

MCEETYA on the Web

The *National Report on Schooling in Australia 2006* 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/anr2006/index.htm>.

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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.

further strengthening
schools as learning
communities

literacy, numeracy,
indigenous education,
science, the arts

The provision of schooling in Australia

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 2006, 3.392 million students (including part-time students) attended school in 9612 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.

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 2006, 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 provides supplementary funding to both government and non-government school authorities to support agreed priorities and strategies. The overall result is that government schools receive the majority of their government funding from State and Territory governments, while non-government schools receive the majority of their government funding from the Australian Government.

The Australian Government also has some specific responsibilities for the provision of financial assistance to students and for Australia's international relations in education, as well as shared responsibilities for schooling in Australia's external territories of Christmas Island, the Cocos (Keeling) Islands and Norfolk Island.

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)

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 Australian Education Council, the Council of Ministers of Vocational Education, Employment and Training, and the Youth Ministers Council – to form the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

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

Functions

MCEETYA's areas of responsibility are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programs and education and training, adult and community education, youth policy and programs and cross-sectoral matters. This work takes place in close interaction with the Ministerial Council on 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 information and collaborative use of resources, including national research funds, towards agreed objectives and priorities
- coordination of communication with, and collaboration between, related national structures.

MCEETYA advisory and support structures

MCEETYA is supported by a number of advisory and support structures 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 2006, Queensland 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.

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 or the completion of the year level in which they turn 16 in Western Australia). However, as indicated in Table 1.1, 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 enroll in a class that is variously called ‘Kindergarten’, ‘Prep’, ‘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 some time 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 1.1). Specific arrangements that apply in each State and Territory are discussed below.

In 2006, there were approximately 1.937 million full-time equivalent primary school students in Australia, 70.5 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 1.1. Students normally commence secondary school at about age 12.

Although some students may undertake alternative approved courses/programs/activities (including approved employment) in some States and Territories, in general, students are required to stay at school until they have:

- reached 15 years-of-age (New South Wales, Victoria, Australian Capital Territory and the Northern Territory)
- reached 16 years-of-age (South Australia and Tasmania)
- reached 16 years-of-age or completed year 10 (Queensland), or
- completed the end of the year level in which they turned 16 years-of-age (Western Australia).

In 2006, there were approximately 1.441 million full-time equivalent Australian secondary school students, 61.8 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.

National consistency in schooling in Australia

Common school starting age and associated nomenclature

At the April 2004 MCEETYA meeting, Council agreed to implement a uniform national school starting age by 2010. The Common School Starting Age (CSSA) Project commenced in

Table 1.1 Primary and secondary school structures, and ages of commencement for year 1, by State and Territory, 2006

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

Note:

- (a) From July 2007, the school leaving age in Victoria will be raised to 16.
- (b) 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, 6 months and the minimum starting age for year 1 will increase to 5 years, 6 months in 2008.
- (c) Staggered intake for each term.
- (d) The minimum school leaving age was raised to 16 years from the commencement of the 2003 school year.
- (e) 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.
- (f) Staggered intake for each term. Several schools have participated in the Age of Entry Policy trial. The trial provides a streamlined enrolment structure to enable consistency and equity for access to two years of pre-compulsory early learning programs, and a single intake into Transition at the start of the year for all children turning five on, or by, 30 June.
- (g) From 2007, the structure of secondary schooling in the Northern Territory will change, with year 10 moving to form part of the senior years. This will be followed in 2008 by the implementation of middle years schooling for students in years 7 to 9. However, in some parts of the Northern Territory, secondary schooling beginning at year 7 is already current practice.

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

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.

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 from each State and Territory, 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.

In February 2006, a final report was made available for ministers' consideration. The report noted that the intention of the project

was not to consider whether a younger or older school starting age was most appropriate educationally, but rather, the focus was on national consistency in school starting ages.

At the July 2006 MCEETYA meeting, ministers agreed to publish the Common School Starting Age Report and its Executive Summary. Ministers also agreed to further examine a common minimum school starting age of 4 years, 6 months, including the educational and financial implications and associated nomenclature, having regard to the other minimum school starting ages currently in place.

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 (SLSS) Taskforce established a Student Mobility Working Group (SMWG) 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.

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.

From 1 January 2006, all education authorities (including the non-government sector) implemented the national system for the transfer of student information between schools when children move from one State or Territory to another. This national system has enhanced the ability of the student's new school to place and support that student in a timely manner 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 on the ISDTN can be found at: http://www.mceecdya.edu.au/mceecdya/interstate_student_data_transfer_note,12095.html.

Statements of Learning

As a means of achieving greater national consistency in curriculum outcomes across each State and Territory, 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. Ministers asked that the Statements of Learning for English be developed first, with other domains to follow, depending on the success of the work on English.

In 2005, ministers gave in principle support for the Statements of Learning for English and agreed to proceed with the development of the additional areas as outlined above. Ministers also agreed to add Information and Communications Technologies (ICT) as a further area in light of the Australian Government's quadrennium funding legislation, *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*.

In August 2006, after an intensive period of development under the direction of AESOC and the project management of Curriculum Corporation, and with expertise contributed by all States and Territories, ministers approved the Statements of Learning for Mathematics, Science, Civics and Citizenship and ICT.

MCEETYA also endorsed a process for jurisdictions to comply with the relevant section of the Schools Assistance Act 2004 on 'the implementation of Statements of Learning'.

This process included:

- ministerial 'sign off' (by no later than 1 January 2008) that syllabus and curriculum documents used to underpin learning programs in government and non-government schools within jurisdictions have addressed and incorporated the now endorsed Statements of Learning
- provision to the Australian Government Minister for Education of a detailed map (also by 1 January 2008), showing how the specific elements of the Statements of Learning are present in the relevant curriculum documents

- jurisdictions enabled to, if they choose, explicitly use Statements of Learning in the re-drafting of curriculum documents as a means of satisfying the mapping requirements for a domain. This option may suit jurisdictions that have a major curriculum and/or syllabus review planned prior to 1 January 2008.

The Statements of Learning can be found at: http://www.mceecdya.edu.au/mceecdya/statements_of_learning,22835.html.

Common National Literacy and Numeracy Tests

At the May 2005 MCEETYA meeting, ministers agreed 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 each State and Territory in 2006.

Ministers also agreed that the trial would be extended to include year 9 following the introduction of the Schools Assistance Act 2004.

In May 2006, the trial was conducted and PMRT prepared an evaluation report for ministers including details of:

- 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
- development of new standards to cover the full range of student achievement
- revision of the benchmarks.

In July 2006, ministers agreed that full cohort national literacy and numeracy testing in years 3, 5, 7 and 9 would commence in May 2008, with the remainder of 2006 and 2007 being devoted to refining the national tests, reporting scales and establishment of the model of operation to support the full implementation of the national testing regime in 2008.

In December 2006, AESOC agreed that Curriculum Corporation would manage the delivery of the 2008 tests.

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 and non-government sectors, as required under Sections 14 and 31 of the Schools Assistance Act 2004, which details the conditions of financial assistance for government and non-government schools respectively.

Paragraph 14(1)(k) and Paragraph 31(k) require the State or relevant non-government school authority to 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, which provides frameworks and shared values for the operation of schools, curriculum and assessment. Each school is part of a system committed to the principles of inclusiveness, equity, social justice, ethical practice and excellence.

The role and responsibilities of the Principal 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. Leading and Managing the School 2000 is a statement of the key accountabilities of Principals in the effective educational leadership and management of New South Wales government schools with reference to:

- 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 2000 is available online at: https://www.det.nsw.edu.au/policies/general_man/accountability/lead_sch/PD20040024.shtml.

The principal is accountable through the School Education Director to the Director-General for the quality of outcomes achieved by students. Principals are responsible for maximising the educational outcomes of all students to create and sustain success, learning and achievement. 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 guide the planning, organisation, management, administration, evaluation and accountability of the school to accommodate diverse school community contexts.

The balance between staffing all schools with quality teachers and providing principals flexibility to choose their staff, within state-wide guidelines, is a critical issue. The workforce planning and staffing systems in New South Wales have external support. Lyndsay Connors in *Time and tide: a report on the need to invest in the renewal of the public school teaching service* (February 2007, available online at: http://www.nswtf.org.au/media/latest_2007/files/20070212_time.pdf) noted that the New South Wales public school system benefits from a structure which allows system-wide monitoring of teacher supply and demand trends and analysis of the impact of changes to the system.

Principals in New South Wales have the discretion to allocate budget within broad parameters to reflect school plan and targets. Certain 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.

Victorian Department of Education

Victoria supports a high level of school self-management and has delegated significant authority to both government school principals and government school councils to achieve greater principal and school autonomy.

Key human resource decision-making and management is located at the school level. Principals in Victorian government schools have responsibility for the day-to-day management of staff, including matters such as staff appointments, transfers and promotions, and assignment of duties. These powers and responsibilities are set out in the Teaching Service Act 1981 and provided in the context of a state-wide policy and standards framework, the principles of which include:

- employment within a state-wide teaching service
- flexibility at the school level
- delegation of responsibility with clear accountability requirements consistent with departmental requirements and the various legislative and award requirements
- staff selection procedures based on the principles of merit and equity and which are consistent with the department's workforce strategies.

Victorian government schools develop their own curricula within the frameworks provided by the Victorian Curriculum and Assessment Authority. These are the Prep to year 10 Victorian Essential Learning Standards (VELS) and two complementary senior secondary qualifications comprising the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Both the VCE and the VCAL incorporate Vocational Education and Training (VET) certificates.

Schools are supported to develop whole-school curriculum plans that reflect a strong understanding of the needs of students and the school community, as well as State curriculum requirements.

Funding to Victorian government schools is managed through a devolved model, where all school-based financial decision-making must comply with government policy and legislation.

Principals are responsible for developing and managing their school's annual budget and overseeing day-to-day financial

management. The Principal is also required to ensure appropriate financial reports are presented to the school council.

The school council approves the annual budget, ensures appropriate internal controls are in place and monitors school expenditure. The school council is also responsible for approving the school-level policy on voluntary contributions and for approving and monitoring school investments.

All school finances are subject to financial audit, and both the principal and school council president must certify all financial statements.

Queensland Department of Education, Training and the Arts

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

The Department of Education, Training and the Arts, works closely with principals, school communities and teachers to ensure a match between student needs and teacher capabilities. Queensland principals have a significant role in the appointment of teachers to schools. The Queensland government supports employment security, with the majority of State school teachers appointed permanently.

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 and Curriculum and Studies. The 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 syllabi and the policies of the department. School communities, under the leadership of the principal, develop education programs that optimise student

opportunities to acquire knowledge and skills that are responsive to global and local needs. Principals select the most appropriate approaches to school organisation, curriculum, teaching and learning, within the context of school-based management and differentiation.

This includes the use of the International Baccalaureate (IB) in a number of Queensland schools. The IB will also be implemented in the new Queensland Academies for Creative Industries and Science, Maths and Technology, which were established in 2006, for the commencement of year 10 and year 11 in 2007. The Queensland Academies represent a new era in public education, providing a way for the State's best and brightest students to fast-track their school studies, study university subjects and work with industry to combine career-based and university level studies.

Building on this framework, and supporting principals in enhancing their role as curriculum leaders, Queensland implemented a Curriculum and Principals' Alliance (CAPA) in 2006. CAPA aims to enhance the curriculum leadership capacity and capability of Queensland State school principals.

State schools manage their own operational budgets in line with the department's 2006–08 School Improvement and Accountability Framework. This provides 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, provide transparent reporting and quality assurance, to enable principals to manage their school budgets according to localised strategies that align with each school's strategic plan.

South Australian Department of Education and Children's Services

The Department of Education and Children's Services introduced a new Recruitment and Selection staffing process in 2006, which enables schools to have direct involvement in the selection of teaching staff for the majority of their vacancies. This is achieved by establishing Local Selection Panels, comprising the principal or nominee, and an elected union representative.

Many of the positions are advertised to a wide pool of applicants, including current permanent teachers, employable teachers and graduating students. Other positions are filled by selection from specific pools of teachers who have applied for employment or alternative placements.

From 2000–04, a form of local management was available to schools and provided financial resources principally in the form of per capita allocations. From 2005, all departmental sites have been provided with financial resourcing on an entitlement basis rather than per capita. Governing councils must approve site budgets, but a council committee generally 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.

The department 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 determining the broad direction for the site through strategic planning, policy-setting and supporting that direction through appropriate resource allocation. 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, 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

In accordance with Part 3, Division 2, Clause 63 1(b) of the School Education Act 1999, 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 Guidelines. 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.'

Principals and other school staff are required to develop 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 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.

The capacity of all schools to have the autonomy to locally select teaching staff was implemented in 2005. 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 2006, 430 schools had access to local selection.

The Local Recruitment, Selection and Appointment of Teaching Staff policy, procedures and guidelines applies 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.

All selection processes must 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.

Each Learning Service has a School Improvement Board chaired by a member of the business community and comprises another community member, Principals and the Learning Service General Manager. The School Improvement Boards support the Learning Services to respond to the needs of schools as they address improvement in educational outcomes for students.

Tasmania has a system of partial devolution of resources which provides 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.

School-based staff in the Department of Education are employed under the State Service Act 2000. Under this Act, principals have the delegated authority to recruit and select fixed-term staffing appointments.

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

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

The implementation of the Student at the Centre Plan (2006–07) 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 Education Act 2004, 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.

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 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 to the Chief Executive
- 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 of the Chief Executive, supervise the conduct of work carried out at the school
- to control the manner in which prescribed services are rendered
- to advise the Chief Executive in relation to job descriptions for the positions of principal

- to advise the principal in relation to job descriptions for the teaching and school support staff
- to employ, within the scope allowed, 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.

The Department of Employment, Education and Training determines the number of staff members 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 in accordance with 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 department's recruitment website: http://www.dest.gov.au/portfolio_department/dest_information/employment_graduate_careers. Executive teaching staff and administration staff are selected by a panel using the merit selection process. Selection panels must 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 should be implemented.

Australian Capital Territory Department of Education and Training

The 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 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 is responsible to its community for maximising student achievement and 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. All school staff members participate in a performance management scheme, which focuses on the achievement of system and school priorities and individual professional learning.

The Education Act 2004 requires the Chief Executive to establish the principles and framework of the curriculum to be implemented in all schools. A new curriculum framework is being trialed in schools for full implementation in 2008. The curriculum framework provides the core for what is essential learning for every student in government and non-government schools. The Essential Learning Achievements identify essential content for preschool to year 10. In keeping with school-based curriculum responsibility, each school develops its individual scope and sequence for achieving the Essential Learning Achievements across four developmental band levels.

Government schools receive an annual staffing allocation based on student enrolments and school complexity. Principals determine the composition of the teaching and administrative staff workforce to best meet the needs of the school. Principals work with Human Resources personnel to select suitable staff to fill permanent or temporary teaching vacancies. Principals (and Deputy Principals) chair selection panels that recruit new classroom teachers to the department through a bulk recruitment and merit selection process. Principals chair merit selection panels for recruiting senior teaching staff (Deputy Principal and executive teacher) and administrative staff in their school. They also participate on selection panels for staff in other schools. Selection panels for principal positions include principal and school community representation.

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

The department has developed a suite of school policies to support schools to operationalise their administration. These policies 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 Australian Securities and Investment Commission) and mandatory reporting requirements that apply to schools. Independent schools are accountable to national and State 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. Whilst 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.

Registration and accreditation of independent schools in New South Wales is the responsibility of the New South Wales Board of Studies, which conducts regular inspections of schools to ensure adherence to government educational and financial regulations. Curriculum for all schools is also determined by the Board of Studies with independent schools provided with a reasonable degree of flexibility and autonomy with regard to delivery and implementation.

The New South Wales Institute of Teachers also delegates initial responsibility for the assessment of teachers to the individual school or system level. Most independent schools are now teacher accreditation authorities for the purposes of assessing

the suitability of teachers to receive and maintain their formal accreditation or license to teach.

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 for meeting its accountability to parents and government.

Queensland

Queensland's 185 independent schools are incorporated under various State and Commonwealth legislation, with 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.

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. The governing body, in association with school management, will establish the educational, strategic and financial directions of the school. Principals have the autonomy to appoint the appropriate school staff, to approve the school's curriculum, programs and co-curricular activities and have responsibility for the school's budget. Generally, the same degree of autonomy exists for Principals of independent schools, which are part of a school system e.g. the Lutheran and Seventh-day Adventist systems, or

are owned by bodies such as the Presbyterian and Methodist Schools Association.

South Australia

A majority of independent schools in South Australia implement a leadership model that clearly differentiates between governance and management. Each school board, along with the principal, establishes a strategic plan, which sets the vision and ethos for the school (frequently based on a particular religious faith or educational philosophy), and the future direction of the school. The board is responsible for all financial matters including long-term financial plans, annual budgets, and the plan for the ongoing development of the school, in partnership with the school Principal. The board usually delegates to the principal the management of the directions set by the board. School boards are subject to both State and Territory and Commonwealth legislation.

The principal selects the staff in accordance with policies approved by the school board and each school develops its curriculum and educational program within the parameters set by the Non-Government Schools Registration Board.

Some schools belong to a system e.g. Lutheran and the system authority has involvement in establishing common values and directions and lines of accountability. The system authority also establishes some policy parameters within which each school operates.

This model of local governance and management means that independent schools are able to generate community commitment to the school, and establish a strong link between decision making and accountability.

Western Australia

In Western Australia the great majority of independent schools are incorporated under the Associations Incorporations Act 1987. To meet the requirements of this Act, each school has a governing body. The Act imposes a number of legal requirements on the governing bodies. Further requirements are imposed through the periodic registration of schools defined in the Education Act 1999.

Most governing bodies follow accepted governance principles, whereby the management and operational aspects of the school are the responsibility of the principal. These delegations are

usually clearly defined and give the principal autonomy in the appointment of school staff, the development of the curriculum, and the enrolment of students. The Principal also has delegated responsibility for the school's budget.

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 a 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. However, school principals have full autonomy for staffing, budget and other aspects of school operations. Subject to the school's intrinsic education principles and values, principals also have autonomy over curriculum and education programs for example, Steiner pedagogy or faith-based values.

Northern Territory

In accordance with the Northern Territory Curriculum Framework and the processes of the Northern Territory Board of Studies, Independent schools provide choice and diversity of educational programs. This enables the sector to provide a diverse range of educational programs and school organisational arrangements, suited to the needs and preferences of local 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 like planning and staff recruitment, as well as financial and facilities management.

Australian Capital Territory

Governance in independent schools encompasses a range of structures, including companies, associations, entities within a system, parent-controlled organisations, and members of other bodies.

All independent schools have an accountability to their parent body, their members (often including parents), as well as all regulatory authorities including the Australian Capital Territory Department of Education and the Commonwealth Department of Education, Science and Training. School 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 Australian Capital Territory and Commonwealth 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 in schools that belong to a diocesan system have a range of delegated authorities to administer and manage the annual budget for their school, as well as to ensure that all compliance accountabilities are met. Principals also have the delegated authority to appoint teaching i.e. non-executive and clerical staff.

Schools owned by religious congregations are managed by a board or council in collaboration with the congregation. The principals of these schools have delegated authority for the appointment of all staff, management of the budget and other operational aspects.

Victoria

Victorian Catholic schools' governing bodies have responsibility for all areas of governance and school management, but operate in accordance with policies and systems of their respective diocesan Catholic Education Office and of the Catholic Education Commission of Victoria.

The school governing bodies vary in structure depending on which Catholic authority owns the school. For secondary schools, the governing bodies have been established by a religious institute; a diocese; a parish or group of parishes; or a combination of any of these. For primary schools the governing body is normally the parish priest, who, for the majority of schools, is advised by a School Board or Parish Education Board. The governing bodies of Victorian Catholic schools are also responsible for employing school principals and staff.

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

- the conduct of the school in accordance with the teachings of the Catholic church
- the delivery of education programs, including religious education, which 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, and
- the provision of appropriate pastoral care for staff and students at the school.

Queensland

Two types of Catholic schools exist in Queensland: diocesan system schools which are operated by the diocese under a reasonably centralised system and Religious Institute schools, which operate directly under the supervision of the school principal and the school board. Some differences in the level of autonomy and responsibility of principals and boards exist between the two types of schools.

All Catholic schools in Queensland must offer curriculum programs based on Queensland Studies Authority syllabi or their equivalent. Many diocesan Catholic Education Offices have formed learning frameworks, which inform curriculum planning and provide support for schools in developing programs. However, there is a high degree of autonomy available

to principals in diocesan schools in relation to the education programs offered in the school.

Religious Institute schools are bound by the same State legislative requirements as diocesan schools, but develop their education programs on a much more individual basis.

In Religious Institute schools, staffing is the responsibility of the school principal and the school board, with the board generally only involved in administrative appointments. In diocesan schools, principals have a certain amount of autonomy in the selection and appointment of staff (within an allocated staffing schedule), but the diocesan director/office is the deemed employing authority with ultimate responsibility for employment sign-off and salary.

Principals and school boards have full responsibility for the school budget in Religious Institute schools. Principals in diocesan schools have autonomy and responsibility for internal school budgets, but diocesan offices retain responsibility for staff payments and some global support of schools.

South Australia

The South Australian Commission for Catholic Schools is the incorporated body that sets direction and vision for all Catholic schools in South Australia. Schools have a governance structure that includes a school board or board of governors, to which the principal is the executive officer. The school board has responsibility at the local level for vision setting and strategic operations, implementation of the Commissions policies and the development of local policy and financial stewardship. The principal is responsible for:

- leading the school's day-to-day operations
- realising the vision set by the school board
- leading the educational program ensuring the employment, induction and development of staff members
- managing the school finances, holding stewardship over resources
- ensuring the religious, educational, community and administrative well-being of the school, acting in accordance with SACCS policies and the policies of their respective diocese or congregation.

Western Australia

All Western Australian Catholic schools have school boards and all schools operate under the policies of the Catholic Education Commission of Western Australia. The boards in the majority of schools operate under the Commission's constitution.

The responsibility for education programs rests with each principal. principals are required to implement the Curriculum Framework as outlined by the Curriculum Council, following an Act of Parliament. School boards are involved where there are financial implications with respect to curriculum issues. Principals are responsible for all compliance and accountability requirements that arise from this arrangement.

Principals are delegated responsibility, from either the Bishop of the diocese or a religious order, for the appointment of teaching staff and ancillary staff members. Apart from the principal, staff in executive positions are appointed by the principal. In accordance to the Commission policy and guidelines, school board members are involved in some of these appointments. School boards in diocesan accountable schools are responsible for setting and monitoring school budgets. The day-to-day monitoring of this is the responsibility of the principal.

Tasmania

The Archbishop of Hobart authorises the existence of all Catholic Education institutions in Tasmania. Within the Archdiocese of Hobart there are Archdiocesan colleges and Archdiocesan systemic colleges and schools.

Each college has a governing council that advises and assists the Archbishop 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 each college operates effectively as a Catholic school and meets legislative requirements and functions within appropriate financial, legal and industrial parameters.

The principal is directly responsible for overall leadership and management of the college and some key elements of the principal's role include:

- implementing the policies and decisions of the governing council

- acting as the designated agent of the governing council with respect to the engagement, management and supervision of all staff within the college
- discerning and implementing, in collaboration with the school board, the strategic priorities of the college
- 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 governing council and the board
- providing regular reports to the school board on the operations of the college.

Key elements of the school board's role include:

- formulating policy for the conduct of the college in consultation with the staff, parents, students and friends of the college
- liaising with the Parish Priests and Parish Pastoral Councils within the area from which students at the college 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
- managing the finances of the college.

During 2006, an extensive review of the governance of the Archdiocesan colleges was undertaken, which resulted in the adoption of a common constitution by a majority of the colleges.

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 balances, within the current 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. However, there is a formal review process in place for principals and a school review process is currently being developed.

Governance of Northern Territory Catholic schools is organised according to the principle of subsidiarity: the appropriate decision being taken at the most appropriate level.

The Bishop of Darwin is the trustee of the Catholic Church of the Diocese of Darwin Property Trust. The Bishop delegates authority to the Director of Catholic Education, who in turn delegates employment, teaching and learning programs and budget responsibilities to school Principals. Principals are supported by an advisory school board, which is required to endorse annual budgets, monitor budgets on a regular basis, and develop policy for the school.

Australian Capital Territory

Principals have significant discretion over the design and implementation of curricula and related education programs in their schools. During 2006, Catholic schools were engaged

in the development of the new Australian Capital Territory Curriculum Framework. A key principle of this framework is that schools should be responsible for their own curriculum. This highlights the autonomy of school principals to work with school communities to develop education programs suited to local needs. Principals are responsible to the Director and ultimately to the Archbishop of Australian Capital Territory. All principals receive support from various Catholic Education Office personnel, who have determined responsibilities relating to leadership, human resources and curriculum.

School principals are responsible for the development of educational programs, including curriculum development, in accordance with the requirements of the Australian Capital Territory Curriculum Framework. The principal has autonomy over professional development decisions.

Within set guidelines and formulae, principals have autonomy over staff appointments and all other staffing issues. Principals also have significant decision-making authority around budgets at the local school level, where the principal works with, and is responsible to, the school board.

Principals can access a range of professional learning and development opportunities offered by the Catholic Education Office 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 2006
- 2 the enrolments of Australian school students in government and non-government school sectors, as well as student–teacher ratios and information on number of graduates from teacher-education courses
- 3 funding arrangements for government schools and the level of this funding in 2005–06 compared with previous years
- 4 funding arrangements for non-government schools and the level of this funding in 2005–06
- 5 capital expenditure on all Australian schools in 2005–06 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.

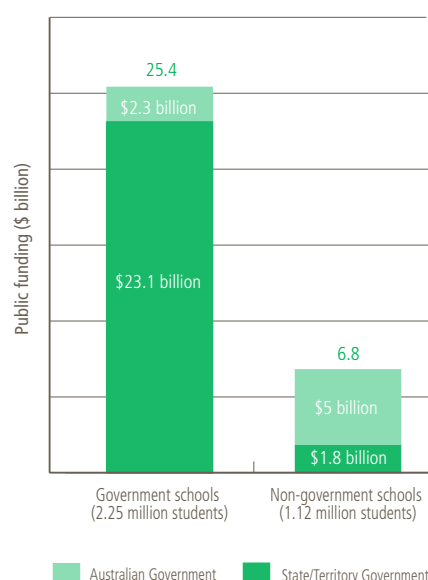
Australian government and non-government school authorities work cooperatively towards achieving the National Goals for Schooling in the Twenty-first Century.

Operating government expenditure on school education from both the Australian Government and the State/Territory governments in 2005–06 was approximately \$32.2 billion. Expenditure on government schools was \$25.4 billion, or 79.0 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 \$32.2 billion comprises \$25.4 billion expenditure on government schools and \$6.8 billion expenditure on non-government schools from government sources over 2005–06. The figure of \$25.4 billion total government expenditure on government schools is derived from Table 19 of the 2006 Statistical annex. The figure of \$6.8 billion total government expenditure on non-government schools is a 50:50 weighted average of calculated from Table 23 in the Statistical annex to the 2005 and 2006 editions of the *National Report on Schooling in Australia*. This table details the income and expenditure per student of non-government schools for 2005 and 2006.

Figure 2.1 illustrates government expenditure on school education, broken down by source of funds.

Figure 2.1 Recurrent public funding for school education, Australia, 2005–06 (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 graph includes only Australian Government Specific Purpose Payments. Other Australian Government funding for schools and students is not included.

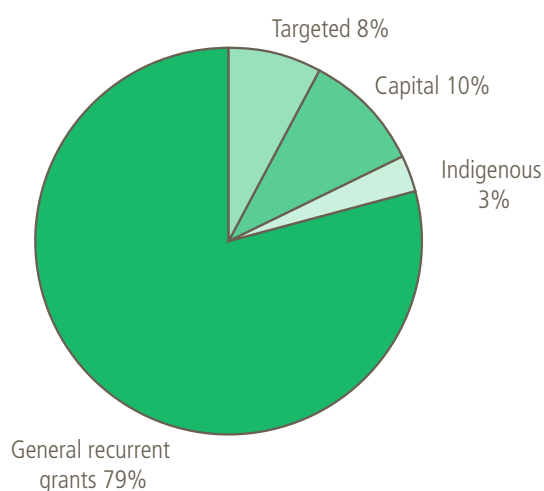
Source: MCEETYA, *National Report on Schooling in Australia* 2006, Appendix 1: Statistical annex, Tables 19, 23 and 28.

In the 2006 financial year, the Australian Government provided Specific Purpose Payments (SPPs) of \$8.16 billion for Australian schools and students. This amount comprised:

- \$6.45 billion for general recurrent grants (representing 79 per cent of Australian Government SPPs for schools for the financial year 2005–06)
- \$0.63 billion for targeted programs (8 per cent)
- \$0.83 billion for capital programs (10 per cent)
- \$0.24 billion for Indigenous programs (3 per cent).

Figure 2.2 illustrates this breakdown.

Figure 2.2 Australian Government funding to schools and students, by major program, Australia, 2005–06



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

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 2006 were:

- primary AGSRC \$7,216
- secondary AGSRC \$9,319

These amounts are based on State and Territory governments' expenditure on government schools in the 2004–05 financial year. There is an 18-month time lag between State and Territory government expenditure on government schools and the flow-on of Australian Government increases through the AGSRC mechanism. The delay is due to the time involved in gathering and preparing school financial data.

Year-to-year changes in the AGSRC amounts form the basis for Australian Government indexation of grants to schools. Targeted grants are also supplemented annually by movements in the AGSRC Index.

The AGSRC amounts are expressed on a cash basis. As the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) has moved from a cash basis 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 2006

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 2000* which provided funding for the 2001 to 2004 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 (1,445) will be funded according to their SES score. Because the remaining schools' (1,231) SES scores entitled them to less funding than they currently receive, they 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 conditions that government and non-government school authorities must comply with to be eligible for Australian Government funding.

