status^(b), Australia, 2003–05 (per cent)

Year	Low socioeconomic status	Medium socioeconomic status	Difference (medium–low)	High socioeconomic status	Difference (high–medium)
2005	59	65	6	79	14
2004	59	66	7	79	13
2003	63	67	4	79	12

Note: The data does not include students who are undertaking year 12 equivalent courses in the TAFE or ACE sectors and therefore may underestimate student outcomes.

(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 Relative Socio-Economic 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: MCEETYA, *National Report on Schooling in Australia*, 2003–05 (Appendix 1: Statistical annex, Table 34), derived from data supplied by State/Territory secondary accreditation authorities and the ABS

Table 1.4 Year 12 completion rates^(a) by locality^(b), Australia, 2002–05 (per cent)

Year	Metropolitan ^(c)	Provincial ^(d)	Remote	Total
2005	70	61	53	67
2004	70	63	54	68
2003 ^r	71	66	54	70
2002	70	67	53	69

Note: The data does not include students who are undertaking year 12 equivalent courses in the TAFE or ACE sectors and therefore may underestimate student outcomes.

^r revised.

(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: MCEETYA, *National Report on Schooling in Australia*, 2003–05 (Appendix 1: Statistical annex, Table 33), derived from data supplied by State/Territory secondary accreditation authorities and the ABS

The *National Report on Schooling in Australia* also publishes estimates of year 12 completion rates by locality, using the agreed MCEETYA Geographic Location Classification. The data for 2005 reveal that, while the completion rates for metropolitan and remote localities have remained relatively stable in recent years, the estimates for provincial localities suggest a consistent decline. This is summarised in Table 1.4 and the full data set and accompanying notes are in Table 33 of Appendix 1: Statistical annex.

Teachers

The number of teachers working in Australian schools continues to increase. In 2005, there were 235,794 full-time equivalent teachers in Australian schools with 66 per cent of them in government schools. The total number of teachers rose by 1.2 per cent from 2004, even though the increase in enrolments was of the order of just 0.45 per cent. This seems to indicate that authorities are working to reduce class sizes as, in every sector, the percentage increase in teacher numbers exceeded the percentage increase in student numbers. A summary of this trend is provided in Table 1.5.

The trend towards an increase in the proportion of female teachers was again apparent in 2005. Table 1.6 details the changes that have occurred in the gender distribution of

Table 1.5 Variations in enrolments and teacher numbers, by sector, Australia, 2004–05 (per cent)

Sector	Enrolments	Teachers
Government	Decrease of 0.2	Increase of 0.2
Catholic	Increase of 1.0	Increase of 1.9
Independent	Increase of 3.1	Increase of 4.4

Source: MCEETYA, *National Report on Schooling in Australia*, 2004–05 (Appendix 1: Statistical annex, tables 14–16)

Australia's teachers during this decade. The proportion of female teachers continues to grow in both the primary and secondary sectors at a reasonably constant rate.

Destinations of school leavers

Table 1.7 is extracted from Table 13 of Appendix 1: Statistical annex. The table indicates a changing pattern in the destination of school leavers, with fewer continuing onto further study in the year after leaving school. The changes are particularly apparent in the smaller proportion going to higher education and the larger proportion going into employment. The complete table, with data from intermediate years is shown in Appendix 1.

Table 1.6 Gender distribution of Australian primary and secondary teachers, all schools, Australia, 2000–05 (per cent)

Year	Primary		Secondary		All teachers	
	Male	Female	Male	Female	Male	Female
2005	20.3	79.7	44.0	56.0	32.0	68.0
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*, 2000–05

Table 1.7 Destinations of school leavers^(a), aged 15–19 years, Australia, 1999 and 2005 (per cent)

	1999	2005
Enrolled to study at May	61.5	53.2 ± 4.5
Higher education	32.6	26.1 ± 4.7
TAFE	23.5	22.8 ± 2.2
Other Institutions	5.4	4.3 ± 1.2
Not enrolled to study at May	38.5	46.8 ± 3.5
Employed	24.8	31.2 ± 3.0
Not employed ^(b)	13.6	15.5 ± 2.3

(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: MCEETYA, *National Report on Schooling in Australia*, 2003–05 (Appendix 1: Statistical annex, Table 13), derived from ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2005 (unpublished data) and earlier publications

departments, statutory authorities and individual schools and their governing boards variously determine policies and practices on such matters as curriculum, course accreditation, student assessment and certification, teacher registration and teacher employment practices. This has resulted in significant variation between States and Territories in each of these areas.

However, a more national approach is now being driven by a number of factors. One of these is the increased level of mobility of the Australian population, which has resulted in higher numbers of school students moving to continue their education in a different State or Territory. The current diversity in issues such as curriculum, arrangements for commencing school, transition from sector to sector, terminology and accreditation and certification procedures can make such interstate transfers unnecessarily complex.

In May 2005, the Department of Education, Science and Training commissioned the Australian Council for Educational Research (ACER) to investigate and report on models and implementation arrangements for an Australian Certificate of Education (ACE) for the final years of secondary school that would be recognised nationally and internationally. The report is due for completion in 2006.

Another factor encouraging more uniformity across the nation is the increasing demand for accountability. As the levels of expenditure on schooling by State, Territory and federal governments continue to rise, so do the demands for the collection of nationally comparable student achievement data.

Towards a more national approach

As outlined in the Context of Australian schooling section of this report (Chapter 2), the Australian Constitution allocates primary responsibility for school education to State and Territory governments. Hence, within each State and Territory, ministers,

In 2005, there were a number of manifestations of a more national approach, including:

- the development of agreed Statements of Learning, which define and deliver common curriculum outcomes to be used by jurisdictions to inform their own curriculum development and implementation. In the first instance the Statements of Learning for English were developed and approved by ministers in 2004. In 2005, Statements of Learning were developed in science, mathematics, civics and citizenship and ICT for years 3, 5, 7 and 9. The statements describe the knowledge, skills and capacities that all students should have the opportunity to attain. The Statements, being developed by Curriculum Corporation, are due for implementation by January 2008. In 2005, MCEETYA commissioned the development of a position paper on how the Statements of Learning should inform, and be reflected in, syllabus and curriculum documents in all jurisdictions and how they could be linked to the national assessment and reporting program.
- implementation of an investigation of the implications of a national school starting age. The current arrangements for beginning school and the ages at which this happens

vary considerably among States and Territories. This is outlined in Table 2.1 in the Context of Australian schooling section of this report (Chapter 2). At the 2004 MCEETYA meeting, ministers agreed, with some conditions, to implement a 'uniform national starting age' by 2010. A process of investigating the implications of such a move has begun.

- agreement by ministers to proceed with the introduction of a common nomenclature to describe the various years and levels of schooling.
- passage of the *Schools Assistance (Learning Together—Achievement Through Choice and Opportunity) Act 2004*, which ties the provision of Australian Government funding for schools to participation in a process of national monitoring of student achievement.
- continuation of the process of refining the comparability of national benchmark assessment results in literacy and numeracy, which has resulted in a decision to introduce common tests in each of years 3, 5, 7 and 9. Implementation of these tests, in reading, writing, spelling and numeracy is planned before 1 January 2008.

Part B

literacy, numeracy,
indigenous education,
science, the arts

The provision of schooling in Australia

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

The context of Australian schooling

Responsibilities for schooling in Australia

During 2005, 3.359 million students (including part-time students) attended school in 9,623 institutions across Australia. The Constitution of Australia allocates primary responsibility for school education to State and Territory governments, all of which provide and manage government schools and support non-government schools.

Government schools operate under the direct responsibility of the relevant State or Territory Minister, while non-government schools are established and operate under conditions determined by government registration authorities. Many non-government schools have some religious affiliation, most with the Catholic Church: 20.0 per cent of all students and 61.1 per cent of non-government students were enrolled in Catholic schools in 2005.

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.

In 2005, the Australian Government's policies and programs for schools were administered through the Department of Education, Science and Training (DEST). Through DEST, the Australian Government provided supplementary funding to both government and non-government school authorities to support agreed priorities and strategies. The overall result was 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

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

MCEETYA was formally established in January 1994. Membership of the Council comprises ministers of State, Territory, Australian and New Zealand governments 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 Vocational and Technical Education (MCVTE), which holds a statutory responsibility in relation to certain aspects of vocational education and training. MCVTE replaced the Ministerial Council on the Australian National Training Authority, in November 2005.

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, in order to achieve agreed objectives and priorities
- coordination of communication with, and collaboration between, related national structures.

MCEETYA advisory and support structures

MCEETYA is supported by a number of advisory and support structures. At the May 2005 Council meeting, ministers agreed to a revised set of arrangements for these advisory groups and their reporting timeframes. The following groups were endorsed in relation to school education responsibilities. Each group is chaired by a chief executive officer from one of the school education authorities.

Taskforce:	Chair supplied by:
Performance Measurement and Reporting	Queensland
Schools Resourcing	New South Wales
Advisory Group on Career Development and Employment	South Australia
Early Childhood Education Reference Group	South Australia
Improving Teacher and School Leadership Capacity Working Group	Victoria
Reference Group on Indigenous Education	Northern Territory
Information and Communication Technologies in Schools Taskforce	Tasmania
Youth Taskforce	ACT
Pathways for Post-Compulsory Youth Advisory Committee	South Australia
Languages Education Working Party	South Australia
Working Party on Senior Secondary Reporting	Victoria

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 (VET) 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 2005, the Australian Capital Territory 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 2005 were:

New South Wales	The Hon. Carmel Tebbutt, MLC, 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 and the Arts
South Australia	The Hon. Dr Jane Lomax-Smith MP, Minister for Education and Children's Services
Western Australia	The Hon. Stephanie Key MP, Minister for Employment, Training and Further Education; Minister for Youth
Tasmania	The Hon. Ljiljana Ravlich, MLC, Minister for Education and Training
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 and Training, Youth and Family Support; 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 2005 was Ms Katy Gallagher, MLA.

The structure of Australian schooling

Schooling in Australia is compulsory for children from the ages of 6 to 15 (16 in South Australia and Tasmania). However, as indicated in Table 2.1, most children start school when they are younger than 6 and remain at school beyond the age of 15. It is usual for children to start full-time schooling nearing the age of 5, when they enrol in a class that is variously called 'kindergarten', 'preparatory', 'transition', 'reception' or 'pre-primary'. 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.

In 2005, there were approximately 1.934 million full-time equivalent primary school students in Australia, 70.9 per cent of whom were enrolled in government schools.

Secondary schooling is available for either five or six years according to States and Territories' arrangements, as shown in Table 2.1. Students normally commence secondary school at about age 12. In 2005, there were approximately 1.425 million

Table 2.1 Primary and secondary school structures, and ages of commencement for year 1, by State/Territory, 2005

	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	Kindergarten	Preparatory	January, 5 turning 6 by 30 April	Years 1–6	Years 7–12
Queensland		Preschool (until 2006) Preparatory (from 2007) ^(a)	January, 5 turning 6 by 31 December	Years 1–7	Years 8–12
South Australia	Preschool	Reception ^(b)	January, 5 years 6 months by 1 January	Years 1–7	Years 8–12 (c)
Western Australia	Kindergarten	Pre-primary ^(d)	January, 5 turning 6 by 30 June	Years 1–7	Years 8–12
Tasmania	Kindergarten	Preparatory	Turning 6 by 1 January	Years 1–6	Years 7–12
Northern Territory	Preschool	Transition ^(e)	January, 5 years 6 months by 1 January	Years 1–7	Years 8–12 (f)
Australian Capital Territory	Preschool	Kindergarten	January, 5 turning 6 by 30 April	Years 1–6	Years 7–12

Note:

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

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

full-time equivalent Australian secondary school students, 62.1 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 2005 were as follows.

- There were 9,623 schools in Australia, an increase of 8 on the previous year. Prior to 1998, there was a pattern of decline in the number of schools, followed by a period during which the number remained relatively stable at around 9,600. In recent years the number has slowly risen to its present level. 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 2005, the number of non-government schools has risen by 168 (an increase of 6.7 per cent) and the number of government schools has declined by 193 (a decrease of 2.7 per cent).
- In 2005, there were 397 special schools, a slight decrease on the 399 in 2004. Since 1990, the number of special schools has decreased from 444, to 369 in operation in 2001. Since then the number has generally increased to its current level. In 2005, 85 per cent of the special schools were in the government sector.
- There were 3.359 million full-time equivalent students in Australian schools. This represented an increase of approximately 0.45 per cent on the number enrolled in 2004.
- The proportion of full-time equivalent students enrolled in non-government schools continued to rise. In 2005, 32.8 per cent of students were enrolled in non-government schools, compared to 32.4 per cent in 2004. Over the last ten years, the proportion of students attending non-government schools has risen from 28.9 per cent in 1995, to 32.8 per cent in 2005, while there has been a corresponding decline in the proportion attending government schools.
- In government schools, 60.8 per cent of full-time equivalent enrolments were in the primary sector and 39.2 per cent were in the secondary sector, while in the non-government schools the distribution was 51.0 per cent primary and 49.0 per cent secondary. The non-government sector had 29.1 per cent of all full-time equivalent primary enrolments, but 37.9 per cent of all secondary enrolments.
- Compared with 2004, the number of government school full-time equivalent enrolments decreased by 4,630 (0.2 per cent), while non-government school numbers increased by 19,698 (1.8 per cent).
- There were 135,666 Indigenous full-time equivalent students enrolled in Australian schools in 2005, an increase of 3.5 per cent on the 131,060 who were enrolled in 2004. The proportion of Indigenous students in the total school population continues to rise, being 4.0 per cent in 2005 compared with 3.9 per cent in 2004, and 2.6 per cent in 1990. The majority (87.0 per cent) of Indigenous students are enrolled in government schools.
- Of all the Indigenous students enrolled in Australian schools, just 34.7 per cent were in the secondary sector, compared with 42.4 per cent for all students.
- For several years, Japanese headed the year 12 enrolments in tertiary-accredited Language other than English (LOTE) subjects. However, in recent years, it has been joined by Chinese, with each language accounting for 20 per cent of the total LOTE enrolments in 2005.
- The year 12 completion rate for Australian students was 67 per cent, a figure which has remained virtually unchanged for several years. The completion rate for females was 73 per cent and for males 60 per cent.
- The total number of teaching and non-teaching staff (in full-time equivalents) employed in Australian schools was 317,014, an increase of 1.8 per cent on the number employed in 2004.
- There were 235,794 teaching staff (in full-time equivalents) employed in Australian schools and this represented a 1.2 per cent increase on the previous year. The average number of students per teacher was 16.1 in government primary schools, 16.6 in non-government primary schools, 12.4 in government secondary schools and 11.9 in non-government secondary schools.
- In the ten years since 1995, student–teacher ratios have fallen in government primary schools (17.9 to 16.1), non-government primary schools (18.9 to 16.6) non-government secondary schools (12.8 to 11.9) and government secondary schools (12.6 to 12.4).

- An Organisation for Economic Co-operation and Development (OECD) survey of student–teacher ratios, conducted in 2004 and published in 2005, rated Australia sixteenth of the 27 countries surveyed.
- Females constituted 79.7 per cent of full-time equivalent teaching staff in primary schools and 56.0 per cent in secondary schools. While these proportions were relatively unchanged from the previous year, in the ten years from 1995, the proportion of female teachers in primary schools has risen from 76.1 per cent to 79.7 per cent and in secondary schools from 52.3 per cent to 56.0 per cent.
- The per capita recurrent expenditure on government schools in the 2004–05 financial year was \$9,748 in primary schools and \$12,222 in secondary schools. This represents an increase on the previous year of 8.1 per cent for primary schools and 5.8 per cent for secondary schools.

Common school starting age and associated nomenclature

At the April 2004 MCEETYA meeting, Council agreed to implement a uniform national schools starting age by 2010. The Common School Starting Age (CSSA) project commenced in February 2005 and was commissioned to investigate the costs, benefits, risks and opportunities associated with implementing a common school starting age. The project focussed on gathering data and analysis, including the modelling of possible scenarios and analysis of required implementation phases.

The Australian Government Department of Education, Science and Training (DEST) managed the project on behalf of AESOC's National Consistency in Curriculum Outcomes (NCCO) Steering Committee with the support of a NCCO Project Reference Group. The reference group included representatives of all State and Territory education systems, the Independent Schools Council of Australia, the National Catholic Education Commission and the Australian Government.

The project investigated five different options for a minimum starting age as at the beginning of the school year:

- 4 years and 5 months
- 4 years and 6 months
- 4 years and 8 months

- the 4 years and 5 months to 4 years and 6 months range
- the 4 years and 5 months to 4 years and 8 months range.

It is anticipated that a final report will be available for ministers to consider in early to mid-2006 following jurisdictions' consideration of the findings of the report.

Interstate Student Data Transfer Note

The Interstate Student Data Transfer Note (ISDTN) and Protocol is a joint initiative between the Australian Government, State and Territory education departments, and the independent and Catholic education sectors. The former MCEETYA Student Learning and Support Services Taskforce established a Student Mobility Working Group to develop and trial an interstate transfer note and set of protocols based on the recommendations of the report *Best Practice in Student Data Transfer* (March 2004), and earlier reports, commissioned by the Australian Government (DEST and the Department of Defence).

A trial was conducted in 2005 over a 14-week period involving 87 schools across Australia, including government schools in South Australia, the Australian Capital Territory, the Northern Territory and Western Australia and Catholic schools in the Australian Capital Territory, New South Wales and Victoria. The ISDTN is a consent-based system with a requirement that the parent/guardian or student (where appropriate) consent to the transfer of the student's record interstate. The information obtained is accessible to the parent/guardian or student upon request to check the accuracy of its content.

All education authorities (including the non-government sector) have agreed to implement, from 1 January 2006, a national system for the transfer of student information between schools when children move from one State or Territory to another. This national system will enhance the ability of the student's new school to place and support that student in a timely manner and with the assistance of accurate information from the student's previous school. The national system is based on using a common ISDTN and set of protocols.

Information for government and non-government schools can be found at the MCEETYA website, <http://www.mceetya.edu.au/mceetya/default.asp?id=12095>. This website contains all documents associated with the ISDTN.

Statements of Learning and Common National Tests

As a means of achieving greater national consistency in curriculum outcomes across the eight States and Territories, ministers at the July 2003 meeting of 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.

Ministers requested that the Statements of Learning for English be developed first, with other domains to follow, depending on the success of the work on English. The development of this work has been overseen by AESOC, and project-managed by Curriculum Corporation.

In February 2005, ministers gave in-principle support for the Statements of Learning for English and noted the associated Professional Elaborations. At the May 2005 MCEETYA meeting, ministers re-confirmed the original purpose of the Statements of Learning, agreed to proceed with the development of the additional areas as outlined above, and to add the area of Information and Communications Technologies (ICT) in light of the Australian Government's quadrennial funding legislation, the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004 (the Schools Assistance Act 2004)*.

As a consequence of the conditions outlined in this new legislation, MCEETYA also requested AESOC to provide advice on the relationship between Statements of Learning and national standards and testing. This work is currently being undertaken.

While requesting this additional work MCEETYA did, however, confirm that testing would not be developed to match each of the professional elaborations of the new Statements of Learning, and confirmed that the existing testing program would satisfy the relevant conditions of the new legislation. At this time

MCEETYA also added requirements for a year 9 cohort test for literacy and numeracy and for testing of the full range of abilities for literacy and numeracy, rather than only for the minimum benchmark standard.

Throughout 2005, under the direction of AESOC and the project management of Curriculum Corporation, and with expertise contributed by all States and Territories, developmental work progressed on the Statements of Learning for mathematics, science, civics and citizenship and ICT.

At the May 2005 MCEETYA meeting, Council determined that the MCEETYA Performance Measurement and Reporting Taskforce (PMRT) would develop and conduct a trial of nationally common testing instruments in literacy and numeracy for years 3, 5 and 7 in a sample of schools in all States and Territories in 2006. It was agreed the trial would be extended to include year 9 following the introduction of the *Schools Assistance Act 2004*. Council also proposed that PMRT prepare a report on the trial including information about:

- the rigour of the proposed tests
- the suitability of Statements of Learning for the development of national tests
- whether the tests provide sufficient diagnostic information
- the development of new standards to cover the full range of student achievement, and
- revision of the benchmarks.

Preparation for the trial was managed by the PMRT's Benchmarking and Educational Measurement Unit drawing on existing State and Territory tests and procedures to develop test specifications, procedures and technical specifications for the analysis of students' results. Contracts were let for the writing of the year 9 test items and for printing, distribution and scanning and online marking. State and Territory Testing Managers, non-government school representatives, psychometricians and technical experts provided significant input into the development of the assessment domains, test specifications, testing and analysis procedures, logistics and other technical procedures needed to trial the common national instruments in May 2006.

In November 2005, AESOC agreed that a working group commission a scoping study on new structural arrangements for national assessment and reporting with stage 1 of a report expected to be provided to AESOC early in 2006.

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.

In 1999, MCEETYA endorsed a new set of goals and at the same time re-affirmed its commitment to national reporting of comparable educational outcomes and agreed that the new set of goals, the National Goals for Schooling in the Twenty-first Century, provided an appropriate framework for such reporting. Ministers also decided that the following seven 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 (VET) in schools
- science
- information and communication technologies
- civics and citizenship.

This edition of the *National Report on Schooling in Australia* has been produced to reflect the intentions of the Council. It is also the means by which education authorities meet some of their accountability requirements relating to educational programs funded by the Australian Government. For 2005, following the introduction of the *Schools Assistance Act 2004*, sections have been added on strengthened principal autonomy over, and responsibility for, education programs, staffing, budget and other aspects of the school's operations within a supportive framework of broad systemic policies, the development of a common student school attendance measure and safety in Australian schools.

Wherever possible, the sections report against sets of performance measures that have been agreed to by ministers. In cases where no such measures exist, the report describes progress made towards their development during 2005. In

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

The *National Report on Schooling in Australia 2005* is published in both print and electronic formats, in order to make the information contained in the report available to as wide an audience as possible.

Autonomy of school principals and school governing bodies

This section provides an overview of how schools are structured and governed across States and Territories in government, non-government and Catholic sectors as required under sections 14 and 31 of the *Schools Assistance Act (Learning Together – Achievement Through Choice and Opportunity) Act 2004* which detail conditions of financial assistance for government and non-government schools respectively.

Paragraphs 14(1)(k) and 31(k) require, respectively, that the State/Territory or relevant non-government school authority make a commitment to give the principal and the governing body of each school strengthened autonomy over, and responsibility for, education programs, staffing, budget and other aspects of the school's operations within a supportive framework of broad systemic policies.

Autonomy in government schools

New South Wales Department of Education and Training

Principals in New South Wales government schools belong to a state-wide system of public education that provides frameworks and shared values for the operation of schools, curriculum and assessment. The school principal's role and responsibilities are described in key policy and legislation, including the *Teaching Service Act 1980*, the *Teaching Service Regulation 2001* (Section 10: Management of Schools) and *Leading and Managing the School 2000*.

The principal is accountable through the School Education Director to the Director-General for the quality of outcomes achieved by students. The principal's accountability is exercised within the context of the community in which the school is located and the total resources allocated to the school. The principal occupies the pivotal position in the school and is accountable for leadership and management consistent with relevant State legislation and the policies and priorities of the New South Wales government.

Principals are responsible for maximising the educational outcomes of all students to create and sustain success, learning and achievement underpinned by a positive values statement. They lead the design and implementation of school curriculum, assessment and teaching and learning programs within agreed curriculum frameworks to address the needs of particular student, staff and community contexts. Principals also lead the planning, organisation, management, administration, evaluation and accountability of the school to accommodate diverse school-community contexts.

New South Wales government schools operate in a culturally diverse and changing society that has high expectations of its schools and students' learning outcomes. Each school is part of a system committed to the principles of inclusiveness, equity, social justice, ethical practice and excellence. Principals are committed to providing flexible, sustainable, equitable local solutions for the provision of public education.

Leading and Managing the School is a statement of the key accountabilities of principals in the effective educational leadership and management of New South Wales government schools. This statement establishes the basic parameters in which they and their staff operate under the *Teaching Service Act 1980*. It details these parameters in the areas of:

- educational leadership
- educational programs
- learning outcomes
- student welfare
- staff welfare
- development and management
- physical and financial resource management
- school and community partnerships.

Leading and Managing the School is available online at: https://www.det.nsw.edu.au/policies/general_man/accountability/lead_sch/PD20040024.shtml

The principal is accountable for:

- providing quality education for all students in accordance with the policies and priorities of the New South Wales government and the curriculum requirements of the Board of Studies
- implementing effective teaching and learning practices throughout the school
- developing the school's vision, priorities and targets, which are reflected in the annual school plan
- translating the school's vision, and priorities and targets into explicit policies and practices.

Principals manage the school curriculum pattern, daily organisation, teacher allocation and school structure, which must be responsive to the needs of the school community.

Selection of staff (executive, classroom teachers, school administrative and support staff) occurs within a state-wide framework designed to balance local school needs and contexts with ensuring access to quality teachers for all students in New South Wales. Community representation plays a key role in these processes.

In terms of educational programs, the principal is accountable for the relevance of the total school curriculum to meeting individual and group needs; the implementation of syllabus documents consistent with current Board of Studies and Department of Education and Training requirements in the context of the local school environment; the development and implementation by all teaching staff of sequenced teaching and learning programs relevant to the current needs of all students and including anticipated learning outcomes; the implementation of varied teaching and learning strategies that take into account the learning styles and needs of students; and the evaluation of teaching and learning programs including the assessment of student outcomes.

The principal is accountable for teacher identification of the individual learning needs of students and assistance to each student to maximise his or her learning outcomes; analysing

school-based and system-wide student assessment data that affect school priorities, targets and teaching and learning programs to improve student outcomes; and targeting available financial, physical, human and technological resources to achieve quality learning outcomes.

The principal is also accountable for addressing the welfare needs of each student in a safe, responsive and harmonious teaching and learning environment; and instituting practices that ensure all students are treated in accordance with their special needs. In terms of staff welfare, the principal is accountable for facilitating the professional growth of staff through the promotion of teacher efficiency in student welfare and assessment, curriculum development and evaluation, planning, classroom management and teaching skills and supervising and evaluating the implementation of teaching and learning programs and associated teaching strategies. The principal has the discretion to develop a professional learning plan with a professional learning team to support the attainment of school targets and learning needs of school and individual staff members.

The principal manages an annual budget and annual school financial statement, and is expected to plan to maximise the operation of the school within available physical and financial resources; appropriately apply existing resources to identified areas of need including school buildings and facilities; implement financial management practices that meet departmental and legislative requirements; and identify occupational health and safety issues. The principal has the discretion to allocate budget within broad parameters to reflect the school plan and targets, at the same time recognising that some key budget items are managed centrally to reflect the benefits of service-wide contractual arrangements and policies that lead to significant efficiencies and economies of scale for the New South Wales school education system.

The principal is responsible for providing opportunities for and promoting school community participation in developing the school's vision statement, priorities, targets and school policies; supporting the operation of school-based parent organisations which may involve community members; and providing opportunities for and promoting participation of the school community in the annual school self-evaluation process and production of an annual school report.

Victorian Department of Education

Each government school in Victoria is governed by a school council. School councils are legal entities and corporate bodies under section 13 of the *Education Act 1958*. The broad responsibilities of the school council include the setting of the future vision for the school, determining school priorities and ensuring that the school is responsive to the needs of the local community.

The principal is accountable for the overall operational management and development of the school within state-wide guidelines and government policies. At the same time, the principal is the executive officer for the school council. The principal and the staff of the school are employees of the Victorian Department of Education. The school council also has the power to employ any teaching or non-teaching staff on a part-time or sessional basis. However, the principal has the responsibility for recruitment, performance assessment and professional development of staff.

The principal leads and manages the planning, delivery, evaluation and improvement of the education of all students in a community through the deployment of financial and other resources provided by the department, the school council and the school community.

The council must ensure that proper accounts and records of financial operations and the financial position and operation of the council kept, and an adequate internal control system is maintained to promote operational efficiency and ensure adherence to state-wide requirements.

Queensland Department of Education, Training and the Arts

In Queensland in 2005 two key frameworks provided a blueprint for reshaping the education system in Queensland:

- *Queensland the Smart State – Education and Training Reforms for the Future* and
- *Queensland State Education – 2010*.

The Education and Training Reforms for the Future (ETRF) will ensure that young Queenslanders develop skills and knowledge for the future and lays the foundations for lifelong learning. ETRF proposes a range of reforms for the early, middle and senior phases of learning.

Queensland State Education – 2010 is the guiding strategic document for State education in Queensland and outlines the vision for State education. The key initiatives and milestones under these two frameworks included:

- implementation by the department of its third year of education and training reforms across the early, middle and senior phases of learning detailed in ETRF through:
 - the provision of relevant and engaging curriculum and pedagogy
 - the enhancement and consolidation of partnerships with external stakeholders across government agencies, community organisations, business and industry
 - preparation of students for and support of students through the senior phase of learning
 - continuation of expansion of the pathways toward certification in the senior phase of learning
 - expansion of the links between schools and industry/ employers to enhance employment and learning outcomes for students
 - improvement in the learning engagement and achievement of students by embedding the early, middle and senior phases of learning
 - trialling of the Preparatory year in a further 25 State schools and five non-State schools
 - expansion of the Senior Phase of Learning trials state-wide
 - development of strategies to connect disengaged students to learning
- commencement of the implementation of major school and student reporting changes
- development of the new Queensland Curriculum, Assessment and Reporting Framework across Preparatory year to year 10

- improvement of service and program delivery for students with disabilities under the Educational Adjustment Program
- partnerships with Indigenous communities to improve the literacy and numeracy achievement of students in the early phase of learning through the *Bound for Success – Education Strategy for Torres Strait*
- engagement of teachers and students in the use of new technologies to improve their teaching and learning
- provision of coherent, cohesive learning experiences through the alignment of quality curriculum, teaching, assessment and reporting

The Department of Education and the Arts, through Education Queensland, operates the State education sector, comprising 1,280 State schools attended by more than 488,000 young people, under the guidance of over 35,600 teachers, and additional support staff.

State schools in Queensland operate within a three-year school improvement and accountability framework. This process reviews the school's achievements during the previous three-year period, establishes strategic direction for the following three years and documents these intentions in the School Strategic Plan. It allows the school community to collaboratively plan how it will improve student-learning outcomes, monitor both student and school performance and provide direction to the annual planning process.

A framework of broad systemic policies exists to support the school principal. These include School Communities; Health and Safety; Financial Resources; Schools Management; Legal and Legislation, Human Resources, Curriculum and Studies. Ongoing professional development of principals is a key element of the department's efforts to facilitate the effective implementation of such policies.

Each State school devises its curriculum framework within the context of Queensland Studies Authority syllabuses and the policies of the Department of Education, Training and the Arts. School communities, under the leadership of the principal, devise education programs that optimise student opportunities to learn knowledge and skills that are responsive to global and local needs. Schools select the most appropriate approaches to school organisation, curriculum, teaching and learning within the context of school based management and differentiation.

The Queensland Department of Education and the Arts works closely with principals, school communities and teachers to ensure a match between student needs and teacher capabilities. State school principals in Queensland determine the staffing requirements for their schools. Once they have determined their individual staffing requirements they work with their regional office to source the required teaching staff. Principals chair the selection panels for deputy principal and head of department positions at their own school. Schools also chair the panels to select their own non-teaching staff. The Queensland government supports employment security and the majority of State school teachers are appointed permanently.

Queensland has developed a number of mechanisms that better describe teacher quality, for example *Professional Standards for Teachers* (2002) as a reference point for teachers to assess their teaching practice and identify their professional development needs. Additionally, the department provided \$40 million for professional development for the school workforce to deliver contemporary practices.

State schools manage their own operational budget in line with the department's School Improvement and Accountability Framework. This is an integrated framework for Queensland State schools to achieve and sustain the vision of *Queensland State Education — 2010*, the *Education and Training Reforms for the Future* agenda and the outcomes and targets of *Destination 2010*. The framework assists schools to integrate effective planning, transparent reporting and quality assurance to enable principals, to manage their budget according to localised strategies that align with each school's Strategic Plan.

A framework of broad systemic policies exists to support the school principal. These are published electronically in the *Department of Education Operations Manual*, in various categories including: School Communities; Health and Safety; Financial Resources; Schools Management; Legal and Legislation; Human Resources; Curriculum and Studies.

South Australian Department of Education and Children's Services

The Department of Education and Children's Services (DECS) will introduce a new recruitment and selection staffing process in 2006, which will enable schools to have direct involvement in

the selection of teaching staff for the majority of their vacancies. This will be achieved by establishing local selection panels, comprising the principal or nominee, and an elected union representative.

Permanent teachers, employable teachers and graduating students will be eligible to apply for many of the positions.

In the period 2000–04, a form of local management was available to schools in South Australia on a voluntary basis. This provided financial resources principally in the form of per capita allocations. From 2005, all DECS sites have been provided with financial resourcing on an entitlement basis rather than per capita, for locally determined use, but within the requirements of industrial and historical agreements. Governing councils must approve site budgets, and a council committee carries out budget preparation and monitoring, with the site leader as day-to-day manager of the process. Costs incurred centrally in providing the services required by sites (eg, staff salaries and utilities costs) are deducted from the entitlement each month and the balance transferred to a site-controlled investment account.

DECS supports a level of school self-management that respects the professional judgement of teachers and principals, and meets the needs of parents and the local community. The principal or pre-school director and the governing council are jointly responsible for the governance of the school or pre-school. Governance involves setting the broad direction for the site through strategic planning, setting policy and supporting that direction through the appropriate allocation of resources. This is a joint governing council and site leader responsibility.

Specifically, the governing council provides a forum to involve the parents and the school community in ascertaining the educational needs of the community. With the information obtained from the consultation and work with staff and leadership governing councils jointly:

- set the broad direction and vision of the school
- engage in strategic planning for the school
- determine policies for the school including policies for the safety, welfare and discipline of students
- determine the application of the total financial resources available to the school including the regular review of the budget

- monitor and review the Site Learning Plan
- report to the school community and the Minister on the strategic plan, the finances of the school and the council's operations.

Western Australia Department of Education and Training

Through the *School Education Act 1999* Part 3, Division 2, Clause 63 1(b), principals have responsibility for the day-to-day management and control of the school, including all persons on the school premises.

In Western Australia, the *Curriculum Assessment and Reporting K-10 Policy and Guidelines* mandates that schools are to provide a balanced curriculum that maximises the capacity of all students to achieve the outcomes of the *Curriculum Framework*. In addition, the School Accountability Framework's policy states that 'school staff are accountable to the principal and school principals are accountable to the District Director for the performance of the school'.

Schools are required to formulate a budget according to identified school needs and priorities. The school grant is the major source of income for most schools. This, combined with other funding sources, such as special purpose payments, parent contributions and school salary pool funding, allows schools to effectively utilise their financial resources to achieve school priorities.

Schools are also able to convert teaching full-time equivalent (FTE) to a more flexible resource that can be accessed through the school salary pool. This flexibility is intended to provide schools with the capacity to purchase services to meet specific student needs that cannot be provided through their school-based staff or regular staffing process.

Schools gained the autonomy to locally select teaching staff in 2005, arising from the announcement by the Minister for Education and Training, the Hon. Alan Carpenter, in May 2004 to enhance schools' capacity to select staff. Local selection is a delegated responsibility that assists principals to match their staff profile with school needs and is being phased in for all schools over a three-year period. Not all schools, however, will elect to participate in local selection. In 2005, 342 schools had access to local selection.

The Local Recruitment, Selection and Appointment of Teaching Staff policy, procedures and guidelines apply to all schools undertaking local selection for permanent vacancies, and provides detailed procedures and supporting information to support schools with local selection. To ensure effective and compliant local selection processes, all panel members are required to have undertaken training in merit selection procedures and a comprehensive training program has been implemented.

All selection processes comply with statutory responsibilities, in particular, the principles of human resource management under the *Public Sector Management Act 1994*, specifically in regard to the Recruitment, Selection and Appointment Standard, and the *Equal Opportunity Act 1984*.

Tasmania Department of Education

The Department of Education has a commitment to, and supports, government school principals strengthening their autonomy over, and responsibility for, education programs, staffing budgets and other aspects of school operations.

Three regional branches, supported by the Department of Education's corporate sector, provide services and support to Tasmanian government schools. Schools are grouped into 27 clusters and a board of principals associated with each of the clusters of schools is responsible for the management and coordination of cluster-wide resources that target teaching and learning and professional development. They are also responsible for and coordinate learning support, particularly for students with special and additional needs. Support services for these students include the provision of support teachers, guidance officers, social workers and speech and language pathologists who are based in schools.

Tasmania has a system of partial devolution of resources that gives increased management responsibility to schools. Devolution of funding allows schools more choice about the types of resources acquired. There is also an extensive process of consultation with schools to satisfy, where possible, their individual needs in the allocation of non-devolved resources.

The Department of Education's school-based staff are employed under the *State Service Act 2000*. Under this Act, principals have the delegated authority to recruit and select for fixed-term

staffing appointments. While the delegation for authorising all permanent appointments rests with the Director, Human Resources Management Branch, merit selection is made at the local level with principals or their nominees involved in and/or managing selection processes.

Permanent principal-level vacancies are filled through merit selection with community representation on local selection panels.

Currently, the Department of Education is developing a student-centred plan for 2006 and 2007 that will further increase principals' autonomy and responsibility and devolve more financial and personnel resources to schools.

Northern Territory Department of Employment, Education and Training

In the Northern Territory, the governing bodies of individual schools are school councils. All members are elected except for the principal of the school, who is an ex-officio member by virtue of his or her office.

Most school councils are incorporated under section 71 of the *Northern Territory Education Act* and have responsibility for the school budget. For schools with non-incorporated school councils, the principal is designated as a school management council and takes responsibility for the budget.

Small schools in remote areas are formed into group schools and the principal of each school in the group form the group school management council, with responsibility for an overall budget including each of the small schools that together make up the group school. Schools with a school management council or a group school management council may also have a school council, which operates solely in an advisory capacity.

An incorporated school council may exercise a number of functions, including the following:

- to examine the manner in which the educational policies of the Territory are to be implemented at the school and advise the principal accordingly
- to inquire into and identify the particular needs of the community and provide advice

- to advise on initiatives in community education and in particular, on means for improving links between the school, parent organisations, other associations and the community in general
- to assess the needs of the school in relation to buildings, facilities, equipment, needs of students and teachers and other staff and make recommendations
- within the scope allowed, to determine the purposes for which moneys allocated by the Department of Employment, Education and Training (DEET) can be expended and expend the funds accordingly
- to exercise general control of the buildings and grounds, and, with consent, supervise the conduct of work carried out at the school
- to control the manner in which prescribed services are rendered
- to advise in relation to job descriptions for the positions of principal, teaching and school support staff
- to employ, with consent, such persons as the school council thinks fit under approved terms and conditions
- to engage in approved fundraising activities and expend funds accordingly
- to perform other functions conferred by the Minister for Employment, Education and Training in writing.

A non-incorporated school council can provide the principal with advice on any of the above functions.

DEET determines the number of staff to be funded at each school according to a staffing allocation model. The school principal then has the capacity to adjust the staffing allocation according to the specific needs of the school. However, any adjustment must be within the financial parameters of the staffing allocation model.

In many instances principals are able to select teaching staff from an annual transfer round and from the DEET recruitment website. Executive teaching staff and administration staff are selected by a panel using the merit selection process. Selection panels include a representative of the school council.

All schools in the Northern Territory are required to meet the requirements of the Northern Territory Curriculum Framework

(NTCF) to year 10. For years 11 and 12, the requirements are those of the Senior Secondary Assessment Board of South Australia (SSABSA). A school council may advise the principal on the manner in which NTCF and SSABSA requirements will be implemented.

Australian Capital Territory Department of Education and Training

The ACT *Education Act 2004* requires that a school board be established in each government school. The principal is the executive officer of the school board and must work together with the board to establish priorities and strategic directions for their school. This includes the monitoring, reviewing and reporting on school performance, developing, maintaining and reviewing curriculum, developing and reviewing school policies, developing a school budget and developing relationships between the school and the community.

School review and development in ACT government schools operates on a three-year continuous improvement cycle with external validation of each school occurring in the third year. The school review process recognises that each school has a different demographic profile and that each school is responsible to its community for learning. To facilitate the process, each school establishes a School Improvement Committee, overseen by the school board. This allows each school community to collaboratively develop a school plan based on the School Improvement Framework, school community surveys and internal and external school measurement processes.

The *Education Act 2004* requires the Chief Executive to establish the principles and framework of the curriculum to be implemented in all schools. The principles have been agreed upon and the framework is in a trial stage for full implementation in 2008. The curriculum framework prescribes essential learning for every student in government and non-government schools. The Essential Learning Achievements identify what is essential for all students to know, understand, value and achieve from preschool to year 10. In keeping with school-based curriculum responsibility each ACT school will develop its individual scope and sequence for achieving the Essential Learning Achievements across four developmental band levels.

ACT government school principals are responsible for staffing based on enrolments. Principals work with the staffing office of the Department to determine global staffing. Principals chair panels to determine deputy principal and senior teacher positions. The Department establishes panels that include school board chairs, to select principals. School support staff may be determined by a school panel for any new positions or by the Department when a surplus of support staff exists.

Individual school principals, in collaboration with their school board, determine an operational budget minus the staffing component. The budget is determined by the ACT Department of Education and Training School Based Management guidelines and must be approved by the school board under the *Education Act 2004*.

The department has developed a number of school policies to support school principals. These are developed in collaboration with schools and external agencies and published electronically on the department's website. Policies cover health and safety, legal, school and financial management, human resources and curriculum.

Autonomy in independent schools

Independent schools are so called because they are self-managing entities, not governed by a centralised authority. Some independent schools belong to small systems or networks but most are managed by their own board of governors or by a management committee. In Australia, self-management is a key to the success of independent schools.

Independent school governors, like the members of a corporate board, are individually and collectively responsible for compliance with the legislation, regulation (including, where appropriate, by the Australian Securities and Investment Commission) and mandatory reporting requirements that apply to schools. Independent schools are accountable to national and State/Territory educational authorities, but also have high levels of accountability to fee-paying parents and students, and often to affiliated organisations and founders.

Independent schools are able to appoint their own staff. Typically, a school principal, often with the input of board members and

senior staff, has the authority to advertise for and select staff, and negotiate employment conditions. This autonomy ensures that the principal can make his or her own decisions about staff appointments, and know that prospective staff are freely choosing a school and are motivated to work successfully within it. The principal is, however, bound by jurisdictional legislation relating to qualifications of staff.

Autonomy over curriculum and the matriculation assessments offered within independent schools allows them to choose the best from around the world, such as internationally recognised matriculation programs developed by the International Baccalaureate organisation and Cambridge University, as well as Australian State and Territory curricula. Independent schools use their considerable expertise to develop curricula and teaching styles that best suit the needs of their students. In some jurisdictions, legislation prescribes that certain curriculum parameters must be met within a broader context.

Autonomy enables independent schools to develop co-curricular programs that are suited to their communities and to the school's local environment, and also enables independent schools to include co-curricula involvement as part of staff responsibilities.

Reports by State and Territory independent sectors

New South Wales

Independent schools in New South Wales generally operate with a high degree of autonomy in relation to day-to-day operational matters. While the majority of independent schools have links to church organisations, principals and governors are largely free to make staffing, curriculum, financial and other operational and management decisions with little involvement from the church body. Some small independent school systems, such as Seventh-day Adventist schools or Meadowbank Education (Exclusive Brethren), centralise some aspects of school operations such as industrial relations and staffing in order to achieve economies of scale. However, it is normal practice for individual school principals and/or members of school governing bodies to have a leading role in these processes.

Curriculum and education programs in New South Wales independent schools tend to be managed and delivered entirely at the school level.

Victoria

Victoria's independent schools are characterised by their individual governance structures. Each independent school is an individual organisational entity managed by a board of governors or management committee. In most independent schools the board of governors or management committee is the key decision-making body for the school, setting the school's overall direction and educational policy.

Within existing legislative requirements, independent schools are autonomous in their operations, determining their own curriculum and co-curricular programs, discipline policies, employment of staff and management of resources.

Some schools are members of a system along with other like schools and often the system will assist in establishing common values and directions and may centralise some aspects of school operations in order to achieve economies of scale. However, the school board and principal remain responsible for the overall management and performance of the school and are accountable to parents and government.

Queensland

Queensland's 180 independent schools are incorporated under various State/Territory and federal laws, the majority being either incorporated associations or companies limited by guarantee. A number of independent schools are also statutory authorities under the *Queensland Education (Grammar Schools) Act 1860*.

Under these structures, each school is governed by a board of directors or governing body. Most boards follow accepted corporate governance principles whereby the management and operational aspects of the school are the responsibility of the principal. Principals have the autonomy to appoint the appropriate school staff and to decide the school's curriculum, programs and co-curricula activities and have responsibility for the school's budget. The same degree of autonomy exists for principals of independent schools in Queensland, which are part of a system of schools (for example, the Lutheran, Seventh-day Adventist and Anglican systems) or owned by bodies such as the Presbyterian and Methodist Schools Association.

South Australia

Independent schools in South Australia are responsible for their educational and financial directions and outcomes. Each

school board sets its vision and ethos for the school, frequently based on a particular religious faith or educational philosophy. The boards are responsible for all financial matters including budgets, and plan the ongoing development of the schools. The board usually delegates to the principal the management of the school, the implementation of the education program and the achievement of the goals set by the board.

Independent schools select their staff and each school develops its own curriculum and education program. Some schools belong to a system with several like schools and the system has involvement in establishing common values and directions, but the school board is still ultimately responsible for the achievements of the school and is also accountable to parents and government.

Their autonomy means that independent schools are able to create schools that have clear values and seek best practice in educational provision and financial management, being responsive to families and providing choice to meet the needs of children.

Western Australia

In Western Australia the great majority of independent schools are incorporated under the Incorporation Associations Act, which means there are a number of legal requirements of governing bodies. However it is usual for the governing body to formally delegate the day-to-day management of the school to the principal. Principals are responsible for staff appointments, the enrolment of students and the development of the school's budget.

All independent schools undergo a periodic registration visit, and as part of this the role of the governing body and the delegations to the principal are considered.

Tasmania

In Tasmania there are no groups of independent schools operating under the control of a central systemic authority. There are a small number of multi-campus schools for which economies of scale are derived from central control of financial and capital budgeting and planning. The majority of schools are single-campus schools for which the board of governors or management committee is responsible for strategic planning and compliance oversight, but the principal has full autonomy for staffing, budget and other aspects of operations. Principals

have autonomy over curriculum and education programs subject to the school's intrinsic education principles and values, for example, Steiner pedagogy or faith-based values.

Northern Territory

Independent schools in the Northern Territory make good use of the flexibility available within the Northern Territory Curriculum Framework and the processes of the Northern Territory Board of Studies. This enables the sector to provide a diverse range of education programs and school organisational arrangements, suited to the needs and preferences of families and school communities. While many schools are totally self-governing entities, some are systemic and make use of the support offered by systems to assist in critical areas such as planning and staff recruitment, as well as financial and facilities management.

ACT

Governance in independent schools in the ACT encompasses a range of structures, including companies, associations, entities within a system, parent-controlled organisation, and members of other bodies. It is a legislative requirement that, regardless of the structure, the proprietor of the school must be incorporated.

All are accountable to their parent body and their members (often including parents), as well as to all regulatory authorities. By definition, their principals and governing bodies are responsible for the day-to-day management of the schools and for their policies and procedures. These are developed in the context of each school's philosophy and educational approach but always comply with ACT and Australian Government legislation and funding agreements, as well as corporate and related industrial relations and human resources law.

Autonomy in Catholic sector schools

New South Wales

Principals of New South Wales Catholic schools are responsible for the implementation of New South Wales Board of Studies programs for the purposes of registration and accreditation. Principals also have the delegated authority to administer and

manage the annual budget for their school, as well as to ensure that all compliance accountabilities are met.

In addition, principals have the delegated authority to appoint teaching (ie, non-executive) and clerical staff.

Victoria

In Victoria, Catholic schools are autonomous from the Catholic Education Commission of Victoria Limited, in that their school governing bodies have responsibility for all areas of governance and school management within broad systemic and diocesan policies.

The school governing bodies vary in structure depending on the Catholic authority that owns the school. For secondary schools, the governing bodies have been established by religious institutions; dioceses; parishes or groups of parishes; or a combination of any of these. For primary schools the governing body is normally the parish priest, who is generally advised by a School Board or Parish Education Board. The governing bodies of Victorian Catholic schools are also the employers of principals and staff in their schools.

As employers, the school governing bodies delegate to school principals in Victorian Catholic schools the leadership and management responsibility for all operational matters related to the school. Specifically, principals are responsible to their employers for:

- the conduct of the school in accordance with the teachings of the Catholic church
- the delivery of education programs, including religious education that are relevant to student needs and in accordance with regulatory and diocesan requirements
- the engagement, deployment, and termination of staff as necessary to conduct the school in accordance with the annual budget
- the administration of the school in accordance with the school's vision and mission statement and the annual budget as approved by the governing body
- the proper care and maintenance of school property within the limits set in the annual budget
- the compliance with all legal obligations relevant to the conduct of the school

- the facilitation of adequate planning to ensure appropriate development for the school
- the provision of appropriate pastoral care for staff and students at the school.

Queensland

Religious Institution schools in Queensland have complete autonomy over education programs, staffing (including staff appointments) and budget matters, with some consultation with governing bodies (boards, etc). Systemic primary and secondary schools have some autonomy, although secondary schools have more autonomy than primary schools.