Student participation and teaching resources

In 2006, 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 2.1 details full-time student enrolments over the four-year period, 2003–06.

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.

Table 2.1 School sector enrolments (full-time students), Australia, 2003–06

Sector	2003	2004	2005	2006
Government	2,254,632	2,250,026	2,246,087	2,248,229
Non-government	1,063,988	1,082,240	1,102,052	1,119,807
All schools	3,318,620	3,332,266	3,348,139	3,368,036

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2006

Table 2.2 Full-time equivalent (FTE) of teaching staff, Australia, 2003–06

Sector	2003	2004	2005	2006
Government	154,872	156,156	156,564	158,194
Non-government	74,703	76,910	79,231	81,445
Catholic	42,540	43,151	43,971	44,870
Other	32,163	33,759	35,260	36,575
All schools	229,575	233,065	235,794	239,639

Note: Totals may not add due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2006 and Australian Government DEST data

Total teaching numbers increased by 3,835 in 2006, which constitutes an increase of 1.6 per cent. In 2006 there was also a 2.8 per cent increase in the number of graduates from initial teacher-education courses, from 15,565 graduates in 2005 to 16,004 graduates in 2006 (see Table 2.3). 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.

Funding for government schools

Government schools are funded mainly from public sources. Australian Government SPPs (excluding capital SPPs) represent about 8.9 per cent of total spending on government schools (\$2.2 billion from a total of \$25.4 billion), the balance being met by State and Territory governments and a portion from non-government sources such as parent contributions.

Government schools

Table 2.5 illustrates accrual expenditure by government education systems in 2003–04, 2004–05 and 2005–06.

Student–teacher ratios vary by sector and school category, as detailed in Table 2.4.

Table 2.3 Number of persons graduating from initial teacher-education courses, Australia, 2002–06

Year	No. of graduates
2002	14,007
2003	14,053
2004	15,014
2005	15,565
2006	16,004

Source: MCEETYA, *National Report on Schooling in Australia*, 2002–06, Appendix 1: Statistical annex, Table 18 (2002–06 data).

Table 2.4 Full-time equivalent (FTE) student–teacher ratios, by sector and school category, Australia, 2000–06

Sector and category	2000	2001	2002	2003	2004	2005	2006
Government primary	17.1	16.7 ^r	16.7	16.4	16.2	16.1	15.8
Government secondary	12.6 ^r	12.5 ^r	12.5 ^r	12.5	12.4	12.4	12.4
Catholic primary	19.1	18.8	18.5	18.3	18.2	17.9	17.7
Catholic secondary	13.4	13.4	13.3	13.1	13.1	13.1	12.9
Independent primary	15.7	15.4	15.3	15.1	14.9	14.6	14.4
Independent secondary	11.4	11.3	11.2	11.1	10.9	10.7	10.7
All schools	15.0	14.8	14.7	14.5	14.3	14.2	14.1

^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 54 (2005 data), Table 32a and 34 (2006 data)

Table 2.5 Operating expenditure by government education systems, Australia, 2003–04 to 2005–06 financial years (accrual basis) (\$'000)

Area of expenditure	2003–04	2004–05	2005–06
In-school expenditure			
Salaries (teaching)	11,932,663	12,494,747	13,148,045
Salaries (non-teaching)	2,153,083	2,392,654	2,532,627
Redundancies	20,917	50,834	15,701
Non-salary costs	4,575,300	4,845,941	5,042,416
User cost of capital	2,820,074	3,259,103	3,322,198
Subtotal	21,502,037	23,043,279	24,060,988
Out-of-school expenditure			
Salaries (non-teaching)	663,663	693,194	777,046
Redundancies	17,818	10,138	5,732
Non-salary costs	430,511	426,511	506,808
User cost of capital	18,338	21,310	20,034
Subtotal	1,130,330	1,151,154	1,306,620
Total	22,632,366	24,194,433	25,370,608

Note:

- Amounts include Australian Government non-capital-related SPPs and other grants made to States/Territories. Depreciation and user cost of capital expenses included in the figures are based on assets owned by States/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 (2003–06 data)

State and Territory government accrual-based expenditure on government schools (including Australian Government contributions) has increased by 12.1 per cent in the three-year period from 2003–04 to 2005–06, from \$22.6 billion to \$25.4 billion.

Per capita expenditure

Per capita expenditure in government schools has steadily increased over the past decade. In 2005–06, this expenditure reached \$10,294 for primary students and \$12,687 for

secondary students. Table 2.6 shows a growth of 12.3 per cent in total per capita funding over the last three years, from \$10,003 to \$11,238.

Per capita funding for secondary schools increased by 4.2 per cent from 2004–05 to 2005–06, while funding for primary schools increased by 5.5 per cent over this same period. In terms of total per capita expenditure, secondary schools receive more, mainly because of the greater range of subject offerings and the smaller student–teacher ratios in the last two years of schooling.

Australian Government funding of government schools

Australian Government SPPs (excluding capital SPPs) represent about 8.9 per cent of total spending on government schools (\$2.3 billion from a total of \$25.4 billion). Australian Government recurrent funding for government schools was provided through block grants calculated according to the numbers of students at each level of schooling. The rates of general recurrent assistance for government schools in 2006 were \$643 per primary school student and \$932 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 Arrivals (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.

Table 2.7 shows how Australian Government SPPs of approximately \$8.16 billion were distributed to government and non-government authorities, by State and Territory, in 2005–06.

Funding for non-government schools

In 2005, the funding system introduced by the Australian Government in 2001 based on the SES of each independent school's community was continued. The SES approach to school funding involves linking student address data to Australian Bureau of Statistics 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.

Table 2.6 Recurrent per capita expenditure on government schools, by level of education, Australia, 2003–04 to 2005–06 financial years (accrual basis) (\$)

Financial year	Primary	Secondary	Total
2003–04	9,015	11,552	10,003
2004–05	9,748	12,222	10,715
2005–06	10,280	12,729	11,243

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

Source: MCEETYA, *National Report on Schooling in Australia*, 2006, Appendix 1: Statistical annex Table 20 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).

Funding for schools with SES scores between 85 and 130 is payable on a continuum.

From 2005, Catholic systemic schools are covered by the SES system.

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 annex details this per capita income while Table 2.8 below provides a summary.

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 23 and 24 in the Statistical annex, while Table 2.9 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.

Table 2.7 Australian Government grants for schools, by program and category of school, by State and Territory, 2005–06 financial year (accrual basis) (\$'000)

Program	NSW	Vic.	Qld	WA	SA	Tas.	NT(a)	ACT	Total
Government schools									
General Recurrent	553,892	403,253	347,456	167,340	121,736	46,168	21,707	26,189	1,687,741
Capital	205,330	106,417	119,218	65,276	31,017	18,506	10,494	11,814	568,072
Country Areas	6,558	2,535	5,094	3,601	2,536	714	1,742	0	22,779
Strategic Assistance for Improving Student Outcomes Recurrent	109,731	65,391	47,976	24,829	23,419	8,594	5,239	3,072	288,250
ESL New Arrivals	23,949	16,529	8,637	5,562	4,800	1,276	507	993	62,254
Language other than English	5,854	4,288	1,725	892	1,060	214	87	308	14,428
Indigenous Education Strategic Initiative Programme	54,576	10,577	44,211	43,581	10,155	3,678	23,371	1,119	191,268
Total government	959,889	608,990	574,317	311,082	194,722	79,150	63,147	43,496	2,834,793
Non-government schools									
General Recurrent (including Distance Education)	1,529,711	1,232,313	924,793	472,678	370,562	100,041	40,159	94,967	4,765,224
General Recurrent Short Term Emergency Assistance	107	40	0	32	100	0	0	0	279
Establishment Grants	530	150	515	260	120	7	15	37	1,634
Capital	86,972	68,530	46,864	25,347	19,786	5,299	7,043	5,825	265,666
Country Areas	1,866	732	862	525	348	168	0	0	4,501
Strategic Assistance for Improving Student Outcomes Recurrent	58,107	43,578	20,998	12,923	11,898	2,481	1,920	2,173	154,077
ESL New Arrivals	2,049	2,235	731	997	196	-33	-12	-11	6,152
Centre Support	11,480	14,690	7,454	1,695	4,157	509	490	658	41,134
Student Hostels	212	0	507	609	0	86	0	0	1,415
Language other than English	2,578	6,035	1,079	572	533	87	17	227	11,129
Indigenous Education Strategic Initiative Programme	13,589	2,993	11,133	10,892	2,974	832	10,238	508	53,159
Total non-government	1,707,201	1,371,296	1,014,936	526,531	410,675	109,477	59,870	104,383	5,304,369
Joint programs									
National Literacy and Numeracy Strategies and Projects	7,488	5,043	1,951	1,008	1,199	374	925	1,288	19,276
National Asian Languages and Studies in Australian Schools ^(b)	180	191	0	0	0	70	0	0	441
Total joint programs	7,668	5,234	1,951	1,008	1,199	444	925	1,288	19,717
Total all programs	2,674,758	1,985,520	1,591,204	838,621	606,596	189,071	123,942	149,167	8,158,879

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2005–06 financial year as at 30 June 2006.
 - 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) Variances exist between what the Northern Territory have recorded as revenue and what DEST have recorded as expenditure. There is a particularly large variance in the Indigenous Education Strategic Initiatives Programme (IESIP) (\$6.917m). The Northern Territory is unable to verify these figures because DEST expenses are recorded on an accrual basis, and the Northern Territory records the revenue on a cash basis.
- (b) The National Asian Languages and Studies in Australian Schools Programme terminated in 2002.

Source: Australian Government DEST

Table 2.8 Non-government school per capita incomes, by source, Australia, 2006 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	5,042	53.3	4,097	30.4
State/Territory grants	1,776	18.8	1,539	11.4
Total government grants	6,818	72.1	5,637	41.9
Private income	2,638	27.9	7,824	58.1
Total	9,456	100.0	13,461	100.0

Note: Some amounts may not add due to rounding.

Source: MCEETYA, *National Report on Schooling in Australia*, 2006, Appendix 1: Statistical annex, Table 23

Table 2.9 Non-government schools per capita expenditure, by affiliation, Australia, 2006 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	
Primary	7,522
Secondary	11,302
Combined	12,047
Independent	
Primary	10,105
Secondary	15,800
Combined	14,288

Source: MCEETYA, *National Report on Schooling in Australia*, 2006, Appendix 1: Statistical annex, Table 24

State funding for non-government schools

As well as providing recurrent grants to government schools, all States and Territories fund non-government schools. In 2005 State/Territory governments used a variety of mechanisms for allocating funding to non-government schools. New South Wales, Victoria, Western Australia and the ACT allocated funding based

on the former Australian Government Education Resource Index (ERI). In 2006, the Victorian government implemented a new funding model for their non-government schools. 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.

Table 2.10 details State/Territory per capita funding to non-government schools.

Capital expenditure

State and Territory capital expenditure

Capital expenditure by State and Territory governments in government schools was in excess of \$1.4 billion in 2005–06. As Table 2.11 illustrates, there has been an uneven level of capital expenditure over the past four years.

Table 2.10 State/Territory government per capita grants to non-government schools, by category, Australia, 2006 (\$)

Former ERI funding category	NSW(a)	Vic.(b)	WA(c)	ACT(d)	Rates for other States/Territories
Primary			Cat		Tasmania(e)
1	693	–	A 1,044	351	Primary 1,424
2	900	–	A 1,044	466	Junior secondary 1,750
3	1,039	–	A 1,044	578	Senior secondary 2,263
4	1,108	–	B 1,202	704	Northern Territory(f)
5	1,177	–	B 1,202	816	Primary 1,767
		–	C 1,208		Secondary 2,334
6	1,247	–	D 1,246	902	Remote 2,422
7	1,316	–	D 1,246	991	South Australia(g)
8	1,385	–	E 1,306	1,086	Primary 555
9	1,455	–	E 1,306	1,161	Secondary 771
10	1,524	–	F 1,362	1,233	Queensland(h)
11	1,593	–	F 1,362	1,307	Primary 969
12	1,821	–	G 1,406	1,384	Secondary 1,454
Special assistance schools(i)	n.a.	n.a.	H 1,758	n.a.	Victoria Core Per Capita Range(b)
Remote sole-provider schools(j)	n.a.	n.a.	I 2,110	n.a.	Primary 300–540
Secondary					Secondary 356–726
1	943	–	A 1,584	507	
2	1,226	–	A 1,584	667	
3	1,414	–	A 1,584	775	
4	1,508	–	B 1,948	1,009	
5	1,603	–	B 1,948	1,079	
		–	C 1,996		
6	1,697	–	D 2,056	1,200	
7	1,791	–	D 2,056	1,319	
8	1,886	–	E 2,144	1,448	
9	1,980	–	E 2,144	1,548	
10	2,074	–	F 2,216	1,642	
11	2,168	–	F 2,216	1,738	
12	2,362	–	G 2,296	1,840	
Special assistance schools(i)	n.a.	n.a.	H 2,868	n.a.	
Remote sole-provider schools(j)	n.a.	n.a.	I 3,446	n.a.	

n.a. not applicable

Note: All amounts rounded to the nearest dollar. Rates are expressed in 2006 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 introduced a new funding model in 2006 to distribute recurrent funding to non-government schools. The new financial assistance model is a core- and needs-based model, which replaces the Education Resource Index (ERI) model. The new funding model provides a level of core per capita funding, plus needs-based funding determined through a school and student characteristics profile. The model builds in stages of schooling relatives, a resource modifier, a funding guarantee, a student family background measure using the Education Maintenance Allowance profile of a school and other student and school characteristic data comprising students with disabilities, Aboriginal and Torres Strait Islander students, and a school's rurality and isolation factor. The needs component of the model, which constitutes 55 per cent of total State recurrent grants distributed in 2006, comprised student family background (92.2 per cent); students with disabilities (6.2 per cent); Aboriginal and Torres Strait Islander (0.3 per cent); rurality (1.3 per cent).
- (c) Following a review of its funding model, WA changed to a 9-category alphabetic funding category system. The categories align with most of the original ERI categories on the left hand side as shown. Pre-primary per capita grants are the same amount as for primary in each category, for each full-time equivalent student. A special per capita grant of \$22,582 was paid for 'high support needs' students with very severe disabilities and loadings of 30 per cent, 50 per cent and 70 per cent on the standard per capita grants are paid respectively for other students with mild, moderate and severe disabilities.
- (d) ACT figures represent the average of two distinct half-yearly payments, across financial years 2005–06 and 2006–07. The rate has been determined based on a weighted average rate for years K–3 and years 4–6. The 2005 rate did not include the K–3 rate in the calculation.
- (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 \$2,530 per student. The non-government schools also received per capita funding under the Severely Disabled Students scheme, at the rate of \$4,762 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 2006. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2006, the 'needs components' were \$286 per primary student and \$429 per secondary student. In their first year of funding, new schools are assumed to have 'average needs'.
- (i) 'Special assistance schools' (Australian Government terminology) refer to schools established specifically for students at high educational risk (eg, disengaged students) that are recognised in Western Australia by payment of special State and federal per capita grants.
- (j) Remote 'sole-provider' schools in Western Australia are those located in remote Aboriginal communities where there is no other school, government or non-government, operating.

Source: State/Territory departments of education

Table 2.11 Capital expenditure by State and Territory governments in government schools, Australia, 2002–03 to 2005–06 financial years

Financial year	Expenditure (\$m)
2002–03	1,006.8
2003–04	1,055.1
2004–05	1,112.2
2005–06	1,486.8

Note: Figures include Australian Government capital grants contributions.

Source: MCEETYA, *National Report on Schooling in Australia*, 2006, Appendix 1: Statistical annex, Table 19

Australian Government Capital Grants programme

The Australian Government allocated approximately \$834 million in capital funding for Australian schools in 2005–06. This funding was made available through the Capital Grants

programme in the form of block grants for government and non-government schools. Of the \$834 million made available in 2005–06, \$568 million was provided for projects at government schools and \$266 million for projects in non-government schools. Table 2.12 provides a summary of Australian Government capital funding.

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

In 2005–06, 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 2005–06 included classrooms, computer rooms, students' amenities, boarding facilities and staff administration areas.

Table 2.12 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2005–06 (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	205,330	86,972	292,302
Victoria	106,417	68,530	174,947
Queensland	119,218	46,864	166,082
South Australia	65,276	25,347	90,623
Western Australia	31,017	19,786	50,803
Tasmania	18,506	5,299	23,805
Northern Territory	10,494	7,043	17,537
Australian Capital Territory	11,814	5,825	17,639
Total	568,072	265,666	833,738

Source: Australian Government DEST

Chapter 3

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>.

The Measurement Framework for National Key Performance Measures

Ministers first agreed to a measurement framework for national key performance measures at the MCEETYA meeting held in July 2002. The Measurement Framework for National Key Performance Measures takes account of all MCEETYA decisions related to measuring performance against the national goals.

The framework sets out a basis for reporting progress towards the achievement of the national goals by Australian school students, drawing on the agreed definitions of key performance measures. The core of the framework is a schedule presenting the key performance measures and an agreed assessment and reporting cycle for the period 2003–11, as shown in Table 3.1.

With the aim of driving school improvement and enhanced outcomes for students, ministers responsible for school education have agreed to report on progress towards the achievement of the national goals for schooling in the following priority areas, comparable by State and Territory and using the following key performance measures as the basis for reporting:

- 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
- civics and citizenship education in each of years 6 and 10
- information and communication technologies (ICT) in each of years 6 and 10
- vocational education and training in schools (VETIS)
- participation and attainment.

From 2008, year 9 students will be included in the National Assessment Program – Literacy and Numeracy.

The set of key performance measures outlined in the Measurement Framework is reviewed annually in the context of MCEETYA's expectations that the measures will be few in number and strategic in orientation, the need to ensure appropriate coverage of the priority areas is upheld, and the need to implement additional measures.

Progress in developing nationally comparable reporting of educational outcomes

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 of 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.

In December 2004, the federal parliament passed the *Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004*, which required the Measurement Framework to include:

- reporting against common instruments for literacy and numeracy
- provision for nationally comparable measures of attendance, and
- participation by schools in two international sample assessments, the Trends in International Mathematics and Science Study (TIMSS) conducted by the International Association for the Evaluation of Education Achievement and the Programme for International Student Assessment (PISA) conducted by the Organisation for Economic Co-operation and Development (OECD).

Nationally comparable reporting

Literacy and numeracy

At the May 2005 MCEETYA meeting, it was agreed that the Performance Measurement and Reporting Taskforce (PMRT) would conduct a trial of the new common national tests in literacy and numeracy for years 3, 5, 7 and 9 in a sample of schools in all States and Territories. The trial was conducted in May 2006.

The purpose of the trial was twofold: to trial the test instruments and to trial aspects of the testing procedures. It was recognised from the outset that as the trial was based on a sample of

schools, it would not be possible to examine all of the procedures of full cohort assessment, particularly those related to the scale of operation expected in a national assessment. The trial was evaluated to inform the implementation of full cohort national testing in literacy and numeracy, and to provide advice on:

- the quality, rigour and appropriateness of the assessment frameworks and instruments
- the security, consistency, efficiency and timeliness of the test procedures
- the quality and efficiency of marking, data processing and analysis
- the feasibility of extending the trial processes and procedures to full-cohort national assessment.

Student achievement in the current State-based tests of literacy and numeracy at years 3, 5 and 7 is described against a nationally agreed benchmark standard that represents the minimum acceptable standard; students achieving below this standard would have difficulty in making satisfactory progress at school.

In July 2006, ministers agreed that full-cohort national literacy and numeracy testing in years 3, 5, 7 and 9 should include a diagnostic capacity and be constructed so that higher level proficiency standards can be reported, in addition to minimum benchmarks.

Ministers agreed to implement the tests in May 2008 with the remainder of 2006 and 2007 being devoted to refining the national tests and reporting scales, and establishing the model of operation to support full implementation of the national testing regime in 2008.

Ministers also agreed that:

- States and Territories would work with the Australian Government to provide direct advice to parents and where necessary, provide the advice through schools about their eligibility for the Reading Assistance Voucher Programme, together with notification of the 2006 year 3 benchmark results before 15 December 2006

- PMRT would undertake further analysis of the impact of 'age' on year level results.

National sample assessments

Student performance in the national sample assessments in science literacy, civics and citizenship, and ICT, literacy is described using proficiency levels. The proficient standard is described as a challenging level of performance: students need to demonstrate more than minimal or elementary skills to be regarded as proficient.

Science

The report from the 2003 national assessment in science literacy for year 6 was released in 2005. The 2006 sample assessment in science literacy was conducted in October. Results from the 2006 assessments will be equated with those from the 2003 assessment to establish changes in student performance over time.

As described in Chapter 6, Science, ICT and civics and citizenship education, science literacy assessment also included participation in two international sample assessments, PISA for 15-year-olds and TIMSS for students in years 4 and 8.

ICT literacy

The performance measures in ICT education 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 assessments was conducted in 2005.

Following the first round of national assessment in ICT literacy in 2005, work undertaken in 2006 was largely concerned with the analysis of results and establishing the proficiency levels. Developments in 2006 and the results of the performance of Australian schools in the 2005 assessment are discussed in Chapter 6 of this report.

Civics and citizenship education

The second round of national assessment in civics and citizenship education for years 6 and 10 will be implemented in October

2007. Much of the activity in 2006 was preparatory work that involved engaging contractors, development of an equating model, initial test item development, and the establishment of the Review Committee.

Vocational education and training in schools

The Measurement Framework for National Key Performance Measures contains two national key performance measures for student participation and attainment in VETiS. The measures place an emphasis on students who are undertaking, as part of their secondary certificate, a vocational education and training (VET) activity that provides credit towards a nationally recognised VET qualification within the Australian Qualifications Framework (AQF). The measures reflect participation and attainment respectively and are expressed as follows:

- Participation: school students undertaking VET (with New Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year.
- Attainment: school students enrolled in a senior secondary school certificate in a calendar year who have completed at least one VET unit of competency/module, as a proportion of all school students undertaking a senior secondary school certificate in that year.

Reporting against these measures commenced in 2005. Chapter 7, Vocational Education, includes an explanation of relevant concepts and an overview of current trends in educational provision and funding for these areas. It also discusses issues for the future and reports against the participation and attainment measures for vocational education in schools.

Participation and attainment

The measure used for participation indicates 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 and training. The attainment measure indicates the proportion of 20–24-year-olds who have completed year 12 or its equivalent, or who have gained a qualification at 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*, which provides reliable estimates in any given year at State, Territory and national levels. The data are not appropriate for providing reliable estimates of small changes from one year to the next at the State, Territory or national level. However, as the measures may be more useful over a longer timeframe, 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.

Data on the participation and attainment of young people in 2006 are presented in Chapter 4, Participation and Attainment.

Student attendance

In response to the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, MCEETYA considered developing a nationally comparable measure of student attendance.

PMRT initiated a project to examine the feasibility of measuring student attendance on a nationally comparable basis up to and including year 10. By the end of 2006, a set of recommendations was developed for consideration by the Chief Executive Officers of each State and Territory department and the non-government school sectors.

It is intended that student attendance be:

- measured over a single consistent time period: possibly first semester, first term (including May) or the last 20 days of May
 - reported on full-time equivalent 'student days'
 - based on the number of actual full-time equivalent 'student days' attended over the agreed collection period, as a percentage of the total number of possible student days attended over the period.
- From 2007, jurisdictions and sectors will be asked to report aggregated student attendance data for:
- all relevant schools (not on a sample basis)
 - special schools (except distance education schools, juvenile justice schools, intensive language centres, hospital schools and senior secondary colleges)
 - students enrolled as full-time only
 - students in years 1–10 only.
- The data are to be reported:
- by school sector, by State and Territory
 - separately for each of the agreed year levels
 - for Indigenous and non-Indigenous students
 - by sex.
- Reporting by other student characteristics will be considered at a later stage.

The Key Performance Measures and Assessment Cycle

Table 3.1 outlines the revised set of Key Performance Measures and the Assessment Cycle that was agreed to at the 2003 MCEETYA meeting and revised annually.

Table 3.1 The Key Performance Measures and Assessment Cycle, endorsed by MCEETYA in 2006

Measure	Year level	Cycle	Type/source	2003	2004	2005	2006	2007	2008	2009	2010	2011
Literacy												
1a % achieving reading benchmark ^(a)	Years 3, 5, 7 & 9 ^(b)	Annual	State & Territory full cohort literacy test to 2007; common tests from 2008									
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 ^(a)	Years 3, 5, 7 & 9 ^(e)	Annual	State & Territory full cohort literacy test to 2007; common tests from 2008									
1d % achieving spelling benchmark ^(f)	Years 3, 5, 7 & 9	Annual	National test to be developed from 2008									
Numeracy												
2a % achieving numeracy benchmark ^(a)	Years 3, 5, 7 & 9 ^(g)	Annual	State & Territory full cohort numeracy test to 2007; common tests from 2008									
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 ^(d)		
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 ⁽ⁱ⁾	
Science												
3a % achieving at or above the proficient standard in scientific literacy ^(j)	Year 6	Triennial	National Assessment Program (NAP) — national sample of students									
3b Interim measure: % achieving at or above the OECD mean score ^(k)	15-year-olds	Triennial	International test — national sample of students	PISA			PISA			PISA ^(d)		
3c % achieving at or above the proficient standard on the TIMSS science scale ^(l)	Year 4 Year 8	Quad-rennial	International test — national sample of students				TIMSS				TIMSS ⁽ⁱ⁾	
Civics and citizenship												
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												
5 % achieving at or above the proficient standard in ICT ^(m)	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	2011
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 in both 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 in both 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 2008.
- (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 2008.
- (f) Spelling will be reported for the first time in 2008.
- (g) National assessment in numeracy in year 9 to start from 2008.
- (h) Under consideration.
- (i) Subject to MCEETYA agreement to participate in TIMSS post-2006.
- (j) For year 6 science literacy, the proficient standard is set at Band 3.2 within the National Assessment Program.
- (k) Standard to be set following results of PISA 2006.
- (l) Under consideration.
- (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 Australian Qualifications Framework (AQF) Certificate III or above qualification at secondary school

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 on 20 February 2004.

Participation

- 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

Note that ‘training’ refers to study leading to a qualification and study not leading to a qualification.

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 2006

Participation

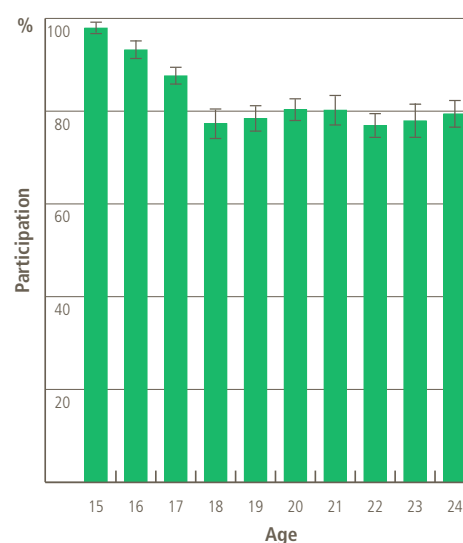
The term ‘full-time participation rate’ is used in this report to describe the endorsed key performance measure of participation. The full-time participation rate is the proportion of the population, at specific ages, in full-time education or training,

in full-time work, or in both part-time work and part-time education or training.

Table 4.1 shows the full-time participation rates of 15–19-year-olds, 20–24-year-olds, and 15–24-year-olds in each State and Territory and Australia as a whole for 2006, and Table 4.2 shows full-time participation rates of 15–24-year-olds in Australia from 1997 to 2006. Figure 4.1 shows full-time participation of 15–24-year-olds. Nationally, as in previous years, the participation rates of 15–18-year-olds declined as age increased, with the largest change between consecutive year groups occurring between 17-year-olds (87.6 ± 1.8 percentage points) and 18-year-olds (77.3 ± 3.1 percentage points). Similar declines were not apparent in the 20–24-year-old age group. However, overall participation rates for 15–19-year-olds in Australia were higher than for 20–24-year-olds.

Table 4.2 shows the full-time participation rates for 15–24-year-olds from 1997 to 2006. Participation rates were broadly comparable for 15–19-year-olds over this period. However, general (non-statistical) comparison of 2005 and 2006 results suggests that 2006 results were typically higher.

Figure 4.1 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, Australia, 2006 (per cent)



Source: ABS, Survey of Education and Work (unpublished data), May 2006

Table 4.1 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by State and Territory, Australia, 2006 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
NSW	97.8 ±1.8	92.3 ±3.0	86.8 ±4.6	78.1 ±6.0	78.9 ±5.2	77.6 ±6.2	80.9 ±5.6	76.5 ±5.4	71.2 ±8.4	78.8 ±6.5	86.8 ±2.0	77.0 ±3.0	81.8 ±1.8
Vic.	98.4 ±1.9	96.3 ±3.0	94.2 ±3.0	80.6 ±4.9	81.1 ±6.5	81.0 ±5.0	81.1 ±6.0	75.6 ±5.8	79.7 ±5.2	82.2 ±5.1	90.1 ±2.1	79.9 ±2.4	84.8 ±1.7
Qld	96.3 ±2.9	91.9 ±5.3	82.3 ±6.4	72.1 ±6.7	78.4 ±5.4	81.8 ±5.2	78.9 ±5.2	81.1 ±6.6	83.2 ±6.7	78.0 ±5.7	84.3 ±2.7	80.6 ±2.3	82.4 ±1.9
SA	100.0 ±0.0	93.3 ±4.9	86.0 ±6.5	68.9 ±9.0	70.6 ±8.2	85.9 ±6.6	70.6 ±7.8	69.2 ±10.1	81.7 ±7.4	73.3 ±9.9	83.7 ±3.1	76.1 ±4.1	79.8 ±3.0
WA	98.6 ±2.8	90.2 ±6.2	85.9 ±5.7	80.9 ±7.9	76.9 ±8.2	81.2 ±5.2	84.6 ±7.5	81.1 ±6.8	81.3 ±7.0	79.9 ±7.6	86.4 ±3.1	81.6 ±3.5	84.0 ±2.4
Tas.	100.0 ±0.0	95.6 ±4.7	83.1 ±13.0	77.2 ±13.1	75.2 ±11.1	64.3 ±16.9	81.0 ±10.8	60.4 ±15.0	71.4 ±15.6	72.1 ±16.3	86.4 ±3.9	69.9 ±6.2	78.5 ±3.5
NT	100.0 ±0.0	100.0 ±0.0	88.0 ±14.6	86.7 ±16.4	62.2 ±30.4	82.1 ±18.8	66.7 ±32.1	91.1 ±19.5	92.8 ±15.0	91.0 ±19.0	88.5 ±6.8	86.2 ±9.5	87.4 ±5.5
ACT	94.9 ±6.7	93.8 ±7.0	93.7 ±9.6	82.6 ±11.9	82.6 ±13.4	91.1 ±8.8	86.6 ±10.3	80.5 ±10.3	84.7 ±10.6	86.6 ±10.6	89.2 ±4.1	85.7 ±4.9	87.3 ±3.5
Aust.	97.9 ±1.0	93.2 ±1.8	87.6 ±1.8	77.3 ±2.7	78.4 ±2.6	80.3 ±2.4	80.2 ±2.9	76.9 ±2.5	77.9 ±3.4	79.3 ±2.8	86.9 ±0.9	78.9 ±1.4	82.8 ±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.