During 2005, all schools indicated continuing growth in the development of local school boards.

South Australia

Principals in South Australian Catholic schools exercise significant autonomy within 'a supportive framework of broad systemic policies', and in South Australia, such policies and guidelines are set by the South Australian Commission for Catholic Schools. A philosophy of subsidiarity informs the actions of the sector, where the local principal and community are viewed as the best people to make decisions about issues that affect them.

Diocesan school principals are responsible to the State Director and ultimately to the relevant bishop or archbishop. Congregational school principals are responsible to the congregational leader and ultimately to the relevant bishop or archbishop. All principals have a Principal Consultant mentor whose role it is to build the leadership capacity of principals so that they can better exercise their autonomy in relation to education programs, staffing and budgets. The following points presume the context and conditions described above.

- Full expression or development of educational programs is the responsibility of the local principal.
- Each principal has autonomy in producing a required Educational Plan.
- Each principal works within one of three Educational frameworks: the South Australian Curriculum and Standards Accountability Framework, the International Baccalaureate or some other locally developed approved framework.

- Each principal has autonomy over professional development decisions.

Within set guidelines and formulae, each principal has autonomy over staff appointments and all other staffing issues. This has been the case for many decades.

Significant decision-making about budgets occurs at the local school level, where the principal works in concert with and is responsible to the school board.

In turn, the board is responsible to the South Australian Commission for Catholic Schools or the congregational religious order for sound financial management. While there is no absolute autonomy, the principal exercises considerable influence in supporting the board to make informed decisions.

Principals access a range of professional learning and development opportunities offered by the Catholic Education Office that support schools to meet their obligations under legislation.

Western Australia

Catholic school principals in Western Australia have full autonomy in terms of the educational programs, staffing, budgeting (shared with the school board) and all other aspects of the management of the school. Catholic school principals are accountable to the Director of Catholic Education for the implementation of Policy approved by the Catholic Education Commission of Western Australia (CECWA). Each Catholic School operates through a school board, which is accountable to the CECWA.

The school board functions under the Western Australia Catholic School Board Constitution, which mandates the financial management of the school to the board. The principal is an ex-officio member of the school board. The board, with the principal and senior staff, formulate an annual budget for the school.

The constitution confers on the school board an advisory role in formulation of policy. The school board assists the principal in promoting the school and in planning to meet the present and future needs of students. The school board has no authority in the internal operation of the school and is required to be mindful of the responsibility of the principal and staff to make decisions in accordance with CECWA policy and guidelines on such

matters as curriculum, pastoral care and methods of teaching and learning.

CECWA policy for the appointment of staff in Catholic schools is that the Commission 'has delegated the employing authority to the principal'. The school board is involved in the selection process for the appointment of the principal and senior leadership staff and may be involved, at the principal's discretion, with other staff appointments. The principal is responsible for, and has autonomy in, all matters pertaining to the leadership and management of the Catholic school.

There was no change to the operation of Catholic schools in 2005.

Tasmania

The Archbishop of Hobart authorises the implementation of all Catholic education institutions in Tasmania. Within the Archdiocese of Hobart there are archdiocesan colleges and archdiocesan systemic colleges and schools. For archdiocesan colleges, a governing council advises and assists the Archbishop of Hobart in the exercise of his ecclesiastical, educational and legal authority. Working in association with the principal and the school board, the governing council has the responsibility to ensure that the college operates effectively as a Catholic school, meets legislative requirements and functions within appropriate financial, legal and industrial parameters.

The governing council delegates the authority for the operation and management of the college to the principal and school board and is premised on the principle of subsidiarity.

For archdiocesan systemic colleges and schools, the Director of Catholic Education advises and assists the Archbishop of Hobart in the exercise of his ecclesiastical, educational and legal authority. Working in association with the principal and the board, the director has the responsibility to ensure that the systemic colleges and schools operate effectively as Catholic schools, meet legislative requirements and function within appropriate financial, legal and industrial parameters.

The Director of Catholic Education delegates the authority for the operation and management of systemic colleges and schools to the principal and board of each college or school and is premised on the principle of subsidiarity. The principal is appointed by, and responsible to, the appropriate governing authority for that college or school. The principal is directly responsible for

overall leadership and management of the college or school. In particular, the principal is responsible for:

- developing and nurturing a faith community in keeping with the nature and spiritual heritage of the college or school
- implementing the policies and decisions of the appropriate governing authority and the Tasmanian Catholic Education Commission with respect to financial matters and the board
- developing, interpreting and implementing policy in all matters concerning the welfare of the college or school is concerned
- providing educational leadership and administration of the college or school
- acting as the designated agent of the appropriate governing authority with respect to the engagement, management and supervision of all staff within the college or school unless otherwise determined by a resolution of the appropriate governing authority
- arranging the engagement of the senior leadership personnel within the college or school, subject to the formal endorsement of the appropriate governing authority
- determining and implementing the strategic priorities of the college or school
- enrolling all students in accordance with the guidelines set by the appropriate governing authority, the school board and the Tasmanian Catholic Education Commission
- establishing and supervising the pastoral and educational standards and practice for the college or school
- managing all public relations for the college or school
- administering the finances of the college or school within the limits set by the annual budget, and in accordance with the guidelines set by the appropriate governing authority and the board
- providing regular reports to the board and the appropriate governing authority on the operations of the college or school
- fulfilling all legal, industrial, compliance and accountability requirements expected of the college or school.

The school board is responsible to the appropriate governing authority and is responsible for:

- operating within the broad parameters established by the appropriate governing authority, formulating policy for the conduct of the college or school, in consultation with the staff, parents, students and friends
- co-operating with the principal in maintaining the college or school as an institute of Catholic education
- consulting with the appropriate governing authority on matters regarded as major changes
- liaising with the parish priests and parish pastoral councils within the area from which students at the college or school are drawn in matters of mutual concern
- planning, implementing and evaluating the strategic plan and financial and building programs necessary for the recurrent and long-term effective management of the college or school
- managing the finances of the college or school, according to the provisions of the delegated authority and the directions of the appropriate governing authority
- communicating promptly and effectively with the appropriate governing authority.

Northern Territory

In the Northern Territory, principals of Catholic schools are appointed by the Director of Catholic Education, after a selection process that includes input from the local school board and parish. The appointment is subject to the approval of the bishop.

Principals work within a policy framework determined by the Catholic Education Council. This framework gives principals considerable freedom of professional expression to organise classes and to deliver curriculum (subject to the guidelines of the Northern Territory Board of Studies). Principals select and appoint their own staff, with the exception of deputy and assistant principal positions, which are moderated by the director.

Principals are required to produce a detailed school budget each year that sums to zero, within the resourcing and outcomes parameters determined by the Catholic Education Council.

School principals have the authority, power and responsibility to conduct, manage and lead the work of the school in all its detail. There is a formal review process in place for principals and a school review process under formulation.

Governance of Northern Territory Catholic schools (all are within the system) is organised according to the principle of subsidiarity: the appropriate decision is taken at the most appropriate level.

The Bishop of Darwin is the trustee of the Catholic Church of the Diocese of Darwin property trust, a trust established by an Act of the Northern Territory Parliament. The bishop delegates authority to the Director of Catholic Education, who in turn delegates employment, teaching and learning programs and budget responsibilities to principals. The principal is supported by an advisory school board. The school board is required to endorse annual budgets, monitor budgets on a regular basis and develop policy for the school.

Archdiocese of Canberra and Goulburn: ACT

Principals in the ACT Catholic system schools of the Archdiocese of Canberra and Goulburn exercise significant autonomy within a supportive framework of broad systemic policies. The Catholic

Education Commission sets such policies and guidelines, which must comply with legislation. Principals are responsible to the director of the Catholic Education Office (CEO) and ultimately to the archbishop. All principals receive support from various CEO personnel who have determined responsibilities relating to leadership, human resources and curriculum.

The local principal and community are viewed as the best people to make decisions about issues that affect them particularly with respect to education programs, staffing, budgets and other aspects of schools operations.

In terms of education programs the principal has full expression of the development of educational programs, including curriculum development, within the curriculum requirements of the ACT Curriculum Frameworks; and the principal has autonomy over professional development decisions.

Within set guidelines and formulae, the principal has autonomy over staff appointments and all other staffing issues.

Principals have significant decision-making authority over budgets, working with and being responsible to the school board. The CEO provides support for sound financial management and also has access to a range of professional learning and development opportunities that supports schools to meet their obligations under legislation.

Resourcing Australia's schools

Introduction

This chapter provides information on five main areas:

- 1 the historical background to education funding in Australia, including new developments in 2005
- 2 the enrolments of Australian school students in government and non-government school sectors, as well as student–teacher ratios and information on the number of graduates from teacher-education courses
- 3 funding arrangements for government schools and the level of this funding in 2004–05 compared with previous years
- 4 funding arrangements for non-government schools and the level of this funding in 2004–05
- 5 capital expenditure on all Australian schools in 2004–05 from both levels of government (Australian Government and State/Territory governments).

Funding arrangements for government and non-government schools (sections 3 and 4) are analysed in terms of Australian Government and State/Territory government funding for each sector.

Background

Australia's Constitution gives States and Territories regulatory and funding responsibility for government schooling. States and Territories also 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.

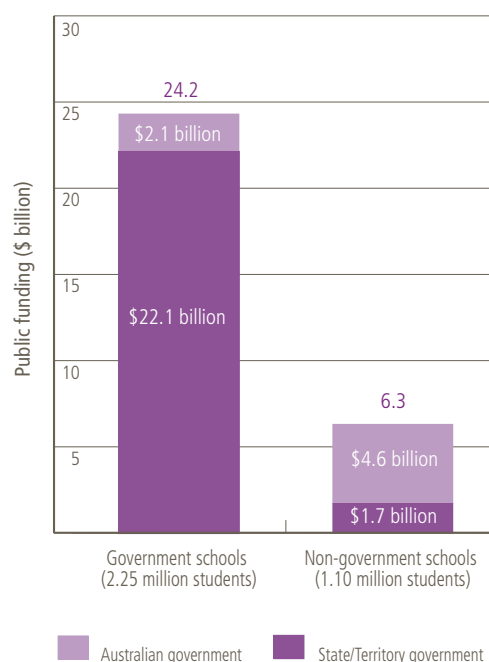
Australian governments and non-government school authorities work cooperatively towards achieving the National Goals for Schooling in the Twenty-first Century.

Operating government expenditure on school education from both the Australian Government and the State/Territory governments in 2004–05 was approximately \$30.5 billion. Expenditure on government schools was \$24.2 billion, or 79 per cent of the total. It is important to 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 \$30.5 billion comprises \$24.2 billion expenditure on government schools and \$6.3 billion expenditure on non-government schools from government sources over 2004–05. The \$24.2 billion total government expenditure on government schools is derived from Table 19 of the 2005 Statistical Annex. The \$6.3 billion total government expenditure on non-government schools is a 50:50 weighted average of tables 23 from the 2004 and 2005 Statistical Annexes. Both of these tables describe the income and expenditure per student of non-government schools for 2004 and 2005 respectively.

Figure 3.1 illustrates government expenditure on school education, broken down by source of funds.

Figure 3.1 Recurrent public funding for school education, Australia, 2004–05 (accrual basis)



Note: Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes 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.

Figure 3.2 Australian Government funding to schools and students, by major program, Australia, 2004–05



Source: Australian Government Department of Education, Science and Training (DEST)

In the 2005 financial year, the Australian Government provided Specific Purpose Payments (SPPs) of \$7.32 billion for Australian schools and students. This amount comprised:

- \$6.31 billion for general recurrent grants (representing 86 per cent of Australian Government SPPs for schools for the financial year 2004–05)
- \$0.60 billion for targeted programs (8 per cent)
- \$0.36 billion for capital programs (5 per cent)
- \$0.05 billion for Indigenous programs (1 per cent).

Figure 3.2 illustrates this breakdown.

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). It is important to note that the proportion of the cost varies from 8.9 per cent (for government primary schools) to 70 per cent (for low socioeconomic status non-government schools). See the section 'Funding for non-government schools' 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 2005 were:

- primary AGSRC \$6,787
- secondary AGSRC \$8,994

These amounts are based on expenditure by State and Territory governments on government schools in the 2003–04 financial year. There is an 18-month time lag between State 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. As MCEETYA has moved from a cash to an accrual basis, a derived cash-based collection is 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 edition of the *National Report on Schooling in Australia*.

Developments in 2005

The Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004

This Act provides Australian Government specific purpose funding for government and non-government schools for the 2005 to 2008 quadrennium. It succeeds the *States Grants (Primary and Secondary Education Assistance) Act 2004* (the current Act) which provided funding for the 2001–04 quadrennium.

The Australian Government will provide an estimated \$33 billion in funding for Australian schools from 2005 to 2008.

A major change introduced by this Act is that all non-government schools, including Catholic systemic schools, will now be covered by the socioeconomic status (SES) system, which was introduced in 2001. There will now be four categories of funding under the SES system. Just under half of non-government schools (1,300) will be funded according to their SES score. The remaining half (1,302), because their SES score entitled them to less funding

than is currently received, will have their funding maintained either at their 2000 level with indexation (a continuation of arrangements under the current Act) or at their 2004 level with indexation (for Catholic systemic schools). Those independent schools moving onto a higher SES score in 2005, entitling them to less funding, will have their funding held at their 2004 level without indexation (termed 'funding guaranteed').

The Act also introduces a number of new conditions that government and non-government school authorities must comply with to be eligible for Australian Government funding.

Student participation and teaching resources

In 2005, the enrolments of Australian school students in the school system were approximately:

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

Table 3.1 details student enrolments over the four-year period, 2002–05.

In terms of staffing, approximately

- 66 per cent of Australia's school teachers work in government schools;
- 34 per cent of Australia's school teachers work in non-government schools.

Total teaching numbers increased by 2,729 in 2005, which constitutes an increase of 1.2 per cent. In 2005 there was also a 3.7 per cent increase in the number of graduates from initial teacher-education courses, from 15,014 graduates in 2004 to 15,565 graduates in 2005 (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 in specific subject areas, such as secondary maths and science, continues to be of concern in many States and Territories.

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

Table 3.1 School sector enrolments, Australia, 2002–05

Sector	2002	2003	2004	2005
Government	2,257,337	2,254,632	2,250,026	2,246,087
Non-government	1,044,412	1,063,988	1,082,240	1,102,052
All schools	3,301,749	3,318,620	3,332,266	3,348,139

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2005

Table 3.2 Full-time equivalent (FTE) of teaching staff, Australia, 2002–05

Sector	2002	2003	2004	2005
Government	153,240	154,872	156,156	156,564
Non-government	72,371	74,704	76,910	79,231
Catholic	41,740	42,540	43,151	43,971
Other	30,631	32,163	33,759	35,260
All schools	225,611	229,575	233,065	235,794

Note: Totals may not add due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2005 and Australian Government DEST data

Table 3.3 Number of persons graduating from initial teacher-education courses, Australia, 2001–05

Year	No. of graduates
2001	12,675
2002	14,007
2003	14,053
2004	15,014
2005	15,565

Source: MCEETYA, *National Report on Schooling in Australia*, 2002–05, Appendix 1: Statistical annex, Table 18 (2002–05 data).
MCEETYA, *National Report on Schooling in Australia*, 2001, Appendix 1: Statistical annex, Table 21 (2001 data).

Funding for government schools

Government schools are funded mainly from public sources. The majority of funding is met by State and Territory governments with the Australian Government SPPs (excluding capital SPPs) contributing about 8.75 per cent of total funding. A portion of

the funding comes from non-government sources such as parent contributions.

Table 3.5 illustrates accrual expenditure by government education systems in 2002–03, 2003–04 and 2004–05.

State and Territory government accrual-based expenditure on government schools (including Australian Government contributions) has increased by 11.1 per cent in the three-year period from 2002–03 to 2004–05, from \$21.8 billion to \$24.2 billion.

Per capita expenditure

Per capita expenditure in government schools has steadily increased over the past decade. In 2004–05, this expenditure reached \$9,748 for primary students and \$12,222 for secondary students. Table 3.6 shows a growth of 11.6 per cent in total per capita funding over the last three years, from \$9,605 to \$10,715.

Per capita funding for secondary schools increased by 10.4 per cent from 2002–03 to 2004–05, while funding for primary schools increased by 12.4 per cent over this same period. In terms of total per capita expenditure, secondary schools receive more, mainly because of the greater range of subjects offered and smaller student–teacher ratios in the last two years of schooling.

Table 3.4 Full-time equivalent (FTE) student–teacher ratios, by sector and school category, Australia, 1999–2005

Sector and category	1999	2000	2001	2002	2003	2004	2005
Government primary	17.0	17.1	16.7 ^r	16.7	16.4	16.2	16.1
Government secondary	12.7 ^r	12.6 ^r	12.5 ^r	12.5 ^r	12.5	12.4	12.4
Catholic primary	19.4	19.1	18.8	18.5	18.3	18.2	17.9
Catholic secondary	13.5	13.4	13.4	13.3	13.1	13.1	13.1
Independent primary	15.8	15.6	15.4	15.2	15.1	14.9	14.6
Independent secondary	11.5	11.4	11.2	11.1	11.1	10.9	10.7
All schools	15.0	14.9	14.7	14.8	14.5	14.3	14.2

^r revised

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

Source: MCEETYA, *National Report on Schooling in Australia*, 1999–2004; ABS, Cat. No. 4221.0, *Schools Australia*, Table 22 (2005 data)

Table 3.5 Operating expenditure by government education systems, Australia, 2002–03 to 2004–05 financial years (accrual basis) (\$'000)

Area of expenditure	2002–03	2003–04	2004–05
In-school expenditure			
Salaries (teaching)	11,303,911	11,932,663	12,494,747
Salaries (non-teaching)	2,146,532	2,153,083	2,392,654
Redundancies	36,009	20,917	50,834
Non-salary costs	4,528,124	4,575,300	4,845,941
User cost of capital	2,599,131	2,820,074	3,259,103
Subtotal	20,613,707	21,502,037	23,043,279
Out-of-school expenditure			
Salaries (non-teaching)	636,772	663,663	693,194
Redundancies	7,437	17,818	10,138
Non-salary costs	486,305	430,511	426,511
User cost of capital	28,405	18,338	21,310
Subtotal	1,158,918	1,130,330	1,151,154
Total	21,772,626	22,632,366	24,194,433

Note:

- Amounts include Australian Government non-capital-related Specific Purpose Payments and other grants made to States/Territories. Depreciation and user cost of capital expenses included in the figures are based on assets owned by States/Territories, some of which will have been acquired with Australian Government capital grants.
- Totals may not add due to rounding.

Source: MCEETYA, *National Report on Schooling in Australia*, Appendix 1: Statistical annex, Table 19 (2003–05 data)

Table 3.6 Recurrent per capita expenditure on government schools, by level of education, Australia, 2002–03 to 2004–05 financial years (accrual basis) (\$)

Financial year	Primary	Secondary	Total
2002–03	8,676	11,072	9,605
2003–04	9,015	11,552	10,003
2004–05	9,748	12,222	10,715

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

Source: MCEETYA, *National Report on Schooling in Australia*, 2005, Appendix 1: Statistical annex Table 20 (2004–05 data). MCEETYA, *National Report on Schooling in Australia*, 2004, Appendix 1: Statistical annex, Table 20 (2003–04 data). *National Report on Schooling in Australia*, 2003, Appendix 1: Statistical annex, Table 20 (2002–03 data).

Table 3.7 Australian Government grants for schools, by program and category of school, by State and Territory, 2004–05 financial year (accrual basis) (\$'000)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	554,236	405,763	346,878	121,408	166,718	46,596	21,327	26,949	1,689,874
Capital	85,488	61,016	50,708	19,139	26,262	6,972	3,245	4,174	257,004
Country Areas	6,771	2,579	5,271	2,550	3,662	714	1,593	0	23,141
Strategic Assistance for Improving Student Outcomes Recurrent	109,184	67,265	50,139	25,031	25,531	9,222	5,325	3,084	294,782
ESL New Arrivals	21,414	14,388	5,608	5,211	3,739	791	632	452	52,235
Language Other Than English	6,389	4,654	1,377	971	719	167	64	272	14,612
Indigenous Education Strategic Initiative Programme	1,373	666	21,846	4,884	703	2,592	9,229	668	41,960
Total government	784,855	556,331	481,827	179,193	227,334	67,054	41,416	35,599	2,373,608
Non-government schools									
General Recurrent (including Distance Education)	1,519,903	1,194,907	866,237	364,463	449,440	94,570	38,417	88,690	4,616,627
General Recurrent Short Term Emergency Assistance	165	0	900	30	30	0	0	200	1,325
Establishment Grants	812	638	464	195	240	51	18	49	2,467
Capital	33,672	26,775	17,900	7,602	9,797	2,135	4,838	2,264	104,984
Country Areas	1,790	732	909	338	536	163	177	0	4,646
Strategic Assistance for Improving Student Outcomes Recurrent	57,676	43,880	18,970	11,416	13,536	2,511	1,867	2,177	152,033
ESL New Arrivals	2,127	1,381	931	126	566	297	21	21	5,472
Centre Support	11,488	613	8,223	4,513	1,427	358	297	653	27,570
Language Other Than English	2,404	6,543	982	488	537	71	8	226	11,260
Indigenous Education Strategic Initiative Programme	3,856	896	2,011	285	1,932	270	1,339	82	10,673
Total non-government	1,633,894	1,276,364	917,529	389,457	478,041	100,427	46,983	94,363	4,937,057
Joint programs									
National Literacy and Numeracy Strategies and Projects	2,962	1,676	1,411	449	476	148	2,004	485	9,611
National Asian Languages and Studies in Australian Schools(a)	0	366	115	50	27	130	0	0	689
Total joint programs	2,962	2,042	1,526	499	503	278	2,004	485	10,300
Total all programs	2,421,710	1,834,737	1,400,882	569,149	705,878	167,759	90,403	130,447	7,320,965

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2004–05 financial year as at 30 June 2005.
 - Expenditure in respect to a particular 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

Australian Government funding of government schools

Australian Government SPPs (excluding capital SPPs) represent about 8.75 per cent of total spending on government schools (\$2.1 billion from a total of \$24.2 billion). Australian Government recurrent funding for government schools was provided through block grants calculated according to the number of students at each level of schooling. The rates of general recurrent assistance for government schools in 2005 were \$605 per primary school student and \$900 per secondary school student. Additional recurrent funding of \$147 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 – New Arrival (the per capita grant in 2005 was \$5,039 per eligible student); Strategic Assistance for Improving Student Outcomes; the Country Areas Programme; the Languages other than English programme and the Indigenous Education Strategic Initiative Programme.

Australian Government grants for schools

The Australian Government provided SPPs of approximately \$7.32 billion for Australian schools and students, both government and non-government, in the 2004–05 financial year. Table 3.7 shows how this was distributed by State and Territory.

Funding for non-government schools

In 2005, the funding system introduced by the Australian Government in 2001 based on the socioeconomic status (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 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.

From 2005, Catholic systemic schools will be covered by the SES system, which was introduced in 2001.

Per capita income

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

Table 3.8 Non-government school per capita incomes, by source, Australia, 2005 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	4,717	53.4	3,840	30.4
State/Territory grants	1,666	18.9	1,455	11.5
Total government grants	6,383	72.2	5,295	41.9
Private income	2,454	27.8	7,350	58.1
Total	8,836	100.0	12,645	100.0

Note: Some amounts may not add due to rounding.

Source: MCEETYA, *National Report on Schooling in Australia*, 2005, Appendix 1: Statistical annex, Table 23

Table 3.9 Non-government schools per capita expenditure, by affiliation, Australia, 2005 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	
Primary	6,923
Secondary	10,505
Combined	11,311
Independent	
Primary	9,590
Secondary	14,688
Combined	13,287

Source: MCEETYA, *National Report on Schooling in Australia*, 2005, Appendix 1: Statistical annex, Table 24

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. It 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, which 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 2005. New South Wales, Victoria, Western Australia and the ACT allocated funding based on the former Australian Government Education Resource Index (ERI). In 2005, the Victorian Government announced a new funding model for

their non-government schools, for implementation in 2006. In Queensland, South Australia and Tasmania the allocation mechanism included standard and needs-based components. In Queensland, need is assessed by reference to a variety of factors, including both the former Australian Government ERI 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.

Capital expenditure

State and Territory capital expenditure

Capital expenditure by State and Territory governments in government schools was in excess of \$1.1 billion in 2004–05. 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 approximately \$362 million in capital funding for Australian schools in 2004–05. This funding was made available through the Capital Grants Programme in the form of block grants for government and non-government schools. Of the \$362 million made available in 2004–05, \$257 million was provided for projects at government schools and \$105 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 of existing facilities and provision of new schools, general-purpose classrooms, specialist facilities and staff administration and amenities areas.

Table 3.10 State/Territory government per capita grants to non-government schools, by category, Australia, 2005 (\$)

Former ERI funding category	NSW ^(a)	Vic. ^(b)	WA ^(c)	ACT ^(d)	Rates for other States/Territories
Primary					Tasmania^(e)
1	657	324/388	1,000	312	Primary 1,355
2	855	452	1,158	415	Junior secondary 1,634
3	986	615	1,000	515	Senior secondary 2,143
4	1,052	658	1,152	627	Northern Territory^(f)
5	1,118	661	1,152	726	Primary 1,767
6	1,183	686	1,194	803	Secondary 2,334
7	1,249	689	1,194	882	Remote 2,422
8	1,315	813	1,250	967	South Australia^(g)
9	1,381	881	1,250	1,033	Primary 524
10	1,446	887	1,304	1,098	Secondary 729
11	1,512	901	1,304	1,164	Queensland^(h)
12	1,728	903	1,346	1,232	Primary 936
Remote	n.a.	n.a.	2,002	n.a.	Secondary 1,404
Secondary					
1	910	476/569	1,518	494	
2	1,183	668	1,912	651	
3	1,365	948	1,518	756	
4	1,456	1,076	1,866	984	
5	1,547	1,078	1,866	1,052	
6	1,638	1,118	1,970	1,171	
7	1,728	1,122	1,970	1,286	
8	1,819	1,264	2,054	1,413	
9	1,910	1,368	2,054	1,511	
10	2,001	1,373	2,122	1,601	
11	2,092	1,382	2,122	1,695	
12	2,276	1,384	2,200	1,795	
Remote	n.a.		3,300	n.a.	

n.a. not applicable

Note: All amounts rounded to the nearest dollar. Rates are expressed in 2005 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 Resource Index over 100. In addition, the Victorian Government committed \$62 million over four years (2003–04 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 2005 \$23.5 million was distributed to needy schools through the new non-government schools' core and needs based financial assistance model. The new financial assistance model will replace the Education Resource Index model in 2006 and will be used to distribute all State recurrent grant funding from 2006 onwards.
- (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 2004–05 and 2005–06.
- (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 Northern Territory provides per capita funding to non-government school boarding schools under the Isolated Students Education Allowance scheme. The 2005 rate for this scheme is \$2,460 per student. The non-government schools also received per capita funding under the Severely Disabled Students scheme, at the rate of \$4,624 per student.
- (g) SA also pays a needs component, which constituted 52.5 per cent of total grants available in 2005. 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 2005. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2005, the 'needs components' were \$275 per primary student and \$413 per secondary student. In their first year of funding, new schools are assumed to have 'average needs'.

Source: State/Territory departments of education

Table 3.11 Capital expenditure by State and Territory governments in government schools, Australia, 2001–02 to 2004–05 financial years

Financial year	Expenditure (\$m)
2001–02	1,044.5
2002–03	1,006.8
2003–04	1,055.1
2004–05	1,112.2

Note: Figures include Australian Government capital grants contributions.

Source: MCEETYA, *National Schools Statistics Collection (NSSC)*, various years

In 2004–05, 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 2004–05 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, 2004–05 accrual (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	85,488	33,672	119,160
Victoria	61,016	26,775	87,791
Queensland	50,708	17,900	68,608
South Australia	19,139	7,602	26,741
Western Australia	26,262	9,797	36,059
Tasmania	6,972	2,135	9,107
Northern Territory	3,245	4,838	8,083
Australian Capital Territory	4,174	2,264	6,438
Total	257,004	104,984	361,988

Source: Australian Government DEST

Part C

literacy, numeracy,
indigenous education,
science, the arts

The progress of
Australian schools in
meeting the national
goals

Chapter 4

Measuring the performance of Australian schooling

Goals for Australian schooling

Australia first adopted a set of national goals for schooling in 1989 when education ministers from all States and Territories and the Commonwealth, 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, and then a complete and major review of the goals was begun in 1998. Following a process of wide consultation, the review was completed in 1999 when MCEETYA endorsed the statement of Australia's National Goals for Schooling in the Twenty-first Century.

The National Goals for Schooling in the Twenty-first Century establish a foundation for collaborative action to improve the quality of schooling nationally. The goals entail, among other things, a commitment to collaborate in setting explicit and defensible standards that will guide improvements in student achievement and by which the effectiveness, efficiency and equity of schooling can be measured and evaluated.

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.

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 national goals assist 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 credentialing 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.

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 provide an appropriate framework for such reporting.

Developing key performance measures

In March 2000, ministers endorsed the definition of national Key Performance Measures as: 'a set of measures, limited in number and strategic in orientation, that provide nationally comparable data on aspects of performance critical to the monitoring of progress against the National Goals for Schooling in the Twenty-first Century'.

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

- participation and attainment
- literacy and numeracy

- vocational education and training in schools
- science
- information and communication technologies
- civics and citizenship education.

Ministers further 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.

Hence, by the end of their 2002 meeting, ministers had agreed to a Key Performance Measures Assessment Cycle, which provided for a program of assessment in the areas of:

- 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
- science in year 6 and year 10
- information and communication technologies in each of years 6 and 10
- civics and citizenship (civic knowledge and understanding) in each of years 6 and 10
- civics and citizenship (participation and civic understanding) in each of years 6 and 10.

The Key Performance Measures Assessment Cycle also provides for the collection of data on:

- participation
- attainment
- VET in Schools.

Ministers also agreed to the nature of the assessment instrument and frequency of assessment in each performance area and provision was made to review the framework and cycle from time to time. As a result, at their meeting in 2003, ministers endorsed a revised Measurement Framework for National Key Performance Measures. In 2005, the framework was revised (see Table 4.1).

The 2005 revisions were made necessary as a result of two initiatives. Firstly, in 2004, MCEETYA endorsed the following enhancements to national reporting and accountability systems:

- introducing benchmarking against international comparisons
- ensuring that reporting is reliable and nationally comparable for years 3, 5 and 7
- reporting student achievement in literacy and numeracy across the whole range of achievement
- collecting financial data that allows for comparable reporting
- developing plain English reporting
- using data collections to improve Australian education policy.

Secondly, in December 2004, the federal parliament enacted the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act*, which requires the framework to include:

- reporting against common instruments for literacy and numeracy
- provision for nationally comparable measures of attendance and
- incorporation of the Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) into the framework.

The next section discusses essential elements of the framework, developments that occurred in 2005 and the location of the results of relevant data collection.

Literacy and numeracy

At the 2002 MCEETYA meeting, ministers 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. They also reaffirmed 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, set in place a

mechanism whereby the assessment and analysis processes were continually monitored and reviewed.

The framework makes provision for reporting on reading, writing, spelling and numeracy at each of years 3, 5, 7 and 9. However, the assessment of year 9 students in all areas and of all students in spelling is not scheduled to begin until 2008. The Literacy and numeracy student outcomes section of this report (Chapter 6) presents the results of testing conducted during 2005, in which the performance of students in years 3, 5 and 7 was measured against the national benchmarks for reading, writing and numeracy.

The National Measurement Framework for Key Performance Measures also makes provision for the inclusion of assessment of literacy and numeracy of 15-year-old students. In 2005, it was agreed that, as an interim measure, the OECD PISA results would be processed to show the percentage of students achieving at or above the proficient standard on the OECD PISA Reading and Mathematics scale.

There was no PISA testing in 2005. The triennial program last tested students in 2003 and will test again in 2006. The Australian results of the 2000 and 2003 testing, in both literacy and numeracy were published by the Australian Council for Educational Research (ACER). They are available online through ACER's PISA Data Service, at: <http://www.acer.edu.au/pisadata/>.

In the area of numeracy, the Framework has been expanded to include results from Australia's participation in the TIMSS international assessment program. This will involve the assessment of a sample of students in years 4 and 8 in a four-yearly cycle commencing in 2006.

Science

The revised Measurement Framework for National Key Performance Measures includes three sets of assessment and reporting of student achievement in science: the Primary Science Assessment Programme (PSAP), the OECD PISA and the TIMSS assessments. Outcomes from the latest assessments in each of these programs were reported in the 2003 edition of the National Report on Schooling in Australia.

The technical report on PSAP, *MCEETYA National Assessment Program, Science, Year 6 2003: Technical Report* was approved by ministers in June 2005, and is available from the MCEETYA website, <http://www.mceetya.edu.au/mceetya/>. International

technical reports on PISA and TIMSS assessments were published in 2005 and are available online at <http://www.oecd.org/dataoecd/49/60/35188570.pdf> (PISA) and <http://timss.bc.edu.au/timss2003i/technicalD.html> (TIMSS).

During 2005, preparation was undertaken for the next cycle of these assessments, as all three programs are scheduled to operate in 2006. A field trial for PISA 2006 was conducted. Australia was one of 13 countries that agreed to participate in a computer-based assessment of scientific literacy (CBAS) as part of this field trial. An evaluation of the field trial determined that the CBAS was successful in creating a set of procedures to collect internationally comparable data using computer delivery. On the basis of these findings, the OECD offered CBAS as an international option in the PISA 2006 Main Study, but Australia did not participate in CBAS in the Main Study.

More information related to the performance of Australian schools in science is available in the Science section of this report (Chapter 7).

Civics and citizenship education

The performance measures for civics and citizenship education remain unchanged and are based on a national, triennial, sample assessment cycle that commenced in 2004. The assessment measures the percentage of students in years 6 and 10 achieving at or above the proficient standard in civic knowledge and understanding and citizenship participation skills and civic values.

The first National Civics and Citizenship Sample Assessment was conducted in October 2004 and the results of the assessment are available in the MCEETYA publication, *National Assessment Program – Civics and Citizenship Years 6 & 10 Report, 2004*. The results are also available online at [http://www.mceetya.edu.au/mceetya/national_assessment_program_\(nap\),16358.html](http://www.mceetya.edu.au/mceetya/national_assessment_program_(nap),16358.html). The next set of assessments in civics and citizenship education is scheduled for 2007.

Information and communication technologies

The performance measures in information and communication technologies (ICT) are based on national monitoring of the skills and knowledge of students by means of three-yearly sample

assessments at each of years 6 and 10. The first of these was conducted in 2005.

The National Assessment Program—ICT Literacy was conducted in October 2005 using a computer-based tool for assessing ICT literacy among a sample of school students in years 6 and 10. The assessment instrument consisted of seven separate modules. One module, described as a General Skills Test, included simulation and multiple-choice items, while the other six modules integrated simulation, multiple-choice and constructed response items with live application software.

To ensure the assessment instrument accessed ICT literacy across a range of authentic contexts, all students first undertook the General Skills Test, then two of the other assessment modules. The assessment was completed by 3,746 year 6 students from 264 primary schools, and 3,647 year 10 students from 253 secondary schools across Australia. To gain a sample that accurately reflected the Australian population, a cluster sampling method was adopted.

The analysis of the pattern of student responses resulted in a single scale, which was then fixed with mean scores for both year 6 and year 10 students. As well, a progress map that identifies a progression of ICT literacy was developed and refined. Six proficiency levels were defined and characteristic descriptions of typical student performance were created at each level. As well, proficient standards based on the scale were established through consultation with ICT education experts and representatives from all States and Territories and sectors. This analysis enabled the determination of ICT literacy levels of Australian school students overall and of particular groups of students.

The results indicate that 46 per cent of year 6 students reached or exceeded the year 6 proficient standard and 61 per cent of year 10 students reached or exceeded the year 10 proficient standard. Further information about the study and the results is available from the MCEETYA website, <http://www.mceetya.edu.au/mceetya/>.

Vocational education

The framework contains two national key performance measures for student participation and attainment in vocational education and training (VET) in schools. Each places 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 Australian Qualifications Framework. The measures reflect participation and attainment respectively and are expressed as follows:

- **Participation**
School students undertaking VET (with Australian Apprenticeships 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.

In 2005, statistics for key indicators were, for the first time, reported by the National Centre for Vocational Education Research (NCVER) from data collected and supplied by the senior secondary assessment authority in each State and Territory and reported through State Training Authorities to the national VET database compiled by NCVER. The data were compliant with the Australian Vocational Education and Training Management Information Statistical Standard to the extent necessary for reporting against the nationally agreed performance framework, however further work is underway to improve the data comparability.

In 2005, a total of 182,919 students were enrolled in VET in Schools programs including School-based Apprenticeships and traineeships, representing 37 per cent of school students undertaking a senior secondary certificate. Across Australia, 139,012 VET in Schools students completed at least one VET unit of competency/module in 2005. This represents 28 per cent of school students undertaking a senior secondary certificate. In 2005 there were 12,952 School-based Apprentices and trainees. This represents 3 per cent of the total number of school students undertaking a senior secondary certificate.

The performance of Australian schools in the area of vocational education is discussed further in the Vocational education section of this report (Chapter 10).

Participation and attainment

The measures used for participation record the proportion of 15–19 and 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 measures record 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, and the proportion of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above.

Most of the data are derived from the Australian Bureau of Statistics' *Survey of Education and Work*, with the remainder derived from the five-yearly *Census of Population and Housing*. While the measures derived from the *Survey of Education and Work* provide reliable estimates in any given year at State and Territory and national levels, the data are not appropriate for providing reliable estimates of small changes from one year to the next at the national or State and Territory levels. However, because the measures may be more useful over longer timeframes, the attainment data are reported at the national level for each year compared with the previous year, and at the State and Territory level for each year compared with the five previous years.

The Student participation and attainment section of this report (Chapter 5) contains details of the results for 2005.

Attendance

As part of the revision of the measurement framework, ministers agreed to the addition of a measure of school attendance. The reporting against this measure is scheduled to begin in 2007.

The Key Performance Measures and Assessment Cycle

The following table outlines the revised set of Key Performance Measures and Assessment Cycle that was agreed at the 2005 MCEETYA meeting.

Table 4.1 The Key Performance Measures and Assessment Cycle, endorsed by MCEETYA in 2005

Measure	Year level	Cycle	Type/source	2003	2004	2005	2006	2007	2008	2009	2010
Literacy											
1a % achieving reading benchmark ^(a)	Years 3, 5, 7 & 9 ^(b)	Annual	State & Territory full cohort literacy test to 2006; common tests from 2007	✓	✓	✓	✓	✓	✓	✓	✓
1b % achieving at or above the proficient standard on the OECD PISA combined reading scale ^(c)	15 year-olds	Triennial	International test —national sample of students	PISA			PISA			PISA ^(d)	
1c % achieving writing benchmark	Years 3, 5, 7 & 9 ^(e)	Annual	State & Territory full cohort literacy test to 2006; common tests from 2007	✓	✓	✓	✓	✓	✓	✓	✓
1d % achieving spelling benchmark ^(f)	Years 3, 5, 7 & 9	Annual	National test to be developed from 2007					✓	✓	✓	✓
Numeracy											
2a % achieving numeracy benchmark	Years 3, 5, 7 & 9 ^(g)	Annual	State & Territory full cohort numeracy test to 2006; common tests from 2007	✓	✓	✓	✓	✓	✓	✓	✓
2b % achieving at or above proficient standard on the OECD PISA combined mathematics scale	15 year-olds	Triennial	International test —national sample of students	PISA			PISA			PISA	
2c % achieving at or above the proficient standard on the TIMSS mathematics scale ^(h)	Year 4 Year 8	Quad- rennial	International test —national sample of students				TIMSS				TIMSS
Science											
3a % achieving at or above the proficient standard in scientific literacy ⁽ⁱ⁾	Year 6	Triennial	National Assessment Program (NAP) — national sample of students	✓			✓			✓	
3b Interim measure: % achieving at or above the OECD mean score ^(j)	15 year-olds	Triennial	International test — national sample of students	PISA			PISA			PISA3	
3c % achieving at or above the proficient standard on the TIMSS science scale ^(k)	Year 4 Year 8	Quad- rennial	International test — national sample of students				TIMSS				TIMSS
Civics and citizenship^(l)											
4a % achieving at or above the proficient standard in civic knowledge and understanding	Years 6 and 10	Triennial	National Assessment Program (NAP) — national sample of students		✓			✓			✓
4b % achieving at or above the proficient standard in citizenship participation skills and civic values	Years 6 and 10	Triennial	National Assessment Program (NAP) — national sample of students		✓			✓			✓
Information and Communication Technologies^(m)											
5 % achieving at or above the proficient standard in ICT	Years 6 and 10	Triennial	National Assessment Program (NAP) — national sample of students			✓			✓		
VET in Schools											
6a Participation – school students undertaking VET (with New Apprenticeships & Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year	Senior secondary	Annual	Up to 2004 — State and Territory certification data From 2005 — NCVER	✓	✓	✓	✓	✓	✓	✓	✓

Measure	Year level	Cycle	Type/source	2003	2004	2005	2006	2007	2008	2009	2010
VET in Schools											
6b	Attainment – School students enrolled in a senior secondary certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking the senior secondary certificate in that year	Senior secondary	Annual	Up to 2004 — State and Territory certification data From 2005, NCVER	✓	✓	✓	✓	✓	✓	✓
Student participation											
7a	The proportion of 15–19 year olds, by single year of age, in full-time education or training, in full-time work, or both in part-time work and part-time education or training.		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓
7b	The proportion of 20–24 year olds by single year of age, in full-time education or training, in full-time work, or both in part-time work and part-time education or training.		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓
Student attainment											
8a	The proportion of 20–24 year olds who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above ⁽ⁿ⁾		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓
8b	The proportion of 25–29 year olds who have gained a post-secondary qualification at AQF Certificate III or above ^(o)		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓
Student Attendance											
9	Measure under development	Under consideration	Annual	Jurisdiction and sector data				✓	✓	✓	✓

- (a) For national benchmarks (years 3, 5 and 7) the agreed standard is 'a minimum standard without which a student would have difficulty progressing at school'.
- (b) National assessment of reading in year 9 to start from 2007.
- (c) For the PISA reading scale, the proficient standard is agreed to be Level 3.
- (d) Subject to MCEETYA agreement to participate in PISA post-2006.
- (e) National assessment of writing in year 9 to start from 2007.
- (f) Under discussion – reporting will be delayed pending introduction of enhanced literacy and numeracy measures.
- (g) National assessment in numeracy in year 9 to start from 2007.
- (h) Under consideration.
- (i) For year 6 science literacy, the proficient standard is set at Band 3.2 within the National Assessment Program.
- (j) Standard to be set following results of PISA 2006.
- (k) Under consideration.
- (l) Standards to be developed during the second half of 2005.
- (m) Standards to be set in 2006 following completion of the first cycle of testing.
- (n) State and Territory data against the new measure will be reported from 2004 to 2006 using an Australian Bureau of Statistics Classification of Qualifications (ABSCQ)-based series for five-year movements for States and Territories for the 2004, 2005 and 2006 editions of the *National Report on Schooling in Australia*, and other national reports.
- (o) State and Territory data against the new measure will be reported from 2004 to 2006 using an ABSCQ-based series for five-year movements for States and Territories for the 2004, 2005 and 2006 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 III or above qualification at secondary school.

Other matters related to measuring the performance of Australian schooling

There were some other matters under discussion during 2005 that are likely to have an impact on the process of measuring the performance of Australian schooling.

Nationally consistent curriculum outcomes

At the 2003 MCEETYA meeting, ministers noted the considerable amount of work that had been done to map curriculum approaches across jurisdictions and to identify areas of both commonality and difference. As a result, they initiated a national project to deliver consistent curriculum outcomes in all schools across Australia in the four domains of English, science, mathematics and civics and citizenship. They approved, in the first instance, the development of Statements of Learning in English, which were approved by all ministers in 2004.

The development of the Statements of Learning in other domains, including in Information and Communication Technologies (ICT), commenced in 2005. ICT was added in line with the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, which requires education authorities to commit to develop Statements of Learning in English, science, mathematics, civics and citizenship and ICT for years 3, 5, 7 and 9 by January 2006 and to implement them by January 2008.

The work was undertaken by Curriculum Corporation, with a team of curriculum writers seconded from several jurisdictions. Consultations were conducted within each jurisdiction involving subject experts and teachers in the government and non-government sector.

The Statements of Learning describe the knowledge, skills and understandings and capacities that all students in Australia should have the opportunity to learn and develop.

The 2005 MCEETYA meeting commissioned the development of a position paper on how Statements of Learning should inform, and be reflected in, syllabus and curriculum documents in all jurisdictions and how they could be linked to the national assessment and reporting program.

Common school starting age

At the 2004 MCEETYA meeting, ministers agreed to implement a 'uniform national starting age' by 2010, subject to the Australian Government agreeing to discuss cost implications with the affected States and Territories. To this end a Common School Starting Age and Associated Nomenclature project was set up and given the task of carrying out further analysis of the costs, benefits, risks, opportunities and impacts of implementing a common school starting age and associated nomenclature.

The project is being conducted by consultants and involves gathering of data and analysis, modelling of possible scenarios and exploration of potential implementation phases. During 2005, consultants gathered qualitative data including risk/opportunity analysis from education departments, non-government sector representatives and childcare representatives from all States and Territories. Their visits also involved risk/opportunity analysis sessions. These data were informed by a cost-benefit analysis, which will be included in the report to be considered by ministers at a future meeting.

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 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, 2005

Participation

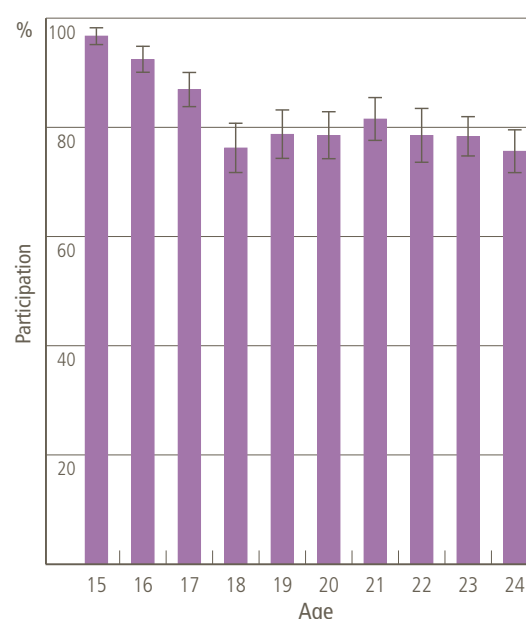
The term 'full-time participation rate' is used in this report to describe the endorsed key performance measures of

participation. The full-time participation rate is the proportion of the population, at specific ages, in full-time education or training, or in full-time work; or in both part-time work and part-time education or training.

Table 5.1 and Figure 5.1 show the full-time participation rates for 15–19-year-olds and 20–24-year-olds in each State and Territory and Australia as a whole for 2005, and Table 5.2 shows full-time participation rates for 15–24-year-olds in Australia from 1996 to 2005. Nationally, as in previous years, the participation rates for 15–18-year-olds declined as the age increased, with the largest change between consecutive year groups occurring between 17-year-olds (86.9 ± 2.0 percentage points) and 18-year-olds (76.2 ± 3.4 percentage points). This pattern is reflected in most States and Territories.

Similar declines were not apparent in the 20–24 years age group. However, the overall participation level for the 15–19 years age group for Australia was appreciably higher than for the 20–24 years age group.

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, 2005 (per cent)



Source: ABS, *Survey of Education and Work* (unpublished data), May 2005

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, 2005 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
NSW	95.8 ±2.5	90.9 ±3.6	86.2 ±4.0	78.1 ±8.1	80.1 ±6.5	79.1 ±7.0	81.0 ±5.6	76.7 ±5.3	80.2 ±7.1	75.3 ±7.1	86.2 ±2.7	78.4 ±3.1	82.3 ±2.3
Vic.	97.4 ±2.1	96.6 ±1.7	92.7 ±3.1	78.1 ±5.8	81.4 ±4.6	78.0 ±4.0	86.5 ±4.0	82.2 ±4.7	77.4 ±5.2	77.8 ±5.9	89.0 ±2.1	80.4 ±2.4	84.6 ±1.5
Qld	95.2 ±4.4	90.6 ±5.0	85.3 ±4.2	74.9 ±6.4	75.2 ±6.8	73.9 ±8.7	78.8 ±6.3	73.5 ±4.8	78.7 ±7.8	72.2 ±5.5	84.2 ±3.0	75.4 ±4.0	79.7 ±2.8
SA	100.0 ±0.0	90.6 ±7.1	81.8 ±7.1	68.5 ±11.2	74.7 ±9.6	83.6 ±7.7	71.2 ±7.4	84.9 ±6.8	79.4 ±6.3	74.9 ±8.4	82.7 ±3.4	78.8 ±3.2	80.8 ±2.2
WA	98.5 ±1.6	92.2 ±4.4	81.8 ±6.3	76.7 ±8.0	79.0 ±7.9	80.6 ±6.3	82.6 ±7.1	81.0 ±8.0	72.7 ±11.1	75.7 ±7.9	85.4 ±3.2	78.6 ±4.6	82.0 ±2.9
Tas.	95.8 ±5.7	92.8 ±9.6	85.8 ±9.2	75.1 ±11.2	70.5 ±15.9	80.9 ±10.8	77.9 ±13.2	77.1 ±9.6	72.0 ±12.1	81.3 ±15.1	84.2 ±4.6	77.9 ±6.7	81.2 ±3.8
NT	93.6 ±12.8	81.5 ±21.6	85.7 ±23.9	68.7 ±29.4	76.8 ±25.6	66.5 ±21.8	78.1 ±38.0	52.7 ±49.6	71.4 ±28.6	81.9 ±23.3	81.3 ±20.1	70.3 ±21.8	75.7 ±18.2
ACT	96.9 ±5.0	97.5 ±5.4	93.8 ±8.1	65.2 ±14.8	79.6 ±16.8	93.6 ±10.3	88.8 ±6.4	90.1 ±9.6	88.1 ±9.6	80.3 ±16.6	86.3 ±5.4	88.3 ±4.7	87.4 ±2.9
Aust.	96.7 ±1.6	92.4 ±1.9	86.9 ±2.0	76.2 ±3.4	78.7 ±3.2	78.5 ±3.6	81.5 ±2.8	78.5 ±2.5	78.3 ±3.4	75.6 ±2.8	86.1 ±1.2	78.5 ±1.2	82.2 ±0.8

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 2005

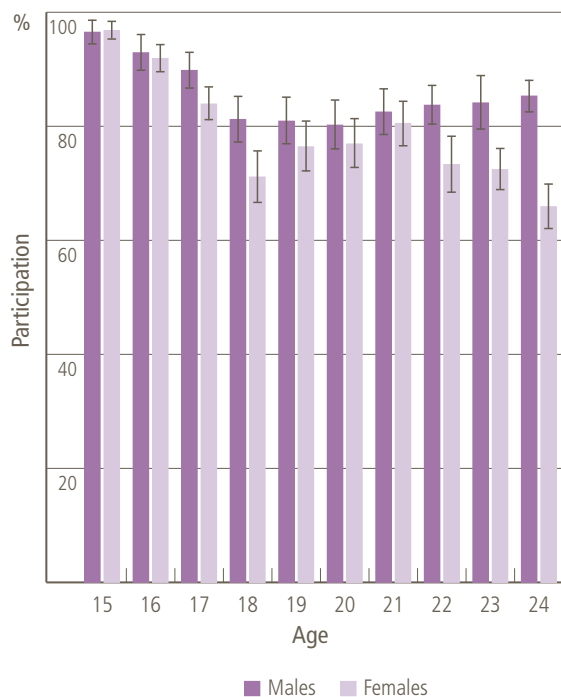
Table 5.2 Full-time participation rates of 15–24-year-olds in full-time education or training, or in full-time work; or in both part-time work and part-time education or training, Australia, 1996–2005 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
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	94.1	87.6	74.2	77.1	79.5	78.5	77.7	76.3	75.2
2005	96.7 ±1.6	92.4 ±1.9	86.9 ±2.0	76.2 ±3.4	78.7 ±3.2	78.5 ±3.6	81.5 ±2.8	78.5 ±2.5	78.3 ±3.4	75.6 ±2.8

Note: The percentages reported in this table include 95 per cent confidence intervals for the most recent year. 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), 1996–2005

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, 2005



Source: ABS, *Survey of Education and Work* (unpublished data), May 2005

Table 5.2 shows the full-time participation rates for 15–24-year-olds from 1996 to 2005. While participation rates fluctuated somewhat over this period, the participation rates of single-year age groups did not show an appreciable increase or decrease over time, except for the 21-year-old age group.

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 appreciably so for the 20–24 age group. For single-year age groups, this difference was particularly evident for 24-year-olds.

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 a similar trend as the data for 2003 and 2004.

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 5.3 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, 2005 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
Males	96.5 ±2.1	92.9 ±3.1	89.8 ±2.9	81.2 ±4.0	80.9 ±4.1	80.2 ±4.3	82.5 ±4.0	83.7 ±3.4	84.1 ±4.7	85.3 ±2.8	88.2 ±1.6	83.1 ±1.6	85.6 ±1.3
Females	96.8 ±1.5	91.9 ±2.4	83.9 ±3.1	71.1 ±4.5	76.4 ±4.4	76.9 ±4.3	80.5 ±3.9	73.3 ±4.9	72.4 ±3.6	65.9 ±3.9	83.9 ±1.6	73.8 ±2.3	78.7 ±1.5

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2005

Table 5.4 Percentage point difference in full-time participation rates 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
NSW	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
Vic.	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
Qld	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
SA	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
WA	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
Tas.	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
NT	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
ACT	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
Aust. ^(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 2000 and 2005. For most States and Territories, attainment levels of 20–24-year-olds did not change significantly from 2000 to 2005.

Table 5.6 and Figure 5.3 shows the percentage of 20–24-year-olds who have completed year 12 or gained a qualification at AQF Certificate II or above, by sex in Australia, between 2001 and 2005. The attainment levels for females were higher than males over this 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, 2000 and 2005

State/Territory	2000	2005
New South Wales	81.9 ± 4.8	82.7 ± 2.9
Victoria	81.8 ± 4.5	85.0 ± 2.5
Queensland	81.1 ± 5.2	82.6 ± 4.5
South Australia	76.5 ± 7.0	77.4 ± 2.7
Western Australia	73.6 ± 5.9	79.4 ± 4.8
Tasmania	65.6 ± 10.4	75.3 ± 7.4
Northern Territory	73.5 ± 22.3	85.7 ± 15.4
Australian Capital Territory	91.9 ± 12.4	91.1 ± 4.2

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2000 and 2005

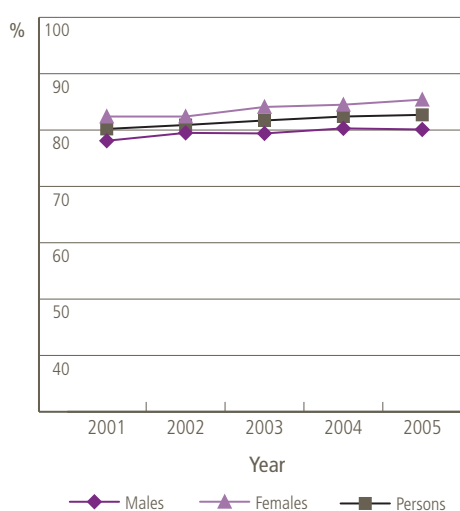
Table 5.6 Percentage of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by sex, Australia, 2001–05

	2001	2002	2003	2004	2005
Males	78.1 ± 2.1	79.5 ± 2.0	79.4 ± 1.8	80.3 ± 2.9	80.1 ± 2.0
Females	82.4 ± 1.5	82.4 ± 2.0	84.1 ± 2.0	84.5 ± 2.1	85.4 ± 1.4
Persons	80.2 ± 1.0	80.9 ± 1.5	81.7 ± 1.4	82.4 ± 1.8	82.7 ± 0.8

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 2001–05

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, 2001–05



Note: The percentages reported in this figure 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 2001–05

Attainment of 25–29-year-olds

Table 5.7 shows the percentage of 25–29-year-olds in each of the States and Territories who have gained a post secondary qualification at AQF Certificate III or above, in 2000 and 2005. There was an increase in the attainment levels for the

25–29-year-old age group from 2000 to 2005, although this increase was not significant in all States and Territories.

Table 5.8 and Figure 5.4 show the percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by sex in Australia, between 2001 and 2005. The attainment of females and of all 25–29-year-olds increased during this period.

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, 2000 and 2005

State/Territory	2000	2005
New South Wales	48.1 ± 3.7	56.9 ± 4.0
Victoria	50.2 ± 3.6	58.8 ± 2.3
Queensland	41.0 ± 3.9	54.4 ± 3.5
South Australia	37.3 ± 5.1	48.0 ± 5.2
Western Australia	44.0 ± 4.8	55.8 ± 4.7
Tasmania	36.4 ± 8.1	43.4 ± 6.0
Northern Territory	36.0 ± 13.4	43.8 ± 17.0
Australian Capital Territory	54.5 ± 10.5	65.5 ± 7.3

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2000 and 2005

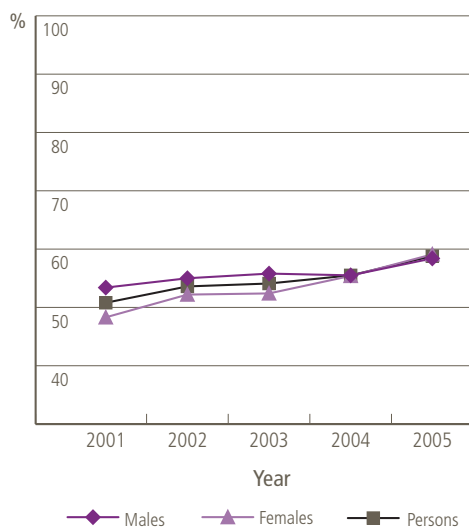
Table 5.8 Percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2001–05

	2001	2002	2003	2004	2005
Males	53.4 ± 2.2	55.0 ± 2.6	55.8 ± 2.7	55.5 ± 2.8	58.4 ± 2.6
Females	48.3 ± 2.3	52.2 ± 2.6	52.4 ± 2.6	55.4 ± 2.6	59.1 ± 1.8
Persons	50.8 ± 1.7	53.6 ± 1.9	54.1 ± 1.9	55.5 ± 2.0	58.8 ± 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 2001–05

Figure 5.4 Percentage of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2001–05



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 2001–05

Chapter 6

Literacy and numeracy student outcomes

Overview

In 2005, 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 also agreed that benchmarking for years 9 or 10 be postponed until the findings of the Organisation for Economic Co-operation and Development's Programme for International Student Assessment project became available. This project involves the collection of data from Australia and other countries.

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.

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 focused 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.

In response to the Australian Government paper, Broadening the Reporting Agenda, discussed at the July 2003 MCEETYA meeting, ministers requested the Performance Measurement and Reporting Taskforce (PMRT) to pursue enhanced reporting of literacy and numeracy outcomes at years 3, 5 and 7 and to report back to ministers. The PMRT December 2004 report to ministers recommended a mixed model for enhancing literacy and numeracy measurement and reporting. This would enable common instruments to be administered, as either a random sample test in addition to the State-based tests, or as a full cohort test replacing the existing tests. Ministers' support of the proposals in the report was reserved, pending the results of a trial of the common instruments and further information about the likely costs of the mixed model approach.

At the May 2005 MCEETYA meeting, ministers agreed that the PMRT conduct a trial of new common instruments in literacy and numeracy for years 3, 5 and 7 in a sample of schools in all States and Territories in the first half of 2006. Ministers also requested the PMRT to prepare a report on the trial, including details of the suitability of Statements of Learning for the development of national tests at years 3, 5, 7 and 9.

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 2005. For example, while the early years of schooling received a significant level of intervention assistance, intervention programs were also extended into the upper primary and middle years of secondary schooling.

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 2005, the National Literacy and Numeracy Plan was implemented in diverse ways across jurisdictions:

- A range of programs focused on students' acquisition of foundation literacy and numeracy principles in the early years of schooling. These included the Early Years Literacy Program in Victoria, the Early Literacy Initiative in New South Wales and, for numeracy, the Count Me In Too program, developed by the New South Wales Department of Education and Training, and used across jurisdictions and sectors.
- Early intervention strategies for students identified as having difficulty were implemented across States and Territories, promoting 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. In the Australian Capital Territory, the cross-sectoral Parents as Tutors Program provided ongoing support at a whole-school level, for students who had failed to develop age-appropriate literacy skills. The program also emphasised the involvement of parents/care-givers in developing their children's understandings through home-school support. Support networks and early intervention programs also operate in other States and Territories, providing localised, targeted responses to meet the needs of students at educational risk.
- Assisting students from language backgrounds other than English to achieve positive literacy learning outcomes was a focus of the Tasmanian English as a Second Language program; the Association of Independent Schools of South Australia's specialist advisers in English as a Second Language; the Western Australian English as a Second Language General Support Program and the Northern Territory ESL/ESD Specialist Support Program. Support for Indigenous students speaking non-standard dialects of English was also a key focus of the Australian Government English as a Second Language for Indigenous Language Speaking Students; the Northern Territory ESL/ESD Program; the Western Australian Aboriginal Literacy Strategy; and the Tasmanian Aboriginal Literacy Program: Early Childhood.

Research initiatives and professional development

In 2005, 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 2005, 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.

The Victorian Regional Reading Recovery Tutors provided literacy intervention programs, delivered in small-group instructional settings, to train and support teachers to diagnose, plan for and deliver targeted individual literacy support. Queensland provided training programs to schools to further support the implementation of the 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*. The package is a compendium of resources provided to all Queensland government schools to enhance teachers' professional knowledge in teaching literacy and reading. In New South Wales, three online professional learning programs provided support for teachers in primary schools: Early Literacy Online, Literacy Action Research Kit and Count Me In Too Online.

Reading, writing and numeracy benchmark results

MCEETYA *National Benchmark Results for Reading, Writing and Numeracy – Years 3, 5 and 7, 2005*, were published online and print, in March 2007.

Implementing the National Literacy and Numeracy Plan

The following section provides information on national initiatives undertaken in 2005 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

National Literacy and Numeracy Week

National Literacy and Numeracy Week (NLNW) 2005 was held from 29 August to 4 September.

NLNW is an Australian Government initiative conducted in collaboration with the States and Territories to celebrate and acknowledge the significant work that is undertaken across Australia to improve young people's literacy and numeracy skills; to build on national initiatives to improve young Australians' literacy and numeracy standards, and to provide recognition for the successful results already achieved.

In 2005, twelve Excellence Awards for schools of \$10,000 each were presented to primary and secondary schools across Australia. The 2005 NLNW celebrations also marked the introduction of the Highly Commended Awards. These awards of \$5,000, replaced the Achievement Awards of \$2,000, offered previously. In 2005, there were 45 Highly Commended Awards offered, with prizes totalling \$345,000.

The Minister's Awards for Outstanding Contribution to Improving Literacy and/or Numeracy Outcomes, worth \$10,000 each, were presented to five individuals for their work in improving literacy and/or numeracy outcomes in their community.

A key event of NLNW, held since 2001, is the National Simultaneous Storytime, coordinated by the Australian Library and Information Association. On Friday 2 September 2005, at 11.00am AEST, the book *Wombat Stew* by Marcia Vaughn and Pamela Lofts was read aloud to young children in public libraries, primary and preschool libraries and early childhood centres across Australia.

Reach for the Stars, an innovative NLNW event developed by the Australian Association of Mathematics Teachers and supported by the Australian Government, was conducted again in 2005. The event, targeted to primary students, encourages the development of numeracy skills through students' involvement in a single, core activity with a numeracy focus.

Cross-promotion continued for the Dorothea Mackellar Poetry Awards. These awards are the largest national 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://dorothea.com.au/>.

Australian Government funding in support of the National Literacy and Numeracy Plan

On 1 January 2005, a new overarching Literacy, Numeracy and Special Learning Needs Programme was introduced for the 2005-08 funding quadrennium under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*. This Australian Government programme significantly contributes towards implementing the National Literacy and Numeracy Plan and is the main source of targeted Australian Government funding for students with disabilities.

The program will provide an estimated \$2 billion over the quadrennium to support the most educationally disadvantaged students, including students with disabilities. Under the Schools Grants element of this program, the Australian Government will provide an estimated \$1.8 billion over the quadrennium. For 2005, the national allocation for the Schools Grants element was an estimated \$425 million.

New South Wales

Government sector

Policies and programs

The development of the National Literacy and Numeracy Plan coincided with the New South Wales government's launching of the State Literacy Strategy in 1997. From 1999, the Literacy Strategy became part of the broader State Literacy and Numeracy Plan. Over 2005–06, the New South Wales government provided

a total of \$131 million to support a range of literacy and numeracy initiatives and programs in government schools.

The Premier's Reading Challenge, now in its third year, was a profound success. In 2005, 226,065 students participated and 85,759 students completed the Challenge, representing an increase of 46 per cent of students attempting and 141 per cent of those completing the Challenge from the previous year. In 2005, parent literacy and numeracy brochures were distributed to all schools to assist parents with children from pre-school to year 6. The year 7 brochure was translated into six languages and was made available on the New South Wales National Literacy and Numeracy Week website at: <http://www.nlnw.nsw.edu.au/parentb.htm>.

The Early Literacy Initiative focused on improving literacy outcomes and reducing the achievement gap for students in participating low socioeconomic status schools, prior to the Basic Skills Test. The Early Literacy Initiative provides these schools with consultancy support from 17 specifically trained Early Literacy Initiative Facilitators who deliver professional learning on quality mainstream assessing, teaching and learning within the context of the English K–6 syllabus.

The TAFE accredited Peer Tutor Training program continued as part of the government's commitment to assist students in the middle years of schooling who have not developed adequate literacy and numeracy skills, knowledge and understanding. The program provides trained tutors with a nationally accredited TAFE qualification as they support junior students and has a significant effect on the literacy results of high school students in all subjects.

In 2005, 66 schools organised into 15 clusters across the State, participated in the Literacy in the Middle Years of Schooling project. Further information about the project is available online at: <http://tppp.janison.com/lark/index.asp>. The Counting On project for middle years' students also continued and operated on a needs-based regional model, for schools that prioritised this program within their management plan.

Intervention

In 2005, the New South Wales government allocated more than \$32 million to Reading Recovery, a program for students in the second year of primary schooling identified as most in need of extra assistance in reading and writing. The program was implemented in 831 schools by 928 teachers and supported

8,015 students. By the close of the school year, 87 per cent of students who completed the program met the program's standard for literacy achievement. Each year, Reading Recovery students who meet the program's standards are tracked through to year 3 and year 5 Basic Skills Test: Literacy. In the absence of effective intervention it is expected that Reading Recovery students will be in Band 1. However in 2005, for the year 3 Basic Skills Test, 81 per cent of identified Reading Recovery students from 2003 performed at or above the minimum standard. For the year 5 Basic Skills Test, 88 per cent of identified Reading Recovery students from 2001 performed at or above the minimum standard. By the close of 2005, 2,700 teachers had completed training in specialist Reading Recovery techniques. These teachers were trained and assisted by 30 Reading Recovery tutors and two tutor trainers. Further information about the New South Wales Reading Recovery program is available online at: <http://www.schools.nsw.edu.au/studentsupport/programs/readingrecovery/index.php>.

The \$105 million Learning Assistance Program provided support to a broad range of students who experience difficulties in learning, regardless of the cause, including students with mild intellectual disabilities, language disorders and dyslexia. In 2005, through the Learning Assistance Program, 1,357 Support Teachers Learning Assistance assisted students with additional learning needs and their teachers. Of these:

- 40 Assistant Principals Learning Assistance provided local coordination and professional support to Support Teachers Learning Assistance networks and class teachers in the identification and support of students experiencing difficulties with literacy and numeracy
- 69.5 designated regional Support Teachers Learning Assistance provided additional intensive support to students with significant learning difficulties in their home schools
- 64.7 Support Teachers Learning Assistance for early school support worked with Kindergarten to year 2 students with mild intellectual disabilities in regular classes
- 70 Support Teachers Learning Assistance provided intensive short-term support in reading and language to students enrolled in special classes.

Professional development

In 2005, regional literacy and mathematics consultants continued to provide targeted professional development

for teachers to assist them to meet the specific literacy and numeracy needs of students.

The Count Me In Too numeracy program was supported in New South Wales government primary schools through a devolved model. This program utilises a synthesis of research into how children learn mathematics and this research is organised into a learning framework to provide teachers with a strong sense of direction in teaching the mathematics syllabus. In 2005, 87 Count Me In Too school-based facilitators and 30 consultants attended two conferences, each of two days duration. The conferences provided support for the implementation of the Count Me In Too numeracy program as well as support for the implementation of the K-6 mathematics syllabus.

Three online professional learning programs provided specific support for teachers working in primary schools: Early Literacy Online (<http://www.qtp.nsw.edu.au/elo>); The Literacy Action Research Kit (<http://www.qtp.nsw.edu.au/lark>) and Count Me In Too Online (<http://www.curriculumsupport.education.nsw.gov.au/countmein/index.htm>).

Catholic sector

Policies and programs

In 2005, New South Wales Catholic school authorities continued to implement policies and initiatives to support the National Literacy and Numeracy Plan, specifically in the area of early literacy and numeracy intervention and professional development. Literacy and numeracy plans developed by New South Wales Catholic dioceses and congregational schools outlined strategic approaches to improving literacy and numeracy outcomes.

Intervention

The following early intervention programs, activities and strategies are representative of those implemented across the New South Wales Catholic sector in 2005, and are designed to assess all students by their teachers as early as possible in their first years of schooling.

- assessment for all Kindergarten students in Term 1 to identify accurate starting points for their learning, for example, through the Phonemic Awareness Assessment or the Observational Survey

- the Reading Recovery program for the 20 per cent of low achieving year 1 students
- specific reading instructional strategies, including guided reading and writing; shared and modelled reading; direct and explicit instruction
- building on the implementation of the K–6 Count Me In Too Mathematics program, including consultancy support and teacher relief to conduct individual assessments
- support for in-class tuition programs for Indigenous students
- development of home–school partnerships such as Reading on a Rug program; Home Reading programs; back-pack resource kit for early readers and writers.

Professional development

Literacy and numeracy plans developed by New South Wales Catholic dioceses and congregational schools outlined strategic approaches to improving literacy and numeracy outcomes. The following professional development programs and activities are representative of those undertaken across the New South Wales Catholic sector in 2005:

- Reflection Empowerment and Learning in Mathematics (REaL Maths), assisting school leaders in Parramatta Diocese to develop whole-school commitment to mathematics
- developing a Numeracy Block, involving action research and shared practice
- the Reading Recovery program, the preferred early intervention strategy across many New South Wales Catholic dioceses
- Language Teachers of Text Types project, supporting teachers of students with English as a second language
- training of numeracy focus teachers in primary schools, focusing on number, space and measurement.

Independent sector

The Association of Independent Schools of New South Wales supported the National Literacy and Numeracy Plan through a range of intervention and professional development programs.

Intervention

Independent schools selected and implemented literacy and numeracy interventions considered most appropriate for each school, such as school-based projects and the use of commercial materials.

Professional development

Independent schools developed their own professional development schedules to support the National Literacy and Numeracy Plan. These activities were implemented in flexible delivery modes and involved both in-school activities and selected initiatives to complement their intervention strategy. For literacy, early years programs included the Off to a Good Start in Reading, a two-day course addressing the critical components of early reading, such as phonological and phonemic awareness and concepts about print, as identified in research. Included in all sessions were activities focusing on assessment for learning and assessment of learning. Primary and middle schools opted to participate in professional learning activities such as Literacy Teaching and Learning: It's More Than Text Types and Learning About Writing: Teaching Grammar to Students.

Many schools allocated significant resources to participate in sustained numeracy professional development such as Learning in Early Numeracy and Learning In Numeracy. Each project consisted of 20 hours professional development and was designed to support the whole school staff (K–year 8) understand, assess and develop the mathematical thinking of students. The Learning in Early Numeracy assessment was used in years K–4, but was also appropriate for students at risk in years 5 and 6. The Learning in Numeracy project was designed to assess students in years 5 to 8. Both projects were based on the results of a longitudinal study conducted by Clark *et al.*, in Victorian schools from 1999 to 2001.

Victoria

Government sector

Policies and programs

In 2005, a range of initiatives continued to be developed in response to the Blueprint for Government Schools (available online at: <http://www.education.vic.gov.au/about/publications/>)

policy/blueprint.htm/). Flagship Strategy 1: Student Learning (available online at: <http://www.sofweb.vic.edu.au/blueprint/fs1/>) and the Principles of Learning and Teaching P–12 initiative (available online at: <http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>) provided a structure to help teachers focus their professional learning in the areas of literacy and numeracy.

Curriculum Planning Guidelines continued to be 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 showcasing leading practice in schools also facilitated the adoption of innovative approaches to learning, teaching and school organisation across Victoria. Further information is available online at: <http://www.sofweb.vic.edu.au/knowledgebank/>.

In 2005, early years programs 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 (information about which is online at: <http://www.sofweb.vic.edu.au/eyl/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/eyl/>. Additional funding was provided to identified schools with significant numbers of students with higher needs. Equity guidelines were developed for these schools to assist them provide relevant support to students most in need of additional assistance. The guidelines are located online at: <http://www.sofweb.vic.edu.au/blueprint/fs1/equity/default.htm>.

Two research initiatives, Scaffolding Numeracy in the Middle Years Research Project and Improving Middle Years Maths and Science Research Project, continued in 2005, aimed at providing direction and support for reforming the teaching and learning of numeracy, mathematics and science. Information about these projects can be obtained online from: <http://www.education.vic.gov.au/studentlearning/teachingresources/maths/snmy/default.htm> and <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 2005, the Koorie Literacy Links project (Preparatory year to year 4), Middle Years Literacy Link project (years 7 to 9) and the Koorie Middle Years Numeracy project (years 5 and 6) continued. More information about these projects can be found online at: <http://www.sofweb.vic.edu.au/koorie/overview.htm>.

In 2005, the Premier's Reading Challenge commenced. The level of interest was very high, with over 58,000 primary and secondary students completing the Challenge. Information about the Challenge is located online at: <http://www.education.vic.gov.au/prc/default.htm>.

Literacy and Numeracy Week was celebrated in 2005 with many school-based, regional and statewide activities, and web-based resources available to schools. National and State awards profiled literacy and numeracy achievements in schools. More information can be found online at: <http://www.education.vic.gov.au/about/events/litnumweek/default.htm>.

Assessment and reporting

Victorian government schools adopted an integrated School Improvement and Accountability Framework (available online at: <http://www.sofweb.vic.edu.au/standards/account/frame.htm>). 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
- statewide 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. All schools with year 1 enrolments received funding to support intervention programs for at least 20 per cent of students who required it. Further information is available online at: <http://www.sofweb.vic.edu.au/eys/>. 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). Information about Reading Recovery is located online at: <http://www.sofweb.vic.edu.au/eys/rr/guidelines.htm>.

Professional development

In 2005, a comprehensive, multi-layered professional development program continued to strengthen and extend implementation of the Early Years and Middle Years Literacy and Numeracy programs. Also, a series of workshops for identified schools were conducted to strengthen the knowledge of school leaders in analysing school level literacy and numeracy achievement data. Schools were able to effectively utilise their own data to plan purposeful teaching. In addition, a series of professional learning modules on the Principles of Learning and Teaching P–12 continued to be rolled out across the State. Further information about the Principles of Learning and Teaching P–12 is available online at: <http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>.

In 2005, 28 Reading Recovery teacher training centres operated across Victoria. Regional Reading Recovery Tutors and the Statewide Trainer continued to support teachers in ongoing Reading Recovery Intervention professional learning. Reading Recovery Tutors conducted 12 regional literacy intervention programs. The aim of these programs was to provide training and support for teachers to diagnose, plan for and deliver targeted individual literacy support in small-group instructional settings.

Catholic sector

Policies and programs

The Catholic Education Commission Victoria undertook a range of programs, professional development and intervention initiatives in 2005 to support the implementation of the National Literacy and Numeracy Plan. Literacy Advance is the Catholic Education Commission Victoria's systemic reform strategy to improve literacy teaching and student achievement, and focuses on four stages of schooling: early, primary, middle and secondary years.

The research project, Literacy Assessment in Years 3 and 4, implemented by the Catholic Education Office Melbourne and supported by The University of Melbourne, continued in 2005. The project involved 20 research schools, and aimed 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. The findings of the project will inform advice to schools on literacy assessment that is congruent with the Victorian Essential Learning Standards at this stage of schooling.

Over several years, the Catholic Education Commission Victoria has developed and implemented three programs to assist schools to focus on their numeracy and mathematics development. In 2005, these three programs (SINE P–4, SINE 5–6 and SINE 5–8) were streamlined into two: SINE P–4 and SINE 5–8. In 2005, these programs enable the Catholic Education Commission Victoria's numeracy strategy to work in a systematic way with primary and secondary schools and focused on the development of a learning framework in Number.

In 2005, a Victorian Certificate of Education program was created to assist those schools that participated in the year 9–10 program in 2004, using Computer Algebra System (CAS) TI-89 calculators in the mathematics classrooms. Sixteen schools participated in the new Victorian Certificate of Education program and 11 schools continued in the year 9–10 program.

The Catholic Education Office Melbourne continued five action projects in the area of numeracy. These included the Fractions project (years 5–8); the Numbers, Patterns and Relationship (Links to Algebra) project (years 3–6); Gifted and Talented Learners in Mathematics project (years 5–8); Numeracy Assessment (years P–8) and Algebra Sense (years 7–8).

Intervention

A research project in the Melbourne Archdiocese, conducted in collaboration with the University of Melbourne, focused on difficult to accelerate students within the Reading Recovery program and reported its findings in 2005. The research found that successful progress for these learners is related to how their teachers orchestrate positive reading and writing opportunities through closely focused verbal support. The research supports a critical pathway in which children are identified and located within Reading Recovery interventions and will assist schools with Reading Recovery programming and the sector with

planning and professional learning focused on these 'at risk' learners.

The Middle Years Literacy Intervention Research project was established in 2005, to measure the impact of using the Learning to Read and the Learning to Learn strategy as intervention for struggling readers and writers, through analysis of qualitative and quantitative data. In 2005, the project report was released and identified significant gains for those middle years students targeted by the approach. In many cases, these gains involved students progressing across more than one Curriculum Standards Framework level during the length of the project. The strategy was implemented in 2005 and there are plans to track these students in 2006 to investigate the extent to which the reading gains are sustained over time.

Professional development

Schools in the Ballarat diocese placed a strong emphasis on oral language, writing and spelling, and on developing and strengthening the role and function of professional learning teams. A spaced professional development program was implemented in the diocese to enable middle years literacy leaders to plan, implement and maintain a whole-school literacy strategy. Schools in the Sandhurst diocese also placed an emphasis on oral language, with many schools also focusing on the spelling aspect of writing.

Teachers from 107 schools (31 secondary, 76 primary) across Melbourne participated in middle years clusters and professional development activities, either as new teachers to a cluster, a new school to an existing cluster, or in an ongoing capacity for teachers in established clusters. A small grant was provided to each cluster and fifteen schools also received Action Learning grants to further the middle years work in their individual school context.

Literacy professional development programs provided to secondary teachers in 2005 focused on the Secondary Literacy Network, the Middle Years Literacy project and the Middle Years Literacy Intervention Research project.

Independent sector

Policies and programs

In 2005, the Association of Independent Schools of Victoria developed and implemented a range of programs and initiatives

to support the National Literacy and Numeracy Plan. The Association of Independent Schools of Victoria supported nationally agreed benchmarks by assessing students at risk of not achieving literacy and numeracy outcomes.

In conjunction with the Victorian Department of Education and Training and the Catholic Education Commission of Victoria, the Association of Independent Schools of Victoria participated in National Literacy and Numeracy Week and worked with schools to develop projects to link them with the wider community through literacy and numeracy activities.

Intervention

In 2005, the Association of Independent Schools of Victoria developed and facilitated a range of intervention programs for Victorian schools in the independent sector. Reading Recovery and the Western Australian program, First Steps Literacy (Reading, Writing, Spelling and Oral Language) were intervention programs used for literacy. The 'Caulfield Cluster Group', formed at the beginning of 2005, was an initiative designed to support learning for students in the middle years. This project provided additional opportunities for teachers and schools to work together to strengthen and explore effective assessment practices related to literacy. As a result of the work underway through the project, 'cluster' schools are making a significant contribution to the achievements of their students.

Professional development

The Literacy Special Learning Needs Professional Learning program at the Association of Independent Schools of Victoria provided teachers with access to a range of opportunities to engage in a process of learning. In 2005, 42 workshops and seminars provided teachers with the chance to train in a range of programs. The Association of Independent Schools of Victoria's professional learning activities are advertised widely throughout the three education sectors in Victoria. In 2005, professional learning opportunities for literacy included Early Years Literacy Coordinator Training and First Steps Literacy Coordinator. For numeracy, professional learning included Early Years Numeracy Coordinator Training and Middle Years Numeracy Technology in the Numeracy Classroom. For English as a Second Language, professional learning included ESL in the Mainstream and Getting Started with an ESL Program. Preparatory year Entry Assessment training was also conducted.

The Association of Independent Schools of Victoria also facilitated on-site professional learning related to the needs identified by a school in literacy or numeracy through the Professional Learning in Residence initiative. School teams were given the opportunity to plan, develop and implement their own classroom-based research on an aspect of teaching or learning improvement. Professional Learning consultants supported schools to implement the project.

Queensland

Government sector

Policies and programs

During 2005, Education Queensland continued to implement initiatives that supported the recommendations of *Literate Futures: Report of the Literacy Review for Queensland State Schools*. The Literate Futures initiative represents a long-term commitment to dedicate resources and focus efforts on literacy across the government school system. The priority areas within this initiative are whole-school planning and community partnerships, student diversity, the teaching of reading and future literacies. The teaching of reading within an integrated and balanced framework continued to be a focus in 2005 with staff learning more about the teaching of reading, including the teaching of multiliteracies. Teachers reviewed their practices and developed and refined pedagogies to effectively meet the literacy learning needs of their diverse student communities.

Through its statewide projects, Education Queensland emphasises that all teachers are teachers of literacy. The Australian Government Department of Education, Science and Training funded Literacy and Numeracy in the Middle Years Project focused on the alignment of assessment, curriculum and pedagogy through development of teachers' knowledge about literacies and numeracies in the curriculum and the way they interface or connect with curricular knowledge of the learning areas. All teachers were encouraged to examine the link between knowledge and literacies and numeracies in the learning areas and to explicitly teach and assess these.

A strategic plan, *Literacy – the Key to Learning: Framework for Action 2006–2008*, was developed and will be published in 2006. This framework includes four major action areas: student learning, professional development of teachers, literacies in the

curriculum and literacy leadership. The Framework details the practical steps required to improve outcomes for all students in Education Queensland schools. The numeracy strategy is currently in the early implementation stage.

Intervention

Primary school students with difficulties in literacy and/or numeracy continued to benefit from programs that provided intervention and support such as: Reading Recovery, learning support teaching, school initiated support, and intervention based on the results of the Year 2 Diagnostic Net and the Year 5 test. During 2005, Reading Recovery was implemented in 440 state schools involving 5,233 students, 513 Reading Recovery teachers, 18.5 tutors, a State trainer and a State coordinator.

Queensland schools continued to implement the Year 2 Diagnostic Net across years 1 to 3. This process involved teachers mapping students across the first three years at school on developmental continua in reading, writing and number, moderating their judgments and reporting to parents on student progress at each of these year levels.

The Interventions in Literacy and Numeracy research project is inter-sectoral and forms 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

Education Queensland continued to provide professional development for the school-based workforce. Professional development in literacy and numeracy is promoted in all regions through curriculum support funding. During 2005, trained key facilitators from each district worked with school-based personnel to support the effective implementation and use of the CD-ROM and video packages, *Literate Futures: Professional Development – the Teaching of Reading for a Multiliterate World P–7 and P–12*.

Queensland National Literacy and Numeracy Week 2005 was the most successful to date, in terms of increased student and teacher participation and entries into the school awards. Schools across the State celebrated with their communities and over 250 schools were involved in regional conferences to share professional development that identified and promoted excellence in literacy and numeracy education. Over 200 principals, teachers and school leaders attended the Learning Together State Conference to further enhance and share stories of effective practice in literacy and numeracy teaching.

Education Queensland also provided access to online teaching ideas and practices, interactive projects and resources through the Curriculum Exchange. The redevelopment of the program's website to ensure user-friendly access has supported the literacy and numeracy professional learning of teachers and the sharing of professional resources. Collaborative Online Projects were launched in April 2005. The growing range of online resources is readily accessed through the Learning Place Curriculum Exchange, at: <http://learningplace.eq.edu.au/cx/resources/access/index.jsp>.

Catholic sector

Policies and programs

In 2005, the Queensland Catholic Education Commission undertook a range of intervention and professional development initiatives in literacy and numeracy that were supported by Literacy Numeracy and Special Learning Needs program funds. In 2005, schools continued to use results from the 2004 year 3, 5 and 7 testing program, in conjunction with school based assessment data to monitor student progress, and the initiative, Stepping Out (reading and viewing) was implemented.

Professional development

A range of professional development opportunities were available for Queensland Catholic Education teachers in 2005. A Diocesan Literacy Coordinator worked with primary and secondary teachers in the provision of professional development and the development of school literacy plans. Professional development in-service activities have been held on aspects of the new Queensland English and Mathematics syllabuses, particularly with regard to the exploration of different approaches to the teaching and learning of literacy, with a focus

on critical literacy. Parents also attended in-service activities on these issues and teachers attended a conference during National Literacy and Numeracy Week that explored implementation issues associated with the new Mathematics and English syllabuses.

Professional learning for early years teachers focused on the implementation of literacy-focused teaching time (literacy blocks) with the emphasis on appropriate and effective pedagogy. The grant for National Literacy and Numeracy Week facilitated the organisation of a conference for teachers on the theme 'Libraries, Learning and Literacy'.

Independent sector

Policies and programs

In 2005, Independent Schools Queensland continued to undertake a range of activities to support the National Literacy and Numeracy Plan. Schools developed or implemented their Literacy and Numeracy Plans that involved whole-school approaches to early intervention and learning support, particularly for early and middle years students. Some schools supported individualised programs, such as reading support and professional development.

The Independent Schools Queensland Focus on Assessment Project was initiated to support changes in assessment practice in schools to improve the literacy and/or numeracy outcomes of educationally disadvantaged students. The overarching objective of the project is to facilitate the development of a whole-school assessment culture that focuses on assessment for learning, the development of quality assessment tasks and consistency of teacher judgment. Thirteen schools were offered grants of up to \$10,000. Participating schools submitted exemplars of assessment items and units of work and presented their work at a workshop in November. Professional development days for facilitators and school leaders were held to ensure the project was successfully implemented.

The Literacy and Numeracy Newsletter, initiated in 2004, was issued quarterly in 2005. The newsletter provides an opportunity to share what is happening with respect to projects under the Literacy, Numeracy and Special Learning Needs program, to provide information about professional learning and, more generally, to highlight issues pertinent to literacy and numeracy.

Professional development

A range of professional learning activities were undertaken in 2005 for Independent Schools Queensland schools. Some of these activities involved workshops focused on specific areas of literacy and numeracy, including Reading and Viewing; unpacking the year 3, 5, and 7 test data; the Early Years Literacy program; whole-school literacy planning and spelling strategies. While these workshops were an important part of the Literacy, Numeracy and Special Learning Needs program, Independent Schools Queensland also offered schools opportunities to engage in professional learning linked to whole-school approaches to literacy and numeracy, and grounded in teachers' everyday work. These focused on whole-school change and renewal and included the Focus on Assessment project and the Literacy and Numeracy Case Study project.

South Australia

Government sector

Policies and programs

During 2005, the Department of Education and Children's Services supported the implementation of the National Literacy and Numeracy Plan through early intervention strategies and professional development for teachers. The statewide Early Years Literacy Program (2005–07) underpins these initiatives and a range of strategies have been employed, such as three days of professional development per year for preschool to year 3 teachers, the employment of 150 mentor teachers to support classroom teachers and two Reading Recovery tutors to provide training for 40 Reading Recovery teachers.

In 2005, all State, Catholic and independent child care, preschools and schools (Reception to year 12) were invited to apply for funding to support their organisation of, and participation in, promotional activities within their local or district community during National Literacy and Numeracy Week.

During National Literacy and Numeracy Week, sites participated in a variety of activities including community showcases in rural areas and a Literacy and Numeracy Expo, for which over 900 registrations were received for the 37 sessions offered.

Intervention

An early intervention strategy employed by South Australian government schools was the collection of Running Records' data for year 1 students from a sample of schools. Baseline data was established with over 2,000 student records. All schools are expected to collect this data for year 1 and year 2 children in 2006, and professional development for teachers is being provided across the State to support this.

The School Entry Assessment – Planning for Learning (SEA) process is mandated for all students as they commence school. The School Entry Assessment supports teachers to collect information about the knowledge, skills and attitudes that children bring to school and to use this information to plan programs that meet their individual needs. Many schools have continued to use the School Entry Assessment process to regularly monitor students' literacy and numeracy progress, and implement relevant targeted teaching and learning programs throughout year 1 and year 2.

Professional development

Mentor support for teachers has involved modelling effective literacy pedagogy; assisting with the identification of students needing specific intervention; co-planning teaching, learning and assessment programs; and increasing understanding and use of literacy benchmarks and the literacy outcomes in the South Australian Curriculum Standards and Accountability Framework.

The Department of Education and Children's Services continues to promote the analysis of South Australian literacy and numeracy benchmark test data alongside a range of other data collected in classrooms, schools and districts. The professional development program includes State literacy and numeracy targets, national literacy and numeracy benchmarks, using data from the State Literacy and Numeracy Tests for planning at a whole-school, classroom or individual level, and using multiple data sources to improve literacy and numeracy achievement.

Catholic sector

Intervention

Early intervention strategies in literacy and numeracy continue to be a focus for South Australian Catholic schools in 2005. For literacy, Reading Recovery is endorsed and funded by the South

Australian Commission for Catholic Schools. For numeracy, early intervention is addressed within the Early Years Numeracy Project. Intervention strategies focus on identifying students' informal knowledge and linking this to the formal knowledge. This information is used to plan and implement effective learning experiences for all students.

Professional development

Key elements of professional development offered by Catholic Education South Australia are that it is long-term, sustainable and based on action research. The opportunities are delivered by a Literacy and Numeracy consultancy who often work beside teachers in their classrooms. A variety of literacy professional development opportunities were offered by central course work at the Catholic Education Office, including courses in functional grammar, teaching reading and teaching literacy in the early years. Sessions in each course were well spaced to allow teachers to reflect on any new learning and try to put some of their insights into practice in the classroom.

A range of schools and staff were involved in mini action research projects to develop their mathematics curriculum and pedagogy and to support students to achieve the benchmarks.

Three numeracy projects and networks were offered to assist teachers to reflect on their existing practices and to identify effective teaching and learning strategies that will support all students towards successful numeracy outcomes. The projects focused on assessment to inform teaching and involved case studies of student progress and the provision of intervention, as required.

Catholic Education South Australia also contributed time and professional expertise to the implementation of the trial of the Australian Government funded Tutorial Voucher Initiative by providing professional development for tutors.

Independent sector

Policies and programs

The Association of Independent Schools of South Australia (AISSA) undertook a range of activities in support of the National Literacy and Numeracy Plan. The Association of Independent Schools of South Australia (through the Literacy, Numeracy and

Special Learning Needs program) provides support to schools to identify students with disabilities and/or significant learning difficulties. Funding is provided for psychological and speech assessments, capital grants for items of equipment that support students to access the curriculum, and for additional in-school support.

Since 1999, all South Australian Independent schools have implemented the School Entry Assessment (SEA) procedures for Literacy and Numeracy that were developed by AISSA. Students participate in the SEA during their first term at school.

Ninety-two per cent of South Australian Independent schools use the Western Australian Literacy and Numeracy Assessment (WALNA). Eight per cent use the South Australian Literacy and Numeracy Test (LaN). The availability of sector level benchmarks data for reading, writing and numeracy has informed program directions.

Intervention

The Association of Independent Schools of South Australia employs specialist advisers in Literacy, Numeracy, Special Education, ESL and Indigenous education to provide a range of professional learning programs and assistance to schools in the early intervention of students experiencing difficulty in literacy and numeracy.

In 2005, the Association of Independent Schools of South Australia conducted workshops for schools to assist them in analysing their class and student benchmark data and in using this analysis to implement teaching strategies that improve the learning outcomes of students below or around the benchmarks. The improvement of these 'at risk' students is being tracked over time.

The Association of Independent Schools of South Australia initiated a research project in 2005 with nine independent primary schools in rural areas characterised by small enrolments, numbers of Indigenous students and low socio-economic status scores. The research involved an initial analysis of each school's 2004 benchmark data. Each school was then provided with additional, ongoing specialist advice and support to assist in the development of effective intervention programs to improve the benchmark results of their students and the outcomes of Indigenous students. This research project is ongoing to 2006.

Professional development

In 2005, the Association of Independent Schools of South Australia developed a model of professional learning that aimed to support schools to develop sustainable practices targeted at the specific and identified needs of students. This model is an integrated program approach comprising expert input, ongoing specialist advice and support, trial/implementation, critical reflection and informed pedagogy.

In 2005, the Association of Independent Schools of South Australia planned a series of workshops for reception teachers to review the School Entry Assessment – Planning for Learning procedures in light of current research about numeracy, mathematics and the Early Years Learner. These procedures will be updated in 2006.

In 2005, research was undertaken with school principals to determine the support they required to meet the needs of students at risk of not achieving satisfactory levels of literacy and numeracy. As a result, it was recommended that a Behaviour Management Adviser be appointed. A Register of Behaviour Management Consultants was also established to assist schools in accessing specialised support for students with learning difficulties.

Professional learning programs undertaken in 2005 reflect the significant emphasis that the Association of Independent Schools of South Australia places on early intervention and the early years. Professional learning programs for literacy included the School Entry Assessment; Teaching Aboriginal Students: Professional Development Workshop Program; and the New Arrivals and Minimal Speakers of English Workshop. For numeracy, professional learning programs undertaken in 2005 include Early Numeracy Interview; ICTS: Enhancing Numeracy Learning; and Constructing Meaningful Mathematics: Reception to Year 5. Special education professional learning included Speech and Language Workshops; Vision Screening Workshop; and Fine and Gross Motor Skills Workshop.

Western Australia

Government sector

Policies and programs

Improved literacy and numeracy is a key goal of the Western Australian Department of Education and Training's Plan for

Government Schools in 2004–07. Central to the plan is building a motivated and capable workforce.

The Getting it Right Literacy and Numeracy Strategy funded by State government sources of \$27 million over four years, 2001–05, provided for the training and deployment of specialist literacy or numeracy teachers in selected primary and district high schools to support classroom colleagues in diagnosing the needs of students who were struggling and providing programs to meet their needs. In 2005, 158 literacy and 148 numeracy Specialist Teachers, representing 200 Full Time Equivalent (FTE), worked in 289 primary and eight district high schools. The final report from an evaluation of the Getting it Right Literacy and Numeracy Strategy by the Australian Council for Educational Research was delivered in December 2005. The report provided a positive account of the strategy, highlighting the positive outcomes of the 'shoulder to shoulder' support the Specialist Teachers provided for their colleagues. Planning for the implementation of the secondary Getting it Right Literacy and Numeracy Strategy model commenced during 2005. The focus of this support will be on those students in year 8 whose progress in relation to the year 7 benchmark is of concern. The secondary Specialist Teachers will also receive 21 days of professional learning.

The Australian Government Literacy and Numeracy Program provides 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 2005, funds totaling \$8.1 million were allocated directly to 401 government schools using a formula based on their index of socioeconomic disadvantage and Preparatory year to year 10 enrolments. A weighting of 1.5 was applied to years 1 to 3 enrolments to reflect the Australian Government requirement that greater emphasis be placed on the early years of schooling. Australian Government Literacy and Numeracy Program funds of \$4.4 million provided English as a Second Language General Support for mainstream teachers with significant numbers of students from language backgrounds other than English, including Aboriginal students speaking non-standard dialects of English. During 2005, over 3,000 Stage 2 English as Second Language learners were supported in mainstream classes by Specialist Teachers.

In 2005, the Aboriginal Literacy Strategy was introduced in 43 Remote Teaching Service schools. The fundamental basis of the Aboriginal Literacy Strategy is to develop and train school personnel to deliver a consistent and sustained literacy program,

regardless of constantly changing personnel. It involves a daily literacy session with a minimum of two hours of literacy instruction to every student for each day they attend school. The session comprises a prescribed sequence of components that provide a framework for the planning and delivery of effective literacy instruction.

Intervention

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.

Professional development

Support officers from the Speech and Language Team were employed to deliver professional learning for school staff in relation to services for students with speech and language difficulties.

In 2005, two curriculum officers were employed and trained by Edith Cowan University Resources for Learning to present VETSteps. Eighteen district-based Enterprise and Vocational Education (EVE) co-ordinators were involved in facilitating and co-presenting the courses.

As part of the Aboriginal Literacy Strategy all school staff, principals, teachers and Aboriginal and Islander Education Officers received six days professional development over the school year and received further ongoing support through English Language and Literacy Consultants. The Indigenous Education Strategic Initiatives Program funded 37 Aboriginal Education Specialist Teachers, representing 17.5 FTE. All Specialist Teachers received 21 days of professional learning over their first two years of employment. Principals of participating schools attended a two-day seminar.

Catholic sector

Policies and programs

In 2005, the Catholic Education Office of Western Australia maintained a commitment to a targeted approach to improve achievement levels in literacy and numeracy through a range of initiatives.

Intervention

Reading Recovery is a short-term intervention and prevention program for students identified at risk in developing early literacy skills in year 1 and 2. All schools participating in the Raising Achievement In Schools (RAISE) program implement Reading Recovery in the second year of the initiative. Training and continued support is accessed through a partnership with Edith Cowan University.

Extending Mathematics Understanding is a short-term intervention and prevention program for students identified at risk of not developing early numeracy skills. Research and discussion commenced with Australian Catholic University, Ballarat, to enable the delivery of this program to a first cohort of teachers in 2006.