The Australian Bureau of Statistics' (ABS) Survey of Education and Work is conducted in both urban and rural areas in all States and Territories, except for very remote parts of Australia. This exclusion has a minor impact on results for all States and Territories except for the Northern Territory where 23 per cent of the population resides in very remote areas.

The figures for the Northern Territory showing 100 per cent participation of 15- and 16-year-olds and large confidence intervals (up to 32 percent for 21-year-olds) are reflective of the small survey and do not necessarily reflect the total population, and should be used with caution.

Source: Australian Bureau of Statistics (ABS), *Survey of Education and Work Australia*, July 2007

Table 4.2 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, Australia, 1997–2006 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
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	92.4	86.9	76.2	78.7	78.5	81.5	78.5	78.3	75.6
2006	97.9 ±1.1	93.2 ±1.9	87.6 ±1.8	77.3 ±3.1	78.4 ±2.7	80.3 ±2.3	80.2 ±3.1	76.9 ±2.5	77.9 ±3.6	79.4 ±2.9

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), May 1997–2006

The full-time participation rates of males and females 15–24 years-of-age are provided in Table 4.3 and Figure 4.2. Table 4.3 shows that female participation rates were higher than those for males at 15 and 16 years of age and comparable at 17 years of age. However, from 18 years onward, the male participation rates exceeded the female rate. There was a 3.0 percentage point difference between males and females for the 15–19-year-old

age group, but for the 20–24-year-old age group the gap was 8.5 per cent.

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 to the data published previously for 2003–04 and 2004–05.

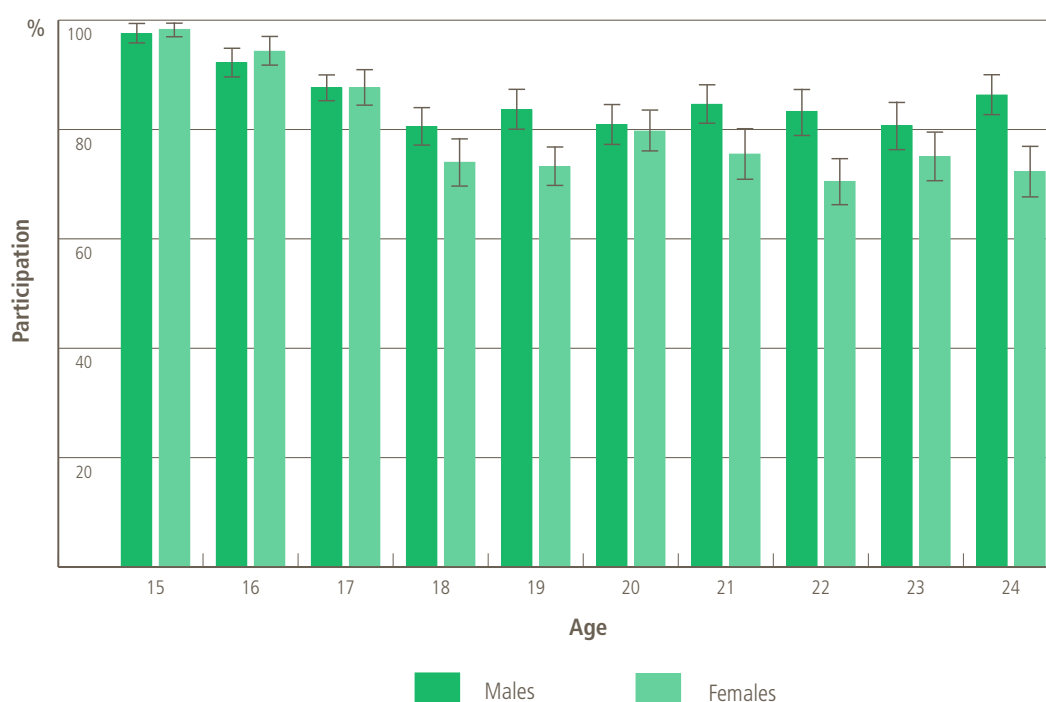
Table 4.3 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by sex, Australia, 2006 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
Males	97.5 ± 1.8	92.2 ± 2.6	87.6 ± 2.3	80.5 ± 3.4	83.6 ± 3.6	80.9 ± 3.6	84.6 ± 3.5	83.3 ± 4.2	80.7 ± 4.3	86.3 ± 3.6	88.3 ± 1.3	83.1 ± 1.7	85.7 ± 1.1
Females	98.3 ± 1.3	94.3 ± 2.6	87.6 ± 3.2	74.0 ± 4.3	73.2 ± 3.5	79.7 ± 3.7	75.5 ± 4.6	70.5 ± 4.2	75.0 ± 4.4	72.3 ± 4.6	85.3 ± 1.5	74.6 ± 2.1	79.8 ± 1.2

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 2006

Figure 4.2 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by sex, Australia, 2006



Source: ABS, *Survey of Education and Work* (unpublished data), May 2006

Indigenous participation rates

The source for Indigenous participation rates is the ABS *Census of Population and Housing*, published every five years. Participation, as defined in the Census, is the proportion of the population in education or employment, irrespective of whether it is on a part-time or full-time basis. The latest data available are those in the 2006 *Census of Population and Housing*. An additional response category, introduced in 2006, that specifically asked if the person was of Aboriginal or Torres Strait origin, may have captured a small number of people not previously identified in the 1996 and 2001 census data. These data are presented in Table 4.4.

Over the period 1996–2006, participation rates for both Indigenous and non-Indigenous persons continued to be highest at 15 years of age with a gradual decline generally evident until 19 or 20 years of age. There was a strong increase in the overall 15–24-year-old participation rate between 2001 and 2006, for both the Indigenous and non-Indigenous populations.

From 2001 to 2006, differences between the Indigenous and non-Indigenous participation rates decreased for all ages from 15 to 21.

Attainment

This section of the report presents 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 4.5 shows the percentage of 20–24-year-olds who completed year 12 or equivalent, or gained a qualification at

Table 4.4 Participation rates of Indigenous and non-Indigenous persons by single year of age (15–24-year-olds), 1996, 2001 and 2006 (per cent)

Year	1996		2001		2006	
Age	Indigenous	Non-Indig.	Indigenous	Non-Indig.	Indigenous	Non-Indig.
15	74.8	94.8	77.5	95.3	79.0	94.8
16	59.1	89.2	64.1	90.9	66.6	91.2
17	47.0	83.3	51.6	85.3	54.6	86.5
18	36.3	72.6	36.1	73.5	41.4	76.4
19	31.4	70.1	32.5	71.8	37.7	75.6
20	31.3	69.6	30.5	71.6	37.1	76.5
21	30.8	67.6	29.3	69.7	37.9	75.7
22	31.2	66.4	30.7	68.0	36.6	74.5
23	31.6	65.3	30.1	66.9	35.2	73.9
24	30.9	64.9	30.5	66.4	36.8	73.3
15–19	50.6	82.1	53.6	83.4	57.6	85.1
20–24	31.2	66.7	30.2	68.6	36.8	74.8
15–24	41.2	74.2	43.4	76.2	48.5	80.0

Source: ABS, *Census of Population and Housing*, 1996, 2001 and 2006 (unpublished data)

AQF Certificate II or above in each of the States and Territories in 2001 and 2006. With the exception of Victoria, attainment levels of 20–24-year-olds for States and Territories did not change significantly from 2001 to 2006.

Table 4.6 and Figure 4.3 show the percentage of 20–24-year-olds in Australia who had completed year 12 or gained a qualification at AQF Certificate II or above, for each year between 2002 and 2006, by sex. The

attainment levels for females over this period were statistically higher than for males.

Attainment of 25–29-year-olds

Table 4.7 shows the percentage of 25–29-year-olds in each of the States and Territories who gained a post-secondary qualification at AQF Certificate III or above, in 2001 and 2006. Across all States and Territories there was an increase in the attainment levels for the 25–29-year-old age group from 2001 to 2006, although this increase was not statistically significant in each State or Territory.

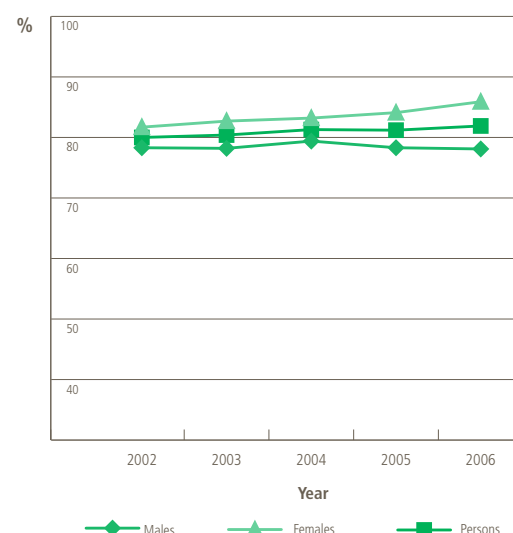
Table 4.5 Percentage of 20–24-year-olds who completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by State and Territory, 2001 and 2006

State/Territory	2001	2006
New South Wales	79.6 ± 1.4	82.0 ± 2.7
Victoria	82.1 ± 1.5	85.5 ± 1.8
Queensland	79.4 ± 1.9	81.7 ± 3.2
South Australia	70.3 ± 2.8	75.6 ± 3.9
Western Australia	76.5 ± 2.2	78.2 ± 4.1
Tasmania	68.7 ± 4.2	73.0 ± 7.0
Northern Territory	71.7 ± 7.7	81.6 ± 12.8
Australian Capital Territory	89.5 ± 2.3	91.3 ± 4.3
Australia	79.1 ± 0.5	81.9 ± 1.3

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2001 and 2006

Figure 4.3 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, 2002–06



Source: ABS, *Survey of Education and Work* (unpublished data), May 2002–06

Table 4.6 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, 2002–06

	2002	2003	2004	2005	2006
Males	78.3 ± 1.7	78.2 ± 1.6	79.4 ± 2.6	78.3 ± 2.0	78.1 ± 1.7
Females	81.7 ± 1.6	82.7 ± 1.5	83.2 ± 2.0	84.1 ± 1.8	85.9 ± 1.6
Persons	80.0 ± 1.1	80.4 ± 1.1	81.3 ± 1.6	81.2 ± 1.6	81.9 ± 1.3

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2002–06

Table 4.7 Percentage of 25–29-year-olds who gained a post-secondary qualification at AQF Certificate III or above, by State and Territory, 2001 and 2006

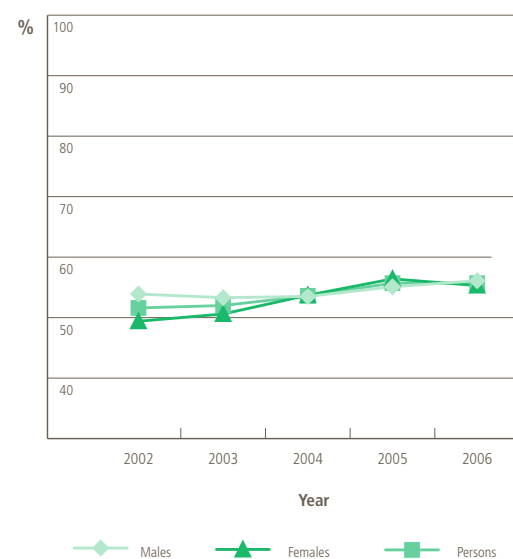
State/Territory	2001	2006
New South Wales	52.2 ± 1.8	59.2 ± 3.4
Victoria	51.6 ± 2.0	56.8 ± 3.8
Queensland	44.1 ± 2.4	51.4 ± 4.3
South Australia	39.1 ± 3.2	48.8 ± 5.2
Western Australia	48.0 ± 2.8	54.4 ± 5.5
Tasmania	41.0 ± 4.9	48.1 ± 8.3
Northern Territory	45.6 ± 7.6	46.2 ± 11.5
Australian Capital Territory	55.7 ± 4.5	65.2 ± 6.0
Australia	49.0 ± 0.7	55.7 ± 2.4

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2001 and 2006

Table 4.8 and Figure 4.4 show the percentage of 25–29-year-olds in Australia who gained a post-secondary qualification at AQF Certificate III or above, for each year between 2002 and 2006, by sex. Between 2002 and 2006, the attainment rate for all persons and females increased appreciably.

Figure 4.4 Percentage of 25–29-year-olds who gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2002–06



Source: ABS, *Survey of Education and Work* (unpublished data), May 2002–06

Table 4.8 Percentage of 25–29-year-olds who gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2002–06

	2002	2003	2004	2005	2006
Males	53.9 ± 2.0	53.3 ± 2.0	53.5 ± 2.8	55.1 ± 2.7	56.1 ± 2.8
Females	49.4 ± 2.1	50.6 ± 2.0	53.7 ± 2.6	56.4 ± 2.0	55.3 ± 2.8
Persons	51.6 ± 1.4	52.0 ± 1.4	53.6 ± 1.9	55.7 ± 1.9	55.7 ± 2.4

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

Source: ABS, *Survey of Education and Work* (unpublished data), May 2002–06

Chapter 5

Literacy and Numeracy

Overview

In 2006, 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.

At the May 2005 MCEETYA meeting, ministers agreed that the year 9 benchmarks be developed and endorsed by MCEETYA for introduction in 2007, and that the Performance Measurement and Reporting Taskforce (PMRT) conduct a trial of the 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.

During 2006, the trial of assessment instruments for the national common tests of literacy and numeracy and the related processes was conducted to evaluate all aspects of the national literacy and numeracy testing program; the adequacy of the tests to assess students across the full range of ability; and procurement and other administrative aspects of national testing, marking and reporting. Data from the trial will be used for the development of vertical scales for each of the domains and to establish possible locations for the benchmarks and proficiency bands. The perceived benefit was that the trial would reveal aspects of the tests and testing procedures that would need to be refined in preparation for the full implementation of national testing.

At the July 2006 MCEETYA meeting, ministers agreed that full cohort national literacy and numeracy testing in years 3, 5, 7 and 9 will commence in 2008. A two-part scoping study was commissioned during 2006 to inform MCEETYA on potential issues and options for implementing a national testing program.

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 2006. 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.

Various assessment programs have demonstrated that a number of student sub-groups are achieving at significantly lower than expected levels. Targeted intervention 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 2006, 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 Getting it Right Literacy Strategy in Western Australia, the Flying Start program in Tasmania and 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 operated in other States and Territories, providing localised, targeted responses to meet the needs of students at educational risk.

- Students from language backgrounds other than English were assisted to achieve positive literacy learning outcomes. This was a focus of the Tasmanian English as a Second Language across the Curriculum program and Indigenous Learners program; the Association of Independent Schools of South Australia's specialist advisers in English as a Second Language and the Australian Capital Territory's Indigenous Literacy and Numeracy Consultants.

Research initiatives and professional development

In 2006, 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 2006, 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 specialist literacy facilitators trained as tutors as part of the Language and Literacy in the Classroom program, to ensure that all teachers have access to quality professional development about how to use grammar effectively in classroom practice.

In South Australia, the success of the Science and Mathematics Strategy enabled the release of teachers to industry through action research as well as conferences and district-based professional development and support. 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

The *2006 National Benchmark Results for Reading, Writing and Numeracy, Years 3, 5 and 7* were published in February 2008 and are available online at: http://www.mceetya.edu.au/verve/_resources/Benchmarks_2006_Years35and7-Final.pdf.

Supplementary 2006 Reading, writing and numeracy benchmark results: Parental occupation and education

Education ministers agreed that, commencing for the 2006 program year, common definitions of sex, Indigenous status, socioeconomic background, language background and geographic location would be used to enable nationally comparable reporting of student assessment results disaggregated by the agreed student background characteristics, by State and Territory.

The *2006 National Benchmark Results for Reading, Writing and Numeracy, Years 3, 5 and 7* reported that, from 2005, States and Territories commenced collecting information on student socioeconomic background through school enrolment processes. It noted that, while preliminary data from this collection had indicated there was a relatively low response rate from parents/caregivers, information about student socioeconomic background would be published in the relevant chapter of the *2006 National Report on Schooling in Australia*.

In 2006, information on student socioeconomic background was obtained from parents through the school enrolment process and linked to students' test results.

The PMRT agreed that the poor data quality precluded the publication of students' 2006 results by socioeconomic background by State and Territory (as agreed by Ministers). The 2006 data could, however, be reported at the national level.

Two indicators are used to report on students' socioeconomic background: parental education (based on the highest year of school education completed and the highest non-school qualification) and parental occupation (with respondents choosing from a limited number of broad occupational groups). Data on parental occupation and education are collected from both the student's parents. The occupational group and the level of parental educational attainment are determined by the higher of the two levels reported where two parents have provided the information.

The available data show an association between student achievement and parental occupation and education. In general, students whose parents were in occupations requiring high levels of formal qualifications and skills performed at a higher level than those whose parents were engaged in less skilled occupations. Similarly, the higher the level of parental educational attainment, the higher the student performance.

The benchmark results indicate a difference in the proportion of students achieving the benchmarks between students whose parents are in professional or managerial occupations and those whose parents are in the least skilled occupations or are not in paid work, with the most marked differences in all year levels being in the proportion of students achieving the writing benchmark. The benchmark results also indicate a greater proportion of students whose parents have attained the highest level of education achieving the benchmark compared with those whose parents have lesser qualifications, with the most marked differences being between students whose parents hold a bachelor degree or higher qualification and those whose parents did not complete year 12. The performance gap increases as students progress through school, particularly for the proportion of students achieving the numeracy benchmark.

Because of missing data for the parental education: school education indicator, it is not possible to report on the proportions of students achieving or bettering the benchmark by the separate categories of parental school level educational attainment. These categories distinguish between parents not completing compulsory schooling (including those who have never attended school), those completing compulsory schooling, those continuing to post-compulsory schooling and those completing post-compulsory schooling.

Supplementary Table 2 reports by only two categories of parental school education: those who completed year 12 or equivalent, and those who completed any and all lower years of schooling.

The absence of data that would allow the reporting of the results of those students whose parents have the lowest level of educational attainment limits the capacity of governments and educators to address any negative effects on student achievement of factors, such as socioeconomic background

and to identify students in need of intervention and additional support. Higher response rates and improved data quality are critical to the effective monitoring of students' outcomes, especially the outcomes of the most socioeconomically disadvantaged students.

National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7, 2006

Supplementary Table 1 Percentage of students achieving the benchmark, by parental occupation^(a), Australia

	Group 1 ^(b)	Group 2 ^(c)	Group 3 ^(d)	Group 4 ^(e)	Not in paid work ^(f)	Not stated ^(g)	Proportion of students 'not stated' ^(h)
Year 3							
Reading	97.0 ± 0.8	95.4 ± 1.3	94.0 ± 1.7	90.4 ± 2.6	88.1 ± 3.3	91.2 ± 2.0	41.9
Writing	97.4 ± 0.7	96.7 ± 0.9	95.7 ± 2.6	92.8 ± 1.8	89.1 ± 2.5	91.7 ± 1.8	41.8
Numeracy	97.0 ± 0.7	95.9 ± 1.0	94.0 ± 1.4	90.4 ± 2.1	86.1 ± 2.8	91.0 ± 1.7	42.0
Year 5							
Reading	94.9 ± 1.0	92.2 ± 1.4	88.9 ± 2.0	83.6 ± 2.7	80.4 ± 3.1	85.8 ± 1.9	43.8
Writing	97.5 ± 0.6	96.8 ± 0.8	95.8 ± 1.1	93.2 ± 1.5	89.3 ± 2.4	91.4 ± 1.9	43.7
Numeracy	96.2 ± 0.8	94.4 ± 1.1	91.8 ± 1.5	87.0 ± 2.1	82.4 ± 2.8	87.8 ± 1.6	43.9
Year 7							
Reading	95.9 ± 0.6	93.9 ± 0.8	90.8 ± 1.1	85.8 ± 1.5	82.1 ± 2.0	84.8 ± 1.2	41.0
Writing	96.8 ± 0.9	95.6 ± 1.1	94.0 ± 1.5	90.9 ± 2.2	88.1 ± 2.8	89.2 ± 2.0	40.9
Numeracy	90.8 ± 1.0	85.8 ± 1.3	79.8 ± 1.6	71.8 ± 1.9	68.5 ± 2.3	75.4 ± 1.4	41.0

Note: The achievement percentages reported in this table include 95% confidence limits.

Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

- (a) The highest status occupation group that either parent/guardian holds. For example, if the parents/guardians have occupations in Groups 1 and 3, Group 1 is used as the highest status. The occupation group, which includes the main work undertaken by the parent/guardian, is classified into one of four groups. Complete parental occupation lists are available at: http://www.mceetya.edu.au/verve/_resources/06_2008_DIM_Att3_Special_Data_Forms.doc. Technical specifications for the parental occupation indicator are available at Section 3.6 of the complete *Data Implementation Manual for Enrolments for the 2008 School Year*, http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf. Summary descriptions are provided below.
- (b) Senior management in a large business organisation, government administration and defence, and qualified professionals.
- (c) Other business managers, arts/media/sportspersons and associate professionals.
- (d) Tradesmen/women, clerks and skilled office, sales and service staff.
- (e) Machine operators, hospitality staff, assistants, labourers and related workers.
- (f) Not in paid work in the previous 12 months.
- (g) Parental occupation not stated or unknown.
- (h) Number of students 'not stated' as a percentage of the total number of students.

Supplementary Table 2 **Percentage of students achieving the benchmark, by parental education^(a), Australia**

	Bachelor Degree or above	Advanced Diploma or Diploma	Certificate I to IV ^(b)	Year 12 or equivalent	Year 11, 10, 9, or equivalent ^(c) , or below ^(d)	Not stated ^(e)	Proportion of students 'not stated' ^(f)
Year 3							
Reading	97.1 ± 0.7	95.2 ± 1.4	93.3 ± 1.8	93.6 ± 2.0	87.9 ± 3.2	91.5 ± 2.0	39.0
Writing	97.6 ± 0.6	96.2 ± 1.1	94.7 ± 1.4	95.1 ± 1.5	90.2 ± 2.3	92.2 ± 1.7	39.0
Numeracy	97.2 ± 0.6	95.4 ± 1.2	93.4 ± 1.6	93.4 ± 1.7	88.1 ± 2.7	91.5 ± 1.6	39.1
Year 5							
Reading	95.4 ± 0.9	92.1 ± 1.6	88.6 ± 1.9	88.7 ± 2.3	80.5 ± 3.1	85.7 ± 1.9	41.2
Writing	97.5 ± 0.6	96.4 ± 1.0	94.6 ± 1.3	95.1 ± 1.3	90.2 ± 2.1	92.1 ± 1.7	41.2
Numeracy	96.5 ± 0.7	94.0 ± 1.3	90.8 ± 1.5	91.1 ± 1.8	84.4 ± 2.7	88.2 ± 1.6	41.3
Year 7							
Reading	96.5 ± 0.5	93.5 ± 1.0	89.5 ± 1.1	90.3 ± 1.4	81.7 ± 1.9	85.8 ± 1.1	36.8
Writing	97.1 ± 0.8	95.1 ± 1.4	93.0 ± 1.8	93.9 ± 1.8	87.5 ± 2.8	90.2 ± 1.8	36.8
Numeracy	92.2 ± 0.9	84.9 ± 1.5	77.8 ± 1.6	80.6 ± 1.9	65.9 ± 2.2	77.1 ± 1.4	36.9

Note: The achievement percentages reported in this table include 95% confidence limits.
Due to the low response rate in some school sectors in States and Territories, the data are reported at the national level only.

n.a. not available

(a) The highest year of primary or secondary education that a parent/guardian has completed. Technical specifications for the parental education indicators (Parental school education and Parental non-school education) are available at Sections 3.4 and 3.5 of the complete Data Implementation Manual for Enrolments for the 2008 School Year, http://www.mceetya.edu.au/verve/_resources/2008_Data_Implementation_Manual.pdf.

(b) Includes Australian Qualifications Framework (AQF) trade certificates.

(c) Persons who have never attended school are included in the 'Year 9, or equivalent, or below' category.

(d) Data were collected separately for each of the following categories: Year 12 or equivalent; Year 11 or equivalent; Year 10 or equivalent; Year 9 or equivalent, or below. Deficiencies in data quality prevent the reporting of parental school education by the separate categories.

(e) Parental education not stated or unknown.

(f) Number of students 'not stated' as a percentage of the total number of students.

Implementing the National Literacy and Numeracy Plan

The following section provides information on national initiatives undertaken in 2006 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

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

The Literacy, Numeracy and Special Learning Needs Programme significantly contributes towards implementing the National Literacy and Numeracy Plan and is the main source of targeted Australian Government funding for educationally disadvantaged school students, including students with a disability. The programme will provide an estimated \$2 billion over the 2005–08 quadrennium. Under the Schools Grants element of this programme, the Australian Government will provide an estimated \$1.8 billion over the quadrennium. For 2006, the national allocation for the Schools Grants element was \$444 million.

National Inquiry into the Teaching of Literacy

The report of the National Inquiry into the Teaching of Literacy, *Teaching Reading*, was launched in December 2005 and is available online at: <http://www.dest.gov.au/nitl/report.htm>. The findings of the inquiry are being considered by the Council of Australian Governments (COAG) as part of its work on literacy and numeracy reform under a National Reform Agenda.

National Literacy and Numeracy Week

National Literacy and Numeracy Week (NLNW) 2006 was held from 28 August to 3 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 2006, twelve Excellence Awards for schools of \$10,000 each were presented to primary and secondary schools across Australia. There were 43 Highly Commended Awards of \$5,000 awarded to primary and secondary schools.

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 1 September 2006, at 11.00am AEST, the book *Good Night, Me*, written by Andrew Daddo and illustrated by Emma Quay 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 2006. 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/>.

New South Wales

Government sector

Policies and programs

In 2006, new State Literacy and Numeracy Plans were released. The State Literacy Plan 2006–08 and the State Numeracy Plan 2006–08 are organised around seven strategic action areas that

provide direction for the work of schools, regions and State office directorates in ensuring a consistent statewide approach to improving literacy and numeracy achievements for all students.

The plans identify clear targets, focus on the effective use of data to align and target support, and recognise the need to significantly improve the performance of particular student groups, including Aboriginal students, rural and isolated students and students in the middle years of schooling.

Detailed policies and implementation plans have been drafted and extensive consultation processes undertaken. These policies take account of recent national and State developments and provide succinct statements of what is expected in relation to the teaching of literacy and numeracy in New South Wales.

Other ongoing successful initiatives include the Premier's Reading Challenge (in its fifth year), and brochures including one for parents of students in years 6–8, which is available on the New South Wales National Literacy and Numeracy website, at: <http://www.nlnw.nsw.edu.au/parentb.htm>.

Intervention

In 2006, a range of early intervention program initiatives were implemented, including Reading Recovery, which supported students in the second year of schooling identified as most in need of extra assistance, and the Learning Assistance Program, which provided support to a broad range of students experiencing difficulties in learning, including students with mild intellectual disabilities, language disorders and dyslexia.

Other programs supporting student outcomes in the middle years in 2006 included Literacy in the Middle Years of Schooling and the TAFE peer tutor-training program, which involves accrediting years 10–11 students as tutors with a nationally accredited TAFE qualification, to support junior students in developing their reading skills.

Professional development

In 2006, professional learning opportunities for the mathematics syllabus and numeracy included Patterns and Algebra (within the Kindergarten to year 6 mathematics syllabus), Count Me In Too and Count Me In Too Online.

A suite of programs was implemented to support student literacy outcomes through teacher professional development, including Literacy on Track.

A number of focused professional learning courses, designed to support teachers from participating schools to reduce the achievement gap for Kindergarten to year 4 students, were also implemented.

Online professional learning programs including Early Literacy Online, Literacy Online and the Literacy Action Research Kits provided year-long literacy professional learning support to teachers and school teams, particularly those working in rural and remote locations. These programs can be accessed via the New South Wales Curriculum Support website, at: <http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/program/online/index.htm>.

Catholic sector

Policies and programs

In 2006, New South Wales Catholic school authorities continued to implement policies and initiatives to support the National Literacy and Numeracy Plan. Literacy and numeracy plans developed by New South Wales Catholic dioceses and congregational schools outlined strategic approaches to improving literacy and numeracy outcomes.

Intervention

Schools were supported in the development of Scope and Sequence documents to ensure ongoing, explicit, systematic and coordinated approaches to the planning and teaching of literacy and numeracy. In addition, in-class tuition programs for Indigenous students were supported.

Literacy intervention programs included Reading Recovery, the Statewide Early Literacy and Learning program (SWELL), First Steps and home–school partnership programs such as Reading on a Rug, Home Reading, and the backpack resource kit for early readers and writers.

Early reading programs were analysed in light of the 2005 *Teaching Reading* report and recommendations. Specific reading instructional strategies included guided reading and writing; shared and modelled reading and direct and explicit instruction, implemented as required.

The Count Me In Too and Counting On mathematics programs were implemented, including consultancy support and teacher relief to conduct individual assessments.

Professional development

The following professional development programs and activities are representative of those undertaken across the New South Wales Catholic sector in 2006:

- Reading Recovery was supported by courses for classroom teachers in implementing the Observation Survey
- the Language Features of Text Types for English as a Second Language (ESL) Learners project engaged the teachers of students with English as a second language in Sydney Archdiocese in a three-year program on explicit teaching strategies
- Literacy: the Next Step program assisted teachers to develop a greater understanding of the language demands of their subject areas
- the Good First Teaching (Stage One: Literacy) and Good, Better, Best (Stage Two: Literacy) courses were implemented in the Wollongong diocese, focused on the planning and delivery of balanced literary programs
- the Early Literacy Project and the Literacy Learning and Teaching in the Classroom Project in the Wagga Wagga diocese provided teachers with staged, supported and focused professional development opportunities
- the Quality Teaching program in Bathurst diocese was extended to focus on grammar
- courses for New Scheme teachers, beginning teachers, experienced teachers as well as casual and returning teachers were held in the Broken Bay diocese on literacy theory and practice and aspects of grammar
- the Building Bridges initiative in the Parramatta diocese involved secondary school teachers with teachers from feeder primary schools in sharing, planning and implementing a problem solving approach to teaching the Working Mathematically strand of the syllabus
- training continued for numeracy focus teachers in primary schools, with an emphasis on number, space and measurement.

Independent sector

Intervention

In 2006, all intervention initiatives for literacy and numeracy were school-based. Individual schools made decisions on the

type of assistance provided, based on their needs at the school level. These needs were determined through curriculum-based assessment for both literacy and numeracy. The intervention focused on working with teachers to support specific identified concerns and was provided at a school, classroom or student level.

Professional development

Depending upon school needs, the focus of professional development varied from syllabus strands (eg, writing, reading, talking and listening) to developing effective programming and assessment in all areas of literacy and numeracy across all Key Learning Areas (KLAs).

Programmed courses were offered to teachers that provided opportunities to attend workshops based around writing, reading, talking and listening, teaching literacy across KLAs.

School-based professional development was carried out in numeracy, depending upon individual school requirements including working mathematically across the curriculum, to specific strands of the syllabus and identifying how to support students with specific needs.

The Learning in Early Numeracy and Learning in Numeracy projects continued to be undertaken by teachers in many New South Wales independent schools. There are three main components of each project:

- a framework of growth points which provides a means to understand how student mathematical thinking develops
- a one-to-one interview process which maps the progress of individual students against the framework
- a professional development plan designed to assist teachers to support students in the development of their mathematical thinking.

Victoria

Government sector

Policies and programs

In 2006, a range of initiatives continued to be developed in response to the Blueprint for Government Schools' (<http://www.education.vic.gov.au/about/directions/blueprint1/>) Flagship Strategy 1: Student Learning (<http://www.education.vic.gov>).

au/about/directions/blueprint1/fs1.htm) and the Principles of Learning and Teaching P–12 initiative (<http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>) which provided a structure to help teachers focus their professional learning in the areas of literacy and numeracy.

In 2006, the English and mathematics developmental continua for Preparatory to year 10 were developed, providing evidence-based indicators of progress and teaching strategies designed to support purposeful teaching of individuals and small groups of students with similar learning needs. The continua are available online at: <http://www.education.vic.gov.au/studentlearning/teachingresources/english/englishcontinuum/default.htm> and <http://www.education.vic.gov.au/studentlearning/teachingresources/maths/mathscontinuum/default.htm>.

The provision of appropriate English as a second language programs for students from language backgrounds other than English continued through the New Arrivals program and ESL Index funding provided to schools.

In 2006, the Koorie Literacy Links Project (Preparatory to year 4), Middle Years Literacy Link project (years 7 to 9) and the Koorie Middle Years Numeracy project (years 5 and 6) continued to be implemented.

The Premier's Reading Challenge was offered for the second time and continued to generate a high level of interest. Information about the challenge is available online at: <http://www.education.vic.gov.au/prc/default.htm>.

Literacy and Numeracy Week was again celebrated in 2006 with many school-based, regional and statewide activities, and Web-based resources available to schools. The 2006 National Literacy and Numeracy Week celebration continued to award one Victorian government school an Excellence Award of \$10,000 and nine Highly Commended Awards, worth \$5,000 each. Commonwealth Bank Foundation e-Learning Grants provided cash grants to primary schools across Australia to support the development of students' literacy and numeracy skills.

Following Literacy and Numeracy Week, a research review was written, providing important background information and data for forthcoming literacy support materials and initiatives. This review is available online at: http://www.eduweb.vic.gov.au/edulibrary/public/publ/research/nws/ResearchElert_issue9_2006_nws.pdf.

In November 2006, the Literacy Improvement Team initiative was created. The initiative funded literacy specialists to work 'shoulder-to-shoulder' with classroom teachers in identified schools to model and mentor effective teaching practice, and assist with diagnostic intervention and assessment of literacy performance.

The Scaffolding Numeracy in the Middle Years Research Project was completed in 2006. Findings and resources from this project are available online at: <http://www.education.vic.gov.au/studentlearning/teachingresources/maths/snmy/default.htm>.

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. Funding continued to be provided to support the continuation of Early Years literacy programs and Early Years numeracy programs. Funding also continued to be provided to all schools to support literacy intervention for year 1 students. Reading Recovery was implemented in nearly 74 per cent of Victorian government schools with year 1 enrolments.

Professional development

In 2006, a comprehensive, multi-layered professional development program continued to strengthen and extend implementation of the Early Years and Middle Years Literacy and Numeracy programs.

A series of workshops for identified schools was 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 Preparatory year to year 12 continued to be rolled out across the State. Further information about the Principles of Learning and Teaching Preparatory year to year 12 is available online at: <http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>.

In 2006, 25 Reading Recovery teacher training centres continued to operate across Victoria. Regional Reading Recovery Tutors and the statewide trainers 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

In 2006, Catholic schools in Victoria implemented a range of programs, professional learning and intervention strategies to support the National Literacy and Numeracy Plan.

The literacy strategy covers Preparatory to year 12 and is implemented through the stages of schooling as defined in the Victorian Essential Learning Standards (VELS). In 2006, this approach consisted of three strands:

- 1 professional learning on literacy leadership, teacher knowledge and intervention
- 2 strategic support for schools needing additional assistance for focused teaching, analysis of data or literacy improvement
- 3 online Preparatory to year 2 data analysis and interpretation to inform learning and teaching

There has also been a significant commitment by schools to the Children's Literacy Success Strategy (CLaSS), with a smaller number of schools participating in the First Steps Literacy program and the Teaching Handwriting, Reading and Spelling Skills (THRASS) program.

In 2006, Catholic schools participated in two numeracy programs, Success in Numeracy Education (SINE) P–4 and SINE 5–8 that focus on numeracy/mathematics development. The programs cover topics linked to the VELS, which has enabled the numeracy strategy to work in a systematic way with primary and secondary schools.

In 2006, a mathematics assessment book, *Mathematics Assessment for Learning: Rich Tasks and Work Samples* was co-published by the Catholic Education Office Melbourne and the Australian Catholic University. In addition, a number of schools made a significant contribution to the First Steps Mathematics program.

Intervention

In 2006, the Reading Recovery program was provided to the lowest performing students in year 1. This program is embedded

in the overall design of literacy provision to accelerate these students in the critical early years.

The Learning to Read: Reading to Learn project, conducted with the University of Sydney, continued in 2006 as a significant component of the Middle Years Strategy. The project improves the reading capacity of students struggling with literacy in the middle years of schooling (years 5–9).

Students at Victorian Catholic schools are continuing to participate in the three Computer Algebra Systems [CAS] (TI-89) calculator projects with expertise from the University of Melbourne.

In 2006, a research project entitled, 'Intervention in the Number Learning of Low Attaining Third and Fourth Graders' involved 27 schools across Victoria researching good learning and teaching strategies for students with low attaining results in number. The research identified key teaching topics for intervention. An assessment schedule developed from the research enabled teachers to track the mathematical understanding of students with low attaining results. A Learning Framework in Number and Teaching Schedules has been developed to assist with the monitoring and teaching of these students.

Professional development

Professional development in 2006 was targeted to specific groups of teachers, such as the Literacy Coordinators program, which included training on leadership. Teachers new to the literacy coordinating role participated in a specific program combined with mentoring visits by literacy experts; and teachers new to teaching students in years Preparatory to 4 participated in a year-long program with their school Literacy Coordinator to ensure transference of strategies and ongoing support.

Independent sector

Policies and programs

In line with the Australian Government's policy to strengthen the educational achievements of all Australian children in the areas of literacy and numeracy, the Association of Independent Schools of Victoria (AISV) developed and facilitated a range of intervention and professional learning programs for Victorian schools in the independent sector, including ongoing professional learning for trained Reading Recovery teachers and Intervention in Early Years Mathematics Specialist Teacher Course.

For National Literacy and Numeracy Week 2006, AISV, in conjunction with the Victorian Department of Education and Training and the Catholic Education Commission of Victoria, successfully worked with schools to develop projects linking schools to the wider community through literacy and numeracy activities.

Assessment of students at risk of not achieving literacy and numeracy outcomes took place in independent schools throughout Victoria. Schools also participated in literacy and numeracy testing such as the Achievement Improvement Monitor (AIM), AIM Online or Literacy and Numeracy National Assessment (LANNA) to assess and report student achievement against the national benchmarks.

Professional development

The Literacy and Numeracy Special Learning Needs Professional Learning program at AISV provided teachers with access to a range of learning opportunities. In 2006, 28 workshops and seminars provided teachers with the opportunity to train in a range of programs.

For literacy, programs focused on Early Years Literacy, assessment, planning for teaching and learning, oral language, whole-school approaches, ESL programs and teacher development as well as supporting students with language difficulties.

For numeracy, programs involved early years numeracy teaching and assessment, counting, place value, addition and subtraction, multiplication and division, assessment and reporting, and working mathematically with mental computation.

Other strategies included a Specialist Consultancy Program, where schools worked with a consultant on an identified area of literacy and numeracy to provide in-house professional development, and Professional Learning in Residence, where school teams were given the opportunity to plan, develop and implement their own classroom-based research on some aspect of teaching/learning improvement supported on-site by consultants.

The Country Areas Cluster Project was also implemented to explore the cluster group as a medium for promoting professional learning opportunities. Three clusters were formed of schools experiencing difficulty in accessing professional learning that is delivered in the metropolitan area, due to

their distance from Melbourne. Each of the clusters developed a focus for the professional learning program: Reading for Understanding, Guided Reading and Individual Learning Plans. The clusters each worked with a consultant who facilitated professional learning at both the cluster and school levels.

Queensland

Government sector

Policies and programs

During 2006, Education Queensland developed and published *Literacy – the Key to Learning: Framework for Action 2006–08*. This framework builds on the work of the Literate Futures initiative and aligns with recommendations from the National Inquiry into the Teaching of Literacy. It includes four major action areas: student learning, professional development of teachers, literacies in the curriculum and literacy leadership. The framework recognises the importance of quality teaching in improving students' literacy outcomes, and outlines actions to provide support and leadership to all Queensland teachers in the teaching of literacy.

In 2006, Regional Managers (Literacy) were appointed to assist in improving the literacy achievement of all schools in their regions. The managers were intensively trained in the teaching of reading within a connected and balanced literacy curriculum. The training ensured that managers have the repertoire of skills and knowledge necessary to lead the implementation of targeted professional development of all Early Years teacher aides and all teachers from Preparatory to year 10 across the State. Through this training, teachers will be encouraged to review their practices and develop and refine pedagogies and assessment to effectively meet the literacy learning needs of all students in all learning areas and across all phases of learning.

Through its statewide projects, Education Queensland emphasises that all teachers are teachers of literacy. In 2006, the Education Queensland Middle Phase Cluster 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 complementary strategic plan for numeracy, *Numeracy: Essential Tools for Learning and Living Framework for Action* was developed in 2006 and will be published in 2007. This framework includes four areas for action: definitional understandings; professional development for teachers; numeracy across the curriculum and numeracy leadership.

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.

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 benchmark 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 2006, key facilitators from each district were trained as tutors in Language and Literacy in the Classroom to ensure that all teachers have access to quality professional development about how to use grammar effectively in classroom practice.

An online index was created for the CD-ROM and video packages, *Literate Futures: Professional Development* – the

Teaching of Reading for a Multi-literate World P–7 and P–12. This ensured ease of access for all teachers as they engage in ongoing professional development about the teaching of reading and multi-literacies.

Queensland National Literacy and Numeracy Week 2006 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 accessible (via a username login) through the Learning Place Curriculum Exchange, at: <http://learningplace.eq.edu.au/cx/resources/access/index.jsp>.

Catholic sector

Policies and programs

A research project collaboration with the University of Queensland commenced in 2006, to explore and document the relationships between elements of effective whole-school planning for literacy improvement. A small number of schools with a commitment to a process of improvement and preparedness to collaborate with a researcher will be identified. The goal of case study research is to put in place an inquiry in which both researchers and educators can reflect on particular instances of educational practice. The case studies will offer other schools explanations of the relevant evidence that they might consider in their own contexts and against their own practices.

Also during 2006, a project involving six secondary colleges gave prominence to numeracy through school renewal planning. The colleges worked on action learning projects designed to explore the planning and teaching of numeracy across key

learning areas. Teachers examined practices, implemented consistent approaches and strategies, developed awareness of the numeracy demands of tasks and engaged in whole-school planning. Catholic Education curriculum officers and an external project officer supported the schools. A resource is being developed from the work undertaken during the project that other secondary schools will be able to use for whole-school numeracy planning.

Intervention

In 2006, a workshop was conducted to support teachers, teacher aides and learning support teachers to implement Support a Reader, Support a Writer and Support a Maths Learner programs to support children to gain control of the reading process, become confident and competent writers and assist students in aspects of early number.

A joint action research project, the Diagnostic Mathematics Probe Tasks, was undertaken between Independent Schools Queensland and one Catholic Education diocesan office. The project aimed to enhance the quality of information gained by teachers from assessment activities. The tasks were concerned with the development of key number ideas and strategies, supported by concrete materials and/or visual aids. This significantly reduced the literacy demands involved in accessing and responding to the task, and at a level more commensurate with where students were at than was the case for some of the richer tasks.

In 2006, a digital database program, Mathematics Learning Profile, was designed from the Queensland Studies' Authority year 1–10 mathematics KLA syllabus, to support teaching, assessment and reporting in numeracy and mathematics. The program promotes a balanced pedagogical approach across the focused teaching and learning of declarative and procedural knowledge, through to sustained mathematical inquiry and problem solving. It also details tracking the development of each student's knowledge base and to identify students with particular weaknesses and gaps in their numerical understanding, and where those gaps lie. The outcomes and outcome elements are also linked with teaching and assessment resources to provide ready access for teachers, students and parents. The Mathematics Learning Profile, when fully developed, should provide a single curriculum portal for teachers for numeracy and mathematics in the diocese.

Funding was offered to support teachers in examining classroom practice with a major focus on educationally disadvantaged learners and improvement in literacy and numeracy. The projects for 2006 focused on such areas as: oral language development; teaching of reading through literature circles; spelling; home, school and community literacy practices and whole-school numeracy planning.

Professional development

Every diocese in Queensland has ongoing professional development strategies and opportunities. Across Queensland, Catholic Education offers professional development in the form of conferences and seminars. In most dioceses, Consistency of Teacher Judgement days are run at least once a year to promote professional dialogue about the teaching and assessment of literacy and numeracy. In one diocese, the professional development modules from the Literate Futures Project (2005–06) continue to be used to meet the professional learning needs of staff in individual schools through facilitator training for personnel from each school.

School officers accessed professional development focusing on early phase reading, supporting young writers and reading in years 4–9 as well as conferences providing professional development tailored to support their role in schools; enhancing interactions between school officers and students and providing a vehicle for building awareness in school officers of their valued contribution in supporting students' learning.

First Steps training in reading was provided initially to facilitators and then numerous courses were offered to schools by these facilitators. Funding was made available to support the provision of course materials for all class teachers attending the course. Staff also attended Stepping Out Reading and Viewing Courses, which included a focus on whole-of-school responsibility for literacy improvement.

Facilitators were also trained to deliver the Tactical Teaching – Effective Speaking, Listening and Thinking course to their schools and other schools across the diocese.

Independent sector

Funding to schools was used to support a wide range of activities and strategies at the school level. In 2006, many schools built on the outcomes of their 2005 projects, including

whole-school approaches to early intervention and learning support for students in the early and middle years. Other schools supported individualised programs such as reading support and professional development.

Professional development

The Association of Independent Schools of Queensland (AISQ) provided school staff with a range of professional learning activities during 2006. These included: Stepping Out, Primary Connections, diagnostic probes for learning support teachers and unpacking the year 3, 5 and 7 benchmark data.

Some of the professional development opportunities took the form of workshops that focused on specific areas of literacy and numeracy. Workshops offered on literacy focused on: Reading and Viewing; Early Years Literacy Program; Teaching Spelling and Functional Grammar and Curriculum literacies. Workshops with a numeracy focus included: Numeracy Across the Curriculum and developmental sequences for teaching early number (Indigenous student focused).

AISQ also offered professional learning opportunities that enabled schools to engage in professional learning linked to whole-school approaches to literacy and numeracy and grounded in the daily work of teachers. These professional learning opportunities focused on whole-school change and renewal and included two projects.

The first project, Focus on Assessment, was initiated in 2005 and continued in 2006, to support schools to implement changes in assessment that will assist in the improvement of literacy and/or numeracy outcomes of educationally disadvantaged students. The overarching objective of the project was to facilitate the development of a whole-school assessment culture that includes a focus on assessment for learning and the development of quality assessment tasks and consistency of teacher judgment.

The second project, Literacy and Numeracy Case Study, was initiated in 2004 and continued in 2006 with a new group of schools. The case studies were selected from applications. Schools presented their case studies to other independent schools and submitted written reports to ISQ. These case studies have been edited and published on the ISQ website, <http://www.aisq.qld.edu.au/>.

South Australia

Government sector

Policies and programs

The South Australian government's commitment to the National Literacy and Numeracy Plan is evident through the diverse range of programs and initiatives focusing on improving children's and students' literacy and numeracy outcomes across the State.

The Early Years Literacy Program (2005–07) has targeted all children aged 4–9 years, as well as 3-year-old Indigenous children who are entitled to early entry in Department of Education and Children's Services preschools. One strategy to engage young children and their families has involved training specialised literacy teachers to support site and district-based professional learning, employing Early Childhood Initiatives Coordinators in districts, along with a centrally-based team of Early Years curriculum officers.

In 2006, the Premier's Reading Challenge was again successful with 48 per cent of students from Reception to year 9 participating, coming from 90 per cent of eligible schools.

The Science and Mathematics Strategy supported Action Research projects and teachers to be released to undertake industry visits. The Premier's Industry Awards for Teachers of Science and Mathematics and the Twinning Scientists with Teachers program promoted the importance of ongoing science and mathematics learning, and the strong connections between education, research and work. The Science and Mathematics Strategy also included conferences held each term, and ongoing in-school and district-based professional development and Support.

During National Literacy and Numeracy Week, schools participated in a variety of activities including local promotion projects, community showcases in rural areas and a Literacy and Numeracy Expo.

Intervention

Through the Early Years Literacy Program, baseline reading data was collected for children in years 1 and 2. Schools will continue

to assess children's reading progress through this statewide monitoring and evaluation process.

For a number of years, Accelerated Literacy has been used in a small number of Department of Education and Children's Services (DECS) schools, including all schools in the Aboriginal Lands district. 2006 was the first year of a three-year program where the pedagogy was offered statewide, to mainstream schools from Reception to year 10, and some regional and remote Aboriginal schools.

The South Australian Accelerated Literacy Program operated in schools with high levels of disadvantage. Professional development consisted of four days of training and ongoing consultant support in school sites.

The ESL Program supported districts, schools and teachers of ESL students in mainstream schools through a range of services, personnel and resources to develop culturally inclusive learning environments and pedagogies supportive of English language and literacy development. New arrivals were supported to transition into mainstream schooling in New Arrival Program centres and regional schools.

During 2006, the English as a Second Language Innovative Schools initiative supported the development of quality school and teacher practices and the use of evidence-based interventions.

Professional development

The Early Years Literacy Program provided three days of specialised literacy professional learning for all teachers of preschool to year 3 children. This professional learning has focused on developing teachers' skills and knowledge in reading (Reading Recovery), reading assessment (with running records), mentoring, multi-modal literacy strategies and the literate practices of Aboriginal 3-year-old children.

Numeracy in the primary years was addressed through the Mathematics for Learning Inclusion Program, which supports schools in low socio-economic communities to improve maths teaching and learning. Evaluation data for 2006 has demonstrated improved maths outcomes for students across the program, with some clusters narrowing the gap between students from low socio-economic backgrounds and the general cohort, and between Indigenous and non-Indigenous students. Changes generated for teachers include increased confidence

and enthusiasm for teaching maths and change in teaching practices including a trend towards experiential, problem solving and 'hands on' activities. Evaluation data also indicated increased analysis and use of student achievement and other data to inform teaching programs.

First Steps in Mathematics (Number) professional learning opportunities were provided to South Australian educators throughout 2006. A group of trained facilitators offered courses across the State to assist teachers to meet the needs of their learners. The First Steps in Mathematics resources have been aligned with the South Australian Curriculum Standards and Accountability Framework.

Professional development has been offered to school leaders and teachers in analysing and acting on State Literacy and Numeracy test data for students in years 3, 5 and 7. The South Australian Strategic Plan outlines targets for literacy and numeracy achievement, and multiple data sources have informed individual learner, whole school, district and State intervention programs and resource allocation.

ESL professional development courses, namely the ESL in the Mainstream courses (replaced by Teaching ESL Students in Mainstream Classrooms in 2007) and the Language and Literacy course were offered statewide by trained tutors. The courses enabled teachers and school leaders, including those working in the Anangu schools, to understand and teach the literacy demands of the curriculum. Another opportunity in which teachers participated was the Teaching ESL New Arrivals program, to assist teachers of ESL new arrivals.

Professional development was also provided to support students with learning difficulties/learning disabilities from preschool to year 12. Teachers, parents, schools services officers and early childhood workers accessed support on a range of literacy and numeracy related topics including intervention strategies, accommodation to support at risk students, pedagogy and research. A Special Education Expo offered workshops about literacy, numeracy and inclusive methodology.

Catholic sector

Policies and programs

Catholic Education South Australia has had an ongoing commitment to the assessment of all students in the early years of schooling.

In terms of literacy assessment, all students in their fifth term of schooling were assessed by their classroom teachers in the elements of the Marie Clay Observation survey of early literacy achievement. A Web-based database for literacy has been developed to facilitate entry and analysis of student assessment data and the generation of school reports. A two-day professional development opportunity was also provided to all teachers undertaking Early Years Assessment data collection for the first time.

For numeracy, Catholic Education South Australia is finalising the Rasch scaling of an Early Years Observation Assessment, which when completed, will be used to assess and track student growth in the first three years of school.

Intervention

Reading Recovery is endorsed and funded by the South Australian Commission for Catholic Schools and about seventy per cent of primary schools used the program in 2006, along with broader literacy intervention strategies by all classroom teachers, including the Early Years Assessment process and the professional development described above.

For numeracy, early intervention is addressed within the Early Years Numeracy project. There is a focus on identifying students' informal knowledge and linking it to the formal knowledge. This information is used to plan and implement effective learning experiences for all students.

Intervention for numeracy is conducted within the mainstream classroom setting. Professional learning programmes support teachers towards developing inclusive effective assessment and teaching strategies that will scaffold all students throughout the learning process. Consideration is given to the difference cultural and social background of students to assist in developing a more inclusive program, ensuring that there is equity in accessing curriculum.

Full cohort testing of all students in years 3, 5 and 7 against the literacy and numeracy benchmarks was undertaken in August 2006. Principals and teachers were provided with assistance in the interpretation of the testing data from their schools, with particular reference to identifying ways of supporting students who were identified as being below benchmark level. The benchmark levels are used in conjunction with numeracy project data collected from ongoing assessments conducted in the classroom to respond to student needs and to support their learning.

Professional development

Catholic Education South Australia offers a range of professional development opportunities delivered through literacy and numeracy consultants. Key elements of the professional development are that it is long-term, sustainable and based on action research. For literacy, many schools committed to semester or year long local level professional development projects, with the ongoing support of a literacy consultant, where action research was highlighted as a means to reflect on practice.

Numeracy professional learning is developed through a deep reflective process, using action research as the model. The continuous collection of classroom data provides an opportunity to analyse, reflect and inform teaching practice and is collated in the form of a case study. The action research takes various forms, from three-year projects supported by classroom visits, to small group networks over a semester.

A range of schools and teachers were involved in mini action research projects to develop their mathematics curriculum and pedagogy to support student achievement and continuous improvement.

School-based numeracy professional development is negotiated with school leadership to provide action research-based learning, which includes classroom visits and professional learning days. The professional development addresses:

- data on students' thinking collected through all the projects
- strengths and challenges of school numeracy programs
- existing pedagogy, assessment and schooling structures
- how these strategies affect students' learning.

Literacy consultants supported many schools at the local level, with long-term professional development projects on a range of topics, including literacy programming and assessment as described in the previous section. All of these projects had an action research element and often involved the consultants working alongside teachers in their classrooms.

Three numeracy projects and networks were offered to assist teachers to reflect on their existing practices, in order to identify effective teaching and learning strategies to support all students towards successful numeracy outcomes. The projects involved action research with case studies of student progress. The key focus was on assessment to inform teaching and intervention as required.

Literacy professional development was offered by central coursework at the Catholic Education Office, including courses in functional grammar, teaching reading and teaching literacy in the early years of schooling. Sessions in each course were sufficiently spaced to enable teachers to reflect on any new learning and to try to put some of their insights into practice in the classroom. Twelve local Key Literacy Teacher networks continued to be supported in 2006.

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. Through the Literacy, Numeracy and Special Learning Needs program, AISSA provides support to schools to improve the learning outcomes of educationally disadvantaged students, including strategies to improve the participation of students with disabilities and/or significant learning difficulties.

The current approach to delivery of services is a combination of direct grants to schools, advisory services, sector-wide professional learning programs, special projects and initiatives and central administration of funding and accountability requirements. The resource, *Students with Disabilities: Enrolment Guidelines for Independent Schools*, first launched in 2002, has been revised to include information about the Disability Standards for Education 2005. The Human Rights and Equal Opportunity Commission has established a link to this resource folder on the AISSA website.

Intervention

Assistance was targeted at schools with significant numbers of educationally disadvantaged students in relation to literacy and numeracy outcomes. This includes Indigenous students, students with disabilities or special learning needs, students for whom English is a second language, rural and remote students and students who did not achieve the years 3, 5 or 7 benchmark standards. Workshops were conducted to assist schools in the analysis of student benchmark data and the exploration of strategies aimed to improve learning outcomes for students below or around the national literacy and numeracy benchmarks.

The analysis of benchmark data at the school level resulted in a number of inquiry-based projects that were contextualised

to the identified needs of the students and school. Schools involved were characterised by small enrolments, numbers of Indigenous students, low socio-economic status scores, and were located in predominately rural areas. Each school was provided with ongoing in-school advice and support, to assist in the development of programs and procedures to improve the learning outcomes of Indigenous and non-Indigenous students.

Grants were allocated to schools for students with severe and moderate disabilities to provide additional teaching and learning assistance. Assistance was provided in the form of school assistant support, software to improve students' curriculum access, and release time for the preparation of individualised education plans.

The Reading Recovery program continued to assist teachers in the provision of targeted school-based early intervention in reading and writing. AISSA also contributed time and expertise to the Australian Government funded Tutorial Voucher Initiative.

Professional development

AISSA has developed a model of professional learning that aims 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. Professional learning programs provide opportunities for schools to access specialist advice and support in the areas of literacy, numeracy and special learning needs including effectively managing student behaviour to improve learning outcomes, and programs with a specific focus on the needs of ESL and Indigenous students.

Professional learning programs in 2006 reflect the significant emphasis that AISSA places on intervention in the early years and the inclusion of students with a range of educational disadvantage. The professional learning programs emphasise the dynamic relationship between content, pedagogy and assessment and focus on the engagement of teachers in the process of identifying students at risk in literacy and numeracy to implement appropriate strategies. A wide range of literacy and numeracy programs were implemented including licensed programs such as First Steps in Literacy and Mathematics and the Stepping Out programs as well as sector-developed professional learning that used an inquiry approach to assist teachers to reflect on their existing practice and pedagogy to support all students towards successful literacy and numeracy outcomes.

Special education professional development programs were also updated to provide schools with current strategies for inclusive teaching and a more extensive range of information about students with severe language disabilities in the middle and senior schools.

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. In 2006, the Minister for Education and Training, the Hon. Ljiljana Ravlich, MLC, established a Literacy and Numeracy Taskforce. The purpose of the taskforce was to provide advice to the Minister on issues related to literacy and numeracy achievement and make recommendations addressing those issues.