The Third Wave intervention research project, in partnership with Edith Cowan University, was established to assist schools to cater for those students who need long-term intervention in literacy. The trial will result in the development of a comprehensive professional program that will be offered to all schools within the system to assist them to support those students requiring long-term support in literacy and numeracy.

Professional development

The Raising Achievement in Schools program is a three-year, multi-tiered professional development program designed to assist schools develop and sustain a whole-school commitment to improved learning outcomes. Initially, schools support teachers to develop strong pedagogical knowledge and skills in gathering and using data to inform instruction in literacy by building strong support structures within the school. This includes the establishment of professional learning communities. Observation Survey Schools participating in the Raising Achievement in Schools initiative administered the full Observation Survey and Burt Word Reading Test to all students in years 1 and 2. This provided schools with up-to-date, finely tuned data at the beginning of the year to assist with development of the instructional program.

First Steps Reading and First Steps Mathematics schools participated in a number of whole-school professional learning opportunities designed to assist them to become familiar with the First Steps resource and to develop strong pedagogical skills in reading and mathematics instruction. Literacy Net schools

were provided with ready access and training in the use of the Literacy Net K–7. This tool assists teachers to monitor those students at risk and provides directions as to the focus of instruction for these students.

The Preschool Indicators in Primary School (PIPS) tool enables students who may be at risk of later reading failure to be identified within the first month of pre-primary education. All primary and composite schools administer the PIPS screening tool to all students in pre-primary. Students are then re-assessed to evaluate the effect of the pre-primary program to identify those children who may be at risk and need monitoring in the first year of formal instruction.

Independent sector

Policies and programs

The Association of Independent Schools of Western Australia implemented the National Literacy and Numeracy Plan utilising a range of strategies on student learning, professional learning and school policy development. These included direct funding to schools, action learning projects and specific professional learning.

In 2005, Association of Independent Schools of Western Australia schools were invited to apply for funding to implement programs to measurably improve literacy outcomes for educationally disadvantaged students. These included students with a language background other than English, Aboriginal and Torres Strait Islander students, students from low socioeconomic backgrounds and students who are performing below accepted minimum literacy standards, including students with learning difficulties. Eighty schools were funded under this strategy on the understanding that funds were to be used equitably (ensuring resources are targeted to students in greatest need), effectively (ensuring that resources are used to support the introduction of effective approaches) and efficiently (ensuring that resources are not consumed in administrative procedures).

Professional development

A range of action learning and spaced learning projects were made available to teachers in all Association of Independent Schools of Western Australia schools during 2005. The projects ranged from two to four days of professional learning and focused on the principles of assessment, teaching and learning

with a view towards effective pedagogy for all students.

The projects offered included Inquiry Based Learning; First Steps Facilitator Training; and Data Driven Teaching: Utilising assessment to inform literacy teaching in the early years. The Aboriginal Independent Community Schools Numeracy Project was also undertaken which involved visits to schools and working with Aboriginal Education Workers. A range of other professional learning opportunities for teachers in urban, rural and remote locations were also offered such as Guided Reading; Stepping Out Speaking, Listening and Thinking Course; and Supporting Reading in the Classroom. In addition, the Aboriginal Independent Community Schools Conference in Broome and the Combined Targeted Programs Conference in Albany were held.

Tasmania

Government sector

Policies and programs

The teaching of literacy and numeracy is a high priority in the Tasmanian Department of Education throughout all years of schooling. In 2005, the final year was marked of a three-year Literacy and Numeracy Plan that set the policy directions, co-ordinated and mapped projects across the State and outlined specific goals and outcomes. During the period 2002–05, a number of literacy and numeracy programs, projects, research and trials were undertaken. In 2005, consultative processes with literacy and numeracy support teachers were used to evaluate current programs and consider future directions. This process is continuing in 2006 and will inform the new plan.

A significant allocation of funds for literacy and numeracy was delivered directly to schools through the Schools Resource Package. These funds were allocated according to an agreed formula based on schools' needs indices. The purpose of this package was to support schools to achieve the goals outlined in the National Literacy and Numeracy Plan.

Standards have been developed for literacy and numeracy for all students from Kindergarten to year 10 and these are now being used to guide teachers in providing increased continuity and coherence in the programs they provide. All students were assessed against these standards for the first time at the end of 2005.

Intervention

During 2005, a number of intervention programs and approaches were in place in Tasmanian government schools. The Flying Start program, which provided an additional allocation of staff to all early childhood classrooms, continued to assist all students to achieve appropriate literacy and numeracy skills. The resource, *Unlocking Literacy*, developed in Tasmania in 2005, provided support to those working with primary and high school students requiring additional assistance with literacy. In 2005, nine schools across the State were also provided with support to trial a software program designed to improve reading skills.

The English as a Second Language (ESL) program focused on improving educational opportunities and outcomes for newly-arrived students by developing English language competence and facilitating participation in mainstream educational activities. ESL provision included co-planning, co-teaching and co-assessing, together with individual and small group instruction.

The Reading Recovery program, an early intervention program for year one students who require additional assistance to read and write, has been in place in Tasmania since 2001. The Restart project, which commenced in 2004, is a two-year initiative operating in some high schools that provides small group intervention for students experiencing difficulties in literacy, particularly in reading.

Aboriginal students were provided with literacy and numeracy support through a range of programs. The Aboriginal Literacy Program: Early Childhood employed Aboriginal education workers to work with teachers to increase the achievement of students and Student Think Tank focused on thinking and communicating for Aboriginal students and their teachers. The Indigenous Tutorial Assistance program provided literacy and/or numeracy in-class support for Aboriginal students in grades 4, 6 and 8 who failed to reach one or more of the benchmarks in the previous year.

Professional development

Professional learning for teachers in government schools was undertaken both as part of specific intervention projects such as Reading Recovery and Restart, and also as part of support for all students by improving the professional knowledge of teachers. Professional learning opportunities included a six day program for school leaders aimed at building leadership

density and understanding of key issues in numeracy. Another program targeted teachers in schools with identified high numbers of students not meeting benchmarks and focused on mental computation, fractions, decimals and percentages and proportional reasoning. Workshops introduced teachers to the key resource *Mental Computation: a Strategies Approach*, which provides clear guidelines for teaching mental computation and intervention for students who are not achieving.

Teacher professional learning was also enhanced by their involvement in a number of projects.

A research project organised in collaboration with RMIT University and the Victorian Department of Education and Training, looked at scaffolding numeracy in the middle years in a cluster of schools and on the explicit teaching of key ideas, assessment and intervention.

In addition, the Mathematical Foundation for an Innovative Australia within Reform-Based Learning Environments (MARBLE) research project, conducted in collaboration with the University of Tasmania, involved professional learning for teachers in mathematics/numeracy in two clusters of schools. The Australian Government Assessing for Literacy project provided opportunities for teachers to participate in targeted professional learning and action research in literacy assessment.

Literacy professional learning provided by the statewide team has included a focus on the four resources of literacy, literacy for teachers K–4, literacy for teachers of years 5–8 and multimedia. Trained facilitators have supported teachers of adolescent students through the Stepping Out professional learning modules in writing, reading, viewing, speaking and listening. Trained facilitators also delivered professional learning across the state using the First Steps resources designed to provide a strategic whole-school approach to improving students' literacy outcomes.

Catholic sector

Policies and programs

The Catholic Education Office of Tasmania is committed to supporting initiatives and strategies to improve learning and teaching for all students and to enable students to achieve to their potential, particularly in literacy and numeracy. In 2005, Catholic schools and their teachers continued the challenge to lift standards in English and mathematics by engaging with

data to inform practice, reviewing and refining repertoires of practice and setting targets for student improvement. Sustained support from the Catholic Education Office's Learning and Teaching Team is available to all schools, particularly those that have significant numbers of students with disabilities, from socioeconomically disadvantaged backgrounds, from non-English speaking backgrounds and/or with Indigenous backgrounds. The National Inquiry into the Teaching of Literacy (report and recommendations); the Statements of Learning; and the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act Regulations 2005* are particularly relevant to, and have impacted on, the focused delivery of the literacy and numeracy programs.

In 2005, a review of the administration of the Literacy and Numeracy program was conducted which resulted in the development of a number of initiatives to assist schools to support all students in literacy and numeracy. These initiatives included increased funding for systemic schools; implementing a whole-school approach towards literacy and numeracy; significant system support for schools with low socio-economic status and literacy and numeracy national benchmark results, and the introduction of assisting technology software to support students with learning difficulties to become confident learners.

The primary objective of the Literacy and Numeracy program is to improve outcomes for students from educationally disadvantaged backgrounds. The basic principles applied to allocating program funds are: the relative need of educational disadvantage of the school, including current resource level (equity); the effectiveness of programs such as First Steps Literacy and Numeracy and phonological and phonemic awareness programs; and the ongoing monitoring of structures, staffing and processes (efficiency). The size of the system and the geography of the State continue to lend themselves to a 'personal' approach to the administration, support and on going monitoring of the program. The main elements of the funding are: grants to schools; employment of two Education Officers to administer the program and to provide advice, ongoing support and monitoring of programs to schools; professional development in literacy, numeracy and inclusive practice; the purchase of relevant resources to support professional development and Literacy and Numeracy National Assessment (LANNA) tests for years 3, 5 and 7 (for 2005 and 2006).

Professional development

Implementing the National Literacy and Numeracy Plan, together with the Australian Government's two key publications *Literacy for All* (Department of Education, Employment, Training and Youth Affairs, 1998) and *Numeracy: a Priority for All* (Department of Education, Training and Youth Affairs, 2000) have played a pivotal role in professional development in Tasmanian Catholic schools. Literacy and Numeracy Education Officers provide professional learning to teachers to support improved literacy outcomes by fostering whole-school literacy practices, enabling teachers to reflect on their literacy teaching and articulate explicit processes and strategies, analysing PIPS and LANNA data to inform future directions and assist with appropriate planning.

Independent sector

Policies and programs

The Association of Independent Schools of Tasmania continued to work closely with the Department of Education and the Catholic Education Office to deliver professional learning and undertake cross-sectoral projects and grants. These included Literacy and Numeracy Week (NLNW) awards, e-learning grants to schools, the Middle Years Assessing for Literacy Project and the Australian Government Quality Teacher Program.

For the first time, in 2005 schools were offered the opportunity to receive supplementary grants for school-based action research projects that add value to students' learning in the middle years of schooling. The grants provided funding support for students in years 5–9 requiring extra support in literacy and numeracy. Eight schools were successful in receiving a grant of \$5,000.

Intervention

As a requirement for funding under the Australian Government's Literacy, Numeracy and Special Learning Needs program, individual schools were required to undertake screening and assessment and to conduct early intervention if necessary. Association of Independent Schools of Tasmania consultants continued to support teachers and teachers' aides in preparing Individual Educational Plans and curriculum modifications for students with disabilities and special needs in the areas of literacy and numeracy.

Professional development

During 2005, teachers were given the opportunity to participate in a range of professional learning opportunities across three sectors, including workshops for the First Steps program and the Unlocking Literacy, Number Sense, Stepping Out programs; professional learning for the Essential Learnings Framework; and professional learning in Being Literate and Being Numerate, Autism Spectrum Disorder, behaviour management strategies and the middle years Assessing for Literacy Project.

Northern Territory

Government sector

Policies and programs

The Northern Territory Department of Employment, Education and Training implemented a range of initiatives in 2005 to support the National Literacy and Numeracy Plan.

Since 2002, as part of the Northern Territory English Literacy and Numeracy Strategy, government schools have been required to develop an annual Literacy and Numeracy plan which provides the strategic direction for schools to improve literacy and numeracy outcomes of their students. The Department of Employment, Education and Training is moving to ensure that these school plans become data-informed strategic planning documents that detail gaps in student achievement and outline specific teaching and learning approaches to target and close these gaps.

The National Accelerated Literacy program aims to bridge the educational divide between Indigenous and non-Indigenous students in the Northern Territory by raising literacy levels using the Accelerated Literacy program methodology. The National Accelerated Literacy program is a 'lighthouse' project with a national scope and focus and its primary objective is to implement the Accelerated Literacy approach in 100 schools in the Northern Territory by the end of 2008, and to eventually be embedded within the system. During 2005, the Department of Employment, Education and Training continued to provide on going in-school training, mentoring, lesson analysis and feedback, demonstration lessons and co-planning support to Accelerated Learning teachers, school coordinators and support staff involved in the implementation. The success of the implementation to date has been reflected in the more than

average increases in literacy levels for Accelerated Learning students during 2005, with an overall Student Progress Rate of 1.46 reading year levels per year. By the end of 2005, there were 3,293 students participating in the project, 220 teachers undertaking training in the methodology and 27 schools actively teaching Accelerated Learning.

The Evaluation of Literacy Approaches project is a four-year longitudinal comparative study of the effectiveness of three literacy approaches suitable for early years. The project commenced planning in 2005 and will be implemented at the start of 2006. The Department of Employment, Education and Training initiative, funded from Australian Government targeted funds for the quadrennium 2005–08, includes collaboration between the Department of Employment, Education and Training, the Charles Darwin University and the Australian Council for Educational Research (ACER). The project focuses on measuring and assessing the resource costs, and is value added by each approach in relation to its effectiveness in improving student outcomes. The project will collect a range of qualitative and quantitative data on implementation of the programs.

The English as a Second Language for Indigenous Language Speaking Students program aims to facilitate the entry of Indigenous students to formal education by providing intensive English language tuition to each eligible student in their first formal year of schooling (year 1). In 2005, this Australian Government program involved 575 students from 69 participating schools with 28 full-time equivalent, or part-time teachers. Of the 575 students at the end of 2005, 512 were assessed. Professional development provided by the Indigenous Language Speaking Students program involved teaching and assessing oral language using Walking Talking Texts; sharing effective practice for experience program teachers; assessment and moderation for the program and teaching phonics in context.

Professional development

The Literacy and Numeracy Projects support schools to implement School Literacy and Numeracy plans. Professional development is tailored to the needs of whole schools, groups or individuals based on priorities identified in the plans. Support is also provided to analyse data and to facilitate the staff evaluation of plans at the end of the school year and the revision cycle of the plan.

In 2005 the Literacy and English as a Second Language (ESL) Projects provided centralised and school-based professional

development for teachers. This included programming for literacy teaching and assessment using the Northern Territory Curriculum Framework, Stepping Out Reading teacher courses and specialist ESL courses, eg ESL in Indigenous Schools and ESL in the Mainstream.

The English as a Second Language General Support program underwent a three-yearly review in November 2005, and recommendations are to be implemented in 2006. The program was renamed the English as a Second Language/English as a Second Dialect (ESL/ESD) Specialist Support Program to better reflect the specialist role of the ESL/ESD teacher. Sixty ESL/ESD specialist-teaching positions were deployed to schools in the Northern Territory. Scheduled professional development activities aim to increase the capacity of these teachers to effect change at the school level in catering for the needs of their ESL/ESD learners. Opportunities to network professionally are provided each term for specialist staff in the form of central or regional meetings, and the program manager or regional English as a Second Language Coordinators provide targeted professional development on site to schools.

English as a Second Language Coordinators, attached to a Group School (consisting of 10–12 small school sites) or regional clusters of schools, provided strategic assistance to schools based on identified needs. Officers also supported schools to meet the reporting and implementation requirements of the English as a Second Language for Indigenous Language Speaking Students program and the ESL/ESD Specialist Teachers program within these target schools. In addition to school-based provision of professional development, English as a Second Language Coordinators also present at regional or central professional development activities.

In 2005, the Numeracy Project continued to provide support to schools previously trained in the Count Me In Too: Number program. Central recall workshops, site visits and sessions were conducted through Interactive Distance Learning technology and facilitated by Numeracy Project Officers. Teachers from an additional 22 schools across the Northern Territory were trained in Count Me In Too: Number. A key part of this program is training teachers in the administration of the Schedule for Early Number Assessment – a diagnostic interview used with students to gather data used to inform teaching programs. Count Me In Too: Measurement has also been introduced to teachers in twelve schools across the Northern Territory. Over 30 schools have had extended site visits from Numeracy Project Officers

who provided support in documenting and implementing numeracy plans, curriculum development processes and the presentation of numeracy professional learning experiences. Furthermore, Numeracy Officers have played an active role in supporting a range of system-wide professional learning initiatives such as the Two-way Learning Schools: Numeracy and Group Schools conferences.

A strong emphasis continued to be placed on the contributions of practising classroom teachers in a number of literacy and numeracy initiatives. Teacher contributions include the development and trial of curriculum resources that reflect the learning and teaching needs of a wide range of teacher and student abilities within the Northern Territory, test item development and construction, moderation and the marking of the Common Writing Task in the Multi-level Assessment Program.

Catholic sector

Policies and programs

In 2005, Northern Territory Catholic schools continued to place a high priority on the implementation of the Northern Territory Literacy and Numeracy Strategy. At the system level there was a review of systemic curriculum service provision, including the support given to schools for literacy and numeracy. Recommendations from the review will lead to a restructuring of professional learning for staff and Catholic Education Office support during 2006 and beyond. A formal external review of the bilingual program was undertaken in one of the Catholic remote community schools.

The introduction of the MyInternet e-learning tool in several schools across the diocese during 2005 also provided a sharper focus for both student learning and staff professional learning in these key curriculum areas.

Professional development

A conference for all teachers in Catholic schools, Building Professional Learning Communities, was held in Darwin and Alice Springs during April 2005. A significant focus of this conference was the teaching of literacy and numeracy.

Funds continued to be made available to staff of Northern Territory Catholic schools through the Study Incentive Program to improve their professional competencies in literacy and numeracy curriculum areas.

Independent sector

Policies and programs

Independent schools in the Northern Territory continued to implement a variety of literacy and numeracy initiatives to enhance student outcomes during 2005. These initiatives included both new and ongoing programs and ranged from curriculum and intervention initiatives to screening, assessment and reporting procedures. Intervention programs for 'at risk' students were continued in all independent schools during 2005.

Nineteen independent schools in the Northern Territory were supported under the literacy and numeracy element of the Australian Government Literacy, Numeracy and Special Learning Needs Programme. The programme identified 803 students from 19 schools to receive support and 18 of the 19 schools employed staff to support students identified as being 'at risk'. The number and type of staff employed was dependent on the specific needs of the school to cater for the identified students. These positions included literacy and numeracy teachers working in coordination and direct teaching positions, classroom assistants, withdrawal assistants and tutors. Assessment of the identified students' progress was evident in the 19 schools supported under the Literacy, Numeracy and Special Learning Needs Programme. Tracking the students' progress through pre- and post-testing and the use of diagnostic testing increased during 2005.

Intervention

Each of the selected 19 schools undertook a student identification process in 2005 and used a variety of tools according to the needs of the school and the student. All schools used the benchmark data available from the Northern Territory Multi-level Assessment Program and the Northern Territory Curriculum Framework Profiles to identify students requiring assistance. Standardised tests; diagnostic tests; program specific tests; portfolios; teacher observation and anecdotal records were also used to varying degrees by the schools.

To provide assistance, schools utilised a variety of 'off the shelf' and specifically tailored programs to assist students identified as requiring assistance. These programs included Accelerated Literacy; the Ann Morrice method of literacy tuition; Sound Way and Accelerated Reader. In addition, 17 schools also developed and tailored programs to meet the specific needs of their students. The delivery mode of these programs varied according to the students' requirements and school resource capacity. The

modes of delivery included individual tuition, small-group tuition, regular in-class support and withdrawal.

Professional development

Four schools made specific reference to providing professional learning for both teaching and support staff under the Literacy, Numeracy and Special Learning Needs Programme.

Australian Capital Territory

Government sector

Policies and programs

The Australian Capital Territory (ACT) government continued to implement policies and programs in support of the National Literacy and Numeracy Plan in 2005. The Chief Minister's Reading Challenge that was launched in August 2004, saw the first year's participants receive their certificates in October, 2005. This Challenge aims to motivate students to read more widely for pleasure. Over thirty schools participated in this event. National Literacy and Numeracy Week was celebrated across Australian Capital Territory schools. Forty-two government schools and secondary colleges gained funding for celebrations of literacy and numeracy achievements within their school. Thirty-two schools and educational associations participated in the Expo. Two government primary schools were recognised for excellence in literacy and numeracy initiatives.

Continued collaboration with the University of Canberra in the Parents as Tutors Program, provided ongoing support to students who had not developed age-appropriate literacy skills after a number of other interventions. The program, based on the Scaffolding Literacy strategies, also trains parents to continue the support with their children. Approximately 80 students across government and non-government schools undertake the program each year. An evaluation of the Parents as Tutors program, which has been running since 1983, was undertaken by a Research Fellow at the University of Canberra. The evaluation, conducted through a survey of parent participants, indicated ongoing support for the program. The survey data confirmed that the program is effectively targeting poor readers and non-readers and many families indicated their need for ongoing support within mainstream schooling once they had completed the program. To address this need, consideration is being given to strategies that develop an increased partnership

between the providers and Learning Assistance teachers in schools.

Intervention

Early intervention is a key priority for the Australian Capital Territory government. Additional resourcing is provided to schools to implement Learning Assistance programs for students at risk in years K–10. Resourcing is based on the number of students who fall within the lowest 20 per cent of the cohort in system literacy and numeracy assessment programs. These resources are used to provide small-group withdrawal, in-class support, one-on-one tutoring and specialised literacy and numeracy programs within primary and high schools.

Early Literacy Officers continued to work intensively with teachers in schools. In 2005, an additional 11 schools were supported to strengthen teachers' knowledge and skills in delivering programs to effectively address the varied literacy needs of students in the early years of schooling. By the end of 2005, 58 schools, making up 83 per cent of government primary schools, had participated in the Early Literacy program.

In 2005, five schools were supported to train additional Reading Recovery teachers. This program assists students at risk through one-on-one tuition. Reading Recovery is a long running early intervention program of proven effectiveness. Twenty-six schools across the Australian Capital Territory implement this program and it is supported by the department through the provision of a trained tutor.

Professional development

During 2005, targeted professional learning to support teachers in delivering quality learning assistance programs in both literacy and numeracy was provided through a series of workshops, as part of the Learning Assistance Network structure. Topics included strategies to support struggling readers in the primary and high school years; scaffolding literacy; and identification of the similarities and differences between students requiring learning assistance and students for whom English is a second language.

The commitment to strengthening teachers' skills in literacy teaching continued through system and school-based professional development in the First Steps Second Edition: Reading, and First Steps Second Edition: Writing programs. Over 200 teachers undertook professional development in using these resources. Nine facilitators were trained to provide professional

development in primary years' writing and seven facilitators were trained to provide professional development in the Stepping Out program targeting middle school and high school literacy needs. Four workshops were conducted on phonological awareness and current research was used to develop workshops on the teaching of spelling. These workshops were extremely well attended.

The department continued to support the implementation of the Count Me In Too program in government schools. This included professional learning around the research-based, Learning Framework in Number program, which assists teachers in understanding how to support students through the early components of number. The Count Me In Too Extended program was also implemented, providing teachers with additional and more effective links between data on student performance and teaching practice. Support for the teaching of numeracy was provided through a professional learning course for primary teachers in Count Me Into Measurement, which focuses on the foundational understandings, concepts and skills students need in measurement. Forty-five facilitators were trained to offer support to teachers in schools and at network meetings. In 2005, the Counting On program was introduced into three clusters of schools, involving 26 teachers and 138 students. The program is used to support students in the middle years of schooling who are under-performing in the number strand of mathematics.

The Language for Understanding Across the Curriculum professional development program continued to support targeted clusters of schools and interested individual teachers. This program enhanced mainstream teachers' cultural understanding and the use of appropriate strategies for language development across the curriculum for students from culturally and linguistically diverse backgrounds.

Further support to teachers of English as a Second Language was provided through a series of five workshops and the English as a Second Language in the Mainstream course, which encourages a whole-school approach to planning content and resources to support English as a Second Language students.

Catholic sector

Policies and programs

The Archdiocese of Canberra and Goulburn Catholic Education Office (CEO) assesses all students by their teachers as early as possible in the first years of schooling. This policy has been implemented in all Kindergarten classes to satisfy the

requirement of the National Literacy and Numeracy Plan. Kindergarten assessment is conducted twice per year to monitor the development of student outcomes and to identify students who may require intervention. The results of these tests inform the written reports of student achievement sent to parents each semester.

In semester one, students' literacy is assessed using the Phonemic Awareness Screen (ACT Phonemic Awareness Assessment) Marie Clay's Observational Survey, Concepts about Print, Letter/Sound Identification assessment sheet and Running Record (student achievement marked against reading recovery level). In semester two, students are also assessed in Word Reading, Writing Vocabulary and Hearing and Recording Sound in Words tasks. The SENA 1 test is used to assess numeracy skills in both semesters one and two.

Intervention

A range of literacy and numeracy programs and techniques were utilised as early intervention for those students identified as having a learning difficulty. Strategies used for literacy included shared and modelled reading; direct and explicit instruction; Marie Clay's strategies; the Reading Recovery program; Guided Reading and Writing (David Hornsby) and a variety of phonic and phonemic awareness programs.

Professional development

A variety of professional development activities in literacy, numeracy, information and communication technologies (ICT), assessment and special needs were employed by the Archdiocese of Canberra and Goulburn CEO in response to the National Literacy and Numeracy Plan.

Literacy professional development activities for primary and secondary teachers included grammar focus days, First Steps Reading and First Steps Writing (revised editions) and MyRead. For numeracy, classroom teachers have participated in the Numeracy Hour, the What, How and Why, Making Maths Meaningful and Introduction to Count Me In Too. Classroom teachers also attended specific ICT courses such as Learning in an Online World and Moving Pictures, and Special Needs teachers participated in Speech and Language Assessment Program, Special Needs Learning Support Assistance Certificate Course and the Visual Learning Symposium.

A variety of assessment courses, linked to the National Plan that teachers participated in 2005 included: the Australian Capital

Territory Assessment Program (ACTAP); Professional Learning and Speaker Training; Analysing Basic Skills Test Writing and Enhancing Consistency of Teacher Judgement.

Independent sector

Policies and programs

The Association of Independent Schools (AIS) of the Australian Capital Territory utilised funding from the National Literacy and Numeracy Plan to undertake a variety of projects and programs. Some of these activities included story-telling workshops, the Students in a Multiple Intelligences Learning Environment (SMILE) project and programs for students from a variety of English as a Second Language backgrounds.

Intervention

In 2005, AIS Australian Capital Territory schools implemented a wide range of intervention programs for literacy and numeracy. These programs included the First Steps Development Continuum; the Early Intervention and Remediation Program; Count Me In Too and First Steps Numeracy. Kindergarten and year 1 students also underwent auditory skills and hearing tests with follow-up referrals for medical, audiometric or therapy programs where necessary.

In one school, an established Special Needs Team consisting of the school psychologist, one full-time and three part-time Special Needs support teachers was formed. This team was available on referral to identify specific learning difficulties and to develop recommended strategies to assist individual student learning needs. In another school, early intervention resources were developed for students in lower grades identified as lacking strategies and practice in mathematics problem solving skills. These resources were produced through a collaborative effort by both staff and parents.

Professional development

Teachers of AIS Australian Capital Territory participated in a range of professional development activities in 2005. Professional development courses included Differentiating the Curriculum, a course in teaching the developmental needs of students; Count Me In Too (junior primary teachers); Teaching Handwriting, Reading and Spelling Skills (THRASS) spelling program (special needs teachers) and Stepping Out workshops in Writing, Spelling and Reading.

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.

This section contains information on further progress in the work being done to test and report on the performance of students, at both primary and secondary levels, in relation to the key performance measures for science. Key outcomes of the 2003 primary science national sample assessment were used during 2005 to inform the final planning for the next assessment cycle, which will take place in 2006.

This section also contains a summary of other major developments in the teaching and learning of science in 2005, including the development of the Nationally Consistent Curriculum Outcomes (NCCO) Statements of Learning in Science; the public release, by Curriculum Corporation, of the online Science Education Assessment Resource (SEAR); the commencement of projects in the first round of funding of the Australian School Innovation in Science, Technology and Mathematics (ASISTM) Project and the finalisation of a national framework for environmental education.

Performance measures

Outcomes from the latest assessments for the Primary Science Assessment Programme (PSAP); the Organisation for Economic Co-operation and Development's Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) have been reported in the 2003 edition of the *National Report on Schooling in Australia*. The technical report on PSAP, 'MCEETYA National Assessment Program, Science, Year 6 2003: Technical Report' was approved by ministers in June 2005, and is available from the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) website, <http://www.mceetya.edu.au/mceetya/>. Technical reports on PISA and TIMSS assessments were

published in 2005 and are available online, at <http://www.oecd.org/dataoecd/49/60/35188570.pdf> (for PISA) and <http://timss.bc.edu/timss2003i/technicalD.html> (for TIMSS).

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 Programme: science literacy

In 2004, following the completion of the first National Assessment Programme (NAP) – Science in 2003 assessing year 6 students, a rigorous standard setting exercise, involving subject and measurement experts, was completed. An agreed empirical-judgemental 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.

As the adoption of a proficient standard was a new development in national reporting of student performance, 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 a sound understanding of year 6 science.
- 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.

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. Student performance in the 2003 national sample science assessment was discussed at length in previous editions of the *National Report on Schooling in Australia*.

During 2005, further explanatory papers on the setting of the national standards were prepared. The discussions have resulted in decisions including:

- The national standards for key performance measures in science, and for the 15-year-old student key performance measures based on PISA, will be set at levels that represent 'proficient' student performance, rather than the 'minimum' benchmark levels which apply to literacy and numeracy performance. This approach is in line with MCEETYA's expectations for the enhanced reporting of literacy and numeracy outcomes.
- In addition to setting proficient standards for reporting the key performance measures, the approach endorsed by AESOC will define a range of proficiency levels, similar to those used in PISA that will make it possible to report information about the achievements of the most able students as well about the least able students.

The progress achieved in 2005, in the preparation for the year 6 NAP – Science included:

- panelling of the science literacy assessment items was completed
- trial of the assessment items in South Australia, Victoria and New South Wales
- generation of the reports for schools that took part in the trial and
- completion of work on analysing trial data.

The selection of assessment items will be completed early in 2006.

School release materials from PSAP 2003

In 2004, it was decided that a kit of assessment materials from the Primary Science Assessment Program (PSAP) for year 6 science would be made freely available to all schools to help them to monitor their progress against the national standard for year 6. It is expected that the kit will be distributed to all States and Territories in 2006, and placed on their school intranets.

The kit will also be available on the MCEETYA website, so that non-government schools will also have ready access to the materials.

Programme for International Student Assessment

A field trial for PISA 2006 was conducted in 2005. Australia was one of 13 countries that agreed to participate in a computer-based assessment of scientific literacy (CBAS) as part of this field trial. An evaluation of the field trial determined that the computer-based assessment of scientific literacy was successful in creating a set of procedures to collect internationally comparable data using computer delivery. It was also found that CBAS lived up to expected potential to add value to the PISA 2006 scientific literacy assessment by:

- broadening and enhancing the range of scientific contexts and activities
- enabling the capture of behavioural data
- reducing reading load and
- better engaging students.

On the basis of these findings, the OECD offered CBAS as an international option in the PISA 2006 Main Study, however, Australia decided not to proceed with this option in light of concerns, primarily about cost and the additional burden it would have placed on schools.

Trends in International Mathematics and Science Study

Preparations for the TIMSS 2006–07 Field Trial, scheduled for March–April 2006, and the Main Study, scheduled for October–November 2006, were undertaken in 2005.

The international report of the TIMSS 1999 video study of science teaching was due to be released in April 2005 but was delayed because of the need to fulfil the review procedures of the National Centre for Educational Statistics (NCES) in the United States. The release date has not been determined, but is expected to be mid-2006. A corresponding Australian national report has been prepared in draft form by the Australian Council for Educational Research (ACER), and will be released simultaneously with the international report.

Measurement Framework for National Key Performance Measures 2005

In November 2005, the PMRT completed and presented to ministers the Measurement Framework for National Key Performance Measures. The framework provided the current key performance measures and agreed assessment and data collection cycle.

The information for science assessment is summarised in Table 7.1.

Progress in the Nationally Consistent Curriculum Outcomes project

In 2004, ministers noted the work done on the Statements of Learning for English and agreed to develop Statements of Learning for Science, Mathematics and Civics and Citizenship.

The work carried out in 2005 in order to forward the work of development of the Statements of Learning for Science involved:

- identifying common features and outcomes in curriculum and support documents across jurisdictions
- mapping the interrelationship between the existing NAP progress map and State and Territory curriculum documents, along with the standards of assessment and information about actual performance on the NAP tests, in order to facilitate the structure of the Statements of Learning in Science
- providing face-to-face briefings for each State and Territory
- holding a national consultation meeting
- holding focus groups of teachers in States/Territories who wish to participate
- undertaking consultation with all jurisdictions (education departments and curriculum authorities, where these exist)

The PMRT and the NCCO Steering Committee jointly prepared a paper on the purpose of Statements of Learning, in relation to development of standards of assessment, for consideration by AESOC. This was followed by completion of a draft set of Statements of Learning for Science, towards the end of 2005.

Table 7.1 Science key performance measures and agreed assessment and data collection cycle, 2005

Measure	Year level	Cycle	Type/source	2003	2004	2005	2006	2007	2008	2009	2010
Per cent achieving at or above the proficient standard in scientific literacy ^(a)	Year 6	Triennial	National Assessment Program – national sample of students	NAP			NAP			NAP	
Interim measure: per cent achieving at or above the OECD mean score ^(b)	15-year-olds	Triennial	International test – national sample of students	PISA			PISA			PISA	
Per cent achieving at or above the proficient standard on the TIMSS science scale ^(c)	Year 4 Year 8	Quadrennial	International test – national sample of students				TIMSS				TIMSS

Note:

- (a) For year 6 science literacy, the proficient standard is set at Level 3.2 within the National Assessment Program.
- (b) Standard to be set following results of PISA 2006.
- (c) Standards to be set during 2006.

Source: MCEETYA, *Measurement Framework for Key Performance Measures: 2005*, Performance Measurement and Reporting Taskforce

Major developments in teaching and learning in science

National School Science Project

The National School Science Project was a direct response to *The Status and Quality of Teaching and Learning of Science in Australian Schools* report (discussed in the 2001 *National Report on Schooling in Australia*). The Australian Government 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 in 2005 is provided below.

Science Education Assessment Resource project

The purpose of the Science Education Assessment Resource (SEAR) project was 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 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 providing 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.

Since the SEAR website became publicly available, in late April 2005, it has been heavily accessed, with an average of between 7,500 and 10,000 pages accessed per month. Over 1,000 teachers registered to use the SEAR resources, as did nearly 400 non-teachers. Western Australian schools were major users of the SEAR resources and accounted for 56 per cent of the website's recorded downloads.

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 studying science at school. In 2004, the next stage of the project, the Schools, Community and Industry Partnerships in Science (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.

In 2005, the SCIPS project supported 24 science-based projects, across most States and Territories. Amounts of up to \$3,000 were provided for projects involving school, community and industry partnerships. A report of the SCIPS project, including case studies of the individual projects, was published on the SCIPS website, <http://www.asta.edu.au/scips/home.htm/>.

Australian Schools Innovation in Science, Mathematics and Technology project

The Australian Schools Innovation in Science, Technology and Mathematics (ASISTM) 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.

The project aims to bring about real and lasting improvements to the teaching of science, technology and mathematics in Australian schools. Over the seven-year period of the ASISTM project, the Australian Government will fund up to an estimated 500 school clusters.

Project activities will enable schools to link with industry, science organisations, universities and others to explore ways to encourage a culture of innovation, attract greater numbers of quality students into teaching, improve coordination between primary and high school curricula and provide positive role models for students.

Over 450 Expressions of Interest were lodged in March 2005 for the first round of ASISTM grants. The Minister for Education, Science and Training, Dr Brendan Nelson, announced 103 successful projects in July 2005. These projects involved 623 schools and 340 partner organisations, as well as over 250 Teacher Associates working in the classrooms alongside teachers. Each project was provided with a university 'critical friend' to provide quality assurance and expert guidance. Round One projects commenced in 2005 and will run for up to two years.

Primary Connections

Primary Connections is an innovative national program linking the teaching of science with the teaching of literacy in Australian primary schools. It will be a comprehensive professional learning program that includes professional support materials combined with curriculum resources designed to meet the needs of primary school teachers and students across Australia. It is being developed through a partnership between the Australian Academy of Science and DEST, funded as a national project through the Australian Government Quality Teacher programme, <http://www.science.org.au/primaryconnections/>.

During 2005, over 100 teachers from 56 schools across Australia trialed eight curriculum unit exemplars in their schools, supported by professional workshops. Templates and models were trialed to develop their own units of work, thus enabling the program to be customised to meet the needs of individual schools and communities.

A collaborative reference group, with representatives from all State and Territory education departments, Catholic and independent education sectors, professional associations and the Australian Academy for Technological Sciences and Engineering, continued to guide the project. Feedback from the trial is being incorporated into the program, and it is anticipated that an initial set of resources will be ready for a national roll-out to interested schools across Australia in 2006.

Environmental education

In 2004, the Australian 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.

A draft statement entitled, 'Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools' 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.

In 2005, on the basis of the feedback from these stakeholders and the results of focus groups with teachers in three States, a revised draft was prepared and circulated to all State and Territory education authorities for confirmation.

The 32 page booklet entitled, 'Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools' was endorsed by MCEETYA and distributed nationally, with every school receiving two copies.

Chapter 8

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 affirmed the importance of ICT knowledge and skills as enabling technology in transforming student learning, enhancing 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: The School Education Action Plan for the Information Economy* (2000) 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
- 2 **infrastructure:** providing access to an advanced ICT infrastructure that supports good teaching and learning and delivers efficiencies in business practices
- 3 **content and services:** providing access to, and applying, online resources and services that support continuous improvement in curriculum practice, in classroom and distance settings and in school administration
- 4 **supporting policies:** providing policies and protocols that facilitate the uptake and use of ICT in schools
- 5 **enabling regulation:** providing a legal and regulatory framework in Australia that supports rather than inhibits the use of new technologies to enhance learning.

Australia's schools have made substantial progress since *Learning in an Online World* was adopted in 2000 and significant investments in ICT were made through a range of programs. These programs, integrated into broader educational strategies, were supported by key initiatives of the Australian Government and major projects of the two ministerial

corporations, *education.au limited* and Curriculum Corporation. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) ICT in Schools Taskforce 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 of 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 many 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 those with physical disabilities
- substantial growth in digital content and services available to meet the needs of Australian education
- progressive introduction of new software systems addressing teaching, learning and administration into architectural environments
- improved access to ICT infrastructure for students and teachers through investment in computers, networks, telecommunication services and technical support services
- national commitment to the revised *Learning in an Online World*, endorsed by ministers and published in 2005. *Contemporary Learning – Learning in an Online World* is the overarching statement. It describes the environment, articulates the national policy framework and identifies significant actions required.

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

- building workforce capability in the use of ICT
- 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
- enhancing bandwidth capacity to enable schools to collaborate effectively using video-conferencing and Web 2.0 technologies
- providing access to models of leading practice in the use of technology that focus on the pedagogical changes required, rather than the technology per se
- establishing national standards for content development, storage and retrieval
- managing sharp increases in statutory copyright licence fees under the current copyright legal framework
- developing systems that integrate with other teaching, learning, assessment and administration software
- using processes and technology that ensure the security of students', teachers' and families' online identities
- 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 connectivity of sufficient capacity for a large proportion of Australian schools
- addressing Intellectual Property frameworks for digital content that protect content users and producers
- addressing policy gaps around cyber-safety and the use of Web 2.0 collaborative social networking tools.

Education goals for ICT

The Organisation for Economic Development (OECD) has identified innovation and the adoption of new technologies as an important driver of economic growth and productivity. ICT enables students to develop an understanding of contemporary trends and issues, a requirement for living and working in an interconnected world. Importantly, ICT enables 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 sectors are also investing in ICT initiatives to improve administrative and information management processes.

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 such as the MCEETYA ICT in Schools Taskforce and the Australian Information Communications Technology in Education Committee (AICTEC).

Access to ICT infrastructure

Since 2000, all school sectors have made substantial financial investment in upgrading ICT infrastructure, which has led 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 school sectors recognise the importance of providing teachers with ready access to computers for research, professional development, lesson preparation, assessment and other teaching tasks. 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 sectors 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 sectors 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.

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 architecture that focuses on the detail of how various software packages need to work together. 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 the Instructional Management System (IMS) Global Learning Consortium 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 remained an issue for many schools in Australia, especially in rural and remote areas. Lack of access to adequate Internet services constrained schools in their ability to collaborate, communicate and access quality content, which, in turn, restricted 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, which sets out eight strategic actions:

- 1 adopt a coordinated, cooperative approach based around a portfolio of actions aimed at a long-term sustainable result
- 2 establish appropriate governance arrangements
- 3 invest in a better understanding of existing and future needs
- 4 assist schools to become informed users
- 5 establish a small national unit with analysis, negotiation, facilitation and technical capability, under the direction of the governance body
- 6 adopt a sector-wide approach to content transaction costs
- 7 strengthen competition through targeted initiatives, including direct investment to bridge priority gaps between market provision and the needs of schools
- 8 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.

School 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.

Embedding ICT in the curriculum

All schools continued to 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 is 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.

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 MCEETYA meeting 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 acquire by the end of years 3, 5, 7 and 9.

At the May 2005 MCEETYA meeting, ministers reconfirmed the original purpose of the Statements of Learning and agreed to proceed with the development of Statements in English, mathematics, science and civics and citizenship and to add ICT as an additional area, in light of the Australian Government's quadrennium funding legislation, *Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004*.

After an intensive period of development during 2005 under the direction of Australian Education Systems Officials Committee (AESOC) and the project management of Curriculum Corporation, and with expertise contributed by all States and Territories, the *Statement of Learning – Information and Communication Technologies ICT* was drafted. This was released online in August 2006 and is available at the MCEETYA website: http://www.mceetya.edu.au/mceetya/statements_of_learning,22835.html.

Technology-specific skills and competencies

During 2005, many schools offered technology-specific courses and some jurisdictions introduced competency certificates from year 10. At the post-compulsory levels, there are specific school

certificate courses in which the use of ICT is mandated. Some schools offer ICT-related vocational education and training (VET) 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 who have 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.

In 2005, ICT in pre-service teacher education courses remained a high priority and partnerships between school sectors and universities continued to foster. 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
- courses through face-to-face seminars and programs
- practicums at lighthouse schools
- online courses
- in-school mentors or coaches.

Many Australian teachers have achieved basic levels of ICT competency. The new digital content for teachers, particularly the learning objects made available through the Le@rning Federation initiative, has created the need for professional learning in the effective use of digital learning objects.

The Australian Government, through such initiatives as the Australian Government Quality Teacher Programme, has supported professional learning programs across different school sectors. The Australian Government also supports resources and services provided by Teaching Australia, Curriculum Corporation

and *education.au limited*, which have 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 such as 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.

ICT and lifelong learning

Throughout 2005, with growing pressure from the demand for lifelong learning, the Australian Government worked in partnership with State and Territory and local government and non-government education organisations to help learners use and access technology for a wide range of educational purposes, including collaborative learning, student mobility and remote access by online learners. In 2005, MCEETYA ministers, through AICTEC, released a Joint Statement on Education and Training in the Information Economy, which is available online at: http://www.mceetya.edu.au/verve/_resources/infoeconomy2005_file.pdf. This statement and accompanying action plan provide a framework for collaboratively coordinating strategic policy and developing national approaches on shared objectives and interests. Its cross-sectoral areas of responsibility include pre-primary; primary and secondary; vocational education and training; higher education; employment pathways and adult education. ICT activity in the school education areas provides the foundation for lifelong learning.

Digital content

Quality digital content plays an important role in supporting effective teaching and learning. Australian school sectors have undertaken 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-ROMs, but by 2005, schools preferred 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 major digital content project undertaken for Australian and New Zealand schools is the Le@rning Federation initiative. This initiative, funded by the Australian, New Zealand and State and

Territory governments and commenced in 2001, is jointly managed by Curriculum Corporation and *education.au limited*, and has produced a pool of interactive online material across a range of curriculum areas. Research has confirmed that the content being developed is playing a significant role in providing technology-rich teaching and learning programs (Freebody, P., Muspratt, S., and McRae D., *Evaluating The Le@rning Federation's online curriculum content initiative: Summary of findings from surveys, site visits and a field experiment*, 2007, available online at: http://www.tlf.edu.au/verve/_resources/freebody_final_report_2007.pdf). Jurisdictions have introduced software systems to manage the distribution of learning objects and also operate their own initiatives to provide schools with digital content.

In 2005, the EdNA Online Service, at: <http://www.edna.edu.au/>, 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 projects. 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 domain

The assessment of ICT literacy is part of the Performance Measurement Framework to monitor and report on student achievement against the National Goals for Schooling in the

Twenty-first Century. ICT was identified as one of the eight priority areas for the development of key performance measures to enable monitoring of student achievements.

Under the National Assessment Program, managed by the Performance Measurement and Reporting Taskforce (PMRT), ICT literacy is assessed on a rolling triennial basis with Science and Civics and Citizenship. Science was assessed for the first time in 2003, in Civics and Citizenship in 2004 and ICT in 2005.

The foundation work for the ICT Literacy National Assessment Program was completed in 2004 and the final framework was endorsed in 2005. A PMRT paper, 'An Assessment Domain for ICT Literacy', available online at: http://www.mceetya.edu.au/verve/_resources/ict_assessment_domain_file.pdf, outlines the underpinning framework of the development of the national assessment of ICT literacy as part of the National Assessment Program. The document provides information about the ICT literacy assessment including:

- the education ministers' decisions regarding ICT
- the definition of ICT literacy
- a description of the ICT literacy domain, strands and the progress
- the types of items that will be used in ICT literacy assessment
- how the results from the assessments will be reported.

For the first national sample assessment monitoring of ICT, the PMRT agreed that the assessment should focus on students' general ICT skills and knowledge in a cross-curricular context (ie, ICT literacy), rather than the more technical skills and knowledge developed through specialist ICT courses. The assessment included a short survey of students' access to ICT, but did not seek to monitor students' attitudes to ICT. The PMRT also agreed that it would be important to maintain a 'futures perspective' to ensure that the knowledge and skills being assessed keep pace with technological advances made in ICT and the delivery of ICT changes in schools.

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 pervasiveness of ICT in society and the value of ICT-literate citizens. As ICT changes, it is increasingly important that the ICT skills taught in schools are adaptive and transferable and are used 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 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'. The 2005 ICT literacy sample assessment focused on the use of computer tools, for reasons of equity and pragmatism. As indicated in the definition, ICT literacy does not focus entirely on technical skills, but also involves 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 include the following:

Strand A: Working with information

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

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

Understanding the capacity of ICT to affect individuals and society, and the consequent responsibility to use and communicate information legally and ethically.

In developing the strand groupings, consideration was given to national and international 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 using particular technologies, software and information products, and are evident in a range of contexts and environments that are relevant for students. The first national sample assessment of ICT literacy in 2005 focused on the use of computers.

National Assessment Program – ICT literacy years 6 and 10

From September to November 2005, a sample of year 6 primary and year 10 secondary students took part in the first national assessment of ICT literacy. Across Australia, 3,746 year 6 students from 264 primary schools and 3,647 year 10 students from 253 secondary schools undertook the assessment.

Assessment of ICT literacy is relatively new to Australia and the international environment. While several States and Territories have developed ICT assessments, this is the first time that students have been asked to demonstrate their ICT literacy skills and understandings by responding to tasks entirely on notebook computers.

Student achievement in this assessment was reported in the *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005*, released in January 2008 and available at the MCEETYA website: http://www.mceetya.edu.au/verve/_resources/NAP_ICTL_2005_Years_6_and_10_Report.pdf. The report describes the computer-based tool used for assessing ICT literacy among a sample of year 6 and 10 students. It also describes the ICT literacy levels of Australian school students overall and of particular groups of students.

Assessment method

The ICT literacy assessment consisted of tasks that enabled students to be mapped onto the levels described in the progress map. The tasks were administered through a computer environment. Students attempted a general skills module and seven thematically linked assessment modules. One module described as a General Skills Test included simulation and multiple-choice items. In the other six modules simulation, multiple-choice and constructed-response items were integrated with live application software.

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

- multiple choice

- drag and drop (matching information)
- simple software commands (eg, saving a file to a location)
- short constructed text responses
- construction of artefacts.

To ensure the assessment instrument assessed ICT literacy across a range of authentic contexts, all students first undertook the General Skills Test, then two other assessment modules. To obtain a sample that accurately reflected the Australian population a cluster sampling method was adopted.

Data analysis

To analyse the pattern of student responses (ie, which items and how many they successfully completed) Rasch item response modelling was used. The analysis showed that the items formed a single scale that was internally consistent.

The scale was then fixed with the mean score for year 6 students at 400 and the standard deviation for year 6 students being 100 points. From this the mean score for year 10 students was determined to be 550, with a standard deviation of 97.5 points, indicating a clear difference between the ICT literacy of students in year 6 and year 10.

Proficiency levels and standards

A progress map that described the skills and understandings demonstrated by students was developed, validated and refined, based on the distribution of items across the scale. Six proficiency levels were defined and characteristic descriptions of typical student performance were created for each level (see Table 8.1). Based on the scale, proficient standards for year 6 and year 10 were established through consultation with ICT education experts and representatives from all States and Territories and all school sectors.

Forty-six per cent of year 6 students reached or exceeded the year 6 proficient standard and 61 per cent of year 10 students reached or exceeded the year 10 proficient standard.