The Assessment for Improvement program was established to assist schools and teachers to collect, analyse and use quality student performance information for improvement purposes. The program has been driven through the use of student performance results from the system assessments in literacy and numeracy. This information is used to trigger a cycle of inquiry to identify adjustments required to improve teaching and learning. The development of electronic software, developmental profiles, system assessment exemplars and professional learning workshops, has enabled schools and teachers to aggregate, evaluate and disaggregate student performance results in literacy and numeracy to inform teaching practices at the classroom level.

The professional learning support and resources of the Assessment for Improvement programs continues to be embedded in all department programs including, Getting it Right Literacy and Numeracy (Primary and Secondary), Indigenous Tutorial Assistance Program, Follow the Dream, Aboriginal Literacy Strategy, Learning Support Coordinators and Making Consistent Judgements.

Assessment and reporting

In 2006, a number of initiatives for mapping student development were progressed. The Kindergarten and Pre-primary

Profile was made available to schools through attendance at a three-hour introductory session. Adjustments will be made in response to an evaluation to ensure that the Profile coheres with syllabus documents that are currently being developed.

Levels 1 and 2 of the *Developmental Language and Literacy Profile* were completed. The development of Levels 3 and 4 commenced, in consultation with academic colleagues from Curtin University. The profiling tool provides schools and teachers with:

- common developmental descriptors that map key skills to inform teaching and learning at the individual, group and class level
- a common method of mapping progress towards Curriculum Framework Learning Area Outcomes, particularly for students requiring teaching and learning adjustments
- an evidence-based process that informs whole-school planning, particularly target setting and is inclusive of all students
- identified assessment and teaching and learning resources linked to the profile.

Work also continued on the development of English as a Second Language/English as a Second Dialect (ESL/ESD) Progress Maps.

Intervention

During 2006, the Getting it Right Literacy and Numeracy Strategy 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 in providing programs to meet their needs. While the strategy focuses on the early years of schooling, it also assists certain groups of older students, whose literacy and numeracy levels lag behind those of the general population, including boys, students with language backgrounds other than English, students in rural and remote areas, and Indigenous students. In late 2006, a new mechanism was developed to allocate the specialist teacher support to schools based on systemic evidence such that schools with the greatest demonstrable need received an appropriate proportion of the available resources.

The Commonwealth Literacy and Numeracy Program provided direct grants to schools that serve communities with a high proportion of students at risk of not achieving successful

outcomes in literacy and numeracy. In 2006, funds totalling \$8.5 million were allocated directly to government schools. Funding was also provided for ESL General Support for mainstream teachers, to assist the significant number of students from language backgrounds other than English, including Aboriginal students speaking non-standard dialects of English.

Although most ESL students lived in the metropolitan area, services were also provided by specialist teachers to Indigenous students in remote areas whose first languages or dialects were not Standard Australian English.

A non-compulsory reading and numeracy assessment was designed to monitor the performance of year 4 students who, when assessed in year 3, were close to, or below, the national benchmark level. The assessment is specifically targeted to measure the progress of these students as they progress to year 5.

The Department implemented the Australian Government Tutorial Voucher Initiative across the three educational sectors in Western Australia. Sixty-two per cent of the 512 eligible students identified as performing below the national benchmarks literacy and numeracy received tutorial assistance. Other systemic initiatives included First Steps, Literacy Net, Numeracy Net and the Retention and Participation Project.

Professional development

The Aboriginal Literacy Strategy (ALS) commenced its second year of operation within the Department's Remote Teaching Service schools. The fundamental basis of the ALS is to develop and train school personnel to deliver a consistent and sustained literacy program, regardless of constantly changing personnel. The centrepiece is a daily literacy session with a minimum of two hours per day of literacy instruction for every student attending school. The session comprises a prescribed sequence of components that provide a framework for the planning and delivery of effective literacy instruction.

Catholic sector

Policies and programs

In 2006, 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, such as the Raising Achievement in Schools Initiative

(RAISe). RAISe is a Kindergarten to year 7 whole-school strategy that supports schools in refining and implementing effective classroom teaching, early intervention and preventative programs within the school context. This initiative, now in its fourth year of implementation, emphasises the use of student data as the basis for decision making and planning of the classroom and school programs. School leadership teams, supported by curriculum consultants, identify literacy and numeracy needs and set goals to address those needs.

Intervention

The Catholic Education system, in partnership with Edith Cowan University and the Fogarty Learning Centre, continues to implement Reading Recovery as the preferred process for offering second wave, short-term intervention and assistance. Academic scholarships are offered to new teachers as well as ongoing training to teachers implementing Reading Recovery in schools.

A second wave support for intervention in mathematics in the early years of schooling has been implemented through the Extending Mathematical Understanding program that was developed from the early years' Numeracy Research Project in Victoria. Students who are deemed 'at risk' in developing year level appropriate understanding are provided with intense, small group intervention strategies aimed at bringing them back to a level of understanding deemed to be appropriate to their class level.

The Early Years Numeracy Interview has been adopted and schools are invited to use it to determine profiles for student development of mathematical understandings, both to help identify students at risk and also to help inform the level of classroom instruction for all students.

Partnership agreements between the Catholic Education Office of Western Australia and Murdoch University provided analysis and reporting of student data in literacy for the purposes of accountability and improvement. Data was gathered from students in pre-primary, using the Performance Indicators in Primary Schools (PIPS) software. Teachers in years 1 to 3 used the Observation Survey of Early Literacy Achievement and teachers of years 3, 5 and 7 used the Western Australian Literacy and Numeracy Assessment program (WALNA) State testing results. Schools were supported to analyse this data and interpret findings through on-site and off-site professional development opportunities.

Further development of research in the area of intervention in reading for students in years 4 to 7 was conducted, in partnership with Edith Cowan University. School officers were trained in using specific assessment tools and analysing data in an effort to support students requiring intervention in the senior primary years.

The Kimberley Literacy Initiative focuses on building the capacity of teachers to cater for the diverse literacy needs of Indigenous English learners in the Kimberley region. A cluster of schools will continue to investigate the Accelerated Literacy Program to ascertain its long-term benefit for students in remote Aboriginal communities.

Professional development

The Assessing for Improved Achievement (AFIA) program, funded through the Australian Government Quality Teacher Program (AGQTP), focused on the outcome of Writing and Reading in the English key learning area. The program aimed to assist teachers to deepen their knowledge and develop a shared understanding of the outcomes of writing and reading, to participate in a collaborative process for collecting, discussing and making judgements about evidence of achievement by students in these outcomes, and moderate judgements through a facilitated moderation process.

Teacher networks for Early Childhood, Gifted and Talented and Learning Difficulties continued in all metropolitan and country regions aimed at bringing together classroom and support teachers to discuss issues related to teaching and learning and to participate in professional development. All schools have access to these networks and some funding is provided through the AGQTP.

The training of facilitators in Tactical Teaching (professional development modules developed by Steps Professional Development) was offered to 17 secondary teachers. The first roll-out of this program involved a series of three non-sequential, intensive and highly practical workshops, intended to assist teachers in middle and high-school settings to maximise the use of speaking and listening in the teaching and learning material.

Through support funding from the AGQTP, the First Steps in Mathematics resource was made available to all schools through access to whole-school, on-site professional development. Ongoing support with planning and implementation was

provided through in-school support structures (First Wave Coordinators and Teacher Leaders).

In addition, AGQTP funded an opportunity for teachers to be involved in Assessing for Improved Outcomes, a professional learning opportunity designed to help teachers make consistent judgements in the areas of Number, Measurement and Space. A professional development package was also aimed at differentiating mathematics classrooms to cater for gifted and talented students.

Independent sector

Policies and programs

The Association of Independent Schools of Western Australia (AISWA) 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 and the opportunity for all teachers to participate in research projects, action learning projects and various specific professional learning activities.

Intervention

In 2006, AISWA 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-four schools were funded under this strategy on the understanding that funds were to be used equitably (ensuring resources were targeted to students in greatest need), effectively (ensuring that resources were used to support the introduction of effective approaches) and efficiently (ensuring that resources were not consumed in administrative procedures).

Professional development

A range of action learning and spaced learning projects and school-based professional learning opportunities were made available to teachers in all AISWA schools during 2006. The projects ranged from 'as required' (school-based) through to two to four days of professional learning. The projects focused on

the principles of assessment, teaching and learning with a view towards effective pedagogy for all students.

Literacy projects offered included Adolescent Writing Research (a partnership between Edith Cowan University and AISWA), Assessing for Improved Achievement, NuLit Data (which reviewed benchmark data over time to inform policy) and Learning to Read – Reading to Learn.

A range of other professional learning opportunities for teachers in urban, rural and remote locations were also offered, such as Guided Reading, Stepping Out and First Steps in Reading and Writing. Numeracy projects offered included Math 300, NuLit Data, Mathematics Learning and Teaching for Success (MLATS) and Connecting Mathematics (working mathematically). First Steps in Mathematics (Number) was offered in urban, rural and remote locations as well as Maths: No Fear being piloted in the Kimberley region of Western Australia for Aboriginal Independent Community Schools.

In addition, the Aboriginal Independent Community Schools Conference in Broome and the Combined Targeted Programs Conference in Busselton 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 2006, the Literacy and Numeracy Plan was extended, which set policy direction, coordinated and mapped projects across the State and outlined specific goals and outcomes.

Standards were developed for literacy and numeracy for all students from Kindergarten to year 10 and are being used to guide teachers in providing increased continuity and coherence in the programs they provide.

Data from the regular statewide literacy and numeracy monitoring programs for years 3, 5 and 7 students were used to monitor performance against the intended outcomes of the National Literacy and Numeracy Plan outcomes and against national benchmarks in literacy and numeracy.

Teachers used the curriculum standards to assess students and report student progress in literacy and numeracy to parents. School annual reports were also monitored to ensure that literacy and numeracy outcomes at school level were defined, measured and reported.

Intervention

During 2006, 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.

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.

English as a Second Language (ESL) program support 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 continued as an early intervention program for year 1 students. The Restart project (a two-year initiative in some high schools, which concluded at the end of 2006) provided small group intervention for students experiencing difficulty 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 student achievement. Student Think Tank focused on thinking and communicating for Aboriginal students and their teachers and Indigenous Tutorial Assistance provided literacy and/or numeracy in-class support for Aboriginal students in years 4, 6 and 8 who failed to reach one or more of the benchmarks in the previous year.

The resource Unlocking Literacy, developed in Tasmania in 2005, provided support to staff working with primary and high school students who required additional assistance with literacy. During 2005–06, nine schools across the State were also provided with

support to trial a software program, Lexia, designed to improve reading skills.

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.

A six-day professional learning program for school leaders aimed to build leadership density and understanding of key issues in numeracy. Another program targeted teachers in schools with identified high numbers of students not meeting the benchmarks and focused on mental computation, fractions, decimals and percentages and proportional reasoning. Mental computation workshops introduced teachers to the key resource, Mental Computation: a Strategies Approach, which provides clear guidelines for teaching mental computation including intervention for low-achieving students.

A research project undertaken in collaboration with RMIT University was completed in 2006. The project examined scaffolding numeracy in the middle years in one cluster of schools and focused on explicit teaching of key ideas, assessment and intervention. Another research project, the Mathematics in Reform Based Learning Environments (MARBLE) was conducted in collaboration with the University of Tasmania and involved professional learning for teachers in mathematics/numeracy in two clusters of schools.

Literacy professional learning provided by the statewide team included a focus on the four resources of literacy, literacy for teachers of Kindergarten to year 4, literacy for teachers of years 5 to 8 and multimedia.

Trained facilitators supported teachers of adolescent students through the Stepping Out professional learning modules and First Steps resources, designed to provide a strategic, whole-school approach to improving students' literacy outcomes.

Catholic sector

Policies and programs

In 2006, the Catholic Education Office (CEO) of Tasmania in its Strategic Plan continued to focus on literacy and numeracy. Individually and as a system, schools were encouraged and

supported to use data from national testing for planning and teaching to improve student outcomes. Professional learning provided the opportunity for teachers to develop skills in understanding and calculating value-added measures to objectively assist with planning and defining outcomes. Tasmanian Catholic schools also participated in the Trends in International Mathematics and Science Study (TIMSS) and the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) tests.

The Australian Council for Educational Research (ACER) managed the Literacy and Numeracy National Assessment (LANNA) testing program and provided both schools and systems with data about the performance of students in years 3, 5 and 7, as well as reporting on the results to parents.

For Kindergarten, the Kindergarten Checklist and for Preparatory, the Performance Indicators in Primary School (PIPS) testing provided information on literacy and numeracy development. This information also alerted teachers to those children requiring specific early intervention.

Intervention

In 2006, the collaborative and cooperative relationship with Tasmania's Department of Education Early Learning Service facilitated the transition for a number of young students from the Department of Education early intervention service, to Kindergarten placements in Catholic schools. Having been identified using the Kindergarten Checklist or PIPS, specific interventions were developed for students targeted as 'at risk', particularly in the areas of literacy and numeracy.

Professional development

Each year, a Professional Learning Handbook is developed to support Catholic schools in Tasmania as they plan for learning and teaching relevant to student needs. This is distributed to all schools in Term 3. With the support of Education Officers and School Consultants, professional learning is constructed and a whole-school approach is encouraged. The main focus for 2006 is development of a sound and sustainable approach to mathematics from Preparatory to year 6.

Special Education Network meetings provided assistance to teachers in developing and delivering specific support programs addressing both literacy and numeracy.

Independent sector

Policies and programs

The Association of Independent Schools of Tasmania continued to work collaboratively on cross-sectoral projects including the Assessing for Literacy in Middle Years Project and Literacy and Numeracy Week awards and activities.

The Association allocates funding to schools to support students' learning needs. Individual schools are required to undertake screening and assessment and to conduct early intervention if necessary. An evaluation process takes place each year at the same time as allocations to schools are made for the following year.

The Association's consultants 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. Supplementary grants were allocated to some schools for school-based action research projects in Professional Learning and Middle Years Focus. All of these projects targeted students at risk in literacy and numeracy and were directed by an Association consultant. Ten schools received grants of \$5,000.

Teachers were given access to a range of professional learning opportunities to increase their skills and knowledge. These included workshops with leading numeracy educator, Mike Askew, and the Australian School Innovation in Science, Technology and Mathematics (ASISTM) First Steps in Numeracy project. Teachers also attended First Steps Reading and Writing courses.

Northern Territory

Government sector

Intervention

The Northern Territory Department of Employment, Education and Training (DEET) implemented a range of initiatives in 2006 to support the National Literacy and Numeracy Plan.

The Literacy and Numeracy plans developed by individual schools are data informed strategic planning documents that detail gaps in student achievement and the specific teaching and

learning approaches to be used to target and close those gaps. In 2006, schools linked their identified whole-school literacy and numeracy actions to the analysis of data from system and school-based assessment.

Increased access to, and use of, student attendance and achievement data has been enabled through the Business Intelligence Centre, giving schools and corporate areas access to centralised, comprehensive student attendance, mobility and Multi-level Assessment Program achievement data. Examination of these data has substantiated an anticipated strong relationship between attendance, the mobility of students and MAP test results.

Also available to schools is the Multi-level Assessment Program Reporting and Evaluation Tool (MAPRET), which is a Web-based resource designed to allow schools to better utilise data obtained through the MAP testing process.

The Assessment of Student Competencies (ASC) is an assessment tool that provides baseline literacy and numeracy data for students who are to commence compulsory schooling in the following year. The indicators within the ASC are drawn from the Northern Territory Curriculum Framework. There are three versions of the ASC, catering for the diverse range of teaching and learning contexts found in the Northern Territory, ie, English speaking students, English as a Second Language students and a third version for Indigenous students in which the assessment is conducted in an Indigenous language.

In 2006, the ASC was available to schools as an assessment for learning tool that may also be administered to identify students at risk. When used as part of the ongoing assessment package, its usefulness is increased as it can inform planning, programs and focus within teaching areas and targeted intervention can commence.

The National Accelerated Literacy Programme (NALP) is a significant Australian Government and Northern Territory funded literacy project. The Australian Government has made a significant contribution to the NALP, providing \$8.6 million over the period 2005–08. Charles Darwin University is DEET's main partner in the project, with the university providing academic expertise related to the Accelerated Literacy methodology, professional development support for teachers and accelerated literacy training and teaching materials. The Northern Territory government has also shown strong support for the accelerated literacy program over time with a commitment to the project

until the end of 2008. The project aims to bridge the educational divide between Indigenous and non-Indigenous students by raising literacy levels using the accelerated literacy methodology. The considerable assessment data drawn from schools participating in the project allows for analysis of individual learner progress and ongoing target setting for identified learners.

The ESL for Indigenous Language Speaking Students (ILSS) program facilitates the entry of Indigenous students into formal education by providing intensive English language tuition to eligible students in their first formal year of schooling.

Professional development

Alignment and streamlining of system-endorsed numeracy approaches are part of a long-term strategy to improve Northern Territory Multi-level Assessment Program (MAP) results. Teaching, Learning and Standards provides professional development and materials to schools for the system endorsed literacy and numeracy approaches.

Professional development is tailored to the needs of whole-schools, groups or individuals based on both system priorities and those identified in individual school literacy or numeracy plans. Professional development may be presented through centralised, regional or school-based courses, mentoring and coaching, professional learning communities and interactive distance learning.

Literacy and ESL professional development courses delivered by the Literacy and ESL teams to teachers in 2006 included:

- First Steps and Stepping Out programs at both central and regional locations
- central and school-based Walking, Talking Texts workshops and
- ESL Across the Curriculum and ESL for Indigenous Learners.

First Steps and Stepping Out professional development has also included the delivery of facilitator courses to increase the numbers of expert practitioners in school and office-based positions who are able to deliver professional development in central, regional and school settings.

Regular professional development opportunities to increase the capacity of schools to meet the English literacy learning needs

of ESL/ESD learners were made available through the Specialist Support Program. Teachers are able to network professionally each term at central or regional meetings. The program manager or regional ESL coordinators also provide targeted professional development on-site to schools including the provision of extensive on-site professional support related to assessment and reporting for ESL learners.

The NALP delivered extensive professional development to participating schools in 2006 including professional development packages; school training, mentoring, lesson analysis and feedback; demonstration lessons and co-planning support to accelerated literacy teachers, school coordinators and support staff involved in the implementation. The capacity of the first of the program's proposed hub schools to provide expert program support to teachers was built during 2006. This has involved the relocation of expert practitioners to the school-based location and has had the effect of creating a dynamic professional learning community that is now operating as a model for the establishment of additional hub schools throughout regional Northern Territory.

DEET's Numeracy Project within Teaching, Learning and Standards Division supported schools to implement the numeracy section of School Literacy and Numeracy Plans. Professional development was provided at central, regional and school locations in the Count Me In Too Number and Measurement programs. Central recall workshops, site visits and sessions using Interactive Distance Learning Technology were also delivered as part of the program.

Expansion of system-endorsed numeracy approaches has commenced with seed funding from Australian Government sources. This includes an intervention program, QuickSmart, and a middle years numeracy initiative. In response to 2006 MAP results, the Count Me In Too project has been expanded to include training of more teachers, particularly from remote and regional schools, in both Number and Measurement. The QuickSmart program pilot was also expanded in 2006 to include more remote and regional schools.

Extensive on-site professional development was also provided to schools in relation to the Northern Territory Curriculum Framework numeracy and mathematics curriculum and assessment.

Both Literacy/ESL and Numeracy Officers have played an active role in supporting a range of system-wide professional learning

initiatives such as the National Literacy and Numeracy Week, Group Schools conferences, MAP and development of the Northern Territory Curriculum Framework Layer Two numeracy resources.

Literacy/ESL and Numeracy education officers have also worked closely with the Assessment and Reporting team to develop and implement systemic moderation and standards validation processes that are responsive to the range of literacy and numeracy learning needs of students. These initiatives provide the opportunity for teachers to participate in excellent literacy and numeracy focused professional development on the teaching, learning and assessment of student achievement within the context of the Curriculum Framework, as well as contributing to the production and/or publication of curriculum resources.

Catholic sector

In 2006, Northern Territory Catholic schools continued to explore engaging and challenging ways of implementing the National Literacy and Numeracy Plan.

Professional development

Ongoing support and professional development has continued to be provided to school principals, curriculum leaders, coordinators and teaching staff across the system. This professional development has responded to the needs of schools in relation to their literacy and numeracy plans.

Several schools trained their entire staff using the TRIBES program approach to creating safe school environments. This program contributes to the establishment of effective and safe learning environments. Schools have continued to train new staff members in the Count Me In Too program, develop resources for its implementation and embed the program into school practices.

With the infrastructural changes proposed by the Northern Territory government, the middle years have been a major professional learning focus in the areas of understanding the adolescent learner, exploring pedagogical practices that support the adolescent learner and infrastructural aspects of middle schooling.

Training in First Steps was offered and further use of the Accelerated Literacy approach and First Steps was explored.

Ongoing professional development of staff in remote schools included Walking, Talking Text (literacy). Other approaches supporting teachers working with students with English as a Second Language included incorporating ESL training in mainstream training, tools for identification and strategies for support teachers.

Myinternet has been adopted as a Learning Management System across the diocese and, as a result, training has been provided in understanding the role of information and communication technologies (ICT) as a teaching and learning tool, how to use Myinternet and access the Le@rning Federation content as well as the use of interactive whiteboards.

Independent sector

The range of new and ongoing literacy and numeracy initiatives implemented in independent schools in the Northern Territory during 2006 included screening, methodology, assessment and reporting procedures. Intervention programs for students with learning delays were continued in all of the independent schools.

Intervention

Independent schools were supported under the 2006 Literacy, Numeracy and Special Learning Needs Programme – Literacy and Numeracy (LNSLN) element.

Students were assessed using a variety of tools including the Australian Government benchmark data obtained from the MAP, the Northern Territory Curriculum Framework Profiles and various standardised and diagnostic testing tools. Varying combinations of program specific tests, portfolios, teacher observation and anecdotal records were also used by schools.

Schools used a variety of specific programs and individually tailored programs to assist students who were identified as requiring assistance. The programs used included Accelerated Literacy and Accelerated Reader; the Ann Morrice method of literacy tuition; Sound Way and the Yachad Accelerated Learning Project. In conjunction with the aforementioned programs, schools developed and tailored programs to meet the specific needs of their identified students.

Larger independent schools employed staff to support the identified students. Literacy and numeracy teachers working in coordinator and direct teaching positions, as well as classroom assistants, withdrawal assistants and tutors were employed.

The number and type of staff employed was dependent on the specific needs of the school to cater for the identified students. The delivery mode of the 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

There was a significant increase in the number of schools offering specific professional learning for both the teaching and support staff.

Australian Capital Territory

Government sector

Policies and programs

In 2006, 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 ran for the second year and continued to motivate students to read more widely for pleasure. National Literacy and Numeracy Week was celebrated across ACT schools. Twenty-three government schools and secondary colleges gained funding for celebrations of literacy and numeracy achievements within their school. Thirty-five 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.

Intervention

Early intervention is a key priority for the ACT government. Additional resources are provided to schools to implement Learning Assistance programs for students at risk in years

Kindergarten to 10. The amount of resources 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.

In 2006, eight new teachers were provided with Reading Recovery training. Schools are provided with some support to cover this training period. This highly effective intervention program assists students at risk through intensive one-on-one tuition. Twenty-three schools across the ACT implemented this program and the department supports it through the provision of a trained tutor.

Early Literacy Officers continued to work intensively with teachers in schools. In 2006, they worked in 11 schools and strengthened 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 2006, 88 per cent of government primary schools had participated in this highly sought-after Early Literacy program, with 47 per cent having participated in previous years.

In 2006, the Indigenous Literacy and Numeracy consultants continued to work with targeted year 4 students and their teachers to improve outcomes for those students in the 2007 ACT Assessment Program (ACTAP). Support from the consultants was extended to all staff to engage them in building and extending their capacity for meeting the needs of Indigenous students.

Results for the cohort of targeted Indigenous students enrolled in year 4 in 2005 indicate that the strategies implemented at the school level were successful. Those students who progressed to year 5 in 2006 recorded an overall improvement of between 3 and 7 points across the three strands assessed.

In addition to working intensively with teachers in targeted schools, the Indigenous literacy and numeracy consultants provided cultural awareness opportunities for teachers in non-targeted schools. Presentations at staff meetings assisted teachers to develop culturally inclusive English literacy and numeracy programs to respond to the learning needs of Indigenous students and also to provide all students in ACT government schools with opportunities to learn about Indigenous Australia.

Professional development

The Teachers of Indigenous Students Network met three times throughout the year to discuss and share strategies for working successfully with Indigenous students. On one occasion, representatives from Jacaranda Educational attended and presented information about the latest resources available to assist schools with aspects of Indigenous studies programs.

During 2006, 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.

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. During the year, 120 teachers undertook professional development in using these resources. Stepping Out: Writing, a program targeting middle school and high school literacy needs provided professional development to 60 teachers. Four workshops were conducted on phonological awareness. Current research was utilised to develop a new professional development program, BEE spelling. This program was successfully trialed in six schools. Eleven facilitators were provided with training and this will enable system-wide professional development to be offered in 2007.

The department continued to support the implementation of the Count Me In Too program in government schools. Over 200 teachers attended this professional development. 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, which provides teachers with additional and more effective links between data on student performance and teaching practice, was also well attended, with 45 participants.

Support for the teaching of numeracy was also provided through a professional learning course for primary teachers in Count Me In Too Measurement, which focuses on the foundational understandings, concepts and skills students need in measurement. After a successful trial program in 2005, Counting On, a middle years professional development program that supports the teaching of number, was provided to 120 teachers.

The Language for Understanding Across the Curriculum professional development program continued to support targeted clusters of schools and interested individual teachers. This mixture of school-based and system professional development was effective in reaching 120 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 English as a Second Language teachers was provided through a series of 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

Intervention

Intervention measures employed by schools in the ACT Catholic sector during 2006 included early intervention strategies for students with disabilities, accessed through the use of the ACT Department of Education and Training Student Centred Assessment of Need (SCAN) instrument to ascertain literacy and numeracy needs.

Systemic longitudinal whole-cohort literacy and numeracy assessment data was used to assist with strategic planning at school and system levels.

Systemic diagnostic measures were used to screen 'at risk' students. This included the use of psychometric assessments and the Clinical Evaluation of Language Fundamentals (CELF) instruments. Follow-up interventions were designed from these assessments.

A review was undertaken for the current mechanism for the allocation of resources from the Australian Government's Literacy Numeracy and Special Learning Needs Programme (for students with educational disadvantage, other than students with disabilities element).

Professional development for Learning Support teachers and teacher assistants in their work with at risk learners included an extensive suite of opportunities, as well as distribution and use of systemic professional development resources, eg, the Speech

and Language: Assessment and Programming course, to support students with language learning difficulties or disabilities. Individual Education Plan processes and proformas were used to support at risk learners, including some ESL and Indigenous students.

Training in the use of the updated modules in the First Steps Literacy Program was also delivered.

Independent sector

Individual schools used the National Literacy and Numeracy Plan funding to progress programs and provide support for students who had not yet reached the benchmarks in numeracy and/or literacy, or who were considered to be at risk in these areas.

Intervention

Programs to support literacy learners included Story-telling workshops; the SMILE project (Students in a Multiple Intelligences Learning Environment); instructional support in literacy using the Macquarie University program, Making up Lost Time in Literacy (MULTILIT); Early Intervention and Remediation program (providing screening tests for spelling and reading, followed by withdrawal and intervention strategies); literature circles (for students with low language or reading proficiency); spelling action plans; the Sounds Write literacy program (a linguistic and phonics program designed to identify early difficulties with educationally disadvantaged students, and general classroom support in literacy-based subjects such as English and Studies of Society and Environment (SOSE).

In supporting numeracy learners, schools implemented Count Me In Too, Count Me On and First Steps Numeracy (numeracy programs for junior school students), as well as general classroom support in mathematics.

Additional lessons were offered, providing intervention for students with learning difficulties, as well as various ESL programs for students in a range of languages.

Kindergarten and year 1 auditory skills/hearing testing with follow-up referrals for medical, audiometric or therapy programs, where necessary, were part of the screening procedures adopted by schools for the Early Years.

Funds were also used to purchase student resources such as the Little Ripper Reading Schemes (for reluctant readers); SRA Reading Kits for years 2 to 6; MULTILIT materials and Reading Recovery resources. Resources to enhance staff development included Deaf Education Network books and training manual; a Sails Diagnostic tracking kit for assessing reading progress and various purchases of materials and literature to support best practice in the classroom.

Professional development

Teachers of the Association of Independent Schools of the ACT (AISACT) participated in a range of professional learning opportunities in 2006, focusing on literacy, numeracy and special needs.

For literacy these included the Australian Literacy Educators' Association Literacy Course, investigating the critical factors for success in literacy teaching and learning; Guided Reading courses for junior primary staff focusing on struggling or reticent readers; Stepping Out Workshops in Writing, Spelling and Reading; and Sounds Write and other related writing skill courses.

Opportunities relating to numeracy included the Mathematical Association of New South Wales (MANSW) conference on teaching numeracy in the mixed ability classroom; Numero Maths, Maths Plus and Count Me In Too courses and workshops in Mathematics Problem Solving Skills.

A range of professional development was available to support teachers working with students who have learning difficulties and special needs. These included: training in the Waddington reading test; the Neale Analysis of Reading test; the Woodcock Reading Mastering Test and the Tests of Reading Comprehension (TORCH) reading screen; the Teaching Handwriting, Reading and Spelling Skills (THRASS) spelling program (special needs teachers); training in meeting special education needs including Autism spectrum disorders; the Children's Hospital at Westmead Education Research Institute (CHERI) conference, addressing learning difficulties and a course on Differentiating the Curriculum, focusing on the developmental needs of students.

Chapter 6

Science, information and communication technologies and civics and citizenship education

Overview

In 2006, 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.

At the May 2005 MCEETYA meeting, ministers agreed that the year 9 benchmarks be developed and endorsed by MCEETYA for introduction in 2007, and that the Performance Measurement and Reporting Taskforce (PMRT) conduct a trial of the 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.

During 2006, the trial of assessment instruments for the national common tests of literacy and numeracy and the related processes was conducted to evaluate all aspects of the national literacy and numeracy testing program; the adequacy of the tests to assess students across the full range of ability; and procurement and other administrative aspects of national testing, marking and reporting. Data from the trial will be used for the development of vertical scales for each of the domains and to establish possible locations for the benchmarks and proficiency bands. The perceived benefit was that the trial would

reveal aspects of the tests and testing procedures that would need to be refined in preparation for the full implementation of national testing.

At the July 2006 MCEETYA meeting, ministers agreed that full cohort national literacy and numeracy testing in years 3, 5, 7 and 9 will commence in 2008. A two-part scoping study was commissioned during 2006 to inform MCEETYA on potential issues and options for implementing a national testing program.

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 2006. 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.

Various assessment programs have demonstrated that a number of student sub-groups are achieving at significantly lower than expected levels. Targeted intervention 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 2006, 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 Getting it Right Literacy Strategy in Western Australia, the Flying Start program in Tasmania and 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 operated in other States and Territories, providing localised, targeted responses to meet the needs of students at educational risk.

- Students from language backgrounds other than English were assisted to achieve positive literacy learning outcomes. This was a focus of the Tasmanian English as a Second Language across the Curriculum program and Indigenous Learners program; the Association of Independent Schools of South Australia's specialist advisers in English as a Second Language and the Australian Capital Territory's Indigenous Literacy and Numeracy Consultants.

Research initiatives and professional development

In 2006, 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 2006, 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 specialist literacy facilitators trained as tutors as part of the Language and Literacy in the Classroom program, to ensure that all teachers have access to quality professional development about how to use grammar effectively in classroom practice.

In South Australia, the success of the Science and Mathematics Strategy enabled the release of teachers to industry through action research as well as conferences and district-based professional development and support. 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

The *2006 National Benchmark Results for Reading, Writing and Numeracy, Years 3, 5 and 7* were published in February 2008 and are available online at: http://www.mceetya.edu.au/verve/_resources/Benchmarks_2006_Years3and7-Final.pdf.

Supplementary 2006 Reading, writing and numeracy benchmark results: Parental occupation and education

Education ministers agreed that, commencing for the 2006 program year, common definitions of sex, Indigenous status, socioeconomic background, language background and geographic location would be used to enable nationally comparable reporting of student assessment results disaggregated by the agreed student background characteristics, by State and Territory.

The *2006 National Benchmark Results for Reading, Writing and Numeracy, Years 3, 5 and 7* reported that, from 2005, States and Territories commenced collecting information on student socioeconomic background through school enrolment processes. It noted that, while preliminary data from this collection had indicated there was a relatively low response rate from parents/caregivers, information about student socioeconomic background would be published in the relevant chapter of the *2006 National Report on Schooling in Australia*.

In 2006, information on student socioeconomic background was obtained from parents through the school enrolment process and linked to students' test results.

The PMRT agreed that the poor data quality precluded the publication of students' 2006 results by socioeconomic background by State and Territory (as agreed by Ministers). The 2006 data could, however, be reported at the national level.

Two indicators are used to report on students' socioeconomic background: parental education (based on the highest year of school education completed and the highest non-school qualification) and parental occupation (with respondents choosing from a limited number of broad occupational groups). Data on parental occupation and education are collected from both the student's parents. The occupational group and the level of parental educational attainment are determined by the higher of the two levels reported where two parents have provided the information.

The available data show an association between student achievement and parental occupation and education. In general, students whose parents were in occupations requiring high levels of formal qualifications and skills performed at a higher level than those whose parents were engaged in less skilled occupations. Similarly, the higher the level of parental educational attainment, the higher the student performance.

The benchmark results indicate a difference in the proportion of students achieving the benchmarks between students whose parents are in professional or managerial occupations and those whose parents are in the least skilled occupations or are not in paid work, with the most marked differences in all year levels being in the proportion of students achieving the writing benchmark. The benchmark results also indicate a greater proportion of students whose parents have attained the highest level of education achieving the benchmark compared with those whose parents have lesser qualifications, with the most marked differences being between students whose parents hold a bachelor degree or higher qualification and those whose parents did not complete year 12. The performance gap increases as students progress through school, particularly for the proportion of students achieving the numeracy benchmark.

Because of missing data for the parental education: school education indicator, it is not possible to report on the proportions of students achieving or bettering the benchmark by the separate categories of parental school level educational attainment. These categories distinguish between parents not completing compulsory schooling (including those who have never attended school), those completing compulsory schooling,

those continuing to post-compulsory schooling and those completing post-compulsory schooling.

Supplementary Table 2 reports by only two categories of parental school education: those who completed year 12 or equivalent, and those who completed any and all lower years of schooling. The absence of data that would allow the reporting of the results of those students whose parents have the lowest level of educational attainment limits the capacity of governments and educators to address any negative effects on student achievement of factors, such as socioeconomic background and to identify students in need of intervention and additional support. Higher response rates and improved data quality are critical to the effective monitoring of students' outcomes, especially the outcomes of the most socioeconomically disadvantaged students.

The results show that the Australian Capital Territory had the highest proportion of students at the proficient standard or above, that is, Level 3.2 or higher. When confidence intervals are taken into account, it is unlikely that there was a significant difference between the Australian Capital Territory, New South Wales, Victoria or Tasmania in terms of the proportion of students who achieved the proficient standard.

Nationally, 54.3 per cent of students achieved at or above the proficient standard, compared with 59.4 per cent in 2003. Approximately 91.4 per cent achieved Level 3.1 or above, compared with 95.9 per cent in 2003. The highest proficiency levels (Levels 3.3, 4 and above) were achieved by approximately 10.1 per cent of students, compared with 7.2 per cent in 2003.

Table 6.1 Students in proficiency levels, by State and Territory, Australia, 2006 (per cent)

State/ Territory	Proficiency level					At or above proficient standard
	2 and below	3.1	3.2	3.3	4 and above	
NSW	7.4 ±2.0	35.2 ±3.5	43.9 ±3.6	12.3 ±3.1	1.2 ±1.2	57.4 ±4.3
Vic.	6.5 ±2.3	35.2 ±3.9	48.5 ±4.1	9.6 ±2.2	0.2 ±0.4	58.3 ±5.0
Qld	10.2 ±2.5	40.6 ±2.9	42.0 ±3.6	7.0 ±1.7	0.2 ±0.2	49.2 ±3.8
SA	9.6 ±2.2	38.7 ±3.7	43.6 ±3.9	7.9 ±2.3	0.1 ±0.2	51.6 ±4.7
WA	11.5 ±2.6	42.0 ±3.7	39.6 ±4.0	6.8 ±2.3	0.2 ±0.2	46.6 ±4.7
Tas.	7.6 ±2.3	34.9 ±4.4	46.7 ±4.7	10.4 ±3.0	0.3 ±0.4	57.4 ±5.5
NT	28.6 ±7.5	33.0 ±5.5	31.6 ±5.4	6.7 ±2.8	0.2 ±0.4	38.4 ±6.5
ACT	7.3 ±2.5	30.7 ±4.8	47.9 ±4.8	13.5 ±4.0	0.6 ±1.1	62.0 ±5.6
Aust.	8.6 ±1.1	37.1 ±1.7	44.2 ±1.8	9.6 ±1.2	0.5 ±0.4	54.3 ±2.1

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: MCEETYA, *National Assessment Program – Science Literacy Year 6 Report 2006*, p.xvi

Figure 6.1 Distribution of students in proficiency levels, Australia, 2003 and 2006 (per cent)

2003	Level	2006
0.1	4 and above Explains interactions; interprets abstract diagrams; critiques investigations	0.5
7.1	3.3 Applies knowledge; describes data; predicts outcomes; extrapolates from observations	9.6
52.2	3.2 Interprets reports; uses observed data; collates and compares data; draws conclusions	44.2
36.5	3.1 Identifies relationships; describes findings; interprets simple data sets	37.1
4.1	2 and below Makes measurements or comparisons; identifies differences; describes experiences	8.6

Source: MCEETYA, *National Assessment Program – Science Literacy Year 6 Report 2006*, p.xvii

At the national level, the results across the science literacy proficiency levels showed the following trends:

- for males and females, there were no significant differences in proficiency
- Indigenous students had significantly lower mean achievement and proportion of students at or above the proficient standard than non-Indigenous students
- students in remote and very remote areas had significantly lower mean achievement and proportion of students at or above the proficient standard than students in all other geographic locations.

The full report of student achievement in the 2006 year 6 science assessment, which includes comparisons with achievement in the 2003 year 6 science assessment, was published in the *National Assessment Program – Science Literacy Year 6 Report 2006*, released in November 2008 and available at the MCEETYA website, http://www.mceetya.edu.au/mceetya/nap-national_assessment_program,16358.html.

International science assessments

In 2006, a sample of Australian students participated in the PISA, sponsored by the OECD and the Trends in International Mathematics and Science Study (TIMSS), conducted by the International Association for the Evaluation of Educational Achievement (IEA).

PISA

Almost 400,000 students from 57 countries took part in the 2006 PISA assessment. The sample of 14,170 Australian students who participated was drawn from all States and Territories and school sectors. Most of the students assessed were 15 years of age at the time of testing.

PISA assesses how well students are prepared for lifelong learning. Students are not assessed on how well they have learned a specific curriculum, but rather on their ability to apply understandings in reading, mathematics and science to everyday

problems and situations. PISA assesses broad general skills such as analysing texts and tables; understanding and reasoning; problem solving using real-world situations and communicating ideas clearly. There are three domains of assessment, with one domain being chosen as the major domain and assessed in greater detail in each assessment cycle. In 2006, scientific literacy was the major domain assessed.

Key results on student performance on the scientific literacy scale were:

- Australia was outperformed by three countries (Finland, Hong Kong/China and Canada).
- seven countries (Chinese Taipei, Estonia, Japan, New Zealand, Netherlands, Liechtenstein and Korea) performed at a similar level to Australia.
- Australia achieved a mean score higher than the OECD average.
- the OECD average showed a small but statistically significant difference in favour of males.
- there were no significant gender differences for Australia in scientific literacy.

From a national perspective, the Australian Capital Territory, Western Australia, New South Wales, South Australia, Queensland and Victoria all performed above the OECD average. The average performance of students in the Australian Capital Territory was significantly higher than that of all States other than Western Australia. The scores of students in Western Australia were statistically similar to those of students in New South Wales and South Australia, but higher than those of other States. The relative performance of the States and Territories were very similar to their relative performance in PISA 2000 and 2003.

The full 2006 PISA report is available online at: http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.htm.

Highlights from Australia's performance in the 2006 PISA assessment are available from the website of the Australian Council for Educational Research (ACER) at: <http://www.acer.edu.au/ozpisa/keyfindings.html>.

TIMSS

In 2006, Australian students participated in the 2006–07 cycle of the TIMSS, which assesses year 4 and year 8 students in

science and mathematics. The science results from TIMSS provide information additional to that provided by the PISA assessment. The 2006–07 Australian national report for the TIMSS results was released on 9 December 2008. Further information about them is available online from the ACER website at: <http://www.acer.edu.au/timss/>.

Major developments and current trends in the teaching of science literacy

Nationally Consistent Curriculum Outcomes project

In August 2006 ministers approved the national *Statements of Learning for Science*. The statements were developed collaboratively by Australian, State and Territory education authorities, providing a description of the knowledge, skills, understandings and capacities in science that all students in Australia should have the opportunity to learn. The development of the statements identified what is common amongst State and Territory science curricula, as well as what is essential for all students to learn.

The *Statements of Learning for Science* are organised by year level (years 3, 5, 7 and 9) and are structured around three broadly defined aspects of science curricula that are considered essential and common: Science as a Human Endeavour; Science as a Way to Know; and Science as a Body of Knowledge.

The national *Statements of Learning for Science* are available at the MCEETYA website: http://www.mceetya.edu.au/mceetya/statements_of_learning,22835.html.

Australian Schools Innovation in Science, Technology and Mathematics project

The Australian Schools Innovation in Science, Technology and Mathematics project (ASISTM) was established as the major component of the Australian Government's Boosting Innovation, Science, Technology and Mathematics Teaching programme. The project aims to bring about real and lasting improvements to the teaching of science, technology and mathematics in Australian schools. Project activities enable schools to link with industry,

science organisations, universities and other research bodies to explore ways to encourage a culture of innovation, attract greater numbers of quality students into teaching, improve coordination between primary and secondary school curricula and provide positive role models for students.

Individual school cluster initiatives receive ASISTM funding of \$20,000 to \$80,000 to undertake projects, usually over a single school year. In April 2006, 99 projects were funded in the second round of ASISTM grants, and a further 98 were funded in November 2006. The final round of grants will be awarded in November 2007. Further information on this project is available online at: http://www.asistm.edu.au/asistm/asistm_home,17201.html.

Primary Connections

Primary Connections is an innovative national program linking the teaching of science with the teaching of literacy in Australian primary schools. The program was developed through a partnership between the Australian Academy of Science and the Department of Education, Science and Training and funded as a national project through the Australian Government Quality Teacher programme. The aim of the Primary Connections program is to enhance primary teachers' confidence and competence for teaching science.

In 2006, the pedagogical approach used in the Primary Connections units of work was refined, further resources were developed and the first group of accredited facilitators was trained. Whole-school implementation occurred in trial schools and other self-nominating schools.

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 during 2006.

Further information about the program, its resources and research and evaluation components can be found online at: <http://www.science.org.au/primaryconnections/>.

ICT literacy

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 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.

National overview

In 2000, Australia's education ministers adopted Learning in an Online World: The School Education Action Plan for the Information Economy as a national action plan for the school sector. The plan was developed in recognition of the important role of ICT in providing students with the education they need to meet the challenges of the future.

In 2005, ministers reaffirmed their commitment to the important role of ICT in education by endorsing the revised plan, Contemporary Learning – Learning in an Online World. The plan articulates national priorities, strategic directions and requirements to achieve the national vision of all schools confidently using ICT in everyday practice.

In 2006, the Learning in an Online World – The Leadership Strategy and Content Specifications Framework was endorsed and published by MCEETYA. The Leadership Strategy highlights issues in the development and application of school-based and systemic leadership to support the seamless integration of ICT into twenty-first century learning environments.

Copies of the Learning in an Online World policy and strategy documents are available on the MCEETYA website at: <http://www.mceetya.edu.au/mceetya/publications,11582.html> - Information and communications technologies.

National Assessment Program – ICT literacy years 6 and 10

In requesting that ICT be measured, ministers affirmed the importance of ICT knowledge and skills in improving student learning, increasing students' future economic and social participation, and enhancing their ability to access infrastructure, equipment and services delivered using ICT.

The *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005* represents the findings from the first national assessment of the ICT literacy of Australian school students. The ICT Sample Assessment was conducted in October 2005. A total of 7,393 students in years 6 and 10, from 517 schools across Australia participated in the assessment to measure their ability to use ICT appropriately to:

- access, manage, integrate and evaluate information
- develop new understandings
- communicate with others in order to participate effectively in society.

Results of the assessment show that nationally, 49 per cent of year 6 students achieved the year 6 proficient standard and 61 per cent of year 10 students achieved at or above the year 10 proficient standard. The proficient standard is a 'challenging but reasonable' level of performance that would be expected for a student at that year level. The *National Assessment Program – ICT Literacy Years 6 and 10 Report 2005* is available online at: http://www.mceetya.edu.au/mceetya/nap_ictl_2005_years_6_and_10_report-press_release,22065.html.

Sample school release materials for the 2005 assessment program are also available from the website.

During 2006, preparation for the next cycle of ICT literacy testing commenced with a procurement process for the development and trialing of assessment instruments and the administration, marking and analysis of the national assessment in ICT literacy in 2008. The second sample assessment of years 6 and 10 students in ICT literacy was held between September and November 2008. The assessment was of two hours duration and comprised computer-based tasks.

Statements of Learning – Information and Communication Technologies

In August 2006, ministers approved the national *Statements of Learning for Information and Communication Technologies*. These were developed collaboratively by State, Territory and Australian education authorities.

The statements provide a description of knowledge, skills, understandings and capacities that all students in Australia

should be given the opportunity to learn. The development of the statements involved the identification of what is common among the State and Territory curricula, as well as what is essential for all students to learn.

The *Statements of Learning for Information and Communication Technologies* were structured around organisers of ICT for years 3, 5, 7 and 9. The organisers describe five broad interdependent aspects of ICT:

- Inquiring with ICT
- Creating with ICT
- Communicating with ICT
- Ethics, Issues and ICT
- Operating ICT.

The national *Statements of Learning for Information and Communication Technologies* are available at the MCEETYA website: <http://www.mceetya.edu.au/mceetya/statementsoflearning,22835.html>.

Civics and citizenship education

Monitoring and reporting on Australia's national goals

The National Goals for Schooling in the Twenty-first Century state that students, when they leave school, should 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 comprises knowledge and understanding of Australia's democratic heritage and traditions, national political and legal institution and the shared values of freedom, tolerance, respect, responsibility and inclusion.

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

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

During 2006, national activities designed to assist in achieving the national goals in relation to civics and citizenship included the National Schools Constitutional Convention; the Civics and Citizenship Education Forum; Celebrating Democracy Week and the Every Voice Counts! Student Forum, held in Canberra as part of Celebrating Democracy Week, in the period 18–24 October 2006.

The eleventh National Schools Constitutional Convention was held at the Old Parliament House, Canberra, 29–31 March 2006. One hundred and seventeen senior students, selected from feeder conventions conducted by States and Territories, represented government, independent and Catholic schools from across Australia. The convention provided a national forum for Australian students to address issues arising from the Australian Constitution. The theme for 2006 was ‘Governing Australia: should it be fixed or flexible?’

The 2006 Civics and Citizenship Education Forum was held at the National Museum in Canberra on 1–2 June 2006. Sponsored by the Australian Government Department of Education, Science and Training and organised by the Australian Curriculum Studies Association, the 2006 forum focused on human rights education.

The theme for Celebrating Democracy Week 2006 was ‘Civics and Citizenship for a harmonious democracy’. Primary and secondary schools from all States and Territories, government and the Catholic and independent school sectors designed and implemented activities to celebrate the event, which was held on 18–24 October.

The Every Voice Counts! Student Forum was held in Canberra as part of Celebrating Democracy Week. The forum brought together 32 students from all over Australia to debate topical civics and citizenship education issues and to participate in an intensive three-day program of experiential civics and citizenship education, culminating in a Senate inquiry role-play run by the Parliamentary Education Office. The topic for 2006 was ‘Living harmoniously in our democracy: How young people can influence the future of our democracy’.

Two major related projects to receive Australian Government funding and support during 2006 were the Commonwealth History project and the Values Education programme.

In 2003, the second phase of funding for the Australian Government’s Commonwealth History project (\$2.3 million) was provided to support history education in Australia through to 2006, including support for the National Centre for History Education and professional learning activities in States and Territories. More information about the National Centre and the Commonwealth History project can be found online at: <http://www.hyperhistory.org/>.

The *Values for Australian Schooling Kit* is an integrated package of resources delivered to every school in Australia during June 2006. The print materials from the kit may be downloaded from the Values Education website at: http://www.valueseducation.edu.au/values/val_about_resources,8768.html.

The Australian History Summit, held in Canberra on 17 August 2006, was convened by the Minister for Education, Science and Training, the Hon. Julie Bishop MP. The Minister sought advice from 23 leading Australian historians and educational leaders on ways that the Australian Government could strengthen the place of Australian history in the school curriculum, maintain its integrity and re-establish a structured narrative in the teaching of Australian history throughout primary and secondary schools. The summit participants agreed on a communiqué that provided clear advice on the way forward to strengthen the teaching of Australian history in our schools. The communiqué affirmed the use of a narrative approach, based on a clear, chronological sequence of key events from the arrival of Indigenous Australians through to present times.

Curriculum

In 2006, the national *Statements of Learning for Civics and Citizenship* were approved by ministers. They are the product of a collaborative initiative of Australian education jurisdictions to achieve greater consistency in curricula. The statements detail 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 are organised for years 3, 5, 7 and 9 and are structured around three broadly defined aspects of civics and citizenship curricula that are considered essential and common: Government and Law; Citizenship in a Democracy; and Historical Perspectives.

The *Statements of Learning for Civics and Citizenship* were informed by a number of other publications, including the key performance measures in civics and citizenship education,

which provide the basis for national assessment in civics and citizenship.

The national *Statements of Learning for Civics and Citizenship* are available at the MCEETYA website: <http://www.mceetya.edu.au/mceetya/statementsoflearning,22835.html>.

Performance measures for civics and citizenship education

National Assessment Program

The National Assessment Program – 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, that is, sex, parental education and occupation, language background, geographic location and Indigenous status.

The proficient standards for years 6 and 10 students were developed for the first civics and citizenship assessment in 2004. The proficient standards are intended to describe a level of skill and understanding that represents a challenging level of performance and to give parents, educators and the community a clear picture of the proficiency students are expected to demonstrate by the end of years 6 and 10. The proficient standards will be the main reference point for monitoring civics and citizenship in Australian schools over time.

In response to education ministers' desire 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 enable monitoring of performance across the full range of student ability.

In 2006, work was undertaken to develop, trial and administer the 2007 civics and citizenship test. Test items and their development for 2007 were reviewed, in terms of context and consistency of the assessment domain with curriculum and nationally agreed Statements of Learning and links with the 2004 assessment.

Resources

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

The Australian Government Civics and Citizenship Education website, <http://www.civicsandcitizenship.edu.au/cce/>

The Australian Government Values Education for Australian Schooling website, <http://www.valueseducation.edu.au/values/>

The Victorian Department of Education and Early Childhood Development Civics and Citizenship Domain: Learning and Teaching Support website, <http://www.education.vic.gov.au/studentlearning/teachingresources/civicscitizenship/support.htm>.

The New South Wales Department of Education and Training Discovering Democracy website, <http://www.abc.net.au/civics/democracy/>

The Australian Electoral Commission website, <http://www.aec.gov.au/>, which provides a range of education programs on civics and citizenship and information on the Australian electoral system and history.

Chapter 7

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 published two documents, one on the policy directions underpinning the framework, the other an implementation strategy for the framework. The policy directions publication 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 New Framework for Vocational Education in Schools 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 (AQF) and competencies endorsed in the National Training Framework
- enterprise and vocational learning: enterprise and vocational learning perspectives incorporated into general learning that is appropriate for all years of schooling
- student support services: services that guide and support young people in their transition from compulsory schooling to post-compulsory schooling options and post-school destinations, especially 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 co-operation 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 for Vocational Education in Schools embraces vocational learning, enterprise education and vocational education and training as important components of lifelong learning, and supports young people's transitions through school, and from school to employment and further education and training.

Vocational learning

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 changes that will occur throughout 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 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.

Enterprise education

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 problem-solving skills and exercising initiative and creativity. Enterprise education also encompasses entrepreneurship education, which will become increasingly important in building human capital that contributes to Australia's innovation capability. Entrepreneurship requires confidence, discipline, vision and adaptability.

VET in Schools

Vocational Education and Training (VET) in Schools programs provide credit towards a nationally recognised VET qualification within the AQF, as part of a course of study to gain a senior

secondary certificate. The training that students receive reflects specific industry competency standards delivered by a Registered Training Organisation (RTO) or by a school in partnership with an RTO. A 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 registration status varies greatly among 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:

Structured Work Learning 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 Australian Qualifications Framework VET qualification.

SWL allows students to develop and practise industry competencies in real or simulated workplace settings. A wide range of employers in industry, commerce, government and the community provide opportunities for skills development. 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. Students retain the option to pursue further full-time or part-time vocational training, or undertake 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 the delivery and assessment arrangements are further adjusted to meet the standards of the Australian Quality Training Framework (AQTF).

The New framework for vocational education in schools 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 into 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.

Current trends and issues for the future

Vocational education and training

Student participation and attainment

MCEETYA has established two national key performance measures of student participation and attainment in VET in Schools. Data are collected for all activities that are covered by the MCEETYA definition of VET in Schools, reported at the level of individual student enrolments.

The key indicators for the 2006 school year are:

- 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 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.

Statistics for the 2006 key indicators are reported by the National Centre for Vocational Education Research (NCVER).

Data are 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 measures, the data are compliant with the Australian Vocational Education and Training Management Information Statistical Standard.

In 2006, a total of 171,700 students were enrolled in VET in Schools programs including school-based apprenticeships and traineeships. This represented 33.6 per cent of school students undertaking a senior secondary certificate.

Across Australia, 140,800 VET in Schools students completed at least one VET unit of competency or module in 2006. This represented 27.6 per cent of school students undertaking a senior secondary certificate.

There were 12,900 school-based apprentices and trainees in 2006. This represented 2.5 per cent of the total number of school students undertaking a senior secondary certificate.

The most popular industry areas, according to the NCVER report, *2006 VET in Schools Statistics*, were business and clerical, and tourism and hospitality, which together accounted for 45.6 per cent of all enrolments. Other popular industry areas were sales and personal services, arts, entertainment, sport and recreation, and building and construction.

The NCVER 2006 VET in Schools Statistics report is available on the MCEETYA website: <http://www.mceetya.edu.au/mceetya/publications/11582.html#Vocational%20education%20and%20training>

VET in Schools initiatives

In 2006, all secondary schools in each State and Territory were involved in a wide range of VET in Schools initiatives. These built on strong links with business, industry and RTOs.

New South Wales

The New South Wales Higher School Certificate prioritises high quality, stand-alone VET courses based on national training packages that include mandatory structured workplace learning and are recognised for university entrance.

New South Wales VET in Schools students accessed a wide and expanding range of AQF qualifications, with the majority

of qualifications being at the Certificate II level. In 2007, school-based apprenticeship programs will commence at the AQF Certificate III level.

New South Wales government school regions, Catholic dioceses and the independent school sector operated as RTOs for their schools, with 25 per cent of delivery undertaken by TAFE New South Wales institutes.

During 2006, New South Wales conducted pilot programs in the provision of accredited VET to students prior to year 11. In 2006, the New South Wales Department of Education and Training released the document *Vocational Education and Training in New South Wales Schools – Providing Skills and Opportunities – A Statement of Purpose*, which relates VET in Schools to the broad goals of the New South Wales State Plan.

Victoria

In Victoria, the School Accountability and Improvement Framework was implemented in schools. It defines three broad areas of student outcomes including student learning, student engagement and wellbeing, and student pathways and transitions. Student learning outcomes in the post compulsory years continue to be defined as achievement in the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students undertake VET in Schools (including school-based apprenticeships and traineeships) as part of their VCE or VCAL.

The 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 10,675 in 2005 to 12,326 in 2006, 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 VCE, vocational pathways continue to be strengthened and expanded, with no limit on the number of VET units that may contribute to the satisfactory completion of the VCE.

To increase participation in areas of skills shortages, Victoria extended the range of pre-apprenticeship programs undertaken as part of the VCE or VCAL. These programs are industry-approved VET certificates at Certificate II level that provide students with time credit in a full-time traineeship or apprenticeship after completing school. In 2006, 34

pre-apprenticeship certificates were available in the following industry areas: automotive, engineering studies, furnishing, building and construction, printing and graphic arts, community services and hairdressing.

Queensland

In Queensland, schools delivered VET qualifications that allowed young people to earn credit for the Queensland Certificate of Education. The training sector complemented VET programs delivered by schools by giving students access to higher-level qualifications – Certificate III level and above – and opportunities to develop competencies that lead to these qualifications.

In 2006, Queensland had significant numbers of school-based apprentices/trainees, and the Queensland Skills Plan highlighted strategies to further increase their numbers.

The Queensland Industry School Engagement Strategy included interactions between schools and local community employers, as well as major system-level initiatives. Partnerships were developed for four system-level initiatives: the Aerospace project, the Queensland College of Wine Tourism, the Information and Communication Technologies (ICT) Industry Partnership, and the Queensland Minerals and Energy Academy.

The Queensland College of Wine Tourism facility was designed to enable schooling/training to take place in an industry context and includes a research and development facility. It provides entry level, VET and degree level programs with exits to employment.

South Australia

In South Australia, government schools formed clusters to develop collaborative approaches to designing and delivering VET programs across regions. Apart from joint curriculum development, and liaison with local business and industry, this involved schools developing compatible timetables, sharing teacher training and development programs, and pooling resources. This approach proved to be effective in increasing the diversity of programs offered to students.

During 2006, South Australia provided professional development to career education and generalist teachers in VET Steps – a workplace literacy program that teachers use to develop strong literacy skills in a workplace context.

Western Australia

In Western Australia, completion of SWL as a subject and/or VET Units of Competence as subject equivalents contributed to graduation requirements under the Western Australian Certificate of Education (WACE). New courses of study offered to meet WACE requirements contained, where relevant, the knowledge and skills underpinning embedded VET units of competency.

Students could also enrol in stand-alone VET programs. VET was 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.

In 2006, the School Apprenticeship Link program was initiated and introduced into schools, to support apprenticeship training in a limited range of industry areas.

Tasmania

During 2006, the Tasmanian Secondary Colleges were collectively established as a new RTO, to efficiently administer and manage the quality management system, a compliance requirement of the AQTF. The RTO is governed by a board consisting of the eight Tasmanian Secondary College principals, and is supported by two part-time executive officers and a quality manager in each college.

The Children's Services Professional Partnering project, initiated in 2006, allowed VET in Schools teachers to work with TAFE and industry colleagues on a range of new initiatives to improve professional knowledge and enhance cooperation between these sectors.

In Tasmania, school-based apprenticeships were not common. However, all senior secondary students were able to access VET in Schools programs either at their home school, at another school or college, at a TAFE or through a private RTO.

Northern Territory

In the Northern Territory, successful completion of stand-alone VET programs, or courses that have embedded VET competencies by students in years 10, 11 and 12 contributed towards their senior secondary certificate.