Table 8.1 Information and Communication Technologies literacy draft progress map

	Strand A: Working with information	Strand B: Creating and sharing information	Strand C: Using ICT responsibly
	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.	This strand includes: adapting and authoring information; making choices about the nature of the information product; reframing and expanding existing information to develop new understandings; and collaborating and communicating with others.	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.
6	Uses a range of specialised sourcing tools. Seeks confirmation of the integrity of information from credible external sources. Uses tools, procedures and protocols to secure and retrieve information.	Uses specialised tools to control, expand and author information. Produces complex products. Critiques work and applies knowledge of conventions that shape interpretations when communicating across a range of environments and contexts.	Understands the impact and influence of ICT over time, recognising the benefits, constraints and influence of social, legal, economic and ethical issues on participation in society.
5	Searches for and reviews the information needed, redefining the search to limit or expand. Judges the quality of information for credibility, accuracy, reliability and comprehensiveness. Uses appropriate file formats and procedures to store, protect, retrieve and exchange information.	Uses tools to interrogate, reframe and adapt information. Uses a range of tools to create and enhance the design, style and meaning of information products to suit the purpose and audience.	Understands the social, legal, economic and ethical consequences associated with using ICT across a range of environments and contexts.
4	Develops questions or keyword combinations and selects appropriate tools to locate information. Appraises located information for relevance, currency and usefulness. Uses tools to structure, group and reorganise information for retrieval.	Integrates and interprets information from multiple sources. Selects and combines software and tools to structure, link and present work. Communicates work for different purposes, environments and contexts.	Understands the need for laws, codes of conduct and procedures for ICT use in different contexts. Recognises the potential for misuse of ICT and that there are procedures to address this.
3	Identifies a search question, terms and suitable sources. Browses and retrieves information. Compares and contrasts information from similar sources. Organises and arranges relevant information and files.	Reorganises information from similar sources, using the main ideas. Selects software and tools to combine and transform text, images and other elements. Communicates work using different representations for particular contexts.	Recognises fair use, software restrictions and legal requirements. Identifies responsible use of ICT in particular contexts.
2	Identifies and uses keywords in a search to locate and retrieve information from various sources. Identifies and records relevant content.	Uses the functions within software to edit, format, adapt and generate work to achieve a specific purpose and when communicating with others.	Identifies codes of conduct and ergonomic practices for ICT. Understands ICT terminology and use of computers in society.
1	Uses keywords provided to retrieve information from a single, specified source. Recognises information required. Opens software and saves files.	Identifies and uses some of the basic symbols and functions of software to record ideas.	Understands and uses basic terminology and general procedures for ICT. Describes uses of ICT in everyday life.

Source: MCEETYA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005*

Background characteristics

Analysis of background data indicated that ICT literacy was influenced by socioeconomic background, Indigenous status and geographic location. Table 8.2 shows that ICT literacy was associated with socioeconomic background in terms of parental occupation.

Table 8.3 presents differences in performance between Indigenous students and non-Indigenous students.

There were no significant differences in performance between students on the basis of sex or language background other than English. Please note that the confidence intervals for metropolitan, provincial and remote locations varies widely in relation to the number of students in each category with the largest being 47.9 for year 6 students in remote locations.

Table 8.5 shows that the differences between males and females in ICT literacy mean scores were not statistically significant at

either year 6 or year 10 across Australia or within each State and Territory.

Table 8.6 shows distributions across the proficiency levels of students who spoke a language other than English at home, and those who spoke only English. At both year levels, the proportion of students achieving the proficient standard who spoke a language other than English at home was not different from the proportion of those achieving the proficient standard who spoke only English at home.

Student familiarity with ICT

The national assessment survey investigated two aspects of familiarity with ICT: the length of time students had been using computers and the frequency with which students used computers. Using the period 'more than five years' as an indicator, there were no significant differences between year 6 and year 10 students or on the basis of sex or geographical location.

Table 8.2 Difference in ICT literacy among socioeconomic groups at year 6 and year 10

Group	Mean score	Confidence interval	Number of cases
Year 6 students			
Senior managers and professionals	450.3	±11.7	505
Other managers and associate professionals	424.4	±6.0	1,097
Skilled trades, clerical and sales	392.3	±7.9	1,016
Unskilled manual, office and sales	363.1	±8.5	873
All coded students	403.3	±6.1	3,491
Year 10 students			
Senior managers and professionals	586.2	±9.4	599
Other managers and associate professionals	560.3	±7.0	1,327
Skilled trades, clerical and sales	542.4	±6.6	958
Unskilled manual, office and sales	520.6	±10.8	545
All coded students	553.8	±5.8	3,429

Note: This table does not include students who indicated that their parents had not been in paid work for 12 months. There were 107 students in year 6 who had a mean ICT literacy score of 332.6 and 65 students at year 10 who had a mean ICT literacy score of 476.3. The numbers in this group are too small to generate estimates with adequate precision.

Source: MCEETYA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005*

Table 8.3 Percentages of year 6 and year 10 students at each proficiency level on the ICT literacy scale, by Indigenous status

	Year 6				Year 10			
	Indigenous		Non-Indigenous		Indigenous		Non-Indigenous	
	Per cent	Confidence interval	Per cent	Confidence interval	Per cent	Confidence interval	Per cent	Confidence interval
Level 1	25.2	±10.6	11.4	±1.6	20.7	±10.1	6.4	±1.1
Level 2	44.9	±15.6	38.5	±2.5				
Level 3	28.7	±13.1	41.9	±2.9	44.3	±12.7	31.3	±2.9
Level 4	1.1	±3.1	8.1	±1.6	29.2	±10.9	49.6	±2.8
Level 5	0.1	±0.4	0.1	±0.2	5.8	±5.8	12.3	±1.6
Level 6					0.0	±0.0	0.4	±0.4
Proficient standard	29.9	±12.9	50.1	±3.1	35.0	±11.5	62.3	±3.1

Note: Insufficient student numbers for reporting separately at Levels 5 and 6 for year 6, and Levels 1 and 2 for year 10, have meant that results for these levels are combined.

Source: MCEETYA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005*

Table 8.4 Geographic location: Differences in ICT literacy among students from metropolitan, provincial and remote locations at year 6 and year 10

Group	Mean score	Confidence interval	Number of cases
Year 6 students			
Metropolitan	408.2	±8.2	2,402
Provincial	385.9	±9.7	1,153
Remote	344.9	±47.9	121
All	400.5	±6.2	3,676
Year 10 students			
Metropolitan	554.5	±7.3	2,345
Provincial	544.8	±12.0	1,069
Remote	504.4	±23.2	132
All	551.0	±5.8	3,546

Source: MCEETYA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005*

Table 8.5 Differences in ICT literacy between male and female students at year 6 and year 10

State	Year 6				Year 10			
	Male		Females		Males		Females	
	Mean score	Confidence interval	Mean score	Confidence interval	Mean score	Confidence interval	Mean score	Confidence interval
NSW	399.2	±19.6	411.6	±12.3	549.0	±15.7	552.5	±15.5
Vic.	419.5	±18.4	427.5	±12.7	561.8	±11.6	568.5	±16.7
Qld	355.9	±16.5	382.9	±14.7	538.8	±17.2	554.2	±9.6
SA	400.1	±16.3	421.7	±14.3	539.1	±15.5	554.2	±15.5
WA	375.3	±13.5	383.9	±13.3	526.9	±15.3	542.9	±12.0
Tas.	402.7	±16.9	406.1	±25.1	534.1	±18.8	543.0	±16.9
NT(a)	334.8	±52.1	362.9	±56.3	514.1	±30.0	516.7	±40.8
ACT	415.1	±27.6	437.9	±29.8	568.1	±29.0	575.2	±21.0
All	392.9	±9.2	407.4	±6.5	546.2	±7.6	555.4	±6.9

(a) The size of the confidence intervals for the NT is significantly higher than for other jurisdictions, due to the smaller sample sizes of students assessed.

Source: MCEETYA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005*

Table 8.6 Percentages of year 6 and year 10 students at each proficiency level on the ICT literacy scale, by language background

	Year 6				Year 10			
	Language background other than English		English-speaking background		Language background other than English		English-speaking background	
	Per cent	Confidence interval	Per cent	Confidence interval	Per cent	Confidence interval	Per cent	Confidence interval
Level 1	13.5	±3.7	12.2	±1.9	8.0	±2.7	6.6	±1.5
Level 2	37.7	±4.9	39.4	±2.7				
Level 3	40.2	±5.4	41.0	±3.2	33.4	±5.1	31.1	±3.0
Level 4	8.7	±2.6	7.2	±1.6	45.9	±5.9	50.0	±3.0
Level 5	0.0	±0.0	0.2	±0.2	12.2	±3.4	12.0	±1.7
Level 6					0.6	±1.1	0.4	±0.4
Proficient standard	48.8	±6.2	48.5	±3.2	58.6	±5.6	62.3	±3.3

Note: Insufficient student numbers for reporting separately at Levels 5 and 6 for year 6, and Levels 1 and 2 for year 10, have meant that results for these levels are combined.

Source: MCEETYA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005*

National Assessment Program – ICT literacy years 6 and 10, 2008 assessment

Under the National Assessment Program, managed by the PMRT, ICT literacy assessment operates on a rolling triennial basis with Science and Civics and Citizenship. The second sample assessment of years 6 and 10 students in ICT literacy will take place between September and November 2008. The

assessment will measure and report on the ability of students to use ICT appropriately to access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society. The assessment is likely to be two hours duration and comprised of computer-based tasks. Further information about the assessment will be published on the MCEETYA website, <http://www.mceetya.edu.au/mceetya/default.asp?id=12183>.

Chapter 9

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.

The *National Report on Schooling in Australia 2004* reported outcomes for both primary and secondary students from the 2004 Civics and Citizenship Assessment Programme.

Major developments and current trends in the teaching of civics and citizenship

The Australian Government is providing \$4.9 million for civics and citizenship education from 2004 to 2008, assisting Australian students to become effective and informed citizens. This funding supports the upgraded Civics and Citizenship Education website, <http://www.civicsandcitizenship.edu.au>, and a range of national activities.

As a prelude to the National Schools Constitutional Convention in Canberra, a series of zone conventions was held across States and Territories. The purpose was to engage senior students in informed discussions about contemporary constitutional issues. At each zone convention, keynote speakers simulated debate and students discussed contrasting viewpoints. These conventions concluded with the selection of delegates for the

annual National Schools' Constitutional Convention held in Canberra from 16–18 March 2005.

Celebrating Democracy Week 2005

During Celebrating Democracy Week schools showcase the work they are doing in civics and citizenship education. These activities help students to learn about the operations of the Australian system of government and law; gain a better understanding and awareness of Australia's past; explore what it means to be an Australian today and learn about democracy in Australia and the values underpinning Australian democracy.

Schools are encouraged to conduct community forums, student forums and debates, commemoration activities, multicultural events, mock parliaments, radio broadcasts and drama presentations. Special learning programs with role models in school communities including members of parliament and local government, police, community volunteers, Indigenous Australians, older Australians and migrants are also encouraged.

Celebrating Democracy Week 2005 took place in the week of 12–19 October. The theme was 'Civics and citizenship education: local, regional and global citizenship'. About 300 schools in all sectors across Australia received small grants to help them to participate in Celebrating Democracy Week 2005. Hundreds of schools celebrated democracy with a wide range of activities supported by funding from the Australian Government Department of Education, Science and Training. Large events organised by the education departments in Victoria, New South Wales, the Australian Capital Territory, the Northern Territory and Queensland also received assistance.

During this week, 30 students from each State and Territory took part in Every Voice Counts!, a three-day student forum held in Canberra. The forum considered the issue of 'access to clean water as a fundamental human right'.

Values education

Following on from the Discovering Democracy Programme (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
- national partnership projects with parents, teachers, school principals and teacher educators
- an annual national forum.

The *National Framework for Values Education in Australian Schools* was endorsed by all State and Territory education ministers and distributed to all Australian schools in 2005. The Framework identifies nine values that all schools are encouraged to foster. These are:

- care and compassion
- doing your best
- fair go
- freedom
- honesty and trustworthiness
- integrity
- respect
- responsibility
- understanding, tolerance and inclusion.

The *Values for Australian Schooling* poster depicting these values must be displayed in schools as a condition of funding under the *Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004*. Comprehensive information about values education is available on the website at <http://www.valueseducation.edu.au>.

Statements of Learning for Civics and Citizenship

The Statements of Learning for Civics and Citizenship were drafted during 2005 through an intensive period of development

under the direction of the Australian Education Systems Officials Committee (AESOC) and the project management of Curriculum Corporation, and with expertise contributed by all States and Territories. The statements set out the knowledge, skills, understandings and capacities that students in Australia should have the opportunity to learn and develop in the civics and citizenship domain. The Statements of Learning for civics and citizenship were informed by a number of other existing publications including the key performance measures in civics and citizenship education, which provides the basis for national assessment in civics and citizenship.

Performance measures for civics and citizenship education

National assessment program

This section contains information on further progress in the work being done to test and report on the performance of students in relation to the key performance measures for civics and citizenship education in forthcoming assessment cycles.

The 2004 national civics and citizenship sample assessment results for year 6 and year 10 students were reported in the *National Report on Schooling in Australia 2004*. Those results are the second to be published as part of the National Assessment Program (NAP), which includes a cyclical three-yearly program of sample assessments of student outcomes in the critical learning areas of science literacy, civics and citizenship and Information and Communication Technologies (ICT) literacy.

The NAP – Civics and Citizenship assessment measures and reports on student achievement using proficiency levels on a civics and citizenship assessment scale and against an agreed standard of proficiency for each of Years 6 and 10. It also reports on achievement according to selected background characteristics of students – sex, parental education and occupation, language background, geographic location and Indigenous status.

In 2005, a workshop was held as part of the process for standard-setting for civics and citizenship. The workshop involved participants from the State, Territory, Catholic and independent

education sectors as well as industry and independent experts in the field of educational measurement. Information from the outcomes of the NAP – Civics and Citizenship sample assessment undertaken in 2004 was used to set the proficient standards for year 6 and year 10 students. The proficient standard is intended to describe a level of performance that would be expected for a student at that year level and to give parents, educators and the community a clear picture of the proficiency students are expected to demonstrate by the end of year 6 and year 10. The proficient standard will be the main reference point for monitoring civics and citizenship in Australian schools over time.

In response to the desire of education ministers to improve the reporting of student performance, a range of proficiency levels similar to those used in international tests were defined. These levels, together with the proficient standards, will ensure that it is possible to monitor performance across the full range of student ability.

Work also commenced in 2005, in preparation for a national sample assessment of civics and citizenship education for students in year 6 and year 10 to be conducted in late 2007. In 2006, a contractor will be engaged to work with the education authorities to develop, trial and administer the 2007 civics and citizenships test.

Resources

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/yrs1to10/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

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 for the framework. (The framework is now known as the Vocational Education and Training in Schools Framework.) Both documents are available on the MCEETYA website, <http://www.mceetya.edu.au/mceetya/>. 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 was developed around three 'program elements' and three 'process elements'.

Program elements

The program elements comprise:

- Vocational education and training: appropriately accredited industry-specific training based on qualifications within the Australian Qualifications Framework and competencies endorsed in the National Training Framework
- Enterprise and vocational learning: enterprise and vocational learning perspectives incorporated into general learning that is appropriate for all years of schooling
- Student support services: services that guide and support young people in their transition from compulsory schooling to post-compulsory schooling options and post-school destinations, especially the inclusion of explicit career education programs in school curricula. Services will allow for local discretion over delivery and relate to participation and attainment in education, training and work.

Process elements

The process elements comprise:

- Community and business partnerships: mechanisms that foster close cooperation among all levels of government, business and community organisations, and 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.

In 2001, MCEETYA endorsed 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 employment-related 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 through work readiness programs and preparation for Structured Work Learning (SWL)

- 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 employment-related 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.

In 2001, MCEETYA 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 initiative, problem-solving skills and creativity. Enterprise education also encompasses entrepreneurship education, which will be an increasingly important human capital factor contributing to Australia's innovation capability. Some characteristics of an entrepreneur are confidence, preparedness for risk-taking, discipline, vision and adaptability.

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 Australian Qualifications Framework (AQF). The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation (RTO) or a school in partnership with an RTO. An RTO formally assesses the

achievements of students against the competency standards outlined in training packages. Some schools are registered as RTOs in their own right. The number of schools with this registration status varies greatly between the States and Territories, reflecting different policy directions.

VET in Schools programs provide opportunities for students to participate in SWL. In 2005 MCEETYA agreed to the following definition of SWL:

SWL is 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.

Therefore, SWL allows students to develop and practise industry competencies in real or simulated workplace settings. 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 of the Australian Quality Training Framework (AQTF).

The Vocational Education and Training in Schools Framework includes school-based apprenticeships and traineeships, which were first introduced in 1998. Under nationally agreed arrangements, secondary school students undertaking school-based apprenticeships and traineeships 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 apprenticeship.

VET in Schools programs, including School-based Apprenticeships and Traineeships, are 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.

Further explanations of vocational education, vocational education and training and vocational education and training in schools are provided in the Glossary appendix to this report.

Current trends and issues for the future

Vocational education and training

Since its introduction, VET in Schools has developed from a marginal activity to an established part of mainstream senior secondary education across Australia.

In 2005, statistics for key indicators were for the first time reported by the National Centre for Vocational Education Research (NCVER) from data collected and supplied by the senior secondary assessment authority in each State and Territory and reported through State Training Authorities to the national VET database compiled by NCVER. To the extent necessary for reporting against the nationally agreed performance framework outlined below, the data were compliant with the Australian Vocational Education and Training Management Information Statistical Standard.

Two national key performance measures of student participation and attainment in VET in Schools have been established. Data are collected for all activity encompassed by the MCEETYA definition of VET in Schools, reported at the level of individual student enrolments. National monitoring of these measures is expected to commence in 2006.

The key indicators for the 2005 school year were:

- *Key Performance Measure 1 (Participation)*: school students undertaking VET (with 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.
- *Key Performance Measure 2 (Attainment)*: school students enrolled in a senior secondary school certificate in a calendar year who have competed at least one VET unit of competency/module as a proportion of all school students undertaking a senior secondary school certificate in that year.

In 2005, a total of 182,919 students were enrolled in VET in Schools programs including School-based Apprenticeships and traineeships, representing 37 per cent of school students undertaking a senior secondary certificate.

Across Australia, 139,012 VET in Schools students completed at least one VET unit of competency/module in 2005. This represents 28 per cent of school students undertaking a senior secondary certificate.

In 2005 there were 12,952 School-based Apprentices and trainees. This represents 3 per cent of the total number of school students undertaking a senior secondary certificate.

The most popular industry areas were Business and Clerical and Tourism and Hospitality, which together accounted for 47 per cent of all enrolments. Other popular industry areas were Sales and Personal Services, General Education and Training, and Building and Construction, Arts, Entertainment and Sport and Recreation.

All jurisdictions are progressively increasing the range of VET programs.

The Victorian Certificate of Applied Learning (VCAL) was introduced as an additional senior secondary certificate, suitable for those young people aiming for vocational pathways. Within the VCAL, students study a range of subjects, including VET in Schools. The number of VCAL students increased from 8,125 in 2004 to 10,675 in 2005, up from a base of 546 in 2002. Evaluations indicate that VCAL has been successful in increasing student retention at school until year 12. Within the Victorian

Certificate of Education (VCE), vocational pathways have been strengthened and expanded. VET in Schools subjects have achieved parity with other subjects in the contribution they make to the completion of a VCE. There is no limit on the number of VET units that may contribute to the satisfactory completion of the VCE. The availability of Block Credit recognition has significantly broadened the range of VET programs that students may undertake as part of their VCE.

The New South Wales Higher School Certificate (HSC) prioritises high-quality stand-alone VET courses that are based on national training packages, include SWL and are recognised both for the HSC and university entrance. New South Wales VET in Schools students can access a wide range of AQF qualifications with the majority of qualifications being at the AQF Certificate II level. New South Wales government school regions, Catholic dioceses and the independent school sector operate as RTOs for their schools, with 25 per cent of delivery by TAFE New South Wales institutes. A Strategic Evaluation of VET in Schools in New South Wales, undertaken in 2005, resoundingly endorsed the value of the program.

The new Queensland Certificate of Education (QCE) will provide young people with more opportunities to select programs that include a broader range of education and training options – particularly vocational education and training pathways. There is no limit to the amount of vocational education and training that would count towards the achievement of a QCE. The QCE is flexible enough to accommodate new and different learning undertaken in a variety of settings, including job readiness programs and projects undertaken in a workplace or a community organisation, or self-directed projects.

In Tasmania an agreement was reached between the State's senior secondary colleges to relinquish their individual RTO status and to operate as a consolidated Secondary Colleges RTO from 2006. A review of the years 11 and 12 curriculum and the development of the new Tasmanian Certificate of Education are being developed that will recognise a broader range of learning outcomes, including vocational education (as is currently the case).

In Western Australia, SWL is a subject that contributes to graduation requirements under the Western Australian Certificate of Education (WACE), and VET Units of Competence contribute as subject equivalents. VET is delivered through a range of models: by an RTO, by the school as an RTO, or by the school

in an auspicing arrangement with an RTO. SWL and all units of competence and any VET certificates received are certificated on a student's Statement of Results at the end of the year. The new WACE and accompanying new Courses of Study will offer greater flexibility for young people who are at risk of disengaging or have disengaged from school. The new courses contain, where relevant, the knowledge and skills underpinning embedded VET units of competency. Students may also enrol in stand-alone VET programs. The new models for SWL will also incorporate employability skills. There are also a range of pilot programs examining the introduction of School-based Apprenticeships in various trades including automotive and hospitality (commercial cookery).

In the Australian Capital Territory, most secondary colleges operate as RTOs and offer a wide range of nationally recognised vocational courses and School-based Apprenticeships. Australian Capital Territory high schools offer students vocational courses in partnership with Australian Capital Territory colleges, and high school and secondary college students also access vocational courses at the Canberra Institute of Technology and other private training providers. Vocational courses in high schools and secondary colleges are recognised on ACT year 10 and year 12 certificates.

In South Australia, Board of Studies VET programs contribute to university entrance scores, while other embedded and stand-alone VET programs contribute to the senior secondary certificate. The Futures Connect program facilitates schools to offer diverse VET programs that directly address local needs. The Ministerial Review of Senior Secondary Education has recommended a major overhaul of senior secondary education and associated changes to the senior certificate so that all students are able to experience vocational as well as general education.

In the Northern Territory, all VET programs taken by students in years 10 to 12 can contribute towards their senior secondary certificate. Students can undertake stand-alone VET programs, courses that have embedded VET competencies and VET courses that can contribute to entrance into university or VET courses. SWL is an essential part of all VET in Schools programs. A number of secondary schools and senior colleges are RTOs, as are the Catholic Education Office and the Northern Territory Christians Schools Association. The Charles Darwin University and private RTOs also deliver VET in Schools programs to urban, regional and remote students. The Northern Territory has also

initiated a number of Work Ready programs for students in years 10 to 12, which prepare and support them for participation in VET courses and School-based Apprenticeships and traineeships in years 11 and 12.

The Australian Government has established a range of initiatives to facilitate and support VET in Schools pathways, including the following:

- Under the Skilling Australia's Workforce national training agreement, the Australian Government contributed more than \$21 million to State and Territory governments in 2005 to assist them in developing VET in Schools pathways in their schools systems
- the Department of Education, Science and Training (DEST) established a new Australian Vocational Student Prize for students undertaking VET in Schools and School-based Apprenticeships as part of their school studies. Five hundred prizes are available nationally each year. Of the 2005 Australian Vocational Student Prize winners, 17 were further awarded the Prime Minister's Awards for Skills Excellence
- the 25 Australian Technical Colleges are specialist schools for year 11 and 12 students with a new industry-led approach to providing education and training in partnership with local communities and meeting regional labour market needs. Students combine academic study with School-based Apprenticeships in trade occupations, attaining a senior secondary certificate of education and commencing a trade qualification at the Certificate III level
- the Australian Government funded network of Local Community Partnerships supports arrangements for SWL which offers unpaid structured learning in real and simulated work placements to senior secondary school students undertaking VET in Schools programs. Businesses provide supervision and guidance to young people in developing both technical and employability skills
- Local Community Partnerships work collaboratively with state-based systems, including Futures Connect clusters in South Australia and the Local Learning and Employment Networks in Victoria. These systems bring education and training providers together with other stakeholders, including industry and local government, to develop local strategies in order to improve education, training and employment outcomes for young people.

Enterprise and vocational learning

Enterprise education is a priority area within the National Goals for Schooling in the Twenty-first Century, agreed to by State, Territory and Australian Government ministers for Education in April 1999. Goal 2.4 states that, 'in terms of curriculum, students should have participated in programs and activities which foster and develop enterprise skills, including those skills which allow them maximum flexibility and adaptability in the future.' Ministers noted the need to investigate the development of indicators of performance in enterprise education.

In late 2004, the Performance Measurement and Reporting Taskforce (PMRT) commissioned a report into the feasibility of developing and reporting national key performance measures (KPMs) for enterprise education, following the earlier Transition from School Taskforce project on employability skills. The measure had proved difficult to address, and the project report indicated that there were currently no available viable measures. The recommendation that a measure not be pursued was supported and included in the revised Measurement Framework for National Key Performance Measures submitted to ministers for endorsement in late 2005.

Enterprise education, in its current form, is not like other areas of the curriculum. For most jurisdictions, it does not have an identified body of knowledge, nor is it an identifiable subject area within the curriculum. In practice, enterprise education (and vocational learning) is treated as a 'cross-curriculum perspective' in all States and Territories: it is meant to encompass the whole of the curriculum. The difference between the present state of development in enterprise education and other cross-curriculum perspectives is that the latter generally have clearly articulated expectations that students should demonstrate as a consequence. The research project confirmed that there are currently:

- no state-based programs to measure the outcomes of enterprise education that can be aggregated to a national level
- no existing assessment models that could be replicated by others
- no administrative census collections that could provide any indication of the level of participation of students in enterprise education, and

- there is little in the way of international practice that could serve as a model for Australian application.

Ministers agreed that work on the development of national indicators of performance in enterprise education should discontinue.

In all States and Territories, programs such as Australian Business Week, Young Achievement Australia and the Network of Practice Firms allow students to achieve curriculum outcomes in authentic contexts while developing enterprising attributes to prepare them to successfully manage personal, business, work and community opportunities. 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.

In Victoria, work continues on trialing a model for the assessment and reporting of employability skills in the senior secondary years and conceptual work linking the employability skills to key elements of the Victorian Essential Learning Standards has begun. In Queensland, schools deliver one or more of a suite of three Work Education Certificates, which include a focus on employability skills. In the Australian Capital Territory, the 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 them to develop a portfolio that links with their Individual Learning Plans (ILP). Similarly, in South Australia students are encouraged to record evidence of work related skill development in Individual Learning Plans. Two Australian Government initiatives that have the capacity to support the development of employability skills include the trial 'e-portfolio' project, which is still in development, and the Certificate I Pathways qualification. The 'e-portfolio' project trialed an approach using the myfuture website to provide young Australians with the opportunity to self-assess and record the employability skills they have developed in a variety of contexts. The Certificate I in Industry Pathways, focusing on employability skills in various industry contexts, was trialed in three industries during 2005 (Manufacturing, Transport and Agri-food).

In Western Australia, enterprise education continues to be promoted as a vehicle to deliver VET in a meaningful context, particularly where there is a lack of industry and/or infrastructure such as in remote communities. The trial of the Certificate I in Industry Pathways is seen as a key to the engagement of young people in VET through an enterprise or project-based approach.

In New South Wales, all year 7–10 syllabuses include cross-curriculum content for Work, Employment and Enterprise where the development of knowledge, understanding, skills, values and attitudes about work, employment and the workplace are embedded into teaching and learning. The New South Wales Teachers in Business program provides teachers and school leaders with the opportunity to partner with local businesses and communities to give them a greater understanding of the workplace and make connections between their own professional learning and the quality of their teaching practice.

In the Northern Territory, Youth Business Awards promote the involvement of senior secondary students in small business education. They recognise student achievement in small business activity and provide opportunities for business and industry to work with schools in the delivery of small business education.

The Australian Government continues to support enterprise and vocational learning through a number of related initiatives, including the following:

- The \$10 million Enterprise Learning in the 21st Century initiative funds innovative projects that aim to encourage a culture of enterprise and innovation among Australia's young people. In 47 projects across Australia, schools, business, local communities and parents are working in partnership to help young people learn enterprise skills, gain real-life learning experiences and stimulate their creativity and entrepreneurship
- The Increasing Vocational Learning Opportunities for Indigenous Students initiative supported innovative and creative strategies to increase vocational learning opportunities for Indigenous students and school-aged young people. Projects were based on local industry options and were delivered through the network of Local Community Partnerships. The initiative is being evaluated to inform schools, Local Community Partnerships and other stakeholders about the effectiveness of the different approaches taken across the 35 projects.

Student support services (more commonly referred to as career and transition services)

All jurisdictions 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 sessions and events such as 'careers markets'.

There is increasing use of individual learning pathways plans. All jurisdictions are progressively implementing approaches in which learning opportunities are designed around individual abilities, interests and career goals of students, and which take account of their personal circumstances and aspirations.

In New South Wales, the Employment Related Skills Logbook is the 'flagship' resource of the School to Work program. This logbook forms a career pathways planning tool and is used by students to collect evidence, develop plans and document their individual learning of employment-related skills and vocational experiences.

In Queensland, schools assist year 10 students to develop individual student plans for the Senior Phase of Learning. The Senior Education and Training Plan is reviewed and periodically updated.

In South Australia, a web-based individual learning plan is being developed for use by all government school students from year 8. It includes an intended destination survey, and will complement the Transition Portfolio that is used by students from year 10 to record career development investigations and their achievement of employment-related (and other) skills. These tools use the Australian Blueprint for Career Development as an organising framework. In addition, there are plans to extend the individual learning plan concept as applied in schools to an individual learning and work plan for young people 15–24 years of age participating in employment and training transition programs.

In the Australian Capital Territory, all year 9 students in government schools develop Student Pathways Plans based

on their abilities, interests and career goals. These individual learning and pathway plans are reviewed on a regular basis from year 9 to year 12.

In Tasmania, Pathway Planning is the cornerstone of Tasmania's Guaranteeing Futures Strategy, which provides a comprehensive approach to preparing secondary students for life after school. Pathway Planning commenced for all government secondary year 8 students in 2005. In 2006 it will be implemented with all year 8 and 9 students, and will be extended to year 10 in 2007. It has three components: students developing a Pathway Plan; Pathway Planning Officers; and curriculum materials that are delivered by teaching teams to support the work of the Pathway Planning Officers. Most non-government schools have continued their career education programs but in many cases have increased the emphasis on Pathway Planning within them. Resource materials prepared for use in government schools has also been made available to non-government schools.

In Western Australia, a cross-sectoral program for improving career education and career development programs for students has been very successful. It was funded under the Australian Government Quality Teacher programme.

In Victoria, year 10, 11 and 12 students in government schools have access to the Managed Individual Pathways program, which assists them in planning and implementing their education and career pathways in accordance with their interests and needs. Following a state-wide review, a Good Practice Framework for the delivery of Managed Individual Pathways is currently being introduced. The Good Practice Framework outlines elements of a whole-school approach to pathways planning. This approach will be promoted through a series of state-wide professional development sessions for government schools and other stakeholders such as Local Learning and Employment Networks (LLENs) and Local Community Partnerships. The LLENs play an important role in creating and further developing sustainable relationships, partnerships and brokering of initiatives between local education providers, industry and community to improve the education, training and employment outcomes of young people.

The Northern Territory Pathways Mentorship project is designed to support career advisers and teachers to develop individual transition plans for all students in the senior years (years 10–12). A key focus in the first phase of this project is the development of transition plans for all Indigenous students from remote communities undertaking senior secondary education. All schools provide career information and guidance programs to assist

students approaching transition points across the early, middle and senior years of schooling. Programs offered are determined at the school level and are responsive to local needs.

In New South Wales, the School to Work program provides high-quality career development initiatives and enables all teachers to play a key role in delivering vocational and enterprise learning across curriculum areas. The program supports all students in years 9 to 12 to become active managers of their career and transition plans. Students in all New South Wales government secondary schools have access to professional careers advisers employed in each school. New South Wales also offers the Pathways Mentor Pilot Initiative, where a number of school teachers work closely with careers advisers to become 'Pathways Mentors' to targeted years 9–12 students in their transition from school to post-school options, as well as strengthening and promoting the links between school, employers and local communities.

In Western Australia, an Employment Directions Network has been established across the State to enable all young people to access information and resources to help in career guidance and employability development, and to help them make the transition from school to work. Services include career guidance and labour market information, training in employability skills, and referral services. Innovative Career Development Grants have also supported the delivery of innovative projects that demonstrate links to the Australian Blueprint for Career Development and address the career needs of all Western Australians.

In the Northern Territory, many secondary schools have been allocated a career adviser to support students in selecting appropriate career and learning pathways. Advisers are supported by professional learning workshops with input from industry and business.

In South Australia, the three schooling sectors are working with the Department of Further Education, Employment, Science and Technology and industry and community agency groups to increase the capacity of parents, school staff and businesses to provide effective career and labour market information and advice to young people. This has been facilitated by the development of an online careers Resources Generator and Events Calendar, which allows users to search for resources and events related to various aspects of transition planning linked to Individual Learning Plans. The Australian Blueprint for Career Development is being adopted as the basis for career-related

programs and associated transition planning (individual learning plan implementation) in schools and TAFE Institutes.

Queensland has established the online Career Information Service, an individualised service offering information to help young people and their parents to map a pathway to a Queensland Certificate of Education and beyond. It is a one-stop shop with information on careers; what, where and how to study; and writing resumes. It also provides links to online job vacancies; online information about occupations and industries, education and training in various regions; and national online career information. In addition, a free call telephone service is being developed.

In the Australian Capital Territory, additional funding is provided through the Career Education Support Service to support innovative approaches to the provision of career guidance to students, and enhanced use of career advisory services and resource materials. Attention is focused on aligning careers support with other transition programs, including work experience.

In Tasmania, case management of 'at risk' year 10 students is managed through the Youth Learning Officers network. Youth Learning Officers have caseloads of 50 students who are identified by their school as at risk of not making a successful transition at the end of year 10. The Youth Learning Officers work with these students in terms 2 and 3 of their year 10, and in the first term of the following year, in education, training or employment.

In Victoria, the Victorian Essential Learning Standards offer schools the opportunity to embed key elements of career and pathway planning in the years 7–10 curriculum. There is a focus in the standards on vocational pathways and educational and training requirements, as well as identification of possible career pathways and opportunities. Schools will also have a responsibility through the Schools Accountability and Improvement Framework to improve outcomes for students, including student pathways and transitions and student engagement and wellbeing.

The Australian Government has maintained a focus on career information services. Initiatives include the following:

- the Career and Transition pilots were conducted in the period 2002–05 to test and evaluate ways of enhancing the quality of career information and advice provided to

all young people 13–19 years of age. Over 62,000 young people received Career and Transition assistance and 20 projects operated across Australia in 2005

- DEST provides schools and program providers with a range of printed career resources, including the Job Guide, which is provided to year 10 students and provides information about education and training pathways for over 500 occupations
- in 2004–05, the Job Pathway program helped around 70,000 young people 13 to 19 years of age from around 1,700 schools make a smooth transition through school, and from school to further education, training, employment and active participation in the community
- the Australian Government and State and Territory governments fund the award winning and internationally recognised myfuture website which provides career and transition information for people of all ages. There were 174.7 million 'hits' and 22.2 million 'page requests' in 2005. The website also includes a personal career planning element, and is available at <http://www.myfuture.edu.au/>
- DEST supports career practitioners and has developed the Australian Career Development Studies program, which helps people improve their career advising skills. Elements of the program can also be accredited. DEST has also developed an elective course in career education that can be offered by universities as part of a pre-service teaching program.

Other initiatives to strengthen career advice include: developing professional standards and an accreditation scheme for career practitioners; a scholarship scheme for schools career advisers; the Career Lighthouse program; funding for forums; rewarding best practice in school programs; providing information for parents about their children's career options, and other strategies under the Australian Network of Industry Career Advisors, which was renamed Career Advice Australia in 2006.

All jurisdictions are increasingly recognising the importance of effective and efficient monitoring and tracking processes to ensure that all students are supported throughout their education and guided into a successful initial transition.

In Victoria, the OnTrack survey identifies the further education, training and employment destinations of students who have completed year 12 and early school leavers from government

and non-government schools six months after leaving. OnTrack data documents the full range of successful post-school destinations and informs the planning of provision and intervention programs by schools, TAFE Institutes and the Department of Education and Training regional offices to achieve improved education and training outcomes for young people aged 15–19. The OnTrack Connect component of the destinations survey offers assistance to school leavers who are not in education, training or employment to re-engage in learning activities. The OnTrack five-year longitudinal surveys of the 2003 and 2004 school leavers' destinations will provide a more comprehensive picture of post-school transitions and pathways to further education, training and employment.

In New South Wales, the Student Pathways Survey is an on-line survey with an individualised feedback report allowing students to measure their sense of self-efficacy and the support they need for their career development. A separate survey of year 12 school leavers not only tracks initial post-school destinations but also examines student satisfaction with senior schooling and, in particular, with VET in Schools and SWL.

In Queensland the Next Step destination survey provides a comprehensive picture of the employment, study and life choices made by students who have completed year 12. From 2007, a survey of young people who leave a government school before completing year 12 is to be conducted. The Next Step and Early Leavers surveys are conducted in the year after these young people leave school with responses being predominantly collected via a computer aided telephone interview.

In the Australian Capital Territory, the Student Pathway Planning process is used to monitor and guide students through schooling and into initial post-school destinations. The Canberra Social Plan encourages all young people to complete 13 years of schooling and achieve a year 12 certificate or equivalent vocational qualification by 2013. A Training Pathway Guarantee also provides one year of post-school training in a vocational education and training course for school leavers not already in some form of post-school study or training within 12 months of leaving school.

In the Northern Territory, the Down the Track project will collect information from students who left school in years 10, 11 and 12 and will provide information about destinations and the effectiveness of school-to-work transition strategies, programs and policies.

In Western Australia, the School Leaver program collects proposed destination and satisfaction information from all year 10, 11 and 12 students in the second half of each year. The students are then followed up in the next year and the results from the two surveys are analysed and compared in terms of the effectiveness of schools in assisting students into their post-school destinations.

In Tasmania the *Youth Participation in Education and Training (Guaranteeing Futures) Act 2005* was passed. It requires all young Tasmanians who have completed year 10 to participate in education, training or full-time employment until they have turned 17, or have achieved a Tasmanian Certificate of Education or an AQF Certificate III outcome, beginning in 2007. At the end of their year 10, students are required to lodge a plan that states their intended destination. These year 10 students will be tracked from their 'intended destination' to where they are actually located six months into the following year.

Looking to the future

As demonstrated by the diversity of approaches taken within States and Territories, the implementation of the Framework by schools continues to present challenges that become a focus for attention in future years. These 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, particularly by recognising different regional demands
- supporting equity groups and those at risk of disengaging from learning
- increasing the availability of sufficient quality structured workplace learning placements and work experience options
- improving access to data on monitoring and tracking of student outcomes and destinations
- meeting the costs of providing high-quality VET in Schools programs
- enabling access to quality vocational education programs in years 9 and 10
- continuing to embed employability skills in both vocational learning and VET in Schools programs
- providing coordinated and responsive service provision across agencies.

Indigenous education

Introduction

This chapter highlights key achievements of Australian States and Territories in improving the educational outcomes of Indigenous students. The achievements reflect progress in implementing the National Goals for Schooling in the Twenty-first Century (3.3 and 3.4), the National Aboriginal and Torres Strait Islander Education Policy and the Council of Australian Governments' (COAG) whole-of-government approach to the provision of services to Indigenous Australians. The chapter also provides an overview of Indigenous education programme agreements and outcomes achieved.

State and Territory highlights for 2005

States and Territories implemented a diverse range of initiatives to improve Indigenous student outcomes in response to the array of teaching and learning contexts within which education systems and schools operate. The following summary highlights strategic approaches; school leadership; involvement of Indigenous people in educational decision-making; early childhood education; school participation; English literacy and numeracy; pathways to training, employment or higher education; quality teaching; curricula; Indigenous employment in the education sector; and partnerships across governments.

Strategic approaches

In New South Wales, the Department of Education and Training established the Director General's Aboriginal Education and Training Advisory Group to progress and monitor implementation of recommendations arising from a statewide review of Aboriginal education undertaken in 2004. The group comprises key stakeholders, including representatives of the NSW Aboriginal Education Consultative Group, Inc. As an outcome of the review, the Aboriginal Programs Unit was replaced by the Aboriginal Education and Training Directorate and Indigenous staff appointed to senior positions. The director is the first Indigenous senior official appointed to the Board of Management, the department's key internal decision-making body.

Victoria established the Koorie Open Door Education Bureau to oversee the development of the Victorian P-12 College of Koorie

Education, bringing together four existing Koorie Open Door Education campuses into a single autonomous school.

Queensland circulated *Bound for Success: Cape York and Torres Strait Education Discussion Paper* which looks at some key action areas: early engagement of Aboriginal and Torres Strait Islander children; integrated curriculum, teaching, assessment and reporting; preparation and support for transitions in the middle and senior phases; pathways beyond year 12; leadership and accountability; professional development and support; and informing and engaging families and communities. Queensland also released *Bound for Success: Education Strategy for Torres Strait*. This strategy includes an individual learning plan, to be updated annually, for every student completing preparatory year and/or starting year 1, more student accommodation on Thursday Island so that students can continue their education in the region, and a commitment to consult the community about establishing a State college on Thursday Island.

South Australia released the Department of Education and Children's Services Aboriginal Strategy 2005-2010. The strategy has three major components: Aboriginal education, Aboriginal employment and reconciliation. Implementation is led by a senior level steering committee chaired by the chief executive. It is underpinned by the incorporation of accountability requirements into executive performance processes.

Western Australia consulted extensively with key stakeholders in the last quarter of 2005. This resulted in a systemic refocus of Aboriginal education and training programs and the development of a new operational plan for 2005-08. The plan has a strong aspirational focus.

Tasmania opened a high school facility on Cape Barren Island. Prior to the school's establishment, students and their families were required to move off the island or access secondary education via distance education. The school is staffed by an Aboriginal secondary teacher. Knowledge of Aboriginal language is encouraged at the school and close ties with the local Aboriginal community ensure that Aboriginal perspectives are a strong part of the curriculum.

The Northern Territory approved the Building Better Schools program, with 54 initiatives for immediate implementation. This \$42 million four-year plan aims to improve secondary education focusing particularly on ensuring that Indigenous people

are better able to access a quality secondary education. Key areas of commitment in the plan include investing in students and learning; supporting the Territory's teachers; investing in Indigenous education and distance education and building strong school communities. The Northern Territory also commenced the Indigenous Students Leadership and Mentorship program to improve leadership opportunities for secondary students.

The Australian Capital Territory continued to support schools to develop strategies that enable them to respond to the specific learning needs of Indigenous students.

School leadership

Victoria offered Indigenous staff places in the Masters in School Leadership course. The course provides a high-quality development opportunity to enhance the capacity of current and potential leaders.

In Queensland, Indigenous education profiles were included within school annual resource operational plans to assist schools in examining the progress of Indigenous students and allowing them to develop specific targets or strategies for their student group. Another four schools joined the Partners for Success Centres of Excellence, bringing the total to seven. These schools showcase practices that allow them to meet or exceed expected targets for Indigenous students and are seen as exemplary leaders in the improvement of Indigenous educational outcomes.

The Indigenous Education Leadership Institute was established. Led by Dr Chris Sarra, it is designed to deliver quality programs on leadership for principals and teachers to enhance the teaching of Indigenous school students; develop, facilitate and supervise highly innovative Indigenous education research; strengthen links with governments, schools and universities in other States and Territories facing Indigenous education challenges; and nurture and develop stronger, smarter Indigenous leadership in communities.

South Australia offered five high-potential Aboriginal employees the opportunity to participate in its Aboriginal Accelerated Leadership Program. The South Australian Centre for Leaders in Education and Organisational Development Services continued to provide leadership induction and leadership development programs to build the capacity of aspiring and current Aboriginal leaders. An Aboriginal Education Coordinator was appointed in each of 17 districts across the State to work primarily with district leadership teams and school and preschool leaders to improve the educational outcomes of Aboriginal children and students.

Western Australia appointed a State coordinator to promote and increase membership of the Australian Government Dare to Lead program and improve leadership skills in Indigenous education.

In the Northern Territory, Indigenous staff took part in an Indigenous Development program delivered by Charles Darwin University. Ten staff graduated with a Diploma in Frontline Management. An Indigenous Leaders Network Forum held in Alice Springs attracted 30 Indigenous education leaders. The primary focus was on mapping Indigenous leadership against cultural, community and organisational needs.

The Australian Capital Territory continued to promote and be involved in activities associated with the Australian Principals Association Professional Development Council through the Dare to Lead program.

Leaders in Catholic education authorities and schools continued to develop policies and practices that affirm reconciliation between Indigenous and non-Indigenous Australians, facilitate collaborative working partnerships with Indigenous parents and community groups, and achieve improved Indigenous educational outcomes. Catholic schools remain committed to the leadership goals of Dare to Lead, seeking to become models of good practice in Indigenous education.

Involvement of Indigenous people

Victoria, in partnership with the state-wide Indigenous education consultative body, the Victorian Aboriginal Education Association Incorporated (VAEAI), supported the involvement of Indigenous community members on Regional Koorie Education Committees (RKECs) through the Local Aboriginal Education Consultative Groups. The Regional Koorie Education Committees identify opportunities where support can be provided to students to improve their attendance and education outcomes. Departmental officers from each region, along with primary and secondary school principals, are also members of these committees.

In Queensland, many schools formally recognised Indigenous elders as part of their school profile. In addition, the Indigenous Education Training Alliance extended its scope from far north Queensland to all of Queensland. The alliance provides professional development programs that assist schools to meet Indigenous education targets and raise the cross-cultural awareness of all staff.

South Australia reviewed Yurrekaityarindi: a committee system involving Aboriginal people in educational decision-making at the local level. The review resulted in a modification of the system to incorporate a wider view of the Aboriginal community voice, with partnership structures and agreements determined by local community and local needs.

Western Australia released a parent participation package titled *Walk Right In: You Can Make a Difference* to increase parental involvement in their children's education and the life of the school. The package is designed to motivate, inspire and empower school staff to support parents' active involvement in education and school decision-making. It includes leadership strategies for principals and teachers to assist them to engage Aboriginal parents in their children's education; sample presentations; an audiovisual section; web links and a comprehensive guide to relevant resources. It was developed in conjunction with the Community Development Foundation.

Tasmania continued to provide financial support and accommodation to the Tasmanian Aboriginal Education Association Inc. This organisation has a fully elected consultative committee that provides community level advice directly to the Minister for Education.

The Northern Territory began work on the development of a community engagement plan that will include 15 remote sites by 2008. A Remote Schools Internship project provided opportunities for Charles Darwin University graduates to gain experience living and teaching in remote communities.

In the Australian Capital Territory, Indigenous people were involved in activities and initiatives at the system level as members of the department's Curriculum Renewal Committee, and at the local level as members of school boards and the Parents and Citizens Association.

In the spirit of reconciliation, Catholic education authorities continued to develop authentic partnerships with Indigenous parents and community groups to encourage and support their increased involvement in the education of their children and the life of the school.

Early childhood education

In New South Wales, a home-to-school transition initiative fostered the development of partnerships between Aboriginal people and school staff. Aboriginal education workers assisted

teachers to work with young children and their parents so that they could better understand the ways of the community, while at the same time assisting parents to better understand the routines and expectations of schooling. The children and their parents became familiar with school staff, school routines and school language.

In Victoria, Koorie early childhood field officers provided professional learning to kindergarten staff, identified Aboriginal children not attending kindergarten and linked them to local services, and put strategies in place to respond to access barriers facing Aboriginal families.

In Queensland, preparations were conducted for the introduction of a new preparatory year within all Queensland schools.

In South Australia, ten preschool centres with enrolments of eight or more Aboriginal three-year-old children received a 0.8 teacher allocation to reduce the child-staff ratio, undertake practitioner research and strengthen connections with Aboriginal families and their communities. A number of the 20 early childhood development centres to be rolled out over the next four years will have an explicit Aboriginal focus. The centres will integrate education and care, maternal and child health, and family support services.

Western Australia provided professional learning for early childhood teachers working in regional areas with high numbers of Indigenous enrolments to increase their cultural understandings and local knowledge and assist them in establishing local networks. Western Australia also designed Indigenous-specific posters and flyers to promote increased Indigenous enrolments at kindergarten and pre-primary school. The materials were widely distributed to schools, medical centres and shops. Aboriginal and Islander education officers distributed materials in Aboriginal communities.

Tasmania introduced the statewide Aboriginal Early Years program, with Aboriginal Early Years officers supporting Aboriginal parents in preparing their children from birth to 5 years for formal education. The program provides a strong focus on strategies that assist early literacy and numeracy development and the transition from home to formal schooling.

The Northern Territory continued to operate mobile preschools in 10 to 15 remote sites funded by the Australian Government Department of Family and Children's Services and Indigenous

Affairs. It also implemented an Age of Entry policy trial that helped to develop quality early years practice through the provision of additional resources in schools. Many remote teachers participated in professional development and action learning.

In the Australian Capital Territory, initiatives focusing on healthy eating and healthy bodies contributed to the engagement of Indigenous students and parents at Koorie and mainstream preschools.

In the Catholic sector, a number of innovative initiatives have emerged in response to local needs and circumstances. A national training initiative, titled Learning in the Early Years of Schooling: The Indigenous Parent Factor, was delivered throughout Australia by the Australian Parents Council and the Catholic Education and Archdiocese of Brisbane. The initiative resulted from a collaborative partnership between Indigenous and non-Indigenous parents, community members, Catholic educators and the Australian Government. The focus of the initiative was to provide training to Indigenous parents and community members on the importance of early childhood education and to facilitate their increased involvement in the early learning of their children. The incorporation of a 'train the trainer' approach enabled Indigenous parents to increase their confidence and become facilitators of the training.

School participation

Victoria provided extra funding support to schools with high concentrations of Koorie enrolments for initiatives to improve Koorie student attendance. Eight home-school liaison officers were employed across the government school system to liaise with schools and Koorie families to address barriers to Koorie student attendance.

Queensland implemented a number of new initiatives to promote school participation.

- Programs commenced under the Whole of School Intervention Strategy, which is aimed at assisting schools to increase Indigenous student participation and retention rates. These programs are first identified through concept plans developed at the local school level.
- As a prelude to the National Schools Constitutional Convention, Queensland holds a series of zone conventions across the State to facilitate its selection of delegates. For

the first time, two conventions were specifically held for Indigenous students, which resulted in two Indigenous delegates being selected to join the Queensland delegation.

- The Transition Support Service was initiated to provide assistance to Indigenous students who need to move away from their remote Cape York community to access secondary education and to encourage them to complete year 12. It is delivered by transition support officers based in Cairns, Townsville, Rockhampton and Brisbane and a unit manager who is based in Weipa. Informally, the service also includes community support officers based in some Cape York communities.

South Australia focused on improved attendance, retention and achievement as a result of the introduction of individual education plans for each Aboriginal child in government preschools and schools. The Social Inclusion Board developed the School Retention Action Plan, which includes seven key initiatives: innovative community action networks; responsive learning environments; advocacy and support for learners; supporting Aboriginal communities; good practice and cross-agency linkages; and support for families in the early years. Responsibility for implementation is shared across government agencies, with lead and partner roles identified.

In Western Australia, eight primary schools were involved in a comprehensive social and emotional wellbeing program. The program aims to improve the capacity of Indigenous students in upper primary school to cope with life's challenges and promote health and resilience through positive activities and intervention strategies for students and their parents. The program will be expanded across the State.

Tasmania implemented the Connecting Community, Country and Culture program to provide Aboriginal students with affirmation of their culture through meaningful and relevant learning opportunities. Students participate in a range of activities, including visits to places of cultural significance, and are taught traditional values and life skills such as mutton-birding, basket weaving and shell stringing.

The Northern Territory expanded the Alternative Education Provision program to Katherine and the surrounding area. The program provides case management for students aged 10–15 years who are disengaged or at high risk of disengagement from the education system. It encourages them to return to school or undertake training or employment.

In the Australian Capital Territory, one high school trialed an Indigenous Studies room. With the assistance of a teacher, the room provides opportunities for Indigenous students in years 7–10 to receive support with their studies, particularly in English literacy and numeracy. The On Track program supported Indigenous students in years 5 and 6 through the purchase of artefacts for use in activities and performances, and the provision of transport to external locations.

In the Catholic sector, the numbers and proportions of Aboriginal and Torres Strait Islander students continued to grow in all States and Territories. This was in response to the development of Indigenous-specific enrolment and support policies by an increasing number of Catholic education authorities.

English literacy and numeracy

New South Wales continued to focus on initiatives that prioritise cultural understanding as a starting point for developing effective pedagogies. These included:

- the Maths in Context for Aboriginal Students project, which encourages teachers to draw on knowledge, experience and understandings within the local Aboriginal community while meeting syllabus standards and requirements
- bidialectal approaches to the teaching of literacy, which encourages teachers to develop an understanding of Aboriginal English as a dialect of Standard Australian English, strategies for the explicit teaching of Standard Australian English, and code-switching techniques.

In Victoria, the Koorie Literacy, Middle Years and Numeracy Links Project continues as a trial in some schools with high numbers of Koorie students. The project used video-conferencing as a tool to improve literacy and numeracy and to develop support networks between educators and students. Anecdotal feedback from schools indicated that the project appeared to engage Koorie students and increased student attendance.

Queensland commenced work developing a new literacy framework to ensure that all students are provided with the best opportunity to gain the necessary literacy skills and standards required to succeed in school and beyond.

South Australia continued to deliver the National Accelerated Literacy program and to provide English as a Second Language (ESL) general support allocations to schools to support

assessment and intervention strategies using the ESL Scope and Scales, a programming, assessment and reporting resource for teachers of ESL learners. The allocations support strategies for Aboriginal ESL learners. The Premier's Reading Challenge focused on increasing the number of Aboriginal participants through strategies including targeting Aboriginal schools and students and including books by Aboriginal authors and with Aboriginal themes.

Western Australia introduced the Aboriginal Literacy Strategy into 43 remote teaching service schools with a high proportion of Indigenous students. The strategy requires a minimum of two hours of literacy instruction for every student every day and enables a sustained and consistent teaching approach for transient students. Intensive professional development in literacy is provided for teachers by a literacy specialist. In addition, Western Australia implemented the recommendations of a review of the Early Literacy and Numeracy Program for Indigenous Students. The program has been renamed the Aboriginal Education Specialist Teacher program and focuses on improving literacy and numeracy outcomes for Indigenous students at educational risk in years 3–7. Forty-one specialist teachers are employed in targeted schools. The Aboriginal Tutorial Assistance Scheme (ATAS) was trialed in two districts in years 4 and 5 for Indigenous students performing below the benchmark in literacy and numeracy. Trained teachers are employed under the scheme. The Getting It Right Literacy and Numeracy Strategy facilitated over 200 teachers across the State in schools with high Aboriginal enrolments to respond to the literacy and numeracy needs of 'at risk' students.

Tasmania delivered the ATAS to improve the literacy and numeracy outcomes of Indigenous students in years 4 and 6–8 who failed to reach national benchmarks or were at risk of not meeting those benchmarks. Tutoring is delivered in class by qualified registered teachers who use an inclusive practice model.

The Northern Territory continued to deliver the National Accelerated Literacy program and achieved higher than average increases in literacy levels. By the end of the year, 3,293 students were involved across 27 schools, with 220 teachers undertaking training in the methodology. In-school training, mentoring, lesson analysis and feedback, as well as demonstration lessons and co-planning support were provided to all accelerated literacy teachers.

The Australian Capital Territory appointed three full-time and one part-time Level 1 teachers as Indigenous literacy and numeracy consultants. The consultants established links with literacy and numeracy coordinators in schools, supported schools in the use of data analysis as a basis for developing effective and culturally inclusive literacy and numeracy teaching programs for Indigenous students, and provided intensive support to Indigenous students who were not achieving at expected levels. This included those who ranked in the lower 20 per cent of students in year 3 literacy and numeracy assessments in 2004.

Catholic education authorities continued to promote a bidialectal approach to the teaching of literacy and numeracy, particularly for Aboriginal and Torres Strait Islander students who speak English as a second language or dialect. The Townsville Catholic Education Office developed the professional learning program Right Time, Right Place to ensure that teachers are well prepared to meet the language learning needs of Indigenous students from north Queensland communities. The program enables school staff to appreciate the value of students' culture and home language. The program builds on *Making the Jump: A Resource for Teachers of Aboriginal Students*, published in 1997 by the Catholic Education Office, Kimberley Region, Western Australia.

Pathways to training, employment or higher education

The New South Wales School to Work program helps young people aged 14–19 in years 9 to 12 to develop employment skills that can be applied to a range of jobs and careers. In 2005, more than 5,180 Aboriginal students participated in this program.

In Victoria, three main senior secondary options continued to provide flexible pathways for all students. The Victorian Certificate of Education (VCE) provides pathways to further study at university, TAFE and the world of work. The Victorian Certificate of Applied Learning is an accredited secondary certificate that is a hands-on option for students in years 11 and 12. The VCE combines general VCE studies with options for vocational training and experience in the workplace. The number of Koorie students enrolled in vocational subjects has increased markedly.

Queensland conducted for the first time the Next Step Destination Survey of all students completing year 12. It provided new information on the destinations of Indigenous students, including 76 Indigenous students who commenced university studies in 2005.

South Australia has developed a number of secondary sites with significant Aboriginal student enrolments as Centres of Excellence that provide Aboriginal students with access to relevant vocational training experiences. One such experience, offered in the northern suburbs, is the Part Time Employment Program, which engages 14–17-year-old Aboriginal students in the Australian Qualifications Framework (AQF) Certificate I in Job Skills as a pathway to employment in retail stores over the December-to-January holiday period.

In Western Australia, the Follow the Dream Tertiary Aspirations Strategy expanded significantly with 25 learning centres operating in metropolitan and country locations, incorporating 43 schools and 650 Indigenous students. This strategy promotes working partnerships with industry and cross-agency and community collaboration to support the academic achievement and retention of high-performing Indigenous students. The Aboriginal School Based Traineeship provided opportunities for students seeking to graduate at year 12 with a WA Certificate of Education and an AQF Certificate II industry-specific qualification.

Tasmania implemented its Guaranteeing Futures Strategy to support the transition of young Tasmanians from compulsory education to independent adulthood. Key initiatives of the strategy include individual pathway plans for all students commencing year 8 and the provision of transitional support for year 10 students at risk of not completing their education. Support for Aboriginal students to complete year 10 and move on to further education and/or employment is provided by youth learning officers in consultation with Aboriginal education officers.

In the Northern Territory, 111 Indigenous students commenced school-based apprenticeships and traineeships in the fields of business, automotive, construction and engineering. Of these, five participated in an AQF Certificate III in Business.

In the Australian Capital Territory, five Indigenous students participated in school-based apprenticeships in the fields of general construction and hairdressing. A range of vocational education and training opportunities were also provided for Indigenous youth in the Quamby Youth Detention Centre.

Catholic education authorities continued to provide innovative career pathways to enable Indigenous students to achieve their aspirations. Senior students were also provided with access to a range of support mechanisms within Catholic schools and boarding schools that provide links to training, employment and higher education. Opportunities were also available for senior students to engage in Indigenous youth leadership programs.

Quality teaching

In 2005, New South Wales drew on research arising from initiatives funded under the National Indigenous English Literacy and Numeracy Strategy to focus on sharing effective practice and prioritising cultural understandings as a preferred starting point for developing effective pedagogies for Aboriginal students. Professional development in Maths in Context for Aboriginal Students and bidialectal approaches focused on schools and teachers valuing and drawing on knowledge, experiences and understandings within local Aboriginal communities.

Victoria implemented a range of teacher supply initiatives, set out in the Ministerial Statement of 2004, *Teacher Supply and Demand for Government Schools*, to attract and retain teachers in hard-to-staff schools and subject areas. These initiatives include teaching scholarships, the Career Change program and the Rural Teacher Practicum Scheme. A major focus of these initiatives is rural and remote Victoria, including areas with high Indigenous student enrolments. Regionally-based Koorie education development officers continued to support schools and teachers with advice in relation to local Indigenous history, culture and identity.

In Queensland, the one-hundredth teacher graduated through the Remote Area Teacher Education program, which is a joint initiative between Education Queensland, the Tropical North Queensland Institute of TAFE, James Cook University and local Indigenous communities for delivering culturally appropriate teacher education courses to Indigenous students. The program assists Indigenous people throughout Queensland to achieve registered teacher status by being supported to study in the communities in which they live and work.

South Australia renewed its focus on implementing the Australian Government What Works program, which provides professional development and resources to help schools to improve outcomes for Indigenous students.

Western Australia commenced a comprehensive induction program for teachers employed under the Remote Teaching Service. Professional development was also provided to ATAS teachers, Aboriginal education specialist teachers and teachers in Aboriginal kindergartens. The Aboriginal Education and Training Council updated the *Our Story* cultural awareness resource, following extensive statewide consultation. Compulsory cultural awareness training continued to be delivered to staff.

In Tasmania, the Changing Places and Think Tank programs sought to improve educational outcomes for Aboriginal students

by increasing cross-cultural awareness and improving quality, explicit teaching practices.

In the Australian Capital Territory, the Teachers of Indigenous Students Network provided an opportunity for teachers in government schools to meet and share ideas and successful strategies to improve Indigenous student outcomes.

Catholic education authorities continued to provide opportunities for teachers to participate in a variety of Indigenous education professional learning events. Increased interest in these opportunities indicates an appreciation by teachers of the need for cultural education to improve quality teaching in classrooms.

Curricula

New South Wales introduced inclusive classroom practices that addressed age-appropriate syllabus and aligned context. Insights gained through bidialectal research and the Maths in Context for Aboriginal Students program resulted in new teaching approaches in English, science, mathematics and personal development, health and physical education.

In Victoria, the Koorie Middle Years and Literacy Links programs supported the development of culturally appropriate resources to be used by teachers and students in the classroom. Koorie students were integrally involved in the development of these resources, which were tailored for use by participating schools. Queensland began work on the development of guidelines to include Indigenous perspectives in State school curricula.

The South Australian Curriculum and Assessment Framework requires teachers to include Aboriginal perspectives across the curriculum. A restructuring of the Department of Education and Children's Services Aboriginal Education Unit provided for the appointment of 17 Aboriginal education coordinators in districts across the State. These coordinators work with schools to provide ongoing development and promotion of curricula materials to support Aboriginal Studies, reconciliation and cultural respect.

In Western Australia, the number of government schools delivering Aboriginal Studies increased to 499 in 2005. Work commenced on the development of Aboriginal Perspectives Across the Curriculum, an online resource to assist teachers in schools delivering Aboriginal Studies. By the end of 2005, the basic site structure and format had been created.

In Tasmania, the Aboriginal Perspectives Across the Essential Learnings program brought together curriculum officers,

teachers, Aboriginal speakers, Aboriginal education workers, Aboriginal education officers, parents and community to plan and deliver sequences of learning that were culturally relevant.

The Northern Territory continued to progressively develop student learning profiles that record student learning, progress and achievement in secondary schools. These profiles are available online in the Curriculum eTool at <http://www.ict.schools.nt.gov.au/sams/etool.shtm>

In the Australian Capital Territory, a number of government schools involved Indigenous people in the development of Indigenous content across the curriculum.

Catholic education authorities affirm that a successful schooling experience for Indigenous students is supported by the inclusion of Indigenous perspectives across all key learning areas. Primary and secondary curriculum consultants in Catholic schools continued to work directly with teachers to develop Indigenous Studies and Indigenous perspectives across the curriculum.

Indigenous employment

Wur-cum barra, the Victorian Public Sector Indigenous Employment Strategy is an initiative of the Victorian government that aims to improve diversity and responsiveness to Indigenous issues by increasing Indigenous employment across the whole of the public sector. The Department of Education and Training's Wur-cum barra Implementation Plan was launched in 2005 and focuses on six key strategies: building employment capacity and pathways from education to work; improving recruitment processes; improving induction and retention processes; more focused career development opportunities for Koorie employees; changing workplace cultures; and improving links with Koorie community organisations. Indigenous employment was also fostered through the provision of funding to support the development of an online AQF Certificate III in Education (Aboriginal and Torres Strait Islander), which is a flexible and accessible mode of delivery for Indigenous teacher aides, volunteers and parents. Scholarships were provided to several Koorie educators to complete a Bachelor of Teaching.

Queensland established an Indigenous Employment Unit to assist in the review of educational services for Aboriginal and Torres Strait Islander students, as well as providing career support for Aboriginal and Torres Strait Islander staff across the State.

South Australia released two frameworks to increase Aboriginal employment at all levels and provide increased professional

development opportunities for existing Aboriginal staff: the Department of Education and Children's Services Aboriginal Strategy 2005–2010 and the Department of Further Education, Employment, Science and Technology Aboriginal Employment Strategy 2005–2010.

Western Australia enhanced the status and role of Aboriginal and Islander education officers in government schools. The positions were upgraded to level 3 with a refocused role, a job description requiring a higher level of duties and responsibilities, and an improved salary scale. The number of positions for managers of Aboriginal education in district offices across the State was increased.

Tasmania funded scholarships and cadetships for Aboriginal teachers.

The Northern Territory completed Stage One of the More Indigenous Teachers in the Department of Employment, Education and Training (DEET) project. Stage Two commenced following identification of target groups and key areas for growth. Nine Indigenous teacher education students participated in the Indigenous Teacher Education Salary Scheme.

The Australian Capital Territory recruited an Indigenous teacher to the position of Manager, Indigenous Education, Department of Education and Training. The position was classified at principal level. Seventeen Indigenous teachers applied for positions with government schools.

Catholic education authorities continued to implement strategies to increase the employment of Aboriginal and Torres Strait Islander peoples across all occupational groupings and levels of Catholic education.

Partnerships across governments

In New South Wales, shared responsibility agreements (SRAs) developed as part of the Murdi Paaki COAG Trial commit Australian Government, State, Territory and local government agencies to work in partnership with community working parties and Aboriginal communities to address identified priorities in community action plans and meet regional key educational priorities. At the end of 2005, 14 SRAs had been signed. Three have a specific focus on improving educational outcomes for Aboriginal students.

New South Wales also worked in partnership with the health sector to develop the NSW Otitis Media Strategy. The strategy, which has an impact at the State, regional and local level, has

resulted in the development of local plans that involve Aboriginal people training and supporting local Aboriginal communities.

Victoria supported the operation of the Shepparton COAG Trial Site at the central and regional level and through its membership of the Steering Committee. COAG's Education Pathways Strategy continued in 2005 and included completion of the attendance kit: *Be Deadly and Cool – Stay at School*.

Partnerships Queensland: Future Directions Framework for Aboriginal and Torres Strait Islander Policy in Queensland 2005–2010 was launched to support the COAG National Framework of Principles for Government Service Delivery to Indigenous Australians. Partnerships Queensland signals a new direction for all partners to work together to achieve community involvement, governance, service provision, accountability and shared action in a way that will ensure Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed and heritage sustained, and enjoy the same prospects for health, prosperity and quality of life as other Queenslanders. Partnerships Queensland integrates State government activities in Indigenous affairs, providing a single overarching framework and focusing them on the four key whole-of-government goals of Strong Families, Strong Cultures; Safe Places; Healthy Living; and Skilled and Prosperous People and Communities.

In South Australia, the State Strategic Plan requires cross-agency collaboration to achieve cultural, social, educational, training and economic outcomes aligned to Aboriginal well-being targets.

In Western Australia, a State Government Action Plan was developed in response to the recommendations of *Putting the Picture Together: The Inquiry into Response by Government Agencies to Complaints of Family Violence and Child Abuse in Aboriginal Communities* (Gordon Inquiry). The plan includes 125 recommendations requiring commitment from a number of government agencies, including the Department of Education and Training. A cross-agency monitoring group convened by the Department of Indigenous Affairs meets on a regular basis and seeks biannual updates on progress against commitments.

Tasmania continued to support the COAG Trial Site on Indigenous Family Violence through representation on the inter-governmental coordination committee.

In the Northern Territory, the Overarching Agreement between the Australian Government and the Northern Territory Government on Indigenous Affairs was signed in

April 2005 to provide the basis for high-level cooperation at whole-of-government level. The Wadeye COAG Trial Site continued, with the Northern Territory Government making a commitment to construct a new secondary school, provide additional teacher housing and improve education delivery to remote homeland communities.

In the Australian Capital Territory, the Department of Education and Training collaborated with Aboriginal Health to conduct audiometric tests with Indigenous students in the early years of learning.

Overview of Indigenous Education Programme 2005–08 agreements

Context

In 1989, the Australian Government introduced the National Aboriginal and Torres Strait Islander Education Policy (AEP), which built on initiatives previously in place across States and Territories. The endorsement of the AEP by all Australian governments, together with the recognition by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) of the urgent need to improve educational outcomes for Indigenous Australians, constituted a significant development for change in Indigenous education and training. Within the context of the AEP, State 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.

In April 2004, the Australian Government announced its funding allocations for Indigenous education for the 2005–08 quadrennium, emphasising that Indigenous education remains

one of its major priorities. The Minister for Education, Science and Training announced a significant restructure of existing programs in order to redirect funding to initiatives that have been demonstrated to work, and to put greater weighting of funding towards Indigenous students of greatest disadvantage: those in remote areas of the country. The key Australian Government funded programs directed through the Indigenous Education Programme (IEP), which supersedes the Indigenous Education Strategic Initiatives Programme and the Indigenous Education Direct Assistance programme, include:

- Supplementary Recurrent Assistance
- Indigenous Tutorial Assistance Scheme
- IEP Away from Base – for mixed-mode delivery
- Indigenous education projects
- Transitional Project Assistance element of the National Indigenous Education Literacy and Numeracy Strategy
- English as a Second Language for Indigenous Language Speaking Students
- Whole of School Intervention Strategy initiatives
- Indigenous Youth Leadership Programme
- Indigenous Youth Mobility Programme.

IEP agreements with the Australian Government require education providers to report annually against performance indicators that are based on the MCEETYA priority areas. 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 IEP-funded providers. A full description of outcomes from these providers in 2005 can be found in the *National Report to Parliament on Indigenous Education and Training, 2005*.

Literacy and numeracy

Indigenous students' results in the 2005 national benchmark testing for years 3, 5 and 7 reading, writing and numeracy were lower than those of their non-Indigenous peers. Table 11.1 provides the results for Indigenous and all students in these three areas for the period 2002–05.

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 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.

While there were declines in Indigenous results on eight of the nine benchmarks between 2004 and 2005, the only significant fall in the proportion of Indigenous students meeting the benchmark was in year 7 reading. It should be noted that results for all students across the benchmarks also fell slightly over this period. Since benchmark reporting began in 1999, the gap between Indigenous and non-Indigenous student outcomes has increased slightly but this has not been of statistical significance.

The year 7 numeracy results continue to be of concern with less than half of Indigenous students meeting the year 7 numeracy benchmark in 2005.

Care must be used in making comparisons in Indigenous student achievement over time as a higher proportion of Indigenous students are now being tested. It is not possible to determine how much of the difference should be attributed to increased participation in the testing program.

Retention and grade progression

Grade progression rates

National grade progression rates for Indigenous and non-Indigenous students for the 1999–2005 period are shown in Table 11.2, together with a comparison of the gaps between Indigenous and non-Indigenous rates.

On three of the four secondary schooling transition points, the results for Indigenous students improved in 2005 and are the best results achieved over the 1999–2005 period. Only the year 11 to year 12 rate did not improve in 2005.

Table 11.1 Year 3, 5 and 7 benchmark results^(a) in reading, writing and numeracy, Indigenous and all students, Australia, 2002–05 (per cent)

	Year 3				Year 5				Year 7			
	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
Reading												
Indigenous students	76.7 ±4.1	78.8 ±6.9	82.9 ±3.6	78.0 ±4.3	68.0 ±3.5	67.7 ±4.1	69.4 ±3.8	62.8 ±4.1	65.3 ±2.9	66.5 ±3.1	71.0 ±2.8	63.8 ±2.9
All students	92.3 ±1.7	92.4 ±1.7	93.0 ±1.5	92.7 ±1.6	89.3 ±1.4	89.0 ±1.5	88.7 ±1.6	87.5 ±1.8	89.1 ±0.8	89.4 ±0.9	91.0 ±0.7	89.8 ±0.8
Writing												
Indigenous students	77.1 ±3.5	75.2 ±4.1	76.8 ±4.3	74.0 ±4.7	76.4 ±3.8	79.6 ±3.8	81.7 ±3.5	74.3 ±4.3	71.6 ±4.8	74.4 ±4.4	78.8 ±3.8	72.3 ±4.3
All students	93.6 ±1.2	92.2 ±1.5	92.9 ±1.5	92.8 ±1.6	93.6 ±1.1	94.1 ±1.1	94.2 ±1.1	93.3 ±1.3	90.7 ±1.7	92.1 ±1.7	93.6 ±1.3	92.2 ±1.5
Numeracy												
Indigenous students	77.6 ±3.6	80.5 ±3.7	79.2 ±4.1	80.4 ±3.8	65.6 ±3.7	67.6 ±3.9	69.4 ±3.9	66.5 ±3.9	51.9 ±3.0	49.3 ±2.9	51.9 ±2.8	48.8 ±2.9
All students	92.8 ±1.3	94.2 ±1.1	93.7 ±1.2	94.1 ±1.1	90.0 ±1.3	90.8 ±1.2	91.2 ±1.2	90.8 ±1.3	83.5 ±0.9	81.3 ±0.8	82.1 ±0.8	81.8 ±0.9

(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, 2002–05*

Table 11.2 Indigenous apparent grade progression ratios^(a) and the percentage point gap between these and non-Indigenous ratios, Australia, 1999–2005 (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
2005	98.4	1.6	90.9	7.8	72.6	17.0	64.7	21.4

(a) Grade progression rates show the number of students at each year level as a percentage of the number enrolled in the previous year.

Source: Australian Government Department of Education, Science and Training (DEST), derived from MCEETYA, *National Schools Statistics Collection, 1999–2005*

The year 8 to year 9 rate in 2005 of 98.4 per cent was an improvement on previous years in terms of the overall result and in the gap between Indigenous and non-Indigenous outcomes (1.6 percentage points). The main contributing factors to the improvement were rates in excess of 100 per cent in the Northern Territory and Tasmania and a rate of 99 per cent in Queensland. Alternatively, there were falls in the rates in both South Australia and Western Australia.

The year 9 to year 10 ratio of 90.9 per cent and gap of 7.8 percentage points are the best results yet on both measures. The main improvements occurred in the Northern Territory and Queensland. In the Northern Territory, the rate improved from 91 per cent in 2004 to 103 per cent in 2005, which was partly the result of enrolments reported in previous collection years as 'ungraded' being assigned to year levels by schools in 2004. In Queensland the rate increased to 93.6 per cent, up from 90 per cent in the previous year. Because of the relatively large numbers of students involved in Queensland, any movement has a considerable overall effect on the national rate. The rate in Western Australia also increased to 95 per cent but decreases were experienced in New South Wales and the ACT.

The transition point from compulsory to post-compulsory schooling, year 10 to year 11, is a critical one and the 2005 results are encouraging. The 2005 rate of 72.6 per cent is up on the 2004 rate of 70.1 per cent. The gap between Indigenous and non-Indigenous outcomes (17 percentage points) has also decreased. Also influential was the Queensland rate, which improved from 74 per cent in 2004 to 79 per cent in 2005. South Australia (79 per cent) and Western Australia (68 per cent) reported their best results to date. New South Wales (56 per cent) and Tasmania (54 per cent) had the lowest rates.

At the year 11 to year 12 transition point, the 2005 rate and gap were almost identical to the 2004 rate and gap which were the poorest results for the 2001–05 period. Between 2004 and 2005 there was little significant movement in the rate in any of the States or Territories except Tasmania where the rate fell from 87 per cent to 71 per cent, and the ACT, where the rate improved from 83 per cent to 89 per cent. That one third of Indigenous year 11 students drop out of school in the space of a year remains a concern.

Some caution should be exercised in judging the impact of changes in grade progression 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 cross-border 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 11.3 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 1999–2005 period.

The data show moderate improvement in Indigenous apparent retention rates during this period. The year 10 and year 11 rates have improved by more than six percentage points although the gap with non-Indigenous rates has improved by a lesser amount. In 2005, two of the four rates were much improved.

As in previous years, the Queensland results have had a major influence on the national results. Its rates were highest at all four year levels. The ACT and Tasmanian results on all four indicators are also above the national averages; however their numbers of Indigenous students are small and subsequently have a lesser effect on national rates. All States and Territories, except for the ACT and Tasmania, reported record numbers of students in their senior years of schooling in 2005.

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, and from compulsory to post-compulsory schooling, as it reports on the progress of a cohort of students over two years. Although the impact of factors such as interstate migration are noticeable over a longer period, the rates are expected to be similar from year to year. Therefore, reliability is not affected. The year 10 to 12 rate is more susceptible to factors such as the different age/grade structures in States and Territories, which makes comparison less useful. Table 11.4 shows the apparent retention rate from year 10 to year 12 by State/Territory, and nationally for 2005. For a complete picture, it should be read in conjunction with the year 7–8 to year 10 rate.

The national Indigenous rate improved by two percentage points during the 1999–2005 period. However, the gap between

Table 11.3 Comparative apparent Indigenous and non-Indigenous retention rates^{(a)(b)(c)}, Australia, 1999–2005 (per cent)

	1999	2000	2001	2002	2003	2004	2005
Year 10							
Indigenous	82.0	83.0	85.7	86.4	87.2	85.8	88.3
Non-Indigenous	97.9	98.0	98.4	98.5	98.9	98.5	98.6
Gap (percentage points)	15.9	15.0	12.7	12.1	11.7	12.7	10.3
Year 11							
Indigenous	56.0	53.6	56.1	58.9	61.4	61.1	62.3
Non-Indigenous	86.4	86.2	87.6	88.7	89.5	89.0	88.3
Gap (percentage points)	30.4	32.6	31.5	29.8	28.1	27.9	26.0
Year 12							
Indigenous	34.7	36.4	35.7	38.0	39.1	39.8	39.5
Non-Indigenous	73.2	73.3	74.5	76.3	76.5	76.9	76.6
Gap (percentage points)	38.5	36.9	38.8	38.3	37.4	37.1	37.1
Year 10–Year 12							
Indigenous	43.1	43.8	43.6	45.8	45.7	46.0	45.3
Non-Indigenous	75.0	75.2	76.2	77.8	77.7	78.1	77.5
Gap (percentage points)	31.9	31.4	32.6	32.0	32.0	32.1	32.2

- (a) The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group. Data are reported for the proportion of students commencing secondary school (at year 7 or 8) and continuing to year 10, 11 and 12; and year 10 students continuing to year 12. Ungraded students are not included.
- (b) These derived statistics are based on full-time enrolments only.
- (c) Apparent retention rates for Indigenous students can be affected by changes over time in the propensity to identify as Indigenous.

Source: Australian Government DEST, derived from MCEETYA, *National Schools Statistics Collection*, 1999–2005

Indigenous and non-Indigenous outcomes remained stable at 32 percentage points (see Table 11.3).

The 2005 rates were similar to previous years with small variations in the results from individual States and Territories, apart from the Northern Territory and Victoria where the gaps decreased markedly, and the ACT, where the gaps increased (see Table 11.4). It should be noted that the high Northern Territory 2004 apparent retention rate for year 10 to year 12 was the result of enrolments reported in previous collection years as ‘ungraded’ (and not included in cohort) being assigned to year levels by schools in 2004.

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.

Under the IEP reporting arrangements for the 2005–08 quadriennium, all government and Catholic education systems report average attendance rates.

Table 11.4 Apparent retention rate from year 10 to year 12^{(a)(b)(c)(d)} for Indigenous and non-Indigenous students, by State/Territory, 2005 (per cent)

State/Territory	Indigenous students	Non-Indigenous students	Gap in 2003 (percentage points)	Gap in 2004 (percentage points)	Gap in 2005 (percentage points)
New South Wales	37.9	74.1	35.0	36.3	36.2
Victoria	55.4	82.4	38.7	38.5	27.0
Queensland	57.0	80.3	21.6	21.0	23.3
South Australia	39.9	72.8	34.9	28.0	32.9
Western Australia	30.7	74.5	43.2	44.4	43.8
Tasmania	45.2	69.2	24.7	23.0	24.0
Northern Territory	62.2	71.2	29.9	32.7	9.0
Australian Capital Territory	66.1	88.4	10.8	14.0	22.3
Australia	45.3	77.5	32.0	32.1	32.2

- (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 can be affected by interstate migration.
- (c) Apparent retention rates for Indigenous students can be affected by changes over time in the propensity to identify as Indigenous. These derived statistics are based on full-time enrolments only.
- (d) Ungraded students not included.

Sources: Australian Government DEST, derived from MCEETYA, *National Schools Statistics Collection*, 2003–05, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2003–05

Indigenous average attendance rates in government primary schools ranged widely from a low of 68 per cent to a high of almost 92 per cent. The median rate was 83 per cent. There are also sizeable gaps between Indigenous and non-Indigenous rates within these government systems, with the differences ranging from 2 to 24 percentage points.

In Catholic systemic schools the differences tend to be smaller and the rates more consistent. In 2005, the overall rates ranged from 75 per cent to 92 per cent with a median rate of 89 per cent, while the differences between Indigenous and non-Indigenous rates ranged from 1 to 18 percentage points.

Average Indigenous attendance rates in government secondary schools were significantly lower than primary school rates. Overall rates ranged from 68 per cent to 90 per cent however the median rate of 74 per cent was well below the Indigenous primary median rate of 83 per cent and the non-Indigenous secondary median of 89 per cent. Within these government systems large gaps between Indigenous and non-Indigenous

rates were also evident, the differences ranging from 5 to 22 percentage points.

Catholic systemic secondary schools reported quite different results. The Indigenous median rate of 91 per cent was just below the non-Indigenous median of 92 per cent and in two systems the reported Indigenous rate was higher than the non-Indigenous rate. Overall, Indigenous rates ranged from 85 per cent to 92 per cent and in most of the eight systems there was little difference between Indigenous and non-Indigenous outcomes.

Senior secondary school outcomes

The literature on early school leaving is unequivocal about the limitation of life chances of those young people who leave school without at least completing year 10. Even for those who

do continue but do not finish year 12 are limited in their ability to gain access to university and other learning pathways, which in turn affects upon their employment opportunities and future engagement with education.

Outcomes were examined using the measure of year 12 certificate completers as a proportion of those who commenced year 11 in the previous year (that is, at the time of the census of schools in February of the previous year). On this measure, Tasmania and the ACT had the best results both in terms of the rate of success for Indigenous students (68 per cent and 73 per cent respectively) and in the gap between Indigenous and non-Indigenous outcomes (10 percentage points and 12 percentage points).

In the case of the larger States, both New South Wales (60 per cent) and Queensland (56 per cent) had the highest rates and in both cases the gap was around 30 percentage points. Western Australia (36 per cent) and the Northern Territory (19 per cent) were well below the average rate, while in both cases the gaps between Indigenous and non-Indigenous rates were slightly below the national average. Victoria (55 per cent) was above the average in its rate but below the average in the gap (40 per cent). South Australia had a low rate of achievement (26 per cent) and the greatest gap (44 per cent).

The national picture on this measure shows that the proportion of Indigenous students who achieved a year 12 certificate decreased from 51 per cent in 2001 to 49 per cent in 2005. In comparison, the proportion of non-Indigenous students increased from 80 per cent in 2001 to 87 per cent in 2005.

In relation to this measure, it should be noted that data is not collected on a nationally comparable basis and that the data sources are not consistent across States and Territories.

In 2005, about one-third of Indigenous students (35 per cent) undertook a year 11/12 course for various reasons including, in some cases, the aim of gaining university entrance compared to 80 per cent of non-Indigenous students. Of these students, only 12 per cent attained a Universities Admission Index (UAI) score that would gain them university entrance, compared to 47 per cent of non-Indigenous students. It should be noted that some student who completed courses in year 11 with the intention of gaining university entrance did not complete sufficient subjects in year 12 for a UAI to be calculated.

While they were under-represented in 'academic' courses Indigenous students were more likely to be participating in VET in Schools activities. In an encouraging outcome, 32 per cent of Indigenous students gained a VET Certificate in 2005 while at school compared to 24 per cent of non-Indigenous students. In addition, more than half of Indigenous students gained a VET Statement of Attainment.

Indigenous employment in schools

Previous national reports to Parliament on Indigenous education and training drew attention to variations in employment data and indicated that IEP reporting may under-represent the true situation. A MCEETYA decision to include a category that identifies Indigenous staff in the National Schools Statistics Collection (NSSC) has yet to be implemented.

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, once again, formally identify as such. There have also been revisions of data that had previously been submitted by some education providers.

Additionally, the revised suite of IEP performance indicators that were introduced to cover the 2005–08 quadrennium has, in some cases, required education providers to 'revisit' their staffing data collections. This has resulted in the re-categorisation of some staff from the Specialist Support staff category to the Administrative and Clerical staff category, but also in increased numbers of Indigenous staff.

For reasons indicated above there was a significant increase in the reported number of Indigenous employees in government systems in 2005. Compared to 2004, there was a 6.4 per cent increase in overall numbers. The largest increase occurred in the number and proportion of Indigenous administrative and clerical staff for school-based staff only. The increase in Indigenous administrative and clerical staff was due to a change in the categorisation of staff.

In Catholic systemic schools there have been consistent but small increases in the numbers of Indigenous teachers during

Table 11.5 Number of Indigenous staff employed in government and Catholic systemic schools, by employment category, Australia, 2002–05

Government schools	2002	2003	2004	2005	% change 2002–05
Indigenous teaching staff	1,350	1,473	1,493	1,459	8.1
Indigenous specialist support staff(a)	448	557	512	128	-71.4
Indigenous administrative and clerical staff(b)	1,441	1,477	1,613	2,261	56.9
Total Indigenous employees	3,239	3,507	3,618	3,848	18.8
Catholic systemic schools					
Indigenous teaching staff	66	72	73	106	60.6
Indigenous specialist support staff	163	182	185	43	-73.6
Indigenous administrative and clerical staff	306	298	304	399	30.4
Total Indigenous employees	535	552	562	548	2.4

(a) Previously published totals in this series of reports for 2002, 2003 and 2004 have been adjusted to accommodate changes in employment numbers in Northern Territory government schools

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

Source: Australian Government DEST, *Indigenous Education Programme* (IEP) performance reports, 2002–05

Table 11.6 Number of Aboriginal and Torres Strait Islander Education Workers employed in government and Catholic systemic schools(a), Australia, 2002–05

	2002	2003	2004	2005	% change 2002–05
Government systems(b)	1,441	1,435	1,459	1,570	9.0%
Catholic systems	477	495	523	461	-3.5%
Total AIEWs	1,918	1,930	1,982	2,031	5.9%

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

(b) previously published figures for the government systems for 2002, 2003 and 2004 have been revised downwards.

Source: Australian Government DEST, IEP performance reports; 2002–05

the period 2002–04. In 2005, there was a substantial increase from 73 to 106 teachers. Despite this increase, overall numbers of Indigenous employees fell slightly while, as a proportion of all employees the rate remained steady at 0.85 per cent.

The third broad area of IEP employment statistics is the employment of Aboriginal and Torres Strait Islander Education Workers (AIEWs). Previously published figures in this series of reports have been amended in Table 11.6 to show a reduction

in the number of AIEWs in 2002 by 282, in 2003 by 248 and in 2004 by 214. These amendments result from revisions to Northern Territory government data.

Table 11.6 shows a sharp increase in the number of AIEWs employed in the government systems in 2005 following a 'flat' period in the previous three years. By contrast, there was a sharp fall in numbers in the Catholic systems in 2005, following three years of consistent increases. In the past four years there was

an increase of 9.0 per cent in the government systems, and a decrease of 3.5 per cent in the Catholic systems. The overall number of AIEWs employed by government and Catholic school systems throughout Australia remained fairly stable over the period.

Professional development

IEP performance indicators in the area of professional development are targeted at both Indigenous and non-Indigenous staff. Those indicators targeted at Indigenous staff focus on improving the formal qualifications of AIEWs and ensuring equal access to professional development for Indigenous staff members. The indicators regarding non-Indigenous staff focus on increasing Indigenous cultural awareness and enhancing the effectiveness of educators in their professional relationships with Indigenous students.

AIEWs provide an important and active Indigenous presence in the classroom. 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.

Table 11.7 shows a steady increase in the number of AIEWs who are undertaking or who have completed further study towards a qualification over the previous four years, particularly in the government systems. The increase in degree qualifications is especially noteworthy. The other significant change is in the number of people who have gained a diploma; however this improvement was largely confined to one State department.

From 2005 onwards, education providers also report on the number of AIEWs who have achieved or are studying for other qualifications.

Table 11.7 Number of AIEWs undertaking professional development leading to formal qualifications, by government/Catholic sector, Australia, 2002–05

	2002	2003	2004	2005
Government sector				
Degree	67	106	143	180
Diploma	75	93	80	186
Certificate	345	357	369	251
Other qualifications				35
Sub-total	487	556	592	652
Catholic sector				
Degree	85	80	82	114
Diploma	66	77	82	59
Certificate	103	95	83	92
Other qualifications				34
Sub-total	254	252	247	299
Total Government and Catholic	741	808	839	951

Source: Australian Government DEST, IEP performance reports, 2002–05

Achievement of IEP targets

Eligible education and training providers in receipt of IEP funding have an Indigenous Education Agreement with the Australian Government Department of Education, Science and Training (DEST) that requires them to set targets for improved outcomes in the MCEETYA priority areas outlined above. For each year of the funding quadrennium (2005–08), targets were established against performance indicators in each priority area and IEP-funded providers were required to submit a performance report 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 2004, by half during the

quadrennium, achieving four equal 'jumps' in each of the four years.

In 2005, a new online reporting system, INDIGO, was introduced. Because of difficulties with its implementation, it is possible to report only on the achievement of targets from the government systems in this report. The 2005 results are the lowest yet recorded with only 16 per cent of all the total targets being achieved, while in a further 9 per cent of cases the targets was not met but there was improvement made on the 2004 result.

More detailed information on Indigenous education in 2005, including information covering Indigenous involvement in schooling and culturally inclusive curriculum, is available in the *National Report to Parliament on Indigenous Education and Training, 2005*. This report was tabled in the Australian Parliament by the Australian Government Minister for Education, Employment and Workplace Relations.

Part D

further strengthening
schools as learning
communities

literacy, numeracy,
indigenous education,
science, the arts

Appendices

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

Statistical annex

Schools and students

Population

Table 1 Estimated resident population by age group, by State and Territory, 2005

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total ^(a)
NSW	424,073	895,377	454,452	920,921	992,703	992,579	850,518	1,243,626	6,774,249
Vic.	306,350	652,246	335,465	700,755	754,851	736,702	628,361	907,616	5,022,346
Qld	253,957	553,108	277,675	549,220	577,923	581,233	504,216	666,636	3,963,968
SA	87,820	195,790	103,078	198,671	211,385	229,155	205,559	310,575	1,542,033
WA	124,313	274,961	145,108	278,259	295,795	304,177	259,511	327,989	2,010,113
Tas.	30,072	66,444	34,076	57,602	62,584	72,574	66,246	95,665	485,263
NT	17,499	33,022	14,771	33,115	35,210	30,458	22,768	15,950	202,793
ACT	20,185	42,263	23,604	53,816	49,560	48,361	42,728	44,644	325,161
Total 2005^(a)	1,264,507	2,713,714	1,388,471	2,792,622	2,980,378	2,995,696	2,580,278	3,612,943	20,328,609

(a) Totals include other Territories from September 1993 (ie, Jervis Bay Territory, Christmas Island and the Cocos (Keeling) Islands).