SWL was an essential part of all VET programs delivered in schools. Various providers – Charles Darwin University, private RTOs, the Catholic Education Office, the Northern Territory

Christian Schools Association and school RTOs – delivered a wide variety of VET programs to school students.

In 2006, there was an increase in the number of Work Ready programs offered for students in years 10, 11 and 12. These programs prepare and support students participating in VET programs and school-based apprenticeships and traineeships.

Australian Capital Territory

In the Australian Capital Territory, every senior secondary college operated as an RTO, and high schools offered vocational programs in partnership with colleges. High school and college students also participated in vocational programs at the Canberra Institute of Technology. Vocational courses in high schools and colleges were recognised on year 10 and year 12 certificates.

In 2006, the Australian Capital Territory convened an Australian School-based Apprenticeship Reference Group, with representation from all key stakeholder groups. The purpose of the reference group was to increase the participation of young people in Australian school-based apprenticeships, through enhancing their understanding of the opportunities and benefits of such apprenticeships, in particular with local employers. The reference group also carried out research into stakeholder perceptions of Australian school-based apprenticeships.

Australian Government

The Australian Government established a range of initiatives to facilitate and support VET in Schools pathways under the Career Advice Australia initiative. The initiative offered unpaid structured learning in real and simulated work placements to senior secondary school students undertaking VET in Schools programs. Local Community Partnerships worked cooperatively with education authorities and individual schools to deliver quality SWL programs, that supported young people to develop both technical and employability skills.

The Australian Government offered 500 Australian Vocational Student Prizes of \$2,000 each for students undertaking VET in Schools and school-based apprenticeships as part of their school studies. Of the 2006 Australian Vocational Student Prize winners, 18 were also awarded the Prime Minister's Award for Skills Excellence.

In 2006, Australian Technical Colleges were established in eastern Melbourne, Gladstone, the Gold Coast, northern Tasmania and Port Macquarie. The colleges provided education and training, in partnership with local communities, to meet regional labour market needs. Years 11 and 12 students enrolled in the colleges, combined 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.

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.

Although ministers noted the need to investigate the development of performance indicators in enterprise education, they subsequently agreed that there were no available viable measures currently in use nationally or internationally, and chose not to include an indicator in the MCEETYA Measurement Framework for National Key Performance Measures.

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. 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 be able to demonstrate having learned as a consequence of studying or engaging with the perspective.

Enterprise and vocational learning initiatives

In 2006, schools in all States and Territories continued to participate in a range of local and national enterprise learning

initiatives including Australian Business Week and Young Achievement Australia. The Australian Government initiative, Enterprise Learning for the 21st Century, funded a range of innovative projects to encourage a culture of enterprise and innovation among Australia's young people. In 47 projects across Australia, schools, business, local communities and parents worked in partnership to help young people learn enterprise skills, gain real-life learning experiences and stimulate their creativity and entrepreneurship.

New South Wales

In New South Wales, all years 7 to 10 syllabuses included cross-curriculum content for Work, Employment and Enterprise, so that knowledge, skills and values about work, employment and the workplace were embedded in teaching and learning across all subjects.

New South Wales government schools delivered Work Education as an elective in years 8 to 10 and, in 2006, began a pilot of the Certificate I (Industry) Pathways embedded in the Work Education syllabus.

Victoria

In Victoria, trialing of the Assessment and Reporting of Employability Skills Tool expanded into TAFE and Adult Community Education providers of senior secondary certificates. Consultations began with employer groups across Victoria on the way that reports generated through the use of the tool could assist in student transition into employment. Further work linking the employability skills to key elements of the Victorian Essential Learning Standards was also undertaken.

Queensland

In Queensland, the three Certificates in Work Education were re-accredited to 2011. As a consequence, professional development workshops were conducted across the State for teachers delivering these courses in their schools. The courses were designed to prepare students for the world of work, with an emphasis on providing young people with the generic entry-level employability skills required by industry.

South Australia

In South Australia, the Youth Ambassadors Export scheme continued to operate, with teams of students working together

with host businesses to develop promotional websites. Through this scheme, students developed a range of skills in project management, teamwork and communication.

Western Australia

In Western Australia, enterprise education continued to be promoted as a vehicle to deliver VET in a meaningful context, particularly where there was a lack of industry and/or infrastructure, such as in remote communities.

The Certificate I in Industry Pathways, seen as a key to the engagement of young people in VET through an enterprise or project-based approach, was trialed during 2006.

Tasmania

Tasmanian schools and colleges continued to work in partnership with a variety of businesses and organisations to provide school students with opportunities for authentic learning, such as the well established Student Enterprise Grants Scheme.

In 2006, the Tasmanian Department of Education began to revise the Tasmanian Curriculum Framework. Vocational and applied learning was added to this framework to cover the many technology, enterprise, business and community learning opportunities that exist for years 7 to 10 students, and work continued to link this to literacy and numeracy and the development of highly valued employment skills. The department also began developing a new senior secondary curriculum that focuses on capabilities and includes vocational education in all learning areas.

Northern Territory

In 2006, the Northern Territory Department of Education and Training introduced a new initiative, the Enterprise Grants. These grants provided funding to facilitate and support secondary school projects aimed at developing and implementing enterprise activities to enhance VET and vocational learning. The projects fostered livelihood activities, small enterprise and work opportunities for students in partnership with their communities.

The Northern Territory Youth Business Awards, an annual joint program between the Department of Education and Training, the Department of Business and Employment and the Small Business Association of the Northern Territory, continued to promote the involvement of senior secondary school students in small

business enterprises, and provided opportunities for industry to work with schools in the ongoing development of small business education.

Australian Capital Territory

Throughout 2006, a number of schools in the Australian Capital Territory operated practice firms, as a means of providing authentic learning experiences within the school environment. The Australian Network of Practice Firms, located at the Canberra Institute of Technology, offers an online educational business simulation to support schools, TAFEs, universities and private training organisations in presenting their courses in a realistic work environment.

School students in the Australian Capital Territory are encouraged to use the Work Related Outcomes record to reflect on the skills, personal qualities and capabilities they possess, which potential employers and community organisations see as valuable. Students draw on their wide range of experiences which might include SWL or Vocational Placements, Australian School-based Apprenticeships, work experience, participation in organised sport, community activities and part-time employment.

Australian Government

In 2006, the Australian Government funded two initiatives to support the development of employability skills: the trial 'e-portfolio' project and the Certificate I Pathways qualification. The 'e-portfolio' project trialed an approach, using the my-future website, providing 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, trialed in 2005, continued to focus on employability skills in various industry contexts (manufacturing, transport and agri-food).

The Adopt a School program was implemented by Local Community Partnerships under the Career Advice Australia initiative. The program encouraged businesses to adopt a school in their area, and to engage young people in hands-on learning experiences. Students were given the opportunity to gain real experience, learn about career opportunities and find out about the skills sought by employers. Local businesses gained experience in working with today's young people and were involved in shaping their future workforce.

Career and transition services

Each State and Territory recognised the importance of effective career and transition services, and continued to use the MCEETYA Career and Transition Services Framework as a tool to prepare young people for, and support them in, successful transitions to post-school destinations. This involved providing or supporting services, such as career guidance and information on the changing nature of work and the labour market. Information was also disseminated online, through classroom teaching, careers advice sessions and events such as careers markets.

New South Wales

The New South Wales School to Work program continued to provide high-quality career development initiatives, enabling all teachers to play a key role in delivering vocational and enterprise learning across curriculum areas. The program supported all government students in years 9 to 12 to become active managers of their career and transition plans. The Employment Related Skills Logbook was used by students to collect evidence, develop plans and document their individual learning of employment-related skills, and work-related experiences.

Students in all New South Wales government secondary schools had access to professional, trained careers advisers employed in each school. In addition, teachers appointed as transition advisers, worked closely with careers advisers to support targeted years 9 to 12 students with particular needs in their transition from school to post-school options, as well as strengthening and promoting the links between school, employers and local communities.

Victoria

In Victoria, years 10 to 12 students in government schools had access to the Managed Individual Pathways (MIPs) program to assist them in planning and implementing their education and career pathways, in accordance with their interests and needs. In 2006, following a state-wide review, a MIPs Good Practice Framework, outlining elements of a whole-school approach to pathways planning, was developed and promoted to schools through professional development forums across the State.

A 'Students at Risk' Mapping Tool was also developed and provided to government schools, to identify students who have

characteristics that are known to increase the risk of early school leaving. The tool helps schools monitor, track and evaluate the efficacy of intervention programs.

The Local Learning and Employment Networks continued to play an important role in improving the education, training and employment outcomes of young people, through the creation and further development of sustainable relationships, partnerships and the brokering of initiatives between local education providers, industry and community.

A web-based Careers and Transition Resource was developed in 2006 to provide comprehensive and integrated educational, occupational and labour market information that is accessible by students, career coordinators and teachers, parents and community agencies.

In 2006, the Victorian Minister for Education, The Hon. Lynne Kosky, MP, announced two new professional development initiatives for teachers that will commence in 2007 in government schools. The Career Education Scholarships program and the Industry Placements program both aim to enhance the capacity of careers coordinators/teachers in government schools to provide high-quality and accurate information and assistance to students.

Queensland

In Queensland, year 10 students were the first whole cohort required to develop individual Senior Education and Training Plans (or equivalent), and to open individual learning accounts with the Queensland Studies Authority. Each student was assigned a unique learner identification for the banking of 'credit' points for achievements in subjects and courses (including VET courses) towards the 20 points required for the new Queensland Certificate of Education award.

The Career Information Service, an individualised, online service offering information to help young people and their parents map a pathway to a Queensland Certificate of Education and beyond, became operational in 2006. The service provided students with information on careers, what, where and how to study, writing resumes and a link to online job vacancies. Students could also view their learning accounts to see enrolments and results, and track their progress towards the Queensland Certificate of Education.

South Australia

In South Australia, an electronic individual learning plan was trialed in a number of government secondary schools to complement portfolio approaches. Students investigated and recorded information and decisions they made about preferred learning styles, career development investigations and achievement of employment-related skills. These tools used the Australian Blueprint for Career Development as an organising framework.

In 2006, at least one teacher from every government secondary school trained in the Australian Curriculum Development Studies program.

Western Australia

In Western Australia, the successful cross-sectoral program for improving career education and career development programs for students, funded under the Australian Government Quality Teacher programme, was continued in 2006.

An Employment Directions Network established across Western Australia provided access to information and resources to young people to assist in career guidance and employability development, and helped in making the transition from school to work. Services included career guidance and labour market information, training in employability skills, and referral services.

Tasmania

In Tasmania, the Guaranteeing Futures initiative provided Pathway Planning Officers in every school to support secondary students to prepare for life after year 10. Through this initiative, students were supported to develop individual pathway plans based on their interests, aspirations, circumstances and capabilities. A resource, developed to support students in the pathway planning process, was also distributed to all high schools and district high schools.

The Tasmanian Qualification Authority completed the development of the new Tasmanian Certificate of Education, a qualification that students can acquire two years after completing their compulsory schooling.

In 2006, the Youth Learning Officers network continued to work with young people needing additional support, to manage their transition from year 10 into further education, training or employment.

Northern Territory

In the Northern Territory, careers advisers in secondary schools assisted students in selecting appropriate career and learning pathways. Career advisors were supported by professional learning workshops with input from industry and business. An Industry Day was also organised by the Department of Education and Training and the Chamber of Commerce specifically for career advisors, as well as RTOs and school VET co-ordinators.

The Northern Territory Careers Expos were held in various locations across the Northern Territory and the Northern Territory Training Awards were launched. Try-a-Trade days were also held in Darwin and Alice Springs and the Transition Plan Workshop was delivered to a number of remote schools.

The Department of Education and Training is planning to contract The Smith Family to coordinate a mentoring program for approximately 100 Indigenous students in years 10, 11 and 12 in seven government schools. The program will commence in mid-2007 and will run until the end of 2008.

Australian Capital Territory

In the Australian Capital Territory, all year 9 students in government schools developed Student Pathway Plans. These plans are reviewed regularly from years 9 to 12.

The Australian Capital Territory Training Pathway Guarantee provided 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, employment or training, within 12 months of leaving school.

The Career Education Support Service offered a range of services, including providing support and professional development for career advisers and VET teachers, and administering work experience programs.

The significant restructure of the Australian Capital Territory Department of Education and Training in 2006 resulted in a greater alignment of career and vocational learning programs within high school and college curricula.

Australian Government

The Australian Government maintained a focus on supporting and developing career information services. In partnership

with Local Community Partnerships, a network of 57 Regional Industry Career Advisers across Australia worked to ensure that schools, teachers and young people had access to good-quality, relevant, localised industry career information, advice and resources. Regional Industry Career Advisers maintained relationships with businesses, employers and industry bodies within their service regions, and used these contacts to stay up to date with industry developments, local career opportunities and regional skills needs. A network of National Industry Career Specialists supported the work of the Regional Industry Career Advisers. The ten specialists, each representing a specific industry sector, operated nationally to develop and provide targeted career information, particularly on skills needs and labour markets.

The Career Education Lighthouse Schools project allocated up to \$10,000 to selected schools to develop, deliver, document and disseminate best practices in teaching and learning in career education in Australia. The Australian Government also supported School and Industry Leaders Forums to bring school and industry/business leaders together at a local level to share ideas and discuss better ways of working in partnership to develop locally specific career education programs in schools.

The Australian Government supported the Career Industry Council of Australia to work with member organisations, career practitioners and other stakeholders to develop new professional standards for career development practitioners in Australia. The standards were phased in January 2006 with the expectation that they will be mandatory by 1 January 2012.

During 2006, the Community Services and Health Industry Skills Council developed the competency framework for a new Certificate IV for career development practitioners. The Certificate IV will complement the existing Australian Career Development Studies.

Scholarships to assist school career advisers to gain skills, knowledge and experience through further study or industry placement were introduced in 2006. Twenty-seven Study Scholarships provided \$5,000 towards the cost of tuition for advisers who undertook study, and 27 Industry Placement Scholarships provided \$10,000 for those who went to an industry placement.

The Australian Government Youth Pathways programme offered personalised support to help young people, identified at risk of leaving school, make a successful transition through to the end

of year 12 (or its equivalent) and ultimately to further education, training or employment, and active community participation. The Partnership Outreach Education Model provided an education and personal development program for young people aged 13 to 19 years who were disconnected from mainstream schooling. The model offered flexible, accredited education and training options delivered in supported community settings.

Monitoring and tracking post-school pathways

All jurisdictions are increasingly recognising the importance of effective and efficient monitoring and tracking processes to ensure that all students are supported through their education and successful transition to further study, training and/or employment.

New South Wales

The New South Wales Career Moves survey of year 12 school leavers (conducted by the University of Melbourne) tracked initial post-school destinations and examined student satisfaction with senior schooling and, in particular, with VET in Schools and SWL. The online Student Pathways survey allowed individual students to measure their sense of self-efficacy, and to identify the support needed for career development. An individualised electronic feedback report built into the survey provided students with career planning advice and a basis for quality career counselling by careers advisers.

Victoria

In Victoria, the OnTrack survey identified the further education, training and employment destinations of students who completed year 12 and early school leavers from government and non-government schools, six months after leaving. OnTrack data documented the full range of successful post-school destinations, and informed the planning of programs by schools, TAFE Institutes and the Victorian Department of Education and Early Childhood Development regional offices to achieve improved education and training outcomes for young people aged 15–19 years.

The OnTrack Connect component of the destinations survey offered assistance to school leavers who are not in education, training or employment to re-engage in learning activities. Since

the inception of the OnTrack Connect program, over 8,000 young people have been assisted. The OnTrack five-year longitudinal surveys of school leavers' destinations in 2003, 2004 and 2005 provided a comprehensive picture of post-school transitions and pathways to further education, training and employment and supported further policy development and future planning.

Queensland

The second state-wide survey of the destination of students who completed year 12 in Queensland government and non-government schools was conducted early in 2006. The Next Step survey results showed the initial study and work destinations of young people after completing school. The survey indicated that just over one-third of year 12 graduates left school with a VET qualification, while 5.9 per cent were school-based apprentices or trainees, with the latter more likely to undertake apprenticeships and traineeships after school than other year 12 completers.

Western Australia

In Western Australia, the School Leaver program collected proposed destination and satisfaction information from all years 10, 11 and 12 students in the second half of 2006. The students will be followed up in 2007, and the results from the two surveys analysed and compared in terms of the effectiveness of schools in assisting students into their post-school destinations.

Northern Territory

A school destination survey was trialed in a sample of Northern Territory schools in 2006, and a full study, Down the Track, will be undertaken in 2007.

Looking to the future

The diversity of approaches taken in the States and Territories demonstrates that implementation by schools of the New

framework for vocational education in schools continues to present a range of challenges that become a focus for future attention. 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
- supporting young people to complete apprenticeships and traineeships started at school
- 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 education
- increasing the availability of sufficient quality SWL 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 and expanding vocational learning programs in schools
- 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.

Chapter 8

Indigenous education

Introduction

This chapter reports on future directions in Indigenous education. It also highlights key achievements of Australian States and Territories in 2006 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 outcomes achieved under Indigenous education programme agreements between the Australian Government and education providers.

Future directions in Indigenous education

In late 2006, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) released the report, *Australian Directions in Indigenous Education 2005–2008*. The report is available online at http://www.mceetya.edu.au/verve/_resources/Australian_Directions_in_Indigenous_Education_2005-2008.pdf. The report includes recommendations in five areas where urgent action is needed to improve Indigenous student outcomes:

- early childhood education
- school and community educational partnerships
- school leadership
- quality teaching
- pathways to training, employment and higher education.

The recommendations will guide policy and practice over the quadrennium and beyond.

The report was developed at the request of MCEETYA by the Australian Education Systems Officials Committee (AESOC) Senior Officials Working Party on Indigenous Education, which was chaired by the Director General of the Western Australian Department of Education and Training and comprised

representatives of the Australian Government, States and Territories, the Catholic and independent school sectors and Indigenous consultative bodies. State and Territory Indigenous education consultative bodies, the National Indigenous Council and the Indigenous Higher Education Advisory Council, who all provided valuable input, welcomed the report.

While responsibility for implementing the majority of the report's recommendations rests with individual education systems, MCEETYA established a national reference group in August 2006 to progress recommendations that require a strategic collaborative approach. The reference group will continue its work until the end of 2008.

State and Territory highlights for 2006

States and Territories implemented a range of initiatives to improve Indigenous student outcomes in response to the diversity of teaching and learning contexts within which education systems and schools operate. The following highlights focus on 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 response to a state-wide review of Aboriginal education undertaken in 2004, New South Wales released the *Aboriginal Education and Training Strategy 2006–2008* to focus the work of the department, schools, regions and TAFE institutes on closing the gap between Aboriginal and non-Aboriginal student outcomes. The goal is for Aboriginal student outcomes to match or better those of the broader student population by the year 2012. The State budget for 2006–07 allocated \$65 million to support implementation of the strategy.

Victoria implemented a strategy to support the development of regional Koorie education action plans. The plans have

standard criteria, including the leveraging of existing mainstream programs and funding, the involvement and support of local Koorie communities, accountability requirements and proactive enlistment of non-education service providers at the local level. Victoria's four existing Koorie Open Door Education campuses in Glenroy, Swan Hill, Mildura and Morwell were federated into a single college, the Victorian P–12 College of Koorie Education, to assist the four campuses with pedagogy and culturally appropriate curriculum development, ICT and data collection, evaluation and assessment and administration.

Queensland released the strategy *Bound for Success: Education Strategy for Cape York*. This is aimed at lifting student attendance, achievement and completion rates. Initiatives include expansion of pre-preparatory year services for Indigenous children, a consistent curriculum across the region and increased support services for students who leave their home community to complete secondary school. Under *Bound for Success*, substantial consultation and work were undertaken to advance the concept of a government college on Thursday Island.

In South Australia, the Department of Education and Children's Services Aboriginal Strategy 2005–2010 was led by the department's Aboriginal Strategy and Reconciliation Committee, chaired by the chief executive. The committee comprises all executive directors and monitors and reports progress against strategy targets to the Minister for Education and Children's Services. Aboriginal education accountability requirements are included in the department's executive performance processes.

Western Australia revised its *Aboriginal Education and Training Operational Plan 2005–2008* to incorporate MCEETYA directions into planning at the central, district, school and TAFEWA college level. A steering group of executive directors, chaired by the Director General, was established to ensure that Indigenous education becomes an integral part of core business.

Tasmania remodelled its secondary education facility on Cape Barren Island to a District High School incorporating Cape Barren Island Primary School. Prior to the establishment of the school, students and their families were required to move off the island or access secondary education via distance education. 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.

In 2006, the Northern Territory launched its Indigenous Education Strategic Plan 2006–2009 to provide a framework

of action for improving Indigenous student outcomes. A standing committee was established to drive the framework's implementation. The five major focus areas of the plan are:

- valuing school
- coming to school
- learning and achieving at school
- staying at school
- choosing opportunities after school.

The Australian Capital Territory became more involved in partnerships and collaborative approaches to assist school staff to respond more strategically to the issues affecting Indigenous student outcomes. Recommendations from local and national reports on Indigenous education were taken into account to ensure the effective and appropriate allocation of resources.

School leadership

In New South Wales, the In-class Tuition program requires principals and Aboriginal community members to work in equal partnership to make local decisions to create local solutions. The Priority Schools Action program provided \$16 million to support 74 schools serving communities of highest need to undertake a range of innovative approaches in relation to building organisational capacity, creating professional learning communities and leading through ongoing school improvement. Over 13 per cent of students attending these schools are Aboriginal.

Victoria continued to offer Indigenous staff places in the Masters in School Leadership. The course aims to enhance the capacity of current and potential leaders. Comprehensive mapping and analysis of leadership development programs was undertaken, enabling comparison with those of national and international education jurisdictions to inform the development of new programs.

In Queensland, the Indigenous Education Leadership Institute was officially opened. Led by Dr Chris Sarra, the institute will:

- 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
- nurture and develop stronger Indigenous leadership in communities.

Queensland also expanded its High Achiever Principals Network to ten principals, in recognition of their ongoing work in improving Indigenous student outcomes. The number of Centres of Excellence for Indigenous Education increased from seven to twelve. This scheme recognises schools excelling in practices that allow them to meet or exceed expected targets for Indigenous students.

South Australia offered high-potential Aboriginal employees the opportunity to participate in its Aboriginal Accelerated Leadership program and the Heads Up 21 Development program. The South Australian Centre for Leaders in Education and Organisational Development Services continued to provide leadership induction and development programs to build the capacity of aspiring and current Aboriginal leaders.

Western Australia continued to offer Leading from the Front, an accredited professional development program designed to improve the capacity of principals to provide high-level leadership in Aboriginal education. This is a joint initiative between the Department of Education and Training and the Western Australian Primary Principals' Association. Under the Australian Government's Dare to Lead program, the department has established a state-wide network of 18 action areas for school leaders, with funding and resources provided for professional development. The Dare to Lead coalition welcomes members from all school sectors: 60 per cent of Western Australian government school principals were members in 2006.

Tasmania engaged a full-time coordinator of the Dare to Lead program to support school leadership teams in achieving successful outcomes for Indigenous students. Work progressed on increasing the membership of Tasmanian schools in Dare to Lead, establishing action areas, networking with Aboriginal parent and school bodies, and data collection.

The Northern Territory continued to offer leadership development opportunities: 35 people participated in the Indigenous Leaders Network, developed by the Department of Employment, Education and Training; 20 people participated in the National Indigenous Cadetship program; three people participated

in Kigaruk, the Public Sector Indigenous Men's Leadership Development program and seven participated in Lookrukin, the Public Sector Indigenous Women's Leadership Development program.

The ACT continued to promote and be involved in activities associated with the Australian Principals' Association Professional Development Council, through the Dare to Lead program.

Involvement of Indigenous people

New South Wales released its Aboriginal Human Resource Development Plan 2006–2008, which was developed in partnership with the New South Wales Aboriginal Education Consultative Group Inc., to allow Aboriginal people to develop their capabilities to contribute to changes in the education and training of Aboriginal people. The Aboriginal Education Consultative Group and local Aboriginal community members were included on selection panels for Aboriginal staff and scholars participating in the Teacher Education Scholarship program. Ten schools joined the Schools in Partnership Initiative, which assists schools with significant Aboriginal student populations to build their capacity and strengthen partnerships with communities and other agencies. In the Quality Teaching Indigenous program, Aboriginal community members worked in partnership with school teams to strengthen the focus on Aboriginal cultural knowledge in teaching programs in 19 primary schools and two secondary schools.

Regional Koorie education committees across Victoria continued to support local initiatives to improve the educational outcomes of Koorie learners. These committees comprise representatives from local Aboriginal education consultative groups, the department and schools. Koorie education development officers employed by the department work with committees on targeted initiatives.

Victoria also worked in partnership with the Victorian Aboriginal Education Association Inc., to implement Yalca: a Partnership in Education and Training for the New Millennium, which continued to shape the development and implementation of education and training programs for Koorie students.

The Queensland Indigenous Education Consultative Committee was re-established, with new members and a stronger role.

Regional Indigenous education reference groups were also established, with a membership of Indigenous staff, senior departmental staff and Indigenous community representatives. A Memorandum of Understanding was finalised between the Torres Strait Islanders' Regional Education Council; Torres Strait Regional Authority; Island Coordinating Council; Torres Shire Council; Queensland Department of Employment and Training and the Australian Government Department of Education, Science and Training to drive improvements in education, training and employment outcomes for students in the Torres Strait and Northern Peninsula.

South Australia implemented recommendations of its 2005 review of Yurrekaityarindi, namely, 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 needs.

In Western Australia, professional development for the Walk Right In program was conducted across the State for district Aboriginal education teams, Aboriginal and Islander education officers and school staff to increase the involvement of parents and care-givers in their children's education and school decision-making processes. New guidelines were developed on the operation of Aboriginal education advisory councils, which have been established in each education district to provide strategic advice to district directors. Council chairs met three times throughout the year to present reports and share best practice.

The Northern Territory continued to work on the development and implementation of a Community Engagement program. The Remote Internship project continued to provide opportunities for Charles Darwin University graduates to gain experience living and teaching in remote communities, and planning began on the development of a Parents and Teachers Working Together program to encourage increased collaboration between stakeholders.

In the ACT, an education conference and community meetings provided parents, caregivers and members of Indigenous communities with opportunities to raise and discuss issues that impact on Indigenous student outcomes. Indigenous people continued to be involved with the curriculum renewal process for ACT schools.

Early childhood education

In New South Wales, funding continued to be provided to 11 preschools established in communities with significant Aboriginal populations to improve access to early childhood education and smooth the transition from home to school.

In Victoria, Koorie early childhood field officers continued to provide professional support and assistance to kindergarten staff to develop culturally inclusive programs and identify Aboriginal children not attending kindergarten, to link them to local services and to put strategies in place to respond to access barriers facing Aboriginal families. Koorie preschool assistants continued to be supported by community-based organisations to improve access and participation of Koorie children, by directly assisting in the day-to-day delivery of Koorie inclusive kindergarten programs. Victoria also commenced the In-Home Support program, which provides an integrated model of support aimed at improving outcomes for Aboriginal mothers and their children, by building on a universal platform of early years services, such as maternal and child health.

Queensland prepared new facilities, staffing and resources for the introduction of a non-compulsory preparatory year for all Queensland children in 2007. This initiative will encompass more than 1,400 schools and 29,000 students. It will give students the opportunity to make connections between their experiences at home, kindergarten or childcare and what they do at school. Indigenous children will benefit from this mainstream initiative. In addition, Indigenous community playgroups were established in 15 centres to increase the attendance of Indigenous children in early childhood services and improve their readiness for school. Work began on scoping the provision of years 1–2 across 35 Indigenous communities.

South Australia opened three of twenty proposed early childhood development centres to be established by 2008. These centres will integrate education and childcare, maternal child health and family support services. A number of these will have an explicit Aboriginal focus. The broader range of services relevant to young children and families, combined with positive engagement with Indigenous families before children reach preschool age, provided a boost in preschool attendance.

Western Australia continued to support Aboriginal kindergartens in locations across the State. Aboriginal kindergartens provide

education programs for 3–4-year-old Aboriginal children that are inclusive of their culture, language and learning styles.

Tasmania continued to implement the state-wide Aboriginal Early Years program, with Aboriginal early years officers supporting Aboriginal parents in preparing their children from birth to five years for formal education. The program provides a strong focus on early literacy and numeracy development and the transition from home to formal schooling. Work also commenced on the development of an operational model for the trial of mobile preschool programs.

The Northern Territory continued to operate mobile early childhood services at 10 to 15 remote sites, funded by the Australian Government Department of Families, Children's Services and Indigenous Affairs. A preschool program for 3–5-year-old children formed part of this service. The Northern Territory also continued to implement an Age of Entry Policy trial to help develop quality early years practice, through the provision of additional resources in schools. An increased number of remote schools took part in the trial.

The ACT continued to provide access to preschool education in 82 government preschools and five Koorie preschools: Indigenous enrolments rose from 87 to 125 by the commencement of Term 3. Indigenous home–school liaison officers engaged in a range of activities with parents and caregivers to promote the value of early childhood education. Agreement was reached with the ACT Indigenous Education Consultative Body to undertake a research project focusing on the acquisition of English language in the early years of schooling.

School participation

New South Wales awarded \$1,000 scholarships to 160 Aboriginal students in years 9–12 to encourage them to remain and succeed at school. Funding of \$4.596 million was allocated to the Youth Excel program over four years to provide student learning centres, mentoring, and links to employment and higher education. The program operates in nine high schools with significant issues in early school disengagement and helps 900 students aged 13–18 to improve their educational outcomes. An additional \$6.8 million was used to support 200 schools participating in the Country Areas program, which is designed to redress the effects of geographic isolation on the learning outcomes of Aboriginal students. Under the Priority Schools

program, \$20.2 million was allocated to 574 schools serving the highest concentrations of students from low socioeconomic status families. Over 11 per cent of students attending these schools are Aboriginal. Funding is used to develop programs to improve participation, literacy and numeracy.

Victoria began a survey of schools with a high concentration of enrolled Koorie students to identify factors that influence attendance and engagement. Schools with 20 or more Koorie enrolments were provided with funding support to design initiatives to support attendance. The department also funded a Koorie student project to create a video that explored the social, economic and cultural pressures on Koorie youth. The project was designed to increase Koorie student confidence and engagement and their awareness of the impact of positive and negative decision-making.

Queensland implemented a number of initiatives to promote school participation. A series of zone conventions were held across the State as a prelude to the National Schools Constitutional Convention. In 2006, the number of conventions held specifically for Indigenous students was expanded to three, and resulted in five Indigenous students being selected to join the Queensland delegation to the National Schools Constitutional Convention.

The Transition Support Service continued to provide assistance to Indigenous students who need to move away from their remote Cape York communities to access secondary education and to encourage them to complete year 12. The service was expanded to provide support to over 200 students across 30 schools.

On 1 January 2006, changes under Education and Training Reforms for the Future came into effect and the school leaving age was raised to 16 years, or completion of year 10. A compulsory participation phase was also introduced, requiring students to attend school for a further two years until they complete a Senior Certificate, Australian Qualifications Framework (AQF) Certificate III or IV, or reach 17 years of age.

South Australia focused on participation through improved attendance, retention and achievement. Strategies implemented under the Department of Education and Children's Services Aboriginal Strategy 2005–2010 included the collection of specific Aboriginal student data on performance, attendance and exclusion/suspension, which were used by districts to support a case management approach with Aboriginal students. Protocols were developed for Aboriginal student attendance and

enrolment across sites, which allowed for temporary placements, and training was provided to districts for dissemination to sites. Monitoring and tracking of Aboriginal students was also introduced through data sharing between the department and the Senior Secondary Assessment Board of South Australia, to provide support to Aboriginal students completing their South Australian Certificate of Education.

In 2006, Western Australia raised the school leaving age to 16 years of age. This resulted in the provision of additional programs to engage young people in education and training and/or employment combinations, particularly in rural and remote locations, where options are often limited. Early indications suggest that these programs have served to significantly increase Indigenous school retention rates. An Attendance Strategy was launched to assist schools to make better use of their attendance data and design strategies that promote school attendance.

Tasmania continued to deliver the Connecting Community, Country and Culture program to provide Aboriginal students with affirmation of their culture and confidence within the wider community 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, shell stringing, spear making and the construction of kelp water carriers. In 2006, support materials based on mutton birding were developed to assist teachers to integrate Aboriginal perspectives into the curriculum.

The Northern Territory implemented a number of initiatives to increase school participation. These included the following:

- developing an Enrolment and Attendance Strategic Action Framework to improve coordination and effort by the department, schools and communities
- launching the Middle Years three-year plan to restructure schools
- investing, through the Building Better Schools program, in collaborative trial sites and specialist teachers to support face-to-face secondary teaching in remote schools
- introducing new learning software for the Schools of the Air
- commissioning and launching a full-time interactive distance learning studio at the Katherine School of the Air to enable all three distance education schools to simultaneously

broadcast interactive distance learning lessons.

English literacy and numeracy

New South Wales released the State Literacy Plan 2006–2008 and the State Numeracy Plan 2006–2008 to guide the work of the department, schools and regions in improving the literacy and numeracy of all students. Both plans recognise and address the learning needs of Aboriginal students. New South Wales also trialed the National Accelerated Literacy Program in targeted schools, delivering associated training to classroom teachers and regional consultant ‘buddies’. The Kids Excel program allocated \$7 million over four years to support literacy, numeracy and attendance initiatives in five schools, and the Count Me In Too Indigenous program was delivered. This is a professional development project with strong community involvement that provides teaching activities to identify and build upon students’ numeracy knowledge.

Victoria established literacy improvement teams to provide intensive assistance and professional development to strengthen the literacy skills of teachers in schools where there were a number of students not achieving expected literacy outcomes at years 3 to 8. A number of teams were specifically targeted to support teachers of Koorie students. Victoria also implemented the Yachad Accelerated Learning program at four schools in the Shepparton area to raise the literacy and self-esteem of Koorie students who had not reached the expected levels of achievement.

Queensland released Literacy—the Key to Learning Framework for Action 2006–08, which details practical steps to ensure all students are provided with the best opportunity to gain the necessary literacy skills and standards required to succeed in school and beyond. Fifteen literacy regional managers were appointed across the State to assist in the delivery of associated professional development for all teachers and teacher aides from preparatory to year 9: the first phase of professional development was delivered to early years teacher aides. A diagnostic tool was developed for teachers working with Indigenous students in far-north Queensland. This will be of particular benefit to students who transfer between schools.

South Australia delivered the National Accelerated Literacy Program in 30 schools and provided English as a Second Language (ESL) general support allocations to schools to support assessment and intervention strategies using ESL

Scope and Scales. The allocations support strategies for Aboriginal ESL learners. The Premier's Reading Challenge focused on increasing the number of Aboriginal participants through strategies such as targeting Aboriginal schools and individual students and books by Aboriginal authors, particularly with Aboriginal themes.

Western Australia delivered the Aboriginal Literacy Strategy in all remote community schools. Professional learning is provided to staff to ensure consistent and sustained delivery of this highly structured strategy, regardless of constantly changing personnel. Aboriginal education specialist teachers provided professional leadership to teachers in 41 schools across the State to improve the literacy and numeracy outcomes of Aboriginal students in years 3–7 who were at educational risk. Other specialist teachers employed under the Getting it Right Literacy and Numeracy Strategy assisted in diagnosing the needs of underachieving students and supporting classroom teachers in the planning and implementation of effective teaching and learning programs. The Indigenous Tutorial Assistance Scheme (ITAS) provided supplementary in-school tuition in literacy and/or numeracy for students in years 4, 6 and 8 who did not meet the benchmarks in years 3, 5 and 7.

Tasmania continued to deliver ITAS in-school tuition to all Indigenous students in years 4, 6 and 8 who failed, or were at risk of failing, to reach national literacy and numeracy benchmarks. Tuition is provided by registered teachers, who receive professional development in literacy and numeracy intervention strategies.

The Northern Territory delivered the National Accelerated Literacy program in 50 schools. The program is at varying phases of implementation across the schools, from the first phase, in which school-based coordinators and key teachers commence training, through to the fourth phase, at which the school is self-managing. The program is continuing to raise literacy levels throughout the Northern Territory, especially amongst Indigenous students. The Australian Government Indigenous Education Programme (IEP) funded the Professional Development for Accelerated Literacy Educators project, which commenced in 2006. The project links Indigenous educators with officers who have expertise in online learning and ICT and aims to develop and trial professional development activities to enhance support provided by Indigenous teachers and educators in classrooms.

In the ACT, Indigenous literacy and numeracy consultants continued to work with targeted year 4 students and their

teachers to improve outcomes for those students in 2007 testing. Support was provided to all staff in targeted schools to extend their capacity to meet the needs of Indigenous students, and professional development was provided to teachers to assist with the development of culturally inclusive English literacy and numeracy programs.

Pathways to training, employment or higher education

New South Wales provided a variety of options to encourage Aboriginal students to undertake vocational education and training (VET). These included Higher School Certificate VET courses as well as programs offered by TAFE NSW that provide Aboriginal students in years 9 and 10 with hands-on experience in fields such as hospitality, construction, metals and engineering, nursing and retail. TAFE NSW also provides 'taster' programs for 15–19-year-old Aboriginal senior secondary students who might be considering a trade, or who want to re-engage with education.

In Victoria, two main senior secondary certificates 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 (VCAL) is an accredited secondary certificate that provides a hands-on option for students in years 11 and 12 for pathways to TAFE, apprenticeships and employment. Students can undertake VET in Schools vocational programs as part of their VCE or VCAL: these programs also provide credit towards a nationally recognised VET qualification within the AQF. The number of Koorie students enrolled in vocational subjects has increased markedly in comparison to non-Koorie students.

Over \$14 million is provided to Victorian government schools annually under the Managed Individual Pathways Initiative, which ensures that all students 15 years of age and over are provided with individual plans and associated support to enable a successful transition through the post-compulsory years to continued education, training or full-time employment. Additional support is provided to students at risk of disengaging or failing to make a successful transition. A Students at Risk Mapping Tool allows schools to identify these students and to map and evaluate the success of interventions. Among the risk factors explored by the tool is Koorie or Torres Strait Islander

background status. The tool is being trialled in a small number of schools in 2006, prior to full implementation in 2007.

In 2006, the Academy of Sport, Health and Education received \$2.7 million over four years to support the development and provision of education and training programs for Koorie students in the region of greater Shepparton. Additional key support was provided by the University of Melbourne, which provides physical facilities and some administrative support, and Goulburn Ovens TAFE, which delivers training.

Queensland began work on the development of Queensland Academies, which will accelerate learning opportunities for Queensland's best and brightest year 10 to year 12 students, providing a pathway for future careers in maths, science and technology, and the creative arts. Preliminary work began on mapping scholarship schemes available to Indigenous students. Fourteen Pearl Duncan teaching scholarships were awarded to Indigenous year 12 graduates to enable them to complete their education degree in readiness for commencing teaching with Education Queensland.

In South Australia, the department consulted with the Senior Secondary Assessment Board of South Australia to share data to support Aboriginal students at risk of not completing the South Australian Certificate of Education. This resulted in closer monitoring of students and the implementation of a case management process to meet individual student needs. South Australia has also developed a number of secondary sites with significant Indigenous student enrolments as Centres of Excellence that provide students with access to relevant VET experiences. These include the Part-Time Employment program in the northern suburbs, which engages 14- to 17-year-old Aboriginal students in AQF Certificate I in Job Skills as a pathway to part-time employment in retail stores over the December–January holiday period.

In Western Australia, the Follow the Dream Tertiary Aspirations Strategy continued to operate in 25 learning centres in metropolitan and country locations. The strategy promotes working partnerships with industry as well as cross-agency and community collaboration to support the academic achievement and retention of high-performing Indigenous students. It won the Premiers' Public Sector Management Award 2006 (Regional Development Category). Indigenous students interested in a career in a trade or technical field will benefit from a commitment of \$9.7 million by the Western Australian government over three years to increase the number

of Indigenous apprenticeships and traineeships. The funding will provide work-readiness programs, increased pastoral care and support and incentives to small businesses employing Indigenous apprentices or trainees. The Aboriginal School-based Traineeship program will be expanded to increase commencements over the next three years and promoted to the resource sector in the Pilbara region.

In the Northern Territory, the Building Better Schools program initiatives provided increased funding and the expansion and improved delivery of VET programs, particularly in remote Indigenous schools. This included the development of a Pathways Mentorship program, to ensure that every Indigenous year 12 graduate from a remote community develops a plan to assist their transition from school to work and/or further education. Of 933 students completing their Northern Territory Certificate of Education in 2006, 126 (14 per cent) identified as Indigenous. The Indigenous completion rate for the Northern Territory Certificate of Education was 85 per cent, compared to 89 per cent for non-Indigenous students. This was the highest number of Indigenous Northern Territory Certificate of Education recipients in any year and represented an increase of 20 (19 per cent) on 2005.

The ACT continued its focus on providing training and employment opportunities for Indigenous people in New Apprenticeships and in group training schemes through skill centres. Indigenous students in senior years of schooling continued to access a combination of school and VET programs. The number of Indigenous trainees and apprentices increased from 2005.

Quality teaching

In New South Wales, in-class tutors provided advice about the nature of students' engagement in class and helped teachers to make connections among the three dimensions of the New South Wales Quality Teaching Framework: Intellectual Quality, Quality Learning Environment and Significance. An enhanced training program, supported by scholarships, was developed to prepare teacher education students for teaching and living in communities with significant Aboriginal student enrolments. The program, offered by four universities, included advanced training in Aboriginal education and cultural issues, mentoring by Aboriginal community members and an intensive internship. The program was supported by targeted recruitment of graduates

interested in teaching in schools with significant Aboriginal student enrolments.

In Victoria, Koorie education development officers provided ongoing advice to government schools and professional learning to teachers and other staff on local Indigenous history, culture and identity. A workshop on Indigenous studies and perspectives was held for all teaching staff during Reconciliation Week to inspire participants to renew their commitment to reconciliation in the classroom and to the teaching of Indigenous studies.

Queensland delivered cross-cultural awareness workshops to staff across the State using the package *Crossing Cultures: It's Everyone's Business*. More than 40 Indigenous teachers from the Torres Strait district participated in a workshop on Professional Standards for Teachers with participants using the framework to support their practices as educators and as members of a learning community.

South Australia renewed its focus on implementing the Australian Government's What Works program from both district and State perspectives. What Works provides proven strategies for improving Indigenous student outcomes in literacy and numeracy.

Western Australia improved incentives available under the Remote Teaching Service to ensure that quality principals and teachers are attracted to, and retained, in remote locations. It also introduced an Assessment for Improvement program, which provides professional learning support directly to schools to assist them in collecting, analysing and using student performance data to support student learning. An Assessment Literacy Initiative, which forms part of this program, provides consultancy, resources and professional learning support for staff involved in a range of programs, including those that specifically target Indigenous students.

Tasmania continued to support teachers through the provision of professional learning workshops on the following topics: pedagogical guidelines for ITAS teachers, holistic planning and teaching framework for cultural understandings and Aboriginal cross-cultural awareness. Resources on Aboriginal Studies were readily available to teachers through the Aboriginal Education Resource Centre.

The Northern Territory implemented the Teaching and Learning Framework to improve the quality of teaching practice for

educational leaders and classroom practitioners. Targeted groups included senior secondary school Indigenous girls and students at risk in literacy and numeracy. Professional development was provided across a range of areas including the establishment of professional learning communities, especially in remote and regional schools, and the preparation of teachers for the implementation of middle years schooling in 2007. A new pre-service teacher education course was developed at Batchelor Institute of Indigenous Tertiary Education and Charles Darwin University to support teachers to develop strategies to explicitly teach Indigenous students and to adopt appropriate pedagogical approaches.

The ACT provided teachers with opportunities to learn more about Indigenous students and the issues that may affect their learning. The Teachers of Indigenous Students Network continued to meet throughout 2006 to discuss and share strategies for working successfully with Indigenous students.

Curricula

New South Wales developed new culturally inclusive teaching approaches in English, science, language, Aboriginal studies and mathematics as well as transition programs for preschool children in literacy, numeracy and social skills. Funding of \$100,000 was provided to support Aboriginal languages programs in years K–12 in 25 schools. Culturally inclusive materials were developed to facilitate the effective teaching of key learning areas in years K–6.

Victoria introduced the Victorian Essential Learning Standards, which incorporates Indigenous studies into all aspects of the curriculum. Work commenced on the curriculum resource *Making History in Victorian Classrooms*.

Queensland released *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools*. This publication will help students to:

- develop respect for different cultural values and beliefs
- appreciate the importance of Aboriginal and Torres Strait Islander cultures as part of the Australian heritage
- understand the impact of European settlement and government policies on Aboriginal and Torres Strait Islander people

- value contributions made by Indigenous Australians
- recognise and counter prejudice and racism
- be aware of and empathise with the natural environment of Australia.

In South Australia, support was given to urban, rural and remote schools in designing relevant and engaging curricula for Aboriginal young students at risk of leaving school early. This support improved student engagement, retention and completion rates.

Western Australia developed the online resource *Aboriginal Perspectives Across the Curriculum* with input from districts to ensure the inclusion of locally produced, culturally relevant resources for all areas of the State. The website, <http://www.det.wa.edu.au/education/abled/apac/index.html>, includes lesson plans for all learning areas and provides general information and links to other relevant websites.

Tasmania continued to incorporate Aboriginal perspectives into the curriculum through a series of scope and sequence units and support materials exploring cultural practices, identity and contemporary perspectives on history.

The Northern Territory provided ongoing support and implementation of the Indigenous language and culture component of the NT Curriculum Framework. The framework explicitly includes Indigenous perspectives across the curriculum and an Indigenous studies element within the Studies of Society and Environment learning area.

Indigenous employment in the education sector

New South Wales released its *Aboriginal Human Resource Development Plan 2006–2008*, which provides strategies for increased recruitment, participation and retention of Aboriginal employees. Some key strategies include:

- increasing the number of Aboriginal teaching scholarships from 30 to 60
- including Aboriginality as an essential criterion for identified administrative and support staff positions in schools with significant Aboriginal student enrolments
- providing orientation workshops for newly appointed Aboriginal teachers and school administrative staff

- providing Aboriginal cultural education programs for principals and school executives
- providing training and network support for new Aboriginal staff members and their mentors.

Queensland undertook a project titled 'Strengthening Support for Indigenous Students' to define workforce capability requirements to achieve improvements in Indigenous student outcomes, understand the extent to which existing Indigenous education positions deliver this capability and recommend transitional arrangements to achieve the required capability.

South Australia continued to develop and implement strategies to meet Aboriginal employment targets as identified in the Department of Education and Children's Services *Aboriginal Strategy 2005–2010*. This included initiatives to recruit Aboriginal people into all occupations and professions across the education sector and particularly into teaching careers. Leadership pathways for Aboriginal people remained a departmental priority, along with conversion to permanency of the positions of Aboriginal teachers and Aboriginal education workers.

Victoria continued to implement *Wur-cum barra*, the Victorian Public Sector Indigenous Employment Strategy. The department's *Wur-cum barra Implementation Plan* 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. During Reconciliation Week, the department launched a DVD to highlight the importance of reconciliation and celebrate the perspectives of Indigenous employees.

Partnerships across governments

In New South Wales, shared responsibility agreements developed as part of the *Murdi Paaki COAG Trial* commit Australian Government and 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 key educational priorities of the *Murdi Paaki* region. At the end of 2006, 17 shared responsibility agreements had been signed. Three have a specific focus on improving educational outcomes for Aboriginal students in the *Murdi Paaki* region.

Victoria continued to support the operation of the Shepparton COAG Trial Site at the central and regional levels and through its membership of the Steering Committee. The site's Education Pathways Strategy continued in 2006 and supported implementation of the Be Deadly and Cool: Stay at School attendance kit.

Queensland led the development of a whole-government response plan for Indigenous children aged 7–14. It also developed a Health Food and Drinks Supply Strategy for schools, to be mandatory from 1 January 2007, to address the obesity challenge. The State Library of Queensland established a number of new Indigenous Knowledge Centres with links to school libraries and the capability to provide after-school hours library services. A number of State agencies commenced work with the Cape York Institute for Policy and Leadership on its welfare reform project, which includes options that link welfare payments to school attendance.

In South Australia, the Department's Statement of Directions 2005–2010 fostered the development of strategic relationships across the government and non-government sectors to improve the integration of service delivery. As part of this commitment, Child Health and Education Support Services (a collaboration between the department, Families South Australia, the South Australian Children's Care and Education Forum, and families and communities) sought to support learning, health and wellbeing through the improved coordination of services for children and students with physical and psychological health care needs.

Western Australia participated in the development of an education, training and lifelong learning framework between the Western Australian government, the Australian Government and the Ngaanyatjarra Council, which was signed in October 2006. The aim of the agreement is to facilitate:

- early childhood development, growth and transition to schooling
- school engagement and performance
- a positive secondary education experience and transition to adulthood
- functional and resilient families.

The department also worked closely with mining companies on the development and implementation of education and training

projects negotiated under regional partnership agreements to improve the literacy, numeracy and work-readiness skills of Indigenous youth and adults. The Western Australian government endorsed two agreements in 2006 for Port Hedland and the East Kimberley.

The Northern Territory continued to support the Wadeye COAG Trial Site to improve education delivery. Preliminary work commenced on the development of joint partnership agreements and Memoranda of Understanding with the Department of Health and Community Services, to improve child protection and health care in remote Indigenous communities. The Northern Territory also participated in an interagency taskforce on child sexual assault and contributed to the implementation of the Indigenous Employment and Economic Development Schedule of the Overarching Agreement on Indigenous Affairs, between the Australian Government and the Northern Territory Government. A Memorandum of Understanding was established between Charles Darwin University and Batchelor Institute of Indigenous Tertiary Education, to enrich Indigenous tertiary education in the Northern Territory.

The ACT worked with the Booderee National Park, Wreck Bay Aboriginal Community, HMAS Cresswell and Jervis Bay Village, to offer the Junior Ranger program and provide opportunities for students to learn about their local areas and local Indigenous cultures. Interagency partnerships were formed to improve the integration of services for Indigenous young people and their families, and the collaboration with Aboriginal Community Health continued, to conduct audiometric tests with Indigenous students and develop follow-up activities for students, their teachers and parents or care-givers.

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. 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, a significant restructure of Australian Government programs for Indigenous education was announced. For the 2005–08 funding quadrennium, greater emphasis and funding was redirected to initiatives that had been demonstrated to work and towards Indigenous students of greatest disadvantage: those in remote areas of the country. To improve outcomes for Indigenous students in the 2005–08 quadrennium, Australian Government expenditure is targeted through two main programs: the IEP and ABSTUDY, together with a number of smaller programs. The elements of the IEP 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 educational decision-making
- professional development for staff
- 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 2006 can be found in the National Report to Parliament on Indigenous Education and Training, 2006, which is available online at http://www.dest.gov.au/sectors/indigenous_education/publications_resources/.

Literacy and numeracy

Indigenous students' results in the 2006 national benchmark testing for years 3, 5 and 7 reading, writing and numeracy were lower than those of their non-Indigenous peers. Table 8.1 provides the results for Indigenous and all students in these three areas for the period 2003–06.

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 annual changes usually fall within the 95 per cent confidence interval range.

Table 8.1 Year 3, 5 and 7 benchmark results^(a) in reading, writing and numeracy, Indigenous and all students, Australia, 2003–06 (per cent)

	Year 3				Year 5				Year 7			
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
Reading												
Indigenous students	78.8 ±6.9	82.9 ±3.6	78.0 ±4.3	79.7 ±4.3	67.7 ±4.1	69.4 ±3.8	62.8 ±4.1	66.3 ±4.4	66.4 ±3.1	71.0 ±2.8	63.8 ±2.9	63.2 ±3.0
All students	92.4 ±1.7	93.0 ±1.5	92.7 ±1.6	93.0 ±1.7	89.0 ±1.5	88.7 ±1.6	87.5 ±1.8	88.4 ±1.6	89.4 ±0.9	91.0 ±0.7	89.8 ±0.8	89.2 ±0.8
Writing												
Indigenous students	75.2 ±4.1	76.8 ±4.3	74.0 ±4.7	77.9 ±3.8	79.6 ±3.8	81.7 ±3.5	74.3 ±4.3	77.0 ±4.0	74.4 ±4.4	78.8 ±3.8	72.3 ±4.3	73.8 ±3.9
All students	92.2 ±1.5	92.9 ±1.5	92.8 ±1.6	93.9 ±1.3	94.1 ±1.1	94.2 ±1.1	93.3 ±1.3	93.8 ±1.3	92.1 ±1.7	93.6 ±1.3	92.2 ±1.5	92.4 ±1.5
Numeracy												
Indigenous students	80.5 ±3.7	79.2 ±4.1	80.4 ±3.8	76.2 ±4.3	67.6 ±3.9	69.4 ±3.9	66.5 ±3.9	66.0 ±3.8	49.3 ±2.9	51.9 ±2.8	48.8 ±2.9	47.5 ±2.9
All students	94.2 ±1.1	93.7 ±1.2	94.1 ±1.1	93.0 ±1.4	90.8 ±1.2	91.2 ±1.2	90.8 ±1.3	90.3 ±1.3	81.3 ±0.8	82.1 ±0.8	81.8 ±0.9	79.7 ±1.1

(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, 2003–06

The Indigenous scores in 2006 were better than the 2005 scores on five of the nine benchmarks, and in six of the nine cases the gaps between Indigenous and all students' outcomes reduced between the two years. With up to eight years of data now available, the overall 2006 results are not encouraging. There is little evidence of any substantive change or improvement in the results.

While the benchmarks are set independently for each year level, there is evidence of a decline in numeracy achievement in the middle years. This is particularly pronounced for year 7 and for Indigenous students. Less than half (47.5 per cent) of Indigenous students met the year 7 benchmark in 2006.

Retention and grade progression

Grade progression rates

National grade progression rates for Indigenous and non-Indigenous students for the period 1999–2006 are shown in Table 8.2, together with a comparison of the gaps between Indigenous and non-Indigenous rates. On two of the four secondary transition points, the 2006 results for Indigenous students are the best ever.

Table 8.2 Indigenous apparent grade progression ratios^(a) and the percentage point gap between these and non-Indigenous ratios, Australia, 1999–2006 (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
2006	97.8	2.3	92.1	6.9	76.7	13.4	64.4	21.6

(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, 1999–2006

The year 8 to year 9 rate in 2006 of 97.8 per cent was a slight reduction on the 2005 result of 98.4 per cent. Above-average results occurred in Queensland (100.2 per cent), Western Australia (100.1 per cent) and Victoria (99.7 per cent) while there were falls in the rates in the Northern Territory and South Australia.

The year 9 to year 10 rate in 2006 of 92.1 per cent and a gap of 6.9 percentage points are the best results yet on both measures. The main improvements occurred in Western Australia, where the rate improved from 94.7 per cent in 2005 to 101.2 per cent in 2006, and in Queensland, where the rate increased to 97.9 per cent, up from 93.6 per cent in 2005. Because of the relatively large numbers of students involved in both States, these movements have had a considerable overall effect on the national rate. On the other hand, although it appears that a substantial decrease occurred in the Northern Territory, where the rate dropped from 103.4 per cent to 82.3 per cent, this was due to a process change in 2006, where previously ungraded students were allocated to grades, resulting in a spike in progression rates that year and a consequent drop

in the following year (which is more reflective of the ongoing progression rate).

The year 10 to year 11 rate in 2006 of 76.7 per cent is the best result ever and continues the steady progress from 67.6 per cent in 2001. The overall decrease in the gap between Indigenous and non-Indigenous outcomes in 2006 (13.4 percentage points) is also the best result yet. A significant improvement occurred in Western Australia where changes to the school leaving age in 2006 have had a considerable effect on enrolment levels and retention rates for both Indigenous and non-Indigenous students. In 2006, there was an increase of 350 Indigenous year 11 students, which saw the year 10 to year 11 ratio in Western Australia increase from 68 per cent in 2005, to 82 per cent. In government schools, the increase in Indigenous participation was even more dramatic, increasing from 63 per cent to 83 per cent.

The year 11 to year 12 rates and gaps for 2006 were almost identical to those for the previous two years. Between 2005 and 2006, there was little movement in the rate in any of the

States or Territories, with three rising marginally and five falling marginally, except for the ACT, where the rate fell to 72.2 per cent, down from 89.1 per cent in 2005.

Apparent retention rates

Comparative Indigenous and non-Indigenous apparent retention rates are a useful measure for monitoring the level of Indigenous educational disadvantage. Table 8.3 shows the national apparent retention rates of Indigenous and non-Indigenous students from early secondary school to years 10, 11 and 12 and from year 10 to year 12 over the period, 1999–2006.

The data show that during the period 2001–06 there was gradual improvement in all four apparent retention rates so that, in 2006, all four were at their highest point ever. In 2006, the year 10 rate increased by three percentage points and the year 11 rate increased by over five percentage points. Additionally, the

year 12 rate reached 40 per cent for the first time, the best result in any one year since national rates have been available.

The major improvements occurred in Western Australia and Queensland where, in both cases, all four rates increased. The ACT results were above the national averages on all four indicators but the numbers of Indigenous students were small and subsequently, had little effect on national rates. All States and Territories reported record numbers of students in their senior years of schooling in 2006.

The national year 10 rate rose largely as a result of increases in Queensland. However, Victoria, Western Australia and New South Wales all recorded improvements of three or more percentage points. The New South Wales result was its best since 1998 and included an improvement by Indigenous male students from 77 per cent in 2005 to 83 per cent in 2006. Every State and Territory improved its year 11 rate in 2006, and most achieved their best ever result.

Table 8.3 Comparative apparent Indigenous and non-Indigenous retention rates^{(a)(b)(c)}, Australia, 1999–2006 (per cent)

	1999	2000	2001	2002	2003	2004	2005	2006
Year 10								
Indigenous	82.0	83.0	85.7	86.4	87.2	85.8	88.3	91.3
Non-Indigenous	97.9	98.0	98.4	98.5	98.9	98.5	98.6	98.9
Gap (percentage points)	15.9	15.0	12.7	12.1	11.7	12.7	10.3	7.6
Year 11								
Indigenous	56.0	53.6	56.1	58.9	61.4	61.1	62.3	67.7
Non-Indigenous	86.4	86.2	87.6	88.7	89.5	89.0	88.3	88.9
Gap (percentage points)	30.4	32.6	31.5	29.8	28.1	27.9	26.0	21.2
Year 12								
Indigenous	34.7	36.4	35.7	38.0	39.1	39.8	39.5	40.1
Non-Indigenous	73.2	73.3	74.5	76.3	76.5	76.9	76.6	76.0
Gap (percentage points)	38.5	36.9	38.8	38.3	37.4	37.1	37.1	35.9
Year 10–Year 12								
Indigenous	43.1	43.8	43.6	45.8	45.7	46.0	45.3	46.7
Non-Indigenous	75.0	75.2	76.2	77.8	77.7	78.1	77.5	77.1
Gap (percentage points)	31.9	31.4	32.6	32.0	32.0	32.1	32.2	30.4

(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, 1999–2006

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. Because the progress of a cohort of students is reported over two years, the impact of factors such as interstate migration is reduced and the rate can be seen as a more reliable measure than the longer-term rates. Table 8.4 shows the apparent retention rate from year 10 to year 12, by State and Territory and nationally for 2006.

The national Indigenous rate improved by 3.6 percentage points during the period 1999–2006, and the gap between