Source: ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, June Quarter, 2005

Table 2 Estimated resident population by age group, selected years, Australia

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
2005	1,264,507	2,713,714	1,388,471	2,792,622	2,980,378	2,995,696	2,580,278	3,612,943	20,328,609
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, *Australian Demographic Statistics*, June Quarter, 2005 and earlier publications

Schools

Table 3 Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2005

	Government	Non-government			All schools	
		Catholic	Independent	Total	Total	Per cent ^(a)
New South Wales						
Primary	1,653	422	88	510	2,163	22.5
Secondary	370	124	28	152	522	5.4
Combined prim/sec	65	32	186	218	283	2.9
Special	106	7	25	32	138	1.4
Total	2,194	585	327	912	3,106	32.3
Victoria						
Primary	1,218	380	55	435	1,653	17.2
Secondary	260	84	18	102	362	3.8
Combined prim/sec	57	13	125	138	195	2.0
Special	78	7	10	17	95	1.0
Total	1,613	484	208	692	2,305	24.0
Queensland						
Primary	964	196	46	242	1,206	12.5
Secondary	180	67	15	82	262	2.7
Combined prim/sec	89	19	108	127	216	2.2
Special	47		3	3	50	0.5
Total	1,280	282	172	454	1,734	18.0
South Australia						
Primary	435	72	40	112	547	5.7
Secondary	74	12	8	20	94	1.0
Other ^(b)	96	22	46	68	164	1.7
Total	605	106	94	200	805	8.4
Western Australia						
Primary	509	111	43	154	663	6.9
Secondary	99	27	12	39	138	1.4
Other ^(b)	169	21	77	98	267	2.8
Total	777	159	132	291	1,068	11.1
Tasmania						
Primary	141	25	4	29	170	1.8
Secondary	39	np	np	7	46	0.5
Other ^(b)	33	np	np	30	63	0.7
Total	213	37	29	66	279	2.9
Northern Territory						
Primary	82	8	9	17	99	1.0
Secondary	11	np	np	6	17	0.2
Other ^(b)	58	np	np	12	70	0.7
Total	151	15	20	35	186	1.9
Australian Capital Territory						
Primary	66	23	4	27	93	1.0
Secondary	22	np	np	5	27	0.3
Other ^(b)	8	np	np	12	20	0.2
Total	96	30	14	44	140	1.5
Australia						
Primary	5,068	1,237	289	1,526	6,594	68.5
Secondary	1,055	326	87	413	1,468	15.3
Combined prim/sec	468	118	578	696	1,164	12.1
Special	338	17	42	59	397	4.1
Total all schools						
2005	6,929	1,698	996	2,694	9,623	100.0
2001	6,941	1,697	957	2,654	9,595	
1996	7,088	1,694	848	2,542	9,630	

np 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*, 2005

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			2005		
	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	70.2	20.2	9.6
Junior secondary ^(e)	69.0	21.2	9.8	65.1	22.8	12.1	63.4	23.0	13.5
Senior secondary	64.7	23.2	12.1	62.9	23.9	13.2	60.4	24.4	15.3
Total secondary	67.9	21.7	10.4	64.5	23.1	12.4	62.6	23.4	14.0
Total	71.3	20.5	8.1	68.7	21.2	10.1	66.9	21.6	11.6
Victoria									
Primary	69.7	23.2	7.1	69.4	22.4	8.2	69.2	21.7	9.1
Junior secondary ^(e)	63.4	22.0	14.6	61.9	22.0	16.1	60.6	22.2	17.2
Senior secondary	60.6	21.9	17.5	59.2	22.1	18.7	58.2	21.8	20.1
Total secondary	62.6	22.0	15.4	61.1	22.0	16.9	59.9	22.1	18.0
Total	66.6	22.7	10.7	65.8	22.2	12.0	65.0	21.9	13.1
Queensland									
Primary	77.2	15.7	7.1	75.8	15.4	8.8	73.8	16.0	10.2
Junior secondary ^(e)	66.5	18.0	15.5	65.1	18.1	16.8	65.1	17.8	17.1
Senior secondary	63.4	19.1	17.5	62.3	19.3	18.4	61.1	19.1	19.8
Total secondary	65.5	18.4	16.1	64.1	18.5	17.3	63.7	18.2	18.1
Total	72.6	16.8	10.7	71.2	16.6	12.1	69.7	16.9	13.3
South Australia									
Primary	74.8	15.0	10.2	71.7	16.3	12.0	68.4	17.7	13.9
Junior secondary ^(e)	68.6	17.0	14.4	66.7	17.8	15.5	63.7	19.1	17.2
Senior secondary	63.3	18.8	17.9	61.8	19.3	18.9	61.8	18.7	19.5
Total secondary	66.9	17.6	15.5	65.0	18.3	16.7	63.0	19.0	18.0
Total	72.1	15.9	12.0	69.3	17.0	13.7	66.4	18.2	15.5
Western Australia									
Primary	77.1	16.1	6.7	74.4	16.8	8.8	72.2	17.3	10.5
Junior secondary ^(e)	67.7	18.5	13.8	64.7	18.8	16.4	61.0	19.9	19.1
Senior secondary	65.5	18.8	15.7	63.3	19.5	17.2	59.5	20.2	20.3
Total secondary	67.0	18.6	14.4	64.3	19.1	16.7	60.5	20.0	19.5
Total	73.2	17.1	9.7	70.3	17.7	12.0	67.6	18.3	14.0
Tasmania									
Primary	76.5	15.9	7.6	77.7	14.8	7.6	76.8	15.2	8.0
Junior secondary ^(e)	72.6	15.5	11.9	70.6	17.0	12.5	69.1	17.6	13.3
Senior secondary	70.6	16.3	13.1	72.6	15.2	12.2	72.4	14.5	13.1
Total secondary	72.2	15.7	12.2	71.2	16.4	12.4	70.0	16.8	13.2
Total	74.6	15.8	9.6	74.9	15.5	9.7	73.8	15.9	10.4
Northern Territory									
Primary	80.5	14.0	5.5	80.2	13.4	6.3	79.5	12.0	8.5
Junior secondary ^(e)	71.1	13.3	15.7	67.9	15.2	16.9	67.1	12.6	20.3
Senior secondary	77.9	9.9	12.2	77.1	9.3	13.6	80.6	9.1	10.4
Total secondary	72.7	12.5	14.8	70.3	13.7	16.1	71.0	11.6	17.4
Total	78.2	13.5	8.3	77.2	13.5	9.3	76.7	11.8	11.5
Australian Capital Territory									
Primary	68.1	26.0	5.9	66.0	26.9	7.1	62.3	27.7	10.0
Junior secondary ^(e)	58.0	29.6	12.4	55.0	31.5	13.6	53.0	31.6	15.5
Senior secondary	69.4	20.7	9.9	66.6	23.7	9.8	62.2	26.3	11.5
Total secondary	61.7	26.7	11.6	58.7	29.0	12.3	55.9	29.9	14.2
Total	65.1	26.3	8.5	62.6	27.8	9.5	59.2	28.8	12.0
Australia									
Primary	74.0	18.9	7.1	72.4	18.9	8.7	70.9	19.1	10.0
Junior secondary ^(e)	66.9	20.3	12.8	64.3	21.1	14.6	62.7	21.3	15.9
Senior secondary	63.7	21.0	15.3	62.2	21.3	16.4	60.5	21.4	18.1
Total secondary	66.0	20.5	13.5	63.7	21.2	15.1	62.1	21.3	16.6
Total	70.7	19.6	9.7	68.8	19.9	11.4	67.2	20.0	12.8

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*, 2005 (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, 2005

	Primary ^(b)	Junior secondary ^(d) (e)	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	436,551	226,822	78,205	305,027	741,578
Victoria	314,981	159,374	63,906	223,280	538,261
Queensland	287,589	110,570	54,495	165,066	452,654
South Australia	107,591	38,836	21,222	60,058	167,649
Western Australia	149,610	52,755	27,060	79,815	229,425
Tasmania	35,337	18,805	7,475	26,279	61,617
Northern Territory	19,938	6,075	3,006	9,080	29,019
Australian Capital Territory	19,431	10,375	5,609	15,984	35,415
Australia	1,371,028	623,612	260,977	884,590	2,255,617
<i>Males</i>	709,310	323,213	124,756	447,970	1,157,279
<i>Females</i>	661,718	300,399	136,221	436,620	1,098,338
Catholic					
New South Wales	125,550	82,243	31,545	113,788	239,337
Victoria	98,555	58,474	23,911	82,385	180,940
Queensland	62,578	30,197	17,072	47,269	109,848
South Australia	27,869	11,667	6,423	18,090	45,959
Western Australia	35,771	17,265	9,190	26,455	62,226
Tasmania	6,970	4,795	1,496	6,291	13,261
Northern Territory	3,000	1,145	338	1,483	4,483
Australian Capital Territory	8,650	6,183	2,368	8,551	17,201
Australia	368,942	211,969	92,342	304,311	673,254
<i>Males</i>	186,987	106,044	44,140	150,184	337,171
<i>Females</i>	181,955	105,925	48,202	154,127	336,083
Independent					
New South Wales	59,910	48,439	19,790	68,229	128,139
Victoria	41,333	45,234	22,077	67,311	108,644
Queensland	39,767	29,086	17,686	46,772	86,539
South Australia	21,871	10,467	6,705	17,172	39,043
Western Australia	21,788	16,534	9,224	25,758	47,546
Tasmania	3,697	3,609	1,347	4,956	8,653
Northern Territory	2,129	1,834	386	2,220	4,349
Australian Capital Territory	3,117	3,028	1,035	4,063	7,180
Australia	193,610	158,232	78,250	236,482	430,092
<i>Males</i>	97,525	79,486	38,302	117,788	215,313
<i>Females</i>	96,086	78,746	39,948	118,693	214,779
Total non-government					
New South Wales	185,459	130,682	51,334	182,017	367,476
Victoria	139,887	103,708	45,988	149,696	289,584
Queensland	102,345	59,283	34,758	94,041	196,386
South Australia	49,740	22,134	13,128	35,262	85,002
Western Australia	57,559	33,799	18,415	52,214	109,772
Tasmania	10,667	8,404	2,843	11,247	21,915
Northern Territory	5,129	2,979	724	3,703	8,831
Australian Capital Territory	11,767	9,211	3,403	12,614	24,380
Australia	562,553	370,201	170,592	540,793	1,103,345
<i>Males</i>	284,512	185,531	82,442	267,973	552,484
<i>Females</i>	278,041	184,670	88,150	272,820	550,861
All schools					
New South Wales	622,010	357,504	129,540	487,044	1,109,054
Victoria	454,868	263,083	109,894	372,977	827,844
Queensland	389,934	169,854	89,253	259,107	649,040
South Australia	157,331	60,970	34,349	95,319	252,650
Western Australia	207,169	86,554	45,475	132,029	339,198
Tasmania	46,005	27,209	10,318	37,527	83,531
Northern Territory	25,067	9,054	3,729	12,783	37,850
Australian Capital Territory	31,198	19,586	9,012	28,597	59,795
Australia	1,933,580	993,813	431,569	1,425,382	3,358,963
<i>Males</i>	993,821	508,744	207,199	715,942	1,709,763
<i>Females</i>	939,759	485,070	224,371	709,440	1,649,199

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*, 2005 (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, 2005 (per cent)

	% of State/ Territory ^(d)			% of Australia ^(e)		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales						
Primary	89.7	8.3	2.0	25.6	2.4	0.6
Junior secondary ^(f)	89.4	8.0	2.6	30.6	2.7	0.9
Senior secondary	87.3	10.0	2.7	18.6	2.1	0.6
Total secondary	89.1	8.3	2.6	28.2	2.6	0.8
Total	89.5	8.3	2.2	26.5	2.5	0.7
Victoria						
Primary	91.9	6.6	1.6	5.0	0.4	0.1
Junior secondary ^(f)	87.9	8.7	3.4	5.6	0.6	0.2
Senior secondary	86.4	8.4	5.2	4.5	0.4	0.3
Total secondary	87.6	8.7	3.7	5.3	0.5	0.2
Total	90.3	7.4	2.4	5.1	0.4	0.1
Queensland						
Primary	90.0	6.2	3.7	25.5	1.8	1.1
Junior secondary ^(f)	81.9	10.0	8.1	20.9	2.6	2.0
Senior secondary	76.7	12.9	10.4	27.6	4.7	3.7
Total secondary	80.5	10.8	8.7	22.2	3.0	2.4
Total	86.8	7.8	5.4	24.3	2.2	1.5
South Australia						
Primary	90.1	4.5	5.4	5.6	0.3	0.3
Junior secondary ^(f)	89.1	5.9	5.0	4.3	0.3	0.2
Senior secondary	86.5	9.9	3.7	5.1	0.6	0.2
Total secondary	88.4	6.8	4.7	4.5	0.3	0.2
Total	89.6	5.2	5.2	5.2	0.3	0.3
Western Australia						
Primary	84.5	10.5	5.0	13.7	1.7	0.8
Junior secondary ^(f)	80.5	9.7	9.8	11.1	1.3	1.4
Senior secondary	73.6	16.3	10.1	10.9	2.4	1.5
Total secondary	79.0	11.1	9.8	11.1	1.6	1.4
Total	82.8	10.7	6.5	12.8	1.7	1.0
Tasmania						
Primary	89.5	9.2	1.3	3.0	0.3	0.0
Junior secondary ^(f)	88.4	9.4	2.3	4.2	0.4	0.1
Senior secondary	90.0	7.0	3.0	4.4	0.3	0.1
Total secondary	88.7	8.9	2.4	4.3	0.4	0.1
Total	89.2	9.0	1.8	3.5	0.4	0.1
Northern Territory						
Primary	88.3	8.8	2.9	9.9	1.0	0.3
Junior secondary ^(f)	68.0	9.2	22.8	6.5	0.9	2.2
Senior secondary	81.5	9.6	8.9	8.7	1.0	1.0
Total secondary	71.0	9.3	19.8	7.0	0.9	1.9
Total	82.8	8.9	8.3	8.9	1.0	0.9
Australian Capital Territory						
Primary	85.9	12.9	1.2	0.6	0.1	0.0
Junior secondary ^(f)	77.6	19.0	3.5	0.7	0.2	0.0
Senior secondary	89.5	10.5	0.0	0.9	0.1	0.0
Total secondary	80.1	17.1	2.7	0.7	0.2	0.0
Total	83.6	14.6	1.8	0.7	0.1	0.0
Australia						
Primary	88.9	7.9	3.2	88.9	7.9	3.2
Junior secondary ^(f)	84.0	9.0	7.1	84.0	9.0	7.1
Senior secondary	80.9	11.7	7.4	80.9	11.7	7.4
Total secondary	83.3	9.5	7.1	83.3	9.5	7.1
Total	87.0	8.4	4.6	87.0	8.4	4.6

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*, 2005 (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, 2005

	Primary	Junior secondary ^{(b)(c)}	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	22,709	11,479	1,778	13,257	35,966
Victoria	4,425	2,081	433	2,514	6,938
Queensland	22,578	7,813	2,642	10,455	33,033
South Australia	4,930	1,630	492	2,121	7,051
Western Australia	12,167	4,166	1,046	5,212	17,379
Tasmania	2,684	1,586	425	2,011	4,695
Northern Territory	8,742	2,440	830	3,270	12,012
Australian Capital Territory	572	266	85	351	923
Australia	78,807	31,461	7,730	39,191	117,998
Males	40,627	16,115	3,530	19,645	60,271
Females	38,180	15,346	4,201	19,546	57,727
Catholic					
New South Wales	2,100	1,024	204	1,228	3,328
Victoria	316	207	42	249	565
Queensland	1,558	956	446	1,402	2,960
South Australia	246	108	56	164	410
Western Australia	1,508	501	232	733	2,241
Tasmania	275	168	33	201	476
Northern Territory	871	329	98	427	1,298
Australian Capital Territory	86	65	10	75	161
Australia	6,960	3,358	1,120	4,478	11,438
Males	3,430	1,658	593	2,251	5,681
Females	3,530	1,700	527	2,227	5,757
Independent					
New South Wales	495	336	56	392	887
Victoria	75	80	26	106	181
Queensland	940	768	357	1,125	2,065
South Australia	297	92	21	113	410
Western Australia	721	506	143	649	1,370
Tasmania	40	41	14	55	95
Northern Territory	291	820	91	911	1,202
Australian Capital Territory	8	12	0	12	20
Australia	2,867	2,655	708	3,363	6,230
Males	1,462	1,282	340	1,622	3,084
Females	1,405	1,373	368	1,741	3,146
Total non-government					
New South Wales	2,595	1,360	260	1,620	4,215
Victoria	391	287	68	355	746
Queensland	2,498	1,724	803	2,527	5,025
South Australia	543	200	80	280	823
Western Australia	2,229	1,007	375	1,382	3,611
Tasmania	315	209	47	256	571
Northern Territory	1,162	1,149	189	1,338	2,500
Australian Capital Territory	94	77	10	87	181
Australia	9,827	6,013	1,828	7,841	17,668
Males	4,892	2,940	933	3,873	8,765
Females	4,935	3,073	895	3,968	8,903
All schools					
New South Wales	25,304	12,839	2,038	14,877	40,181
Victoria	4,816	2,368	501	2,869	7,684
Queensland	25,076	9,537	3,444	12,982	38,057
South Australia	5,473	1,830	569	2,398	7,871
Western Australia	14,396	5,173	1,421	6,594	20,990
Tasmania	2,999	1,795	472	2,267	5,266
Northern Territory	9,904	3,589	1,018	4,608	14,512
Australian Capital Territory	666	343	95	438	1,104
Australia	88,634	37,474	9,558	47,032	135,666
Males	45,519	19,055	4,463	23,517	69,036
Females	43,115	18,419	5,095	23,514	66,630

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*, 2005 (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
1990	1,323	441	1,763	871	407	1,278	2,193	848	3,042
1991	1,339	448	1,787	879	410	1,289	2,217	858	3,075
1992	1,352	453	1,804	882	412	1,295	2,234	865	3,099
1993	1,359	457	1,816	869	414	1,282	2,228	870	3,098
1994	1,361	465	1,826	854	419	1,274	2,215	884	3,099
1995	1,361	472	1,834	847	429	1,276	2,208	901	3,109
1996	1,367	481	1,848	854	441	1,295	2,222	921	3,143
1997	1,367	489	1,856	863	453	1,316	2,230	942	3,172
1998	1,372	497	1,870	867	462	1,329	2,239	959	3,199
1999	1,379	506	1,885	869	472	1,341	2,248	979	3,227
2000	1,386	518	1,904	862	481	1,344	2,248	999	3,247
2001	1,385	528	1,913	863	492	1,356	2,248	1,020	3,268
2002	1,392	540	1,931	866	505	1,370	2,257	1,044	3,302
2003	1,384	545	1,929	871	519	1,389	2,255	1,064	3,319
2004	1,378	553	1,932	872	529	1,400	2,250	1,082	3,332
2005	1,370	562	1,932	876	540	1,416	2,246	1,102	3,348
2006 ^(a)	1,364	570	1,934	879	552	1,430	2,243	1,121	3,364
2007 ^(a)	1,371	582	1,953	881	563	1,444	2,252	1,145	3,397
2008 ^(a)	1,361	587	1,948	880	573	1,453	2,241	1,160	3,401
2009 ^(a)	1,358	591	1,949	875	583	1,458	2,232	1,174	3,407
2010 ^(a)	1,369	599	1,968	861	590	1,451	2,230	1,189	3,419
2011 ^(a)	1,372	603	1,976	854	601	1,455	2,226	1,204	3,430
2012 ^(a)	1,374	604	1,978	849	613	1,462	2,223	1,217	3,440
2013 ^(a)	1,375	603	1,978	845	625	1,470	2,220	1,228	3,448
2014 ^(a)	1,377	603	1,980	843	634	1,477	2,220	1,238	3,457
2015 ^(a)	1,401	615	2,016	826	629	1,455	2,227	1,244	3,471

(a) Figures for 2006 and beyond are projections based on 2005 and 2004 actual enrolments and the maintenance of 2005–2004 grade progression ratios. They will not reflect such factors as the effects of future changes in education and immigration policy.

(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 the introduction of a full-time pre-year one level in Queensland from 2007.

(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, 2005

	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	2,404	1,139.3	0	0.0	2,404	1,139.3	2,404	1,139.3
Victoria	464	227.5	341	190.6	2,521	1,187.9	36	19.6	2,898	1,398.1	3,362	1,625.6
Queensland	887	343.7	1,308	474.5	2,485	853.2	43	18.8	3,836	1,346.5	4,723	1,690.2
South Australia	38	17.8	190	107.1	4,609	2,270.5	1,636	539.1	6,435	2,916.7	6,473	2,934.5
Western Australia	0	0.0	38	14.9	572	296.4	2,214	297.1	2,824	608.4	2,824	608.4
Tasmania	7	4.4	14	6.9	1,856	1,000.5	0	0.0	1,870	1,007.4	1,877	1,011.8
Northern Territory	32	12.2	324	152.0	677	278.5	83	21.7	1,084	452.2	1,116	464.4
Australian Capital Territory	101	38.1	0	0.0	36	17.8	0	0.0	36	17.8	137	55.9
Australia	1,529	643.7	2,215	946.0	15,160	7,044.1	4,012	896.3	21,387	8,886.4	22,916	9,530.1
<i>Males</i>	1,038	444.8	1,069	459.1	5,779	2,740.4	1,247	310.9	8,095	3,510.4	9,133	3,955.2
<i>Females</i>	491	198.9	1,146	486.9	9,381	4,303.7	2,765	585.4	13,292	5,376.0	13,783	5,574.9
Non-government												
New South Wales	165	117.0	0	0.0	138	71.3	51	40.4	189	111.7	354	228.7
Victoria	314	185.3	45	28.7	93	54.0	10	3.7	148	86.4	462	271.7
Queensland	149	61.0	0	0.0	48	23.8	30	11.4	78	35.2	227	96.2
South Australia	59	32.0	0	0.0	421	258.6	0	0.0	421	258.6	480	290.6
Western Australia	415	280.6	0	0.0	15	8.6	0	0.0	15	8.6	430	289.2
Tasmania	18	12.4	0	0.0	3	1.4	4	1.8	7	3.2	25	15.6
Northern Territory	9	6.8	0	0.0	12	5.5	0	0.0	12	5.5	21	12.3
Australian Capital Territory	114	72.5	7	2.7	25	10.9	12	3.0	44	16.6	158	89.1
Australia	1,243	767.6	52	31.4	755	434.1	107	60.3	914	525.8	2,157	1,293.4
<i>Males</i>	749	451.5	24	13.8	324	187.1	83	43.7	431	244.6	1,180	696.1
<i>Females</i>	494	316.1	28	17.6	431	247.0	24	16.6	483	281.2	977	597.3
All schools												
New South Wales	165	117.0	0	0.0	2,542	1,210.6	51	40.4	2,593	1,251.0	2,758	1,368.0
Victoria	778	412.8	386	219.3	2,614	1,241.9	46	23.3	3,046	1,484.5	3,824	1,897.3
Queensland	1,036	404.7	1,308	474.5	2,533	877.0	73	30.2	3,914	1,381.7	4,950	1,786.4
South Australia	97	49.8	190	107.1	5,030	2,529.1	1,636	539.1	6,856	3,175.3	6,953	3,225.1
Western Australia	415	280.6	38	14.9	587	305.0	2,214	297.1	2,839	617.0	3,254	897.6
Tasmania	25	16.8	14	6.9	1,859	1,001.9	4	1.8	1,877	1,010.6	1,902	1,027.4
Northern Territory	41	19.0	324	152.0	689	284.0	83	21.7	1,096	457.7	1,137	476.7
Australian Capital Territory	215	110.6	7	2.7	61	28.7	12	3.0	80	34.4	295	145.0
Australia	2,772	1,411.3	2,267	977.4	15,915	7,478.2	4,119	956.6	22,301	9,412.2	25,073	10,823.5
<i>Males</i>	1,787	896.3	1,093	472.9	6,103	2,927.5	1,330	354.6	8,526	3,755.0	10,313	4,651.3
<i>Females</i>	985	515.0	1,174	504.5	9,812	4,550.7	2,789	602.0	13,775	5,657.2	14,760	6,172.2

(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 (NSSC)*, 2005, ABS, Cat. No. 4221.0, *Schools Australia*, 2005 (unpublished data)

Table 10 Number of year 12 students enrolled^(a) in tertiary-accredited subjects, by key learning area^(b), by sex, Australia, 2005

Key learning area	Subject enrolments		
	Males	Females	Total
English	79,215	92,869	172,084
Mathematics	72,290	72,490	144,780
Studies of society and environment	56,699	69,316	126,015
Science	49,414	57,508	106,922
Arts	20,670	37,552	58,222
LOTE	9,318	15,966	25,284
Technology	33,483	23,089	56,572
Health and physical education	20,160	27,564	47,724
Total subject enrolment	341,249	396,354	737,603^(c)
Total year 12 students	91,848	102,317	194,165

- (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) The Ministerial Council on Education, Employment, Training and Youth Affairs identified the eight key learning areas in the *National Goals for Schooling in the Twenty-first Century* (the Adelaide Declaration).
- (c) Excludes 6,106 year 12 VET students from Victoria not classified within the eight key learning areas.

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2005

Table 11 Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 1999–2005 (per cent)

Language	1999	2000	2001	2002	2003	2004	2005
Japanese	22	22	21	20	19	19	20
French	17	17	17	16	16	16	17
German	11	11	11	10	10	10	10
Chinese	11	12	14	16	19	21	20
Italian	8	8	8	8	9	8	8
Indonesian	8	9	9	8	7	7	7
Greek	4	4	4	4	3	3	3
Vietnamese	3	3	2	2	2	2	2
Spanish	3	3	3	3	3	3	3
Arabic	2	2	3	2	2	2	2
Other	12	11	10	10	9	9	10
Total	100	100	100	100	100	100	100

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

Source: 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 2005, 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 2005	45.8 ± 5.6	47.8 ± 5.8	46.8 ± 4.8	66.2 ± 12.6	69.1 ± 9.1	67.6 ± 7.4	52.1 ± 6.0	54.3 ± 4.4	53.2 ± 4.5
Higher education	15.2 ± 6.0	23.8 ± 5.3	19.5 ± 4.9	37.0 ± 7.8	45.3 ± 8.2	41.1 ± 7.2	21.9 ± 5.7	30.4 ± 5.0	26.1 ± 4.7
TAFE	28.2 ± 5.0	18.5 ± 3.2	23.4 ± 3.1	24.7 ± 8.8	18.2 ± 5.5	21.5 ± 4.3	27.1 ± 3.8	18.4 ± 2.8	22.8 ± 2.2
Other institutions	2.4 ± 1.5	5.5 ± 3.0	3.9 ± 1.8	4.4 ± 3.4	5.7 ± 3.4	5.1 ± 2.0	3.0 ± 1.4	5.6 ± 2.2	4.3 ± 1.2
Not enrolled to study at May 2005	54.2 ± 6.9	52.2 ± 5.9	53.2 ± 4.5	33.8 ± 8.8	30.9 ± 6.9	32.4 ± 5.9	47.9 ± 4.3	45.7 ± 5.1	46.8 ± 3.5
Employed	34.5 ± 5.5	33.7 ± 6.0	34.1 ± 4.0	23.6 ± 6.9	26.2 ± 6.3	24.9 ± 4.3	31.1 ± 3.4	31.4 ± 4.8	31.2 ± 3.0
Not employed ^(b)	19.8 ± 3.7	18.5 ± 5.2	19.1 ± 2.8	10.2 ± 3.8	4.6 ± 4.3	7.5 ± 3.1	16.8 ± 2.8	14.3 ± 4.0	15.5 ± 2.3
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	105.7	106.1	211.8	47.5	46.8	94.3	153.2	152.9	306.1

(a) Persons aged 15–19 years who attended school in 2004 but were not attending in May 2005.

(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*, 2005, (unpublished data)

Table 13 Destinations of school leavers^(a), aged 15–19 years, 1999–2005, Australia (per cent)

	1999	2000	2001	2002	2003	2004	2005
Enrolled to study at May 2005	61.5	59.7	60.1	59.1 ± 3.3	58.8 ± 3.3	54.9 ± 3.6	53.2 ± 4.5
Higher education	32.6	29.5	31.3	32.5 ± 3.2	28.6 ± 3.5	27.6 ± 3.6	26.1 ± 4.7
TAFE	23.5	25.5	25	22.4 ± 2.9	25.5 ± 2.6	23.3 ± 2.8	22.8 ± 2.2
Other institutions	5.4	4.7	3.9	4.1 ± 1.4	4.7 ± 1.3	4.0 ± 1.4	4.3 ± 1.2
Not enrolled to study at May 2005	38.5	40.3	39.9	40.9 ± 3.3	41.2 ± 3.3	45.1 ± 3.1	46.8 ± 3.5
Employed	24.8	27.1	25.3	27.7 ± 3.1	27.2 ± 3.1	30.1 ± 2.9	31.2 ± 3.0
Not employed ^(b)	13.6	13.2	14.7	13.3 ± 2.3	14.1 ± 2.3	15.0 ± 2.2	15.5 ± 2.3
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	277	297.1	269.6	287.1	291.0	287.6	306.1

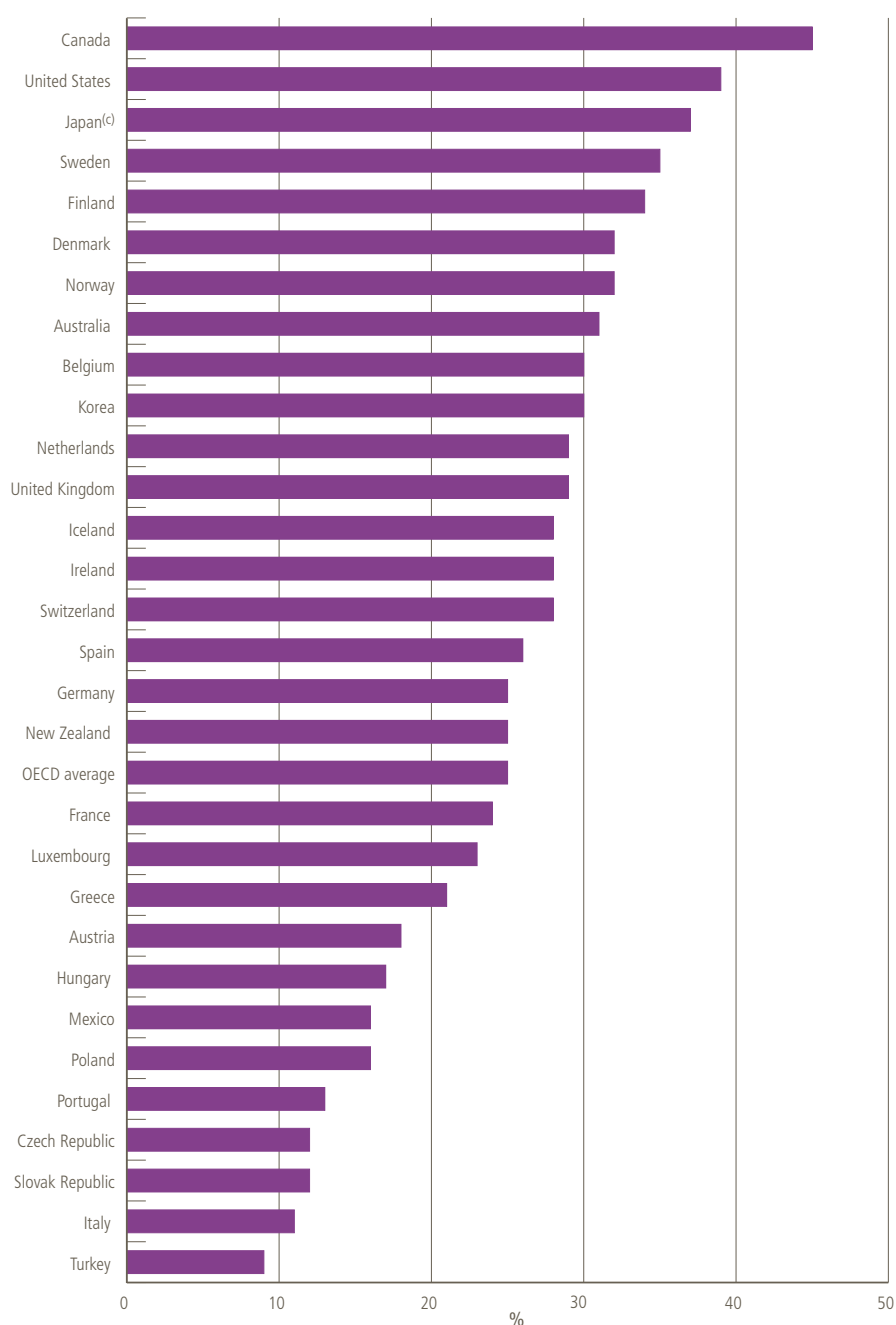
(a) Persons aged 15–19 years who were attending school in May of one year, but were not attending in May the following year.

(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*, 2005 (unpublished data) and earlier publications

International comparisons

Figure 1 Educational attainment of the population aged 25–64 in OECD countries^{(a)(b)}, 2004



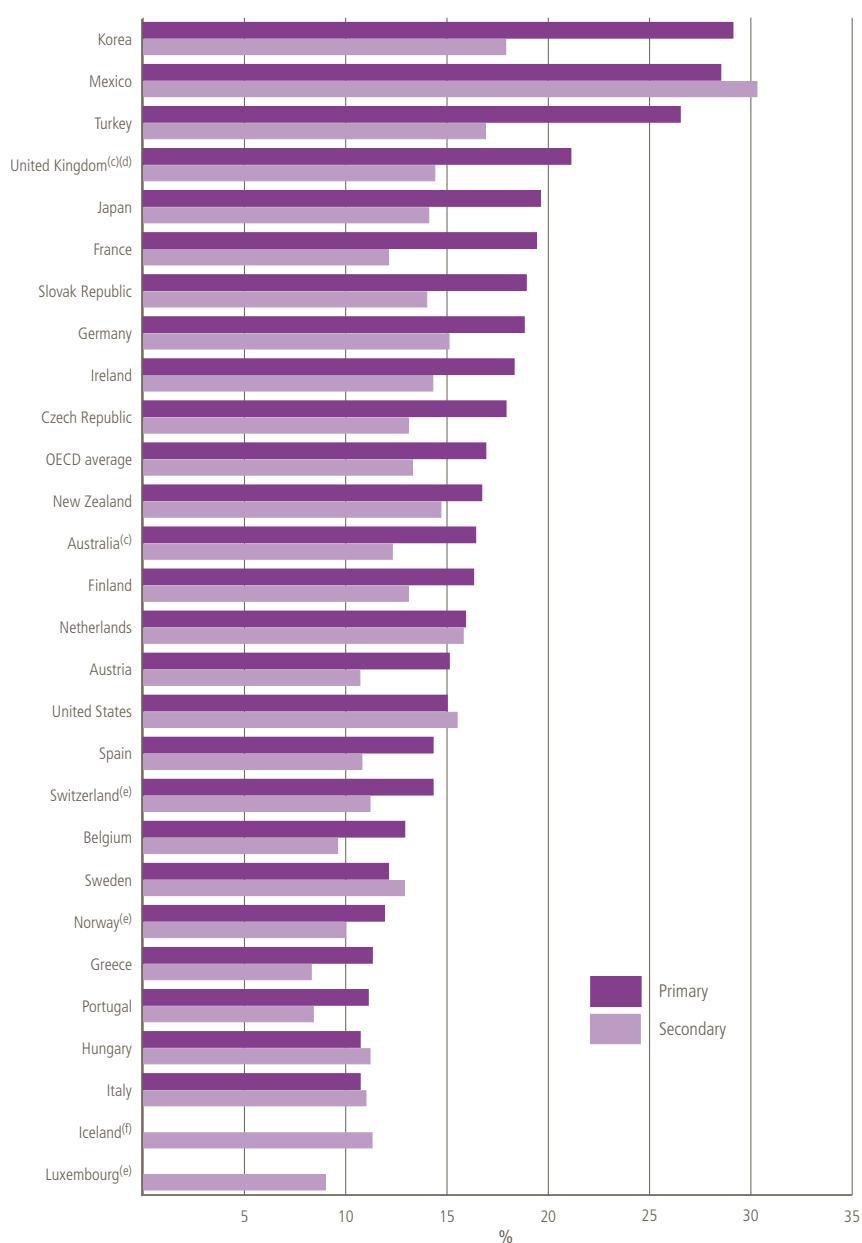
(a) Percentage of the population 25 to 64 years of age that has attained tertiary education (2003) (non-university and university).

(b) Some countries may have also included vocational education.

(c) Year of reference, 2003.

Source: OECD, *Education at a Glance*, 2006, Table A1.3a

Figure 2 Ratio of primary and secondary students to teaching staff^(a), government and non-government education, OECD countries^(b), 2004



- (a) Teaching staff refers to professional personnel directly involved in teaching students. The classification includes classroom teachers; special education teachers; and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside the regular classroom. Teaching staff also includes department chairpersons whose duties include some teaching, but excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel. (Teachers' 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) Public institutions only.

Source: OECD, *Education at a Glance*, 2006 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, 2005

Major function	Primary			Secondary			Total ^(c)		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching ^(d)	17,260	67,970	85,229	31,365	39,969	71,334	48,625	107,939	156,564
Specialist support	604	2,365	2,969	755	2,018	2,773	1,359	4,383	5,742
Administrative & clerical (including teacher aides)	1,298	23,644	24,942	1,863	14,591	16,454	3,161	38,235	41,396
Building operations, general maintenance & other	2,229	186	2,415	1,521	138	1,659	3,750	323	4,074
Total^(c)	21,391	94,164	115,555	35,504	56,716	92,220	56,895	150,880	207,775
Catholic									
Teaching ^(d)	3,749	16,910	20,659	9,957	13,355	23,312	13,706	30,265	43,971
Specialist support	40	278	318	234	447	681	274	725	999
Administrative & clerical (including teacher aides)	183	5,027	5,210	1,080	4,700	5,780	1,263	9,727	10,990
Building operations, general maintenance & other	495	420	915	1,190	650	1,840	1,685	1,070	2,755
Total^(c)	4,467	22,635	27,102	12,461	19,151	31,612	16,928	41,786	58,714
Independent									
Teaching ^(d)	3,169	10,089	13,258	10,044	11,958	22,002	13,213	22,047	35,260
Specialist support	87	342	429	261	430	691	347	772	1,120
Administrative & clerical (including teacher aides)	692	3,773	4,466	1,501	4,793	6,294	2,194	8,566	10,760
Building operations, general maintenance & other	887	350	1,237	1,551	597	2,148	2,438	947	3,385
Total^(c)	4,835	14,555	19,390	13,357	17,777	31,134	18,192	32,332	50,524
Non-government									
Teaching ^(d)	6,918	26,999	33,917	20,001	25,313	45,313	26,919	52,311	79,231
Specialist support	126	621	747	495	877	1,372	621	1,497	2,119
Administrative & clerical (including teacher aides)	876	8,800	9,676	2,581	9,493	12,074	3,457	18,293	21,749
Building operations, general maintenance & other	1,382	770	2,152	2,741	1,247	3,988	4,124	2,017	6,140
Total^(c)	9,302	37,189	46,492	25,818	36,929	62,747	35,120	74,118	109,239
All schools									
Teaching ^(d)	24,178	94,969	119,147	51,366	65,282	116,648	75,544	160,250	235,794
Specialist support	731	2,985	3,716	1,250	2,895	4,145	1,980	5,880	7,860
Administrative & clerical (including teacher aides)	2,174	32,444	34,618	4,444	24,084	28,528	6,618	56,528	63,146
Building operations, general maintenance & other	3,611	956	4,567	4,262	1,384	5,646	7,874	2,340	10,214
Total 2005	30,694	131,354	162,047	61,322	93,644	154,967	92,016	224,998	317,014
Total 2004	30,301	128,650	158,951	60,817	91,526	152,343	91,118	220,176	311,294
Total 2000	29,398	118,615	148,013	57,724	84,866	142,590	87,122	203,480	290,603

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*, 2005 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, 2005

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ^(c)	Males	Females
Government											
Teaching											
Primary	26,179	19,591	18,519	6,667	9,191	2,216	1,461	1,405	85,229	17,260	67,970
Secondary	24,525	18,550	12,702	4,806	6,635	1,985	782	1,349	71,334	31,365	39,969
Total^(c)	50,704	38,141	31,221	11,473	15,826	4,201	2,244	2,754	156,564	48,625	107,939
Non-teaching											
Primary	7,842	5,701	7,212	2,704	4,910	888	663	406	30,326	4,132	26,194
Secondary	6,197	4,799	4,332	1,806	2,328	760	306	356	20,886	4,139	16,747
Total^(c)	14,039	10,500	11,544	4,510	7,238	1,648	970	762	51,212	8,271	42,941
Total^(c)	64,742	48,641	42,765	15,984	23,064	5,849	3,214	3,516	207,775	56,895	150,880
Catholic											
Teaching											
Primary	6,823	5,609	3,655	1,596	1,975	365	177	459	20,659	3,749	16,910
Secondary	8,730	6,303	3,599	1,438	2,032	458	137	614	23,312	9,957	13,355
Total^(c)	15,553	11,912	7,254	3,034	4,007	823	314	1,074	43,971	13,706	30,265
Non-teaching											
Primary	1,639	1,484	1,396	502	1,064	138	112	110	6,443	718	5,725
Secondary	2,537	2,379	1,625	521	793	198	58	189	8,300	2,504	5,797
Total^(c)	4,175	3,864	3,021	1,023	1,857	336	170	300	14,744	3,222	11,522
Total^(c)	19,728	15,775	10,275	4,057	5,864	1,159	484	1,375	58,715	16,928	41,786
Independent											
Teaching											
Primary	4,023	3,124	2,642	1,408	1,448	271	130	213	13,258	3,169	10,089
Secondary	6,708	6,571	3,946	1,508	2,235	454	222	359	22,002	10,044	11,958
Total^(c)	10,730	9,695	6,587	2,916	3,684	725	352	572	35,260	13,213	22,047
Non-teaching											
Primary	1,602	1,290	1,601	468	902	134	72	64	6,132	1,666	4,466
Secondary	2,397	2,680	1,921	634	988	193	163	157	9,133	3,313	5,820
Total^(c)	3,999	3,969	3,522	1,101	1,890	327	235	222	15,265	4,979	10,285
Total^(c)	14,729	13,664	10,109	4,017	5,574	1,052	586	793	50,525	18,192	32,332
Total non-government											
Teaching											
Primary	10,846	8,733	6,296	3,004	3,423	636	307	672	33,917	6,918	26,999
Secondary	15,437	12,874	7,545	2,946	4,268	912	358	973	45,313	20,001	25,313
Total^(c)	26,283	21,607	13,841	5,950	7,691	1,548	666	1,645	79,231	26,919	52,311
Non-teaching											
Primary	3,240	2,774	2,996	970	1,965	272	183	175	12,576	2,384	10,191
Secondary	4,934	5,059	3,546	1,155	1,781	391	221	347	17,433	5,817	11,616
Total^(c)	8,174	7,833	6,542	2,124	3,747	663	405	521	30,009	8,201	21,807
Total^(c)	34,457	29,439	20,383	8,074	11,438	2,211	1,070	2,167	109,239	35,120	74,118
All schools											
Teaching											
Primary	37,025	28,324	24,815	9,671	12,614	2,852	1,769	2,077	119,147	24,178	94,969
Secondary	39,962	31,424	20,247	7,752	10,903	2,897	1,141	2,323	116,648	51,366	65,282
Total^(c)	76,987	59,748	45,062	17,423	23,517	5,749	2,909	4,399	235,794	75,544	160,250
Non-teaching											
Primary	11,082	8,475	10,209	3,674	6,875	1,160	847	581	42,902	6,516	36,385
Secondary	11,131	9,858	7,878	2,961	4,110	1,151	528	703	38,319	9,956	28,363
Total^(c)	22,213	18,333	18,086	6,635	10,985	2,311	1,374	1,284	81,220	16,472	64,748
Total all schools											
2005^(c)	99,200	78,081	63,149	24,058	34,502	8,060	4,284	5,683	317,015	92,016	224,998
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*, 2005 ABS, Cat. No. 4221.0, *Schools Australia*, 2005, (unpublished data) 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, 2005 (per cent)

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	16.7	16.1	15.5	16.1	16.3	15.9	13.6	13.8	16.1
Secondary	12.4	12.0	13.0	12.5	12.0	13.2	11.6	11.8	12.4
Total	14.6	14.1	14.5	14.6	14.5	14.7	12.9	12.9	14.4
Catholic									
Primary	18.4	17.6	17.1	17.5	18.1	19.1	16.9	18.8	17.9
Secondary	13.0	13.1	13.1	12.6	13.0	13.7	10.8	13.9	13.1
Total	15.4	15.2	15.1	15.1	15.5	16.1	14.3	16.0	15.3
Independent									
Primary	14.9	13.2	15.1	15.5	15.0	13.6	16.4	14.6	14.6
Secondary	10.2	10.2	11.9	11.4	11.5	10.9	10.0	11.3	10.7
Total	11.9	11.2	13.1	13.4	12.9	11.9	12.4	12.6	12.2
Total non-government									
Primary	17.1	16.0	16.3	16.6	16.8	16.8	16.7	17.5	16.6
Secondary	11.8	11.6	12.5	12.0	12.2	12.3	10.3	13.0	11.9
Total	14.0	13.4	14.2	14.3	14.3	14.2	13.3	14.8	13.9
All schools									
Primary	16.8	16.1	15.7	16.3	16.4	16.1	14.2	15.0	16.2
Secondary	12.2	11.9	12.8	12.3	12.1	13.0	11.2	12.3	12.2
Total									
2005	14.4	13.9	14.4	14.5	14.4	14.5	13.0	13.6	14.2
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

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*, 2005 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, 2005

Field of education	Higher degree ^(b)	Other Postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	-	891	8,852	7	9,750
Teacher education: early childhood	-	229	7,086	-	7,315
Teacher education: primary	-	1,030	23,811	-	24,841
Teacher education: secondary	-	3,473	12,923	-	16,396
Teacher-librarianship	-	40	-	-	40
Teacher education: vocational education and training	-	177	998	35	1,210
Teacher education: higher education	-	14	219	-	233
Teacher education: special education	-	4	430	-	434
English as a second language teaching	-	46	-	-	46
Teacher education not elsewhere classified	-	68	1,236	-	1,304
Total	-	5,972	55,469	42	61,483
Other than initial teacher training					
Teacher education	815	731	799	16	2,361
Teacher education: early childhood	16	258	1,285	22	1,581
Teacher education: primary	64	514	1,018	24	1,620
Teacher education: secondary	67	903	760	-	1,730
Teacher-librarianship	-	33	-	-	33
Teacher education: vocational education and training	44	466	414	34	958
Teacher education: higher education	48	473	37	-	558
Teacher education: special education	26	1,239	126	24	1,415
English as a second language teaching	4	1,167	13	-	1,184
Teacher education not elsewhere classified	512	4,181	832	172	5,697
Total	1,596	9,965	5,207	292	17,060
All teacher courses					
Teacher education	815	1,622	9,651	23	12,111
Teacher education: early childhood	16	487	8,371	22	8,896
Teacher education: primary	64	1,544	24,829	24	26,461
Teacher education: secondary	67	4,376	13,683	-	18,126
Teacher-librarianship	-	73	-	-	73
Teacher education: vocational education and training	44	643	1,412	69	2,168
Teacher education: higher education	48	487	256	-	791
Teacher education: special education	26	1,243	556	24	1,849
English as a second language teaching	4	1,213	13	-	1,230
Teacher education not elsewhere classified	512	4,249	2,068	172	7,001
Total	1,596	15,937	60,676	334	78,543

(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, 2005

Field of education	Higher degree ^(b)	Other Postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	-	549	1,669	7	2,225
Teacher education: early childhood	-	110	1,544	-	1,654
Teacher education: primary	-	594	5,374	-	5,968
Teacher education: secondary	-	2,395	2,561	-	4,956
Teacher-librarianship	-	34	-	-	34
Teacher education: vocational education and training	-	45	195	15	255
Teacher education: higher education	-	12	70	-	82
Teacher education: special education	-	-	113	-	113
English as a second language teaching	-	17	-	-	17
Teacher education not elsewhere classified	-	39	251	1	291
Total	-	3,795	11,747	23	15,565
Other than initial teacher training					
Teacher education	79	187	196	14	476
Teacher education: early childhood	1	92	292	5	390
Teacher education: primary	8	214	300	4	526
Teacher education: secondary	10	659	90	-	759
Teacher-librarianship	-	35	-	-	35
Teacher education: vocational education and training	10	171	81	16	278
Teacher education: higher education	4	163	14	-	181
Teacher education: special education	7	443	43	4	497
English as a second language teaching	-	472	5	-	477
Teacher education not elsewhere classified	74	1,451	203	14	1,742
Total	193	3,887	1,221	57	5,358
All teacher courses					
Teacher education	79	736	1,865	21	2,701
Teacher education: early childhood	1	202	1,836	5	2,044
Teacher education: primary	8	808	5,674	4	6,494
Teacher education: secondary	10	3,054	2,651	-	5,715
Teacher-librarianship	-	69	-	-	69
Teacher education: vocational education and training	10	216	276	31	533
Teacher education: higher education	4	175	84	-	263
Teacher education: special education	7	443	156	4	610
English as a second language teaching	-	489	5	-	494
Teacher education not elsewhere classified	74	1,490	454	15	2,033
Total	193	7,682	12,968	80	20,923

- (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, 2004–05 financial year (accrual^(a) basis) (\$'000) (revised, February 2010)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
In-school, primary education									
Teaching staff salaries	2,347,214	1,447,221	1,355,011	529,082	704,532	173,354	96,865	120,566	6,773,845
Non-teaching staff salaries	371,033	198,133	328,712	142,757	229,176	39,007	47,691	26,069	1,382,578
Redundancy payments	n.a.	n.a.	25,285	4,588	0	n.a.	0	2,125	31,998
Non-salary costs	852,097	525,283	491,882	221,910	325,482	74,713	63,533	35,985	2,590,884
Recurrent costs excluding notional user cost of capital	3,570,343	2,170,637	2,200,890	898,337	1,259,190	287,074	208,089	184,745	10,779,306
Notional user cost of capital	592,719	416,771	477,779	86,281	257,202	23,178	26,203	20,393	1,900,526
Recurrent costs including notional user cost of capital	4,163,062	2,587,408	2,678,669	984,618	1,516,392	310,252	234,292	205,138	12,679,832
Capital/investing costs	182,681	121,643	138,067	41,527	95,188	6,717	6,946	6,345	599,114
In-school, secondary education									
Teaching staff salaries	2,161,359	1,375,712	937,002	381,357	529,657	154,119	59,428	122,268	5,720,902
Non-teaching staff salaries	315,347	191,849	206,466	100,046	123,792	31,557	22,707	18,312	1,010,076
Redundancy payments	0	0	11,192	4,863	0	0	0	2,781	18,836
Non-salary costs	751,055	553,047	361,612	148,185	249,669	73,557	43,038	37,546	2,217,709
Recurrent costs excluding notional user cost of capital	3,227,761	2,120,608	1,516,272	634,451	903,118	259,233	125,173	180,907	8,967,523
Notional user cost of capital	425,625	297,570	318,520	63,482	180,456	29,873	18,190	24,860	1,358,577
Recurrent costs including notional user cost of capital	3,653,387	2,418,178	1,834,792	697,933	1,083,574	289,106	143,363	205,767	10,326,100
Capital/investing costs	103,309	124,449	140,944	17,067	51,430	9,448	4,739	15,840	467,226
Out-of-school									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	177,844	98,914	125,793	83,765	114,820	28,803	43,187	20,068	693,194
Redundancy payments	5,971	726	899	2,095	59	0	388	0	10,138
Non-salary costs	105,626	107,297	77,536	39,265	49,951	19,157	19,528	8,151	426,511
Recurrent costs excluding notional user cost of capital	289,441	206,937	204,228	125,125	164,830	47,960	63,103	28,220	1,129,843
Notional user cost of capital	6,858	7,216	2,080	3,262	1,740	144	11	n.a.	21,310
Recurrent costs including notional user cost of capital	296,298	214,153	206,308	128,387	166,570	48,104	63,114	28,220	1,151,154
Capital/investing costs	2,562	18,067	8,629	12,930	2,818	611	225	0	45,842
Total – primary, secondary and out-of-school									
Recurrent costs excluding notional user cost of capital	7,087,545	4,498,182	3,921,390	1,657,913	2,327,138	594,267	396,365	393,872	20,876,672
Recurrent costs including notional user cost of capital	8,112,747	5,219,739	4,719,769	1,810,938	2,766,536	647,463	440,769	439,125	24,157,085
Capital/investing costs	288,552	264,159	287,640	71,524	149,436	16,776	11,910	22,185	1,112,182

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 2005' 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 (NSSC)*, 2005 (Draft – unpublished)

Table 20 Per capita expenditure on government schools by level of education, by State and Territory, 2004–05 (\$/full-time equivalent student – accrual^(a) basis) (revised, February 2010)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	9,894	12,372	10,911
Victoria	8,594	11,269	9,700
Queensland	9,769	11,650	10,452
South Australia	9,863	12,362	10,756
Western Australia	10,840	14,274	12,034
Tasmania	9,485	11,777	10,458
Northern Territory	13,972	18,080	15,254
Australian Capital Territory	11,240	13,639	12,318
Australia	9,732	12,205	10,699
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	420	342	388
Victoria	419	593	491
Queensland	499	879	637
South Australia	461	360	425
Western Australia	647	655	650
Tasmania	198	369	271
Northern Territory	357	533	412
Australian Capital Territory	323	989	622
Australia	456	549	493
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	10,961	388	
Victoria	9,700	491	
Queensland	10,452	637	
South Australia	10,756	425	
Western Australia	12,034	650	
Tasmania	10,458	271	
Northern Territory	15,254	412	
Australian Capital Territory	12,318	622	
Australia	10,715	493	

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.

Source: MCEETYA, *National Schools Statistics Collection (NSSC)*, 2005 (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 2004–05

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(a)	2.9
2000–2001(a)	2.8
2001–2002(a)	2.8
2002–2003(a)	2.9
2003–2004(a)	2.9
2004–2005(a)	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, 2005 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(b)
Primary schools									
Teaching staff salaries	513,875	375,914	232,860	102,233	117,447	18,910	9,943	30,698	1,401,884
Non teaching staff salaries	101,809	60,916	65,793	24,929	40,652	5,176	3,439	6,684	309,403
Other costs ^(a)	364,597	230,707	184,315	89,135	94,295	16,719	7,374	18,400	1,005,545
Sub-total^(b)	980,282	667,538	482,969	216,298	252,395	40,806	20,758	55,783	2,716,832
Secondary schools									
Teaching staff salaries	585,216	394,776	209,103	51,143	105,178	19,684	10,892	32,301	1,408,296
Non teaching staff salaries	119,765	107,620	65,705	13,522	28,066	5,425	3,488	8,255	351,851
Other costs ^(a)	450,977	370,576	191,441	46,954	92,554	14,413	8,216	25,205	1,200,338
Sub-total^(b)	1,155,958	872,973	466,250	111,620	225,799	39,523	22,597	65,762	2,960,485
Combined schools									
Teaching staff salaries	830,383	637,334	448,055	225,738	258,549	59,057	19,182	54,811	2,533,114
Non teaching staff salaries	189,016	177,025	147,539	61,527	82,455	16,454	9,277	11,667	694,963
Other costs ^(a)	845,738	736,634	583,180	215,406	262,073	53,038	19,890	55,460	2,771,424
Sub-total^(b)	1,865,138	1,550,995	1,178,775	502,672	603,078	128,550	48,351	121,939	5,999,502
Total schools									
Teaching staff salaries	1,929,475	1,408,026	890,019	379,115	481,175	97,651	40,019	117,811	5,343,295
Non teaching staff salaries	410,591	345,563	279,039	99,979	151,174	27,056	16,205	26,607	1,356,218
Other costs ^(a)	1,661,313	1,337,918	958,937	351,495	448,922	84,171	35,481	99,066	4,977,308
Total^(b)	4,001,380	3,091,507	2,127,996	830,591	1,081,273	208,879	91,706	243,485	11,676,821

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, 2005 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
Primary schools									
Staff related expenditure	106,244	57,255	40,487	19,559	22,176	3,187	1,902	6,223	257,036
Debt servicing	17,990	8,167	6,271	5,335	1,917	717	403	279	41,081
Other operating expenditure	143,418	102,025	72,044	36,590	40,524	8,147	3,864	9,019	415,634
Capital expenditure	96,943	63,259	65,512	27,650	29,677	4,667	1,204	2,876	291,792
Total(a)	364,597	230,707	184,315	89,135	94,295	16,719	7,374	18,400	1,005,545
Secondary schools									
Staff related expenditure	114,918	75,278	40,533	10,111	18,600	2,947	1,688	6,687	270,765
Debt servicing	20,764	13,873	7,316	2,250	3,182	608	254	709	48,960
Other operating expenditure	203,822	167,688	85,971	23,129	47,118	7,940	4,688	11,165	551,524
Capital expenditure	111,471	113,735	57,619	11,462	23,652	2,917	1,585	6,642	329,087
Total(a)	450,977	370,576	191,441	46,954	92,554	14,413	8,216	25,205	1,200,338
Combined schools									
Staff related expenditure	148,034	112,008	82,774	42,090	45,500	9,919	4,543	11,248	456,119
Debt servicing	58,890	21,180	34,598	10,918	11,198	1,836	754	3,838	143,215
Other operating expenditure	347,849	320,864	261,494	103,754	117,298	24,984	9,639	24,366	1,210,251
Capital expenditure	290,964	282,581	204,313	58,642	88,075	16,298	4,953	16,007	961,837
Total(a)	845,738	736,634	583,180	215,406	262,073	53,038	19,890	55,460	2,771,424
Total schools									
Staff related expenditure	369,197	244,542	163,795	71,762	86,276	16,054	8,134	24,159	983,921
Debt servicing	97,645	43,220	48,185	18,505	16,298	3,162	1,412	4,828	233,258
Other operating expenditure	695,090	590,579	419,510	163,473	204,941	41,071	18,192	44,551	2,177,410
Capital expenditure	499,380	459,576	327,446	97,755	141,406	23,884	7,743	25,526	1,582,717
Total(a)	1,661,313	1,337,918	958,937	351,495	448,922	84,171	35,481	99,066	4,977,308

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, 2005 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. (a)
Catholic schools									
Fees and charges	1,919	1,978	1,936	2,416	1,636	1,492	1,564	2,130	1,940
Private donations and income	671	427	407	492	361	461	736	583	514
Total private income	2,590	2,405	2,343	2,908	1,997	1,953	2,300	2,713	2,454
State government grants	1,861	1,283	1,851	1,406	1,878	1,708	2,122	1,515	1,666
Australian Government grants	4,713	4,783	4,714	4,702	4,608	4,883	5,045	4,320	4,717
Total income ^(a)	9,164	8,472	8,909	9,017	8,483	8,544	9,468	8,548	8,836
Recurrent expenditure	8,308	7,479	7,603	7,977	7,504	7,463	8,730	7,836	7,844
Capital expenditure	841	1,043	1,185	995	971	1,004	880	625	973
Total expenditure ^(a)	9,149	8,521	8,788	8,972	8,475	8,467	9,610	8,461	8,817
Loans at the end of the year	2,330	2,149	1,985	2,893	2,658	1,918	1,616	1,411	2,257
Loans at the start of the year	2,246	1,856	1,663	2,799	2,603	1,799	1,456	1,386	2,080
Annual movement in borrowing	84	293	322	94	55	119	160	25	177
Independent schools									
Fees and charges	7,340	8,395	4,958	4,622	5,074	5,306	3,133	7,847	6,537
Private donations and income	995	945	665	552	626	491	615	656	813
Total private income	8,335	9,339	5,623	5,174	5,700	5,797	3,748	8,503	7,350
State government grants	1,698	914	1,701	1,217	1,631	1,538	2,916	1,323	1,455
Australian Government grants	3,563	3,472	4,618	3,968	3,761	3,841	6,288	2,922	3,840
Total income ^(a)	13,596	13,726	11,942	10,359	11,091	11,177	12,952	12,748	12,645
Recurrent expenditure	11,787	11,750	10,263	9,332	9,471	9,696	11,770	11,484	10,935
Capital expenditure	2,321	2,490	2,115	1,326	1,633	1,191	1,022	2,041	2,114
Total expenditure ^(a)	14,108	14,240	12,378	10,658	11,104	10,887	12,792	13,525	13,049
Loans at the end of the year	6,891	3,423	7,072	4,588	5,311	2,614	3,467	6,432	5,552
Loans at the start of the year	6,441	3,195	6,297	4,209	4,983	2,681	3,444	5,685	5,120
Annual movement in borrowing	450	228	775	379	328	-67	23	747	432
All non-government schools									
Fees and charges	3,812	4,388	3,274	3,429	3,121	3,016	2,410	3,824	3,738
Private donations and income	784	621	521	519	475	473	671	604	631
Total private income	4,596	5,009	3,795	3,948	3,596	3,489	3,081	4,428	4,369
State government grants	1,804	1,145	1,785	1,320	1,771	1,640	2,550	1,458	1,583
Australian Government grants	4,311	4,291	4,672	4,365	4,242	4,467	5,715	3,905	4,374
Total income ^(a)	10,712	10,445	10,251	9,633	9,609	9,596	11,346	9,792	10,326
Recurrent expenditure	9,523	9,083	8,780	8,599	8,354	8,356	10,369	8,917	9,053
Capital expenditure	1,358	1,586	1,597	1,147	1,257	1,079	956	1,044	1,419
Total expenditure ^(a)	10,881	10,669	10,377	9,746	9,610	9,434	11,326	9,961	10,473
Loans at the end of the year	3,923	2,627	4,236	3,671	3,804	2,196	2,614	2,899	3,546
Loans at the start of the year	3,711	2,359	3,713	3,447	3,631	2,151	2,528	2,660	3,269
Annual movement in borrowing	212	269	522	225	173	45	86	239	277

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, 2005 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic									
Primary	7,420	6,329	6,813	7,357	6,826	7,119	7,752	6,559	6,923
Secondary	10,556	10,487	10,858	9,964	10,039	9,732	11,460	10,239	10,505
Combined	11,695	14,506	11,258	10,440	10,321	9,050	10,917	9,898	11,311
Total^(a)	9,149	8,521	8,788	8,972	8,475	8,467	9,610	8,461	8,817
Independent									
Primary	10,184	10,359	10,733	8,316	7,884	7,892	7,636	9,861	9,590
Secondary	17,719	14,992	13,204	13,531	10,685	10,828	15,751	46,877	14,688
Combined	14,291	14,433	12,472	10,968	11,459	11,000	13,830	13,612	13,287
Total^(a)	14,108	14,240	12,378	10,658	11,104	10,887	12,792	13,525	13,049
Total non-government									
Primary	7,667	6,566	7,211	7,612	6,946	7,162	7,705	6,679	7,188
Secondary	11,026	10,817	11,112	11,050	10,136	9,774	14,562	10,325	10,890
Combined	13,812	14,441	12,260	10,762	11,190	10,368	12,554	12,544	12,898
Total^(a)	10,881	10,669	10,377	9,746	9,610	9,434	11,326	9,961	10,473

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, 2000 and 2005 (\$)

	2000	2005
Primary	450	605
Secondary	664	900

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, 2005

Systemic status	SES funding level as a % of AGSRC ^(d)	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic Catholic schools				
	37.5	1	84.0	0.0
	47.5	1	52.0	11.0
	48.7	1	36.0	0.0
	50.0	1	116.0	52.0
	51.2	27	8,045.3	4,909.2
	53.7	1	128.0	0.0
	55.0	1	0.0	612.0
	56.2	946	234,910.3	188,996.6
	57.5	67	13,377.5	10,662.5
	58.7	86	18,050.8	13,487.6
	60.0	77	15,126.5	9,071.7
	61.2	83	16,482.0	6,793.0
	62.5	57	11,949.8	6,425.9
	63.7	61	10,025.4	4,574.5
	65.0	54	9,561.1	5,355.0
	66.2	42	6,627.7	1,892.0
	67.5	31	5,218.7	4,843.2
	68.7	19	4,629.4	0.0
	70.0	61	10,003.2	229.0
Total systemic Catholic schools		1,617	364,423.7	257,915.2
Non-systemic schools ^(e)				
	13.7	1	317.0	0.0
	15.0	1	545.0	907.0
	16.2	4	1,091.0	1,958.0
	17.5	2	1,221.0	1,337.0
	18.7	5	1,849.0	4,242.0
	20.0	4	688.0	1,655.0
	21.2	8	2,365.0	4,806.4
	22.5	5	1,367.0	2,139.0
	23.7	8	2,938.0	4,673.5
	25.0	11	2,548.0	7,484.8
	26.2	9	2,057.0	3,747.0
	27.5	6	1,158.0	4,097.6
	28.7	8	2,764.0	5,233.0
	30.0	10	2,800.0	5,041.2
	31.2	8	2,032.0	3,774.0
	32.5	8	1,911.2	3,607.0
	33.7	12	3,183.0	5,133.5
	35.0	9	2,056.0	3,130.3
	36.2	8	2,451.0	5,795.8
	37.5	6	1,284.4	2,839.2
	38.7	15	3,161.4	5,224.3
	40.0	16	2,438.4	4,858.8
	41.2	6	1,777.0	2,607.3
	42.5	9	1,587.0	3,132.5
	43.7	15	3,281.8	4,423.2
	45.0	16	3,579.3	5,615.4
	46.2	9	1,674.1	2,013.5
	47.5	27	5,889.5	7,905.3
	48.7	17	4,304.1	3,726.7
	50.0	17	5,179.2	4,093.4

Cont...

...Cont.

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, 2005

Systemic status	SES funding level as a % of AGSRC	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Non-systemic schools ^(e)				
	51.2	15	2,629.3	3,672.5
	52.5	28	7,631.8	7,979.9
	53.7	25	5,516.3	4,660.1
	55.0	36	4,930.9	4,812.6
	56.2	26	4,055.6	3,434.8
	57.5	33	6,026.9	4,444.9
	58.7	31	3,982.4	3,652.5
	60.0	30	3,172.4	1,879.8
	61.2	31	3,704.5	2,953.8
	62.5	17	3,506.0	1,474.4
	63.7	19	2,466.4	1,025.0
	65.0	14	3,274.0	2,088.0
	66.2	15	2,111.2	1,067.5
	67.5	10	2,603.9	1,165.2
	68.7	6	1118.0	354.0
	70.0	87	3568.0	3336.8
Total non-systemic schools		703	129,795.0	163,203.5
Systemic non-Catholic schools				
	37.5	1	362.0	810.0
	40.0	1	301.0	840.0
	46.2	4	1,218.0	1,020.7
	47.5	1	109.0	0.0
	48.7	4	1,093.4	969.0
	50.0	7	1,817.0	1,940.4
	51.2	6	2,084.0	1,322.5
	52.5	12	3,098.0	3,987.9
	53.7	17	5,040.9	4,359.8
	55.0	8	1,567.6	1,533.6
	56.2	20	4,135.0	3,845.2
	57.5	12	2,095.5	665.0
	58.7	12	2,181.6	1,144.2
	60.0	8	1,214.0	466.5
	61.2	7	1,486.0	650.0
	62.5	10	1,549.2	605.0
	63.7	6	922.0	233.1
	65.0	1	148.0	0.0
	66.2	7	797.0	967.0
	67.5	4	359.2	10.0
	68.7	1	102.0	16.0
	70.0	3	93.0	55.4
Total systemic non-Catholic schools		152	31,773	25,441.3
Total schools with SES funding		2,472	525,992	446,560

(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) SES Guaranteed schools are included in SES funding level of a percent of AGSRC at their 2004 levels

(e) 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, 2005

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	332.2	0.0
	43.8	48.8	9	3,403.0	5,125.0
	47.5	53.0	23	4,990.0	7,109.7
	51.6	57.5	5	542.2	363.0
	56.0	62.4	3	1,061.0	1,588.2
Total systemic schools			42	10,328.4	14,185.9
Non-systemic schools					
	15.7	18.9	2	901.0	2,026.6
	19.6	21.9	8	2,405.9	4,377.0
	19.7	21.9	1	4.0	0.0
	23.9	28.7	2	302.0	0.0
	29.0	32.2	5	522.0	1,628.0
	32.0	35.7	11	1,898.5	4,426.6
	35.0	39.1	4	968.2	1,861.0
	38.7	43.2	12	2,658.7	5,057.4
	43.8	48.8	19	4,310.6	8,996.7
	47.5	53.0	58	16,035.8	27,193.7
	51.6	57.5	26	2,772.4	12,069.2
	56.0	62.4	19	1,594.1	2,178.4
Total non-systemic schools			167	34,373.2	69,814.6
Total non-government schools with year 2000 funding levels			209	44,701.6	84,000.5

(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, 2004–05 financial year (accrual basis) (\$'000)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	554,236	405,763	346,878	121,408	166,718	46,596	21,327	26,949	1,689,874
Capital	85,488	61,016	50,708	19,139	26,262	6,972	3,245	4,174	257,004
Country Areas	6,771	2,579	5,271	2,550	3,662	714	1,593	0	23,141
Strategic Assistance for Improving Student Outcomes Recurrent	109,184	67,265	50,139	25,031	25,531	9,222	5,325	3,084	294,782
ESL New Arrivals	21,414	14,388	5,608	5,211	3,739	791	632	452	52,235
Languages Other Than English	6,389	4,654	1,377	971	719	167	64	272	14,612
Indigenous Education Strategic Initiative Programme	1,373	666	21,846	4,884	703	2,592	9,229	668	41,960
Total government	784,855	556,331	481,827	179,193	227,334	67,054	41,416	35,599	2,373,608
Non-government schools									
General Recurrent (including Distance Education)	1,519,903	1,194,907	866,237	364,463	449,440	94,570	38,417	88,690	4,616,627
General Recurrent Short Term Emergency Assistance	165	0	900	30	30	0	0	200	1,325
Establishment Grants	812	638	464	195	240	51	18	49	2,467
Capital	33,672	26,775	17,900	7,602	9,797	2,135	4,838	2,264	104,984
Country Areas	1,790	732	909	338	536	163	177	0	4,646
Strategic Assistance for Improving Student Outcomes Recurrent	57,676	43,880	18,970	11,416	13,536	2,511	1,867	2,177	152,033
ESL New Arrivals	2,127	1,381	931	126	566	297	21	21	5,472
Centre Support	11,488	613	8,223	4,513	1,427	358	297	653	27,570
Languages Other Than English	2,404	6,543	982	488	537	71	8	226	11,260
Indigenous Education Strategic Initiative Programme	3,856	896	2,011	285	1,932	270	1,339	82	10,673
Total non-government	1,633,894	1,276,364	917,529	389,457	478,041	100,427	46,983	94,363	4,937,057
Joint programs									
National Literacy and Numeracy Strategies and Projects	2,962	1,676	1,411	449	476	148	2,004	485	9,611
National Asian Languages and Studies in Australian Schools ^(a)	0	366	115	50	27	130	0	0	689
Total joint programs	2,962	2,042	1,526	499	503	278	2,004	485	10,300
Total all programs	2,421,710	1,834,737	1,400,882	569,149	705,878	167,759	90,403	130,447	7,320,965

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2004–05 financial year as at 30 June 2006.
 - 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, 2004–05 (\$'000)

Grants and awards	Actual expenditure
Grants in Aid	984
Australian Students Prize	1,000
Curriculum Corporation	108
Asia Education Foundation	1,299
Sub-total(a)	3,391
Literacy	
Projects to enhance literacy and numeracy outcomes	626
Quality Outcomes	
Boosting, Innovation, Science, Technology and Mathematics Teaching	5,797
Civics and Citizenship Education ^(b)	5,855
School Drug Education Strategy	2,699
Quality Outcomes – Other	7,105
Quality Teacher Programme	36,411
Sub-total(a)	57,867
Australian Book Industry Assistance Plan	342
Careers, Transitions and Partnerships	51,744
Career Information Service	
Career Counselling Service	2,521
Indigenous education	
Aboriginal Education Direct Assistance^(b)	
ATAS ^(c)	29,284
VEGAS ^(d)	2,080
ASSPA ^(e)	2,734
Sub-total(a)	34,098
Framework for Open Learning^(b)	
Schools Online Curriculum Content Initiative	6,700
Total(a)	157,288

(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, 2004–05 (\$'000)

Program	Amount
ABSTUDY	92,822
Assistance for Isolated Children	45,121
Total	137,943

Source: Australian Government DEST

Capital expenditure

Table 31 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2005 (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	85,488	33,672	119,160
Victoria	61,016	26,775	87,791
Queensland	50,708	17,900	68,608
South Australia	19,139	7,602	26,741
Western Australia	26,262	9,797	36,059
Tasmania	6,972	2,135	9,107
Northern Territory	3,245	4,838	8,083
Australian Capital Territory	4,174	2,264	6,438
Total	257,004	104,984	361,988

Source: Australian Government DEST

Equity

Student sub-group data

Table 32 Year 12 completion rates^(a), by locality^(b), sex and State and Territory, 2005 (per cent)

	Metropolitan zone			Provincial zone			Remote zone			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	65	74	69	53	69	61	54	81	67	62	73	67
Victoria	67	78	72	52	73	62	53	80	66	63	77	70
Queensland	63	72	68	59	74	66	54	76	64	62	73	67
South Australia	63	77	70	50	77	63	49	77	62	60	77	68
Western Australia	63	72	68	54	71	62	53	66	59	61	72	66
Tasmania	57	65	61	39	52	46	47	51	49	47	58	52
Northern Territory	(c)	(c)	(c)	38	47	42	19	27	23	29	37	33
Australian Capital Territory	77	83	80	(d)	(d)	(d)	(d)	(d)	(d)	77	83	80
Australia	65	75	70	53	70	61	45	63	53	61	73	67

- (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 Darwin SD, Statistical Districts of population less than 100,000 and other non-remote areas.
- (d) Includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts of population 100,000 or more.

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, 1997–2005 (per cent)

Year	Metropolitan ^(c)			Provincial ^(d)			Remote			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1997	62	72	67	55	72	63	43	62	52	60	72	66
1998	64	75	69	57	74	65	46	61	53	62	74	68
1999	64	76	70	57	75	66	44	67	55	62	75	69
2000	65	75	70	58	76	67	45	62	53	63	75	69
2001	65	74	69	58	74	66	44	62	52	62	74	68
2002	66	75	70	58	75	67	45	62	53	63	75	69
2003r	67	76	71	59	74	66	47	62	54	64	75	70
2004	65	75	70	55	70	63	47	63	54	62	73	68
2005	65	75	70	53	70	61	45	63	53	61	73	67

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(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, 2005 (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	56	70	62	58	70	64	75	81	78	62	73	67
Victoria	54	67	60	55	72	64	77	88	83	63	77	70
Queensland	53	68	61	62	75	68	74	76	75	61	73	67
South Australia	46	65	56	57	74	65	75	90	83	60	77	68
Western Australia	48	59	53	58	73	65	75	81	78	61	72	66
Tasmania	37	49	43	52	64	58	69	72	71	47	58	52
Northern Territory	13	18	15	40	50	45	(c)	(c)	(c)	29	37	33
Australian Capital Territory	(c)	(c)	(c)	(c)	(c)	(c)	77	83	80	77	82	79
Australia	52	66	59	58	72	65	76	83	79	61	73	67

- (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 Relative Socio-Economic 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 and Medium 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, 1997–2005 (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
1997	53	67	60	57	70	63	71	79	75	60	72	66
1998	55	69	62	59	73	66	72	80	76	62	74	68
1999	55	70	62	60	74	66	73	82	78	62	75	69
2000	55	71	63	60	74	67	74	82	78	63	75	69
2001	56	69	62	60	73	66	72	80	76	62	74	68
2002	56	70	63	61	73	67	74	82	78	63	75	69
2003	57	70	63	62	73	67	75	84	79	64	75	70
2004	53	66	59	60	72	66	75	83	79	62	73	68
2005	52	66	59	58	72	65	76	83	79	61	73	67

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(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 Relative Socio-Economic 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:

Safety in Australian schools: Reporting against the National Safe Schools Framework

National Safe Schools Framework

All students have a fundamental right to learn in a safe, supportive school environment and to be treated with respect. Promoting and providing a supportive learning environment in which all students can expect to feel safe is an essential function of all schools. The Australian community has a right to expect that the authorities charged with managing our schools, both in the government and non-government sectors, will support and ensure the safety of students and set out clearly, transparently and explicitly the policies and programs they have in place to fulfil this important responsibility.

On 19 July 2002, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to the development, by January 2003, of a national framework for ensuring safe and supportive school environments. MCEETYA decided that the framework should be developed by the MCEETYA Taskforce on Student Learning and Support Services, and agreed to States and Territories reporting annually through the National Report on Schooling in Australia on their strategies and initiatives to provide safe, supportive learning environments.

The National Safe Schools Framework (NSSF) is a collaborative effort by the Australian Government, State and Territory government and non-government school authorities, and other key stakeholders. It presents a way to achieve a shared vision, and identifies strategies that can inform practice to enhance the physical and emotional safety and wellbeing of all students in Australian schools. The NSSF incorporates existing good practice and provides an agreed national approach to help schools and their communities to address bullying, harassment, violence, child abuse and neglect.

The six key elements of the NSSF are the nationally agreed areas across which all planning and implementation should occur. Ministers have agreed to report against the key elements, which are:

- school values, ethos, structure, culture and student welfare
- policies, programs and procedures
- providing education/training for school staff, students and parents

- managing incidents of abuse/victimisation
- providing support for students
- working closely with parents.

Implementing the National Safe Schools Framework

New South Wales

Government

In 2005 the New South Wales Department of Education and Training promoted student participation in a positive school culture through the 2005 State Student Representative Council Conference 'School Harmony – Communities Working Together', the Student Leadership website and participation in the Australian Government Quality Teacher Program project 'Safe Schools: Making the Links'.

Protecting and Supporting Children and Young People: Revised Procedures December 2000 requires that all staff are aware of the indicators of child abuse and neglect, their obligations to report suspected risk of harm and the procedure for doing so. All child protection allegations against employees must be notified to the Department's Employee Performance and Conduct Unit.

Unacceptable behaviour in relation to bullying, harassment and violence, including consequences, is articulated in *Suspension and Expulsion of School Students Procedures (2005)*. All schools are required to develop an anti-bullying plan based on advice in *Anti-bullying Plan for Schools (2005)*.

All new school staff must participate in a child protection briefing and training and development in this area. Child protection education is a mandatory component of the Personal Development, Health and Physical Education key learning area from kindergarten to year 10. School counselling services are available in every school. All school counsellors and regional student services staff have been trained in risk assessment and management as it relates to student behaviour. This includes

supporting students who may have experienced bullying behaviours.

The Student Welfare Policy requires schools to actively involve parents in decision-making. Parents are provided with information about child protection education programs through the resource package, *Child Protection: the Community Perspective*.

All staff underwent a national criminal record check, including the Working with Children Check, apprehended violence orders and employment proceedings and a National Check of Employment Status with interstate education authorities. Under the *New South Wales Child Protection (Prohibited Employment) Act 1998*, all paid and unpaid staff engaged in child-related employment were required to make a declaration that they are not a prohibited person.

Catholic

Guided by their mission and vision statements, New South Wales Catholic schools are committed to fostering the dignity, self-esteem and integrity of each person, including those who experience disadvantage. Schools implement a range of initiatives to support students, such as peer support and student leadership programs, and the provision of pastoral care officers.

Guidelines and procedures outlining expectations for managing incidents of bullying, harassment and violence are established at the diocesan and school levels. School programs in restorative practices use surveys to assist staff and students in identifying and responding to bullying concerns. Strategies are in place to monitor child protection issues through clear reporting procedures and the collection and analysis of de-identified data from mandatory reports and employee disciplinary proceedings.

Workshops and seminars on anti-bullying strategies are provided for teachers and training in child protection is also offered to school staff. Students receive explicit education in child protection matters, anti-bullying and anti-violence. The professional services of a range of personnel, including counsellors, have been contracted or employed by diocesan offices and schools to support students, families and staff.

Schools communicate and support parents through regular school newsletters, information evenings and school-based surveys. Parents are encouraged to actively participate in the formulation of school policy through the school committee structures.

The New South Wales' *Commission for Children and Young People Act 1998* requires all paid child-related employees to undergo the Working with Children Check. Employment screening for Catholic employers in New South Wales and the Australian Capital Territory is conducted through the Catholic Commission for Employment Relations, which is the approved screening agency.

Independent

The values of the NSSF are reflected in school ethos, policies, programs and practices in independent schools in New South Wales. Each school has a policy on a safe and secure environment that outlines its approach to the prevention of bullying, student welfare, discipline, child protection, including sexual abuse, and the handling of complaints and grievances. All schools have procedures for managing incidents. Schools provide support to students and their parents through the procedures outlined in their respective pastoral care or student welfare policies.

The teaching of protective behaviours is integrated into the curriculum for all schools. Schools provide regular staff training on child protection, and the prevention of bullying, harassment and violence. Schools are aware of their responsibilities to report allegations of abuse and have codes of conduct in place. To support schools, the New South Wales' Association of Independent Schools provides specific training on reporting procedures and provides a framework for a code of conduct that schools can adapt to meet their context.

By law, schools are required to have child protection procedures in place and all schools require new staff to complete a Prohibited Employment Declaration. In 2005, there was no access to the screening of volunteers for independent schools in New South Wales, but all schools were advised to complete the Prohibited Employment Declaration for volunteers.

Victoria

Government

Victorian government schools demonstrated their commitment to the NSSF through their anti-bullying strategy, *Safe Schools are Effective Schools*. The strategy highlights the importance of schools taking a whole-school approach that focuses on safety and wellbeing in all school practices, to effectively prevent

bullying. School safety is not viewed as a separate policy, but as a central component of an effective school. The Safe Schools are Effective Schools resource provides the school community with information and advice on prevention, intervention and management of bullying, and the strategy stresses the need for parents and the school to work together to ensure that each situation is dealt with appropriately. The strategy is available online at: <http://www.sofweb.vic.edu.au/wellbeing/safeschools/bullying/index.htm>.

Student Support Service Officers provide ongoing support to schools, students and their families to ameliorate incidents of bullying behaviour. The Student Critical Incident Advisory Unit was established in 2004 to ensure that principals, schools and regional staff are supported to appropriately respond to alleged sexual and/or severe physical assaults involving students.

The Working with Children Check introduced by the Victorian Government helps to protect children from sexual or physical harm by checking a person's criminal history for serious sexual, violence or drug offences, and any findings from professional disciplinary bodies. The checks will be conducted in government schools from April 2006 and phased in over five years.

Catholic

Victorian Catholic schools have implemented a range of policies and practices to support the NSSF. Professional learning days have been offered to all schools, and schools conduct audits against the six key elements of the framework which involves collecting data, analysing current practice, and developing action plans for the implementation of strategies and initiatives to strengthen work in these areas.

Two key initiatives undertaken by schools in 2005 include a student competition for the design of a safe and secure playground environment where students worked with landscape gardeners, and a student-organised parent–student forum on friendship and bullying in schools using a Creating Conversations approach. Creating Conversations is a school-based pilot program, involving students in facilitating parent events on drug issues, using interactive strategies.

In 2005, the Catholic Education Commission Victoria (CECV) undertook a survey of all Victorian Catholic schools that provided information about policy and procedures in place for addressing bullying, mandatory reporting, professional learning activities

and links between the NSSF and a whole-school approach to student wellbeing.

By law, all Victorian schools can employ only teachers who are registered by the Victorian Institute of Teaching. A mandatory condition of registration is the completion of a criminal record check. CECV policy documentation also outlines a set of procedures to screen all school staff members who have contact with school students.

Independent

Independent schools in Victoria are required to implement the NSSF and are expected to have appropriate policies and procedures in place for dealing with bullying, harassment and violence. Each individual school community determines the scope and nature of these policies. Mandatory reporting provisions under the *Children and Young Persons Act 1989* require all staff in schools to report child abuse or suspected child abuse to the appropriate authorities.

The Victorian Institute of Teaching registration requirements involve a police check. All non-teaching staff and volunteers are required to undertake a Working With Children Check by December 2007 under the *Working With Children Act 2005* legislation.

Queensland

Government

Education Queensland is committed to providing a safe and supportive learning environment for its students and requires its employees to model and encourage behaviour that upholds the dignity and safety of its students. Queensland government schools employ a range of policies, strategies and programs to empower students to participate in a positive school culture. Consistent with this commitment, the Department has a Student Protection Policy and Code of Conduct for its staff, and all staff members undertake training in these areas.

All schools and district offices received copies of the NSSF and a professional development program was undertaken in 2005 to assist and promote the implementation of the framework.

A new Code of School Behaviour developed in 2005 and to be implemented in 2006, clearly outlines standards of behaviour

expected of students and the responsibilities of parents, schools, principals and senior Education Queensland staff in promoting responsible behaviour and supporting student learning.

The department is part of the Suspected Child Abuse and Neglect (SCAN) system, which provides forums for consultation on complex child protection cases, where a multi-disciplinary and inter-agency approach will result in better outcomes for the child and their family. A central component of the collaborative planning process between Education Queensland and the Department of Child Safety is the development of an Education Support Plan for each child and young person in care to identify their educational goals and to develop strategies to achieve these.

Queensland schools value community partnerships. Schools actively develop strong collaborative partnerships with families to explore the most appropriate strategies and programs to support all students and to provide them with safe learning communities. Regular communication and collaboration occurs through local and State parent associations and parents and carers are encouraged to be active members of the school community.

Anyone who wishes to teach in Queensland schools must be registered with the Queensland College of Teachers. To satisfy the requirements of the *Education (Queensland College of Teachers) Act 2005* available online at: <http://www.legislation.qld.gov.au/LEGISLTN/ACTS/2005/05AC047.pdf>, criminal record checks are conducted on all applicants prior to registration.

Catholic

Queensland's *Commission for Young People and Child Guardian Act 2000* requires that schools have in place a Risk Management Plan that encompasses bullying and harassment. The Queensland Non-State Schools Accreditation Board accredits the student protection policies and procedures of all non-State schools in Queensland. This includes very specific reporting procedures set out in the legislation and regulations and a requirement to report any harm to children. Schools in the Queensland Catholic sector report varying progress in the development of policies, procedures and the Risk Management Plan.

The Commission for Young People and Child Guardian Act 2000 requires that all staff working with children obtain a Positive

Notice (blue card), including volunteers without children in the school. Teachers do not require a blue card but undergo an extensive criminal check prior to registration with the Queensland College of Teachers.

Independent

The Education (Accreditation of Non-State Schools) Regulations 2001 require schools to have in place processes for the reporting of child abuse or suspected child abuse. Schools are also required to have in place written processes about the health and safety and the appropriate conduct of its staff and students. Independent Schools Queensland makes available model policies for schools on each of these issues. Independent Schools Queensland teachers are screened for criminal history as part of the registration process for the Queensland College of Teachers. Non-teaching staff members are required to have a blue card issued by the Commission for Children and Young People, and this process includes a criminal history check. Volunteers working with children (other than parents with children at the school) must also have a blue card.

South Australia

Government

The Department of Education and Children's Services (DECS) South Australia implements a range of policies and procedures to support the NSSF. The Student Participation Policy guides schools in providing opportunities for student voice in decision-making, and all schools must have an anti-bullying policy or behaviour code developed in consultation with the school community. The Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools was established in 2005 with cross-sector schooling and university representation.

A parent pamphlet on bullying and the *Bullying. No Way!* website at: <http://www.bullyingnoway.com.au/>, were made available to all schools in 2005. Parents were involved in drafting a child protection curriculum, which was trialed in pilot schools. Teachers, counsellors and district support staff were trained in a one-day workshop in the Friendly Schools and Families program, an initiative from Edith Cowan University. All schools were provided with a copy of *Reducing Bullying in Schools: A Professional Development Resource*.

Over 60 per cent of schools have a school counsellor, many of whom implement proactive social development programs such as Program Achieve, Bounce Back and Mind Matters. DECS is negotiating with the Australian Childhood Foundation to train all counsellors and key staff in Strategies for Managing Abuse Related Trauma (SMART). District Student Inclusion Wellbeing Teams provide training and development in pro-active approaches to student behaviour, student wellbeing and whole-school change.

All teachers are screened by the Teachers Registration Board before commencing employment and the *Children's Protection (Keeping Them Safe) Amendment Bill 2005* will ensure relevant policies encompass all volunteers and paid school staff. A screening unit has been in operation for 12 months and will continue to support existing and future screening demands.

Catholic

During 2005, Catholic Education South Australia provided training for leaders in all schools in the NSSF, which focused on the professional development resource, *Reducing bullying in schools: A Professional Development Resource*. School audits were conducted against the NSSF.

During 2005, a code of conduct was developed for staff in schools in collaboration with DECS and the Association of Independent Schools of South Australia.

Schools have reported significant progress in establishing safe school committees, the development of classroom programs, strong student involvement and working in partnership with parents and the community. All schools have had access to ongoing professional learning opportunities.

The Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools was formed in 2005. Membership includes personnel from the South Australian university sector and educators from the three schooling sectors and focuses on research, teacher training and development, and the coordination of State and national initiatives.

Catholic Education South Australia has policies, procedures and programs for the selection, screening and monitoring of all employees and volunteers working with children and young people. Pre-employment and in-service mandatory notification training is required for all staff, and information is provided to volunteers working with children and young people.

Independent

All independent schools have policies on bullying, harassment and violence, and must have a behaviour management policy as a condition of registration. All independent schools are required to have grievance procedures that allow students and parents to raise concerns.

Independent school staff members receive extensive training on child protection and mandatory notification, and all schools have child protection policies and the requirement to report abuse. The Association of Independent Schools of South Australia (AISSA) provides advice and assistance to independent schools in managing abuse and victimisation through using a critical incident team of experts. Seminars for schools on investigating and managing claims of inappropriate behaviour have also been conducted and a Student Protection Kit is available to provide advice to schools when issues arise.

AISSA has conducted workshops on handling child abuse and grievances, strategies to support young people who have been abused in a school environment, and bullying. In 2005, a number of independent schools in South Australia participated in an Australian Government Quality Teacher Program (AGQTP) project, Developing Supportive Learning Environments, responding to the six key elements of the NSSF. Some independent schools have access to counselling and support services for students.

Independent schools work closely and communicate regularly with parents through parent information sessions, and by encouraging their involvement in the development of policies and procedures.

Independent schools obtain references and criminal history checks of preferred applicants for positions. The South Australian Teachers Registration Board has recently carried out criminal history checks of all teachers. Independent schools already conduct extensive screening of relevant volunteers, including obtaining criminal history checks.

Western Australia

Government

The Department of Education and Training (DET) Western Australia implements a range of policies, programs and

procedures that support the NSSF. The Behaviour Management in Schools policy has clear statements about acceptable and unacceptable behaviour in schools. The policy requires that all public schools develop school behaviour management plans in collaboration with their school council and wider school communities and implement strategies for the prevention of violence, harassment and bullying.

DET Western Australia's Child Protection policy makes explicit the reporting procedures required when child maltreatment occurs. The policy states that everyone working in a school is responsible for the care and protection of the children, and for reporting information about child maltreatment such as neglect or physical, sexual and/or emotional abuse. Support is available from District Student Services teams for students involved with, or affected by, abuse.

Staff in all primary schools undertook the Child Protection Professional Learning Program during 2005. DET Western Australia worked collaboratively with the Department of Community Development to undertake a child protection project (Family and Domestic Violence intervention) in five primary schools and one secondary school. In addition, the department is developing support materials and guidelines to assist school staff with the management of violent incidents.

DET Western Australia has screened all new employees since 1997. Screening of teachers is a requirement of registration under the *Western Australian College of Teaching Act 2004* and Regulations 2004, and the Criminal Screening policy 2005 mandated the screening of current employees. *The Working With Children (Criminal Record Checking) Act 2004* and Regulations 2005 will be implemented in 2006 and will add another screening requirement for people in child-related work, including volunteers.

Catholic

Catholic Education Commission of Western Australia (CECWA) policy statements address bullying, harassment and violence, and all schools are required to have comprehensive policies and procedures in place to address these issues. CECWA schools base their policies, procedures and processes within the Pastoral Care Framework, which promotes a positive school culture and good mental and physical health.

All schools and their school communities have specific strategies in place to prevent bullying, harassment and violence and

to identify where bullying occurs. In instances of known or suspected abuse or neglect, comprehensive support and monitoring are in place and social support and counselling are available to all students.

CECWA policies require all schools to actively engage with parents on all relevant issues relating to safety in schools and the provision of information and education are integral to the Friendly Schools and Families program.

Through the AGQTP, training has been offered to all staff, particularly in the Friendly Schools and Families program. All school staff received training in child protection policies and procedures, and continuing education has been delivered in protective behaviours. All schools are required to provide appropriate training to students in personal safety and in countering bullying, harassment and violence.

Teachers, volunteers and all school personnel working in Western Australian Catholic schools are required to complete a CrimTrac 100-point check.

Independent

Independent schools in Western Australia implemented the NSSF within the context of their uniquely defined values, ethics and culture using structures that reflect these attributes. The Association of Independent Schools of Western Australia publication *Policies and Procedures: Guidelines for Schools* also provides policy support in this area. In 2005, the focus of the direct support provided to schools by the Association of Independent Schools of Western Australia was the prevention of bullying.

Two-day professional learning seminars on the Friendly Schools and Families package were conducted in collaboration with the Catholic Education Office of Western Australia and funded through the AGQTP. Staff from Edith Cowan University facilitated the professional learning to support schools in the creation of policies to prevent bullying and their integration into school practice.

In Western Australia teachers must be registered by the Western Australian College of Teaching, which requires teachers to present a current police clearance. As the *Working with Children (Criminal Record Checking) Act 2004* is progressively implemented, volunteers and parents who work with students will be required to have a Working with Children Clearance.

Tasmania

Government

Tasmanian government schools have a wide range of programs and strategies in place to support the NSSF and empower students to experience a positive school culture. The Supportive School Communities Policy Framework, (2003–2007), supports schools with suggestions about how to achieve a shared set of beliefs, attitudes and subsequent actions. Further information is available online at: <http://www.education.tas.gov.au/school/educators/support/supportiveschoolcommunities/framework>.

Significant professional learning has been provided at both system and school level for staff, students and families in countering bullying, harassment and violence. Mandatory reporting of abuse and neglect of children is required of all school personnel and specific teacher training in child protection has occurred in a number of schools. In addition, a host of new, age-appropriate and relevant curriculum materials are available online for schools through the Department of Education's eCentre (note: this site requires a user password to access), at: <http://www.ecentre.education.tas.gov.au/default.aspx>.

There are systems and procedures in place in every school to provide students who have experienced abuse and victimisation with counselling and social support. The system provides schools with welfare support to assist them where these situations arise.

Most schools involve families as partners in responding to any of the issues relating to the key elements of the NSSF. The Supportive School Communities Policy Framework (2003–2007) provides a guide to action for enhancing the effectiveness of school communities as key contributors to social and community strength. The Department of Education also has procedures in place to provide advice and information to all parties through grievance resolution processes.

System-wide procedures are in place to screen all paid school staff. All school employees, regardless of their status, are required to complete a Good Character Check, which incorporates a National Criminal History Check and in some cases, previous employment checks. Volunteers are not required to obtain this clearance, but this process is encouraged for anyone wishing to offer their services to a school.

Catholic

Policies in support of the NSSF on bullying, discrimination, harassment, grievances, equity, critical incident and child abuse, are in place across the sector and in most Tasmanian Catholic schools. The vision and mission statements of Tasmanian Catholic schools involve the integration of Catholic faith, ethos and life, and provide the foundation for school pastoral care and student welfare policies and procedures.

A range of professional development activities in countering bullying, harassment and violence have been undertaken across the sector. Topics have included health and wellbeing, values, self-esteem and social justice outreach programs.

Appropriate incident management processes are embedded across the sector, incorporating consultancy, guidance and investigative roles, strong network and referral support and the provision of mediators and counselling services as necessary. Buddy, peer support and student leadership programs are either in place or under development in all schools.

All Tasmanian Catholic schools have a variety of strategies to appropriately inform and consult with parent bodies including parent education and volunteer programs, school newsletters and through School Boards of Management or Governing Councils.

Policies and procedures are in place to screen all paid school staff across the sector and planning is currently underway to extend this to others working or assisting in schools.

Independent

Tasmanian independent schools are regulated by the Schools Registration Board under the *Education Act 1994*. Procedures for staff reporting abuse and statements of expected or unacceptable behaviour in relation to bullying, harassment and violence are underpinned by legislation. The Schools Registration Board Standard requires a school to have a code of conduct linked to current legislation including *Children and Young Persons Act 1997*, the *Disability Discrimination Act 1992* and *Anti-Discrimination Act 1998*.

The Teacher Registration Board requires teachers to obtain police checks. The screening of other staff is a matter for individual schools' policies and procedures.

Northern Territory

Government

The implementation of the NSSF has seen Northern Territory government schools revise their behaviour management and anti-bullying policies in line with the framework, and in collaboration with their school communities. Many schools include communication plans for informing new families and staff of expectations, and to ensure that training in preventative and early intervention strategies are available to staff. All Northern Territory schools display the NSSF poster in their foyer or entry areas.

Every secondary school in the Northern Territory has access to a qualified counsellor whose aim is to increase attendance and the academic and behavioural outcomes of students with social and emotional needs. Positive mental health and student wellbeing is a strong focus for the counsellors, so that young people can develop a sense of belonging and life skills as well as experience academic success.

A Department of Employment, Education and Training initiative called Building Relationships and School Wellbeing (BR&SW) provides selected schools with one over-establishment position to assist schools to build relationships with the school community and improve school wellbeing. BR&SW provides a systemic, proactive approach to improving school wellbeing utilising 10 Key Elements with the NSSF being one of those elements. BR&SW conducts audits to identify school needs, and is also informed by data such as attendance, types of recurring behavioural incidents, suspensions and perceptions. Action plans are developed that incorporate reviewing school policies, whole-school programs and classroom and individual programs involving staff, students and parents. The plans include setting up a Wellbeing Team to develop a cycle of review, maintenance and follow-up. All schools completing the project have experienced improved behaviour and wellbeing across the school community, improved staff capacity and improved general understanding of wellbeing across the school community. The project has worked across 29 schools and involved approximately 1,000 staff since its commencement.

The Northern Territory screens all teachers through the Teacher Registration Board of the Northern Territory prior to registration. Schools are required to screen all paid staff working in their schools.

Catholic

Ten schools participated in a National Values Education project in which they explored various aspects of school mission statements, values, behaviour management, bullying and harassment policies.

The Tribes process is a whole-school program that focuses on 'ways of living together in respectful communities' and has been implemented in approximately eight schools. Real Justice and Mind Matters are examples of other programs operating within schools.

All schools in urban, regional and remote areas were provided with four professional development opportunities on the NSSF. System-wide training in *Disability Discrimination Act 1992* standards was also provided, with specific attention given to the harassment of students with a disability. A recent principals' forum on Educational Accountability and Compliance resulted in renewed activity at the school level in reviewing and updating current policies and processes.

All schools have access to Centacare and other agency support.

Independent

The pastoral care of students is of high importance to independent schools, which work hard to provide safe, healthy and caring school communities. There are a variety of programs and policies in place, under the umbrella of the NSSF, that support the provision of safe, healthy and caring learning environments and aim to ensure the wellbeing of all students.

Australian Capital Territory

Government

Australian Capital Territory government schools utilise a range of policies and programs to create a positive school culture in support of the NSSF. Australian Capital Territory government schools adopt a preventative and early intervention approach to address signs of bullying and harassment, and manage incidents of abuse and victimisation according to their student management and wellbeing policies and guidelines.

Youth support workers, student management consultants, counsellors and special teacher's assistants are available to support students seriously affected by abuse and victimisation

and to provide agency referrals. The Australian Capital Territory Department of Education and Training (DET) works closely with the Office of Children, Youth and Family Services and is guided by a Memorandum of Understanding.

The Australian Capital Territory DET provides professional learning opportunities for teachers and staff in managing difficult behaviour, classroom student management training and social skills training. Students also receive training in protective behaviours.

Parents are informed and consulted on relevant issues through parent information evenings and newsletter articles, and can contribute to policy making through the school board. Australian Capital Territory DET supports the *Bullying. No Way! (Safe and Supportive School Environments)* website and provides parenting programs such as Triple P (Positive Parenting Program) and Parenting with Love and Limits.

Australian Capital Territory DET ensures procedures are detailed in the Australian Capital Territory DET Working with Children and Young People: Volunteering – Policies and Procedures. Currently, schools manage their own procedures and ensure that volunteers are under direct supervision of a teacher. When duty of care is required, an application is made to the department's human resources section, police checks are obtained and an authorisation card issued to the school.

Catholic

Schools in the Catholic Archdiocese of Canberra and Goulburn support the NSSF through a variety of practices and policies. Students are encouraged to participate in a positive school culture through opportunities to pursue leadership roles within the student representative councils and student parliaments. Pastoral care programs are a key element of all schools.

Schools and the sector recognise the need for ongoing professional development to address instances of bullying,

harassment and violence. Initiatives undertaken include programs such as: Restorative Practices, Protective Behaviours and Rock and Water. Resources to support students, staff and parents are available in all schools.

Policies and procedures for managing incidents of abuse and victimisation are established at the school and system level and key staff members are trained in these areas. Counselling is available in all schools for students and families. Staff can access counselling through the Employee Assistance program provided through Centacare.

Relevant issues are communicated to parents through regular school newsletters and information nights. Parents are also encouraged to participate on school boards and parents and friends' associations.

All employed staff members are screened at the point of employment and volunteers are required to complete a Prohibited Employment Declaration, which is held confidentially by the school.

Independent

Procedures are in place for the reporting by staff of abuse in Australian Capital Territory independent schools, and Australian Capital Territory legislation makes this mandatory. Statements of expected or unacceptable behaviour in relation to bullying, harassment and violence differ for each individual school.

Legislation to screen all paid school staff is not yet in place in the Australian Capital Territory. However, individual independent schools use their own policies to undertake screening of school staff. Where the school has a relationship with New South Wales, they may also employ New South Wales Working with Children policies and procedures. Screening other school workers, such as volunteers, is dependent on the policy of the individual school.

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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.

Vocational education: 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.

See also, Vocational education and training; Vocational education and training in schools; Vocational learning.

Vocational education and training: Appropriately accredited industry-specific training based on qualifications within the Australian Qualifications Framework and competencies endorsed in the National Training Framework.

See also, Vocational education; Vocational education and training in schools; Vocational learning.

Vocational education and training in schools:

Vocational education and training (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 Australian Qualifications Framework (AQF). The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation (RTO) or a school in partnership with an RTO. An RTO formally assesses the achievements of students against the competency standards outlined in training packages.

See also, Vocational education; Vocational education and training; Vocational learning.

Vocational learning: Vocational learning is 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 employment-related 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.

See also, Vocational education; Vocational education and training; Vocational education and training in schools.

Acronyms and abbreviations

ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ACER	Australian Council for Educational Research
AEP	National Aboriginal and Torres Strait Islander Education Policy
AESOC	Australian Education Systems Officials Committee
AGQTP	Australian Government Quality Teacher Program
AGSRC	Average Government School Recurrent Costs
AICTEC	Australian Information Communications Technology in Education Committee
AIEW	Aboriginal and Torres Strait Islander Education Worker
AQF	Australian Qualifications Framework
ATAS	Aboriginal Tutorial Assistance Scheme
CBAS	computer-based assessment of scientific literacy
CECV	Catholic Education Commission Victoria
CECWA	Catholic Education Commission of Western Australia
COAG	Council of Australian Governments
DECS	Department of Education and Children's Services (South Australia)
DEET	Department of Employment, Education and Training (Northern Territory)
DEST	Department of Education, Science and Training (Australian Government)
DET	Department of Education and Training (ACT)
DET	Department of Education and Training (New South Wales)
DET	Department of Education and Training (Western Australia)
ERI	Education Resource Index
ESL	English as a Second Language
ETRF	Education and Training Reforms for the Future
HSC	Higher School Certificate
ICT	information and communication technologies
IEP	Indigenous Education Programme
ISDTN	Interstate Student Data Transfer Note
LOTE	Language other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCVTE	Ministerial Council Vocational and Technical Education
NAP	National Assessment Program
NCCO	National Consistency in Curriculum Outcomes
NCVER	National Centre for Vocational Education Research
NSSF	National Safe Schools Framework
NTCF	Northern Territory Curriculum Framework
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
QCE	Queensland Certificate of Education
RTO	registered training organisation
SEAR	Science Education Assessment Resource
SES	socioeconomic status
SPPs	Specific Purpose Payments

SRA	shared responsibility agreement
SSABSA	Senior Secondary Assessment Board of South Australia
SWL	Structured Work Learning
TIMSS	Trends in International Mathematics and Science Study
UAI	Universities Admission Index
VAEAI	Victorian Aboriginal Education Association Incorporated
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	vocational education and training
WACE	Western Australian Certificate of Education

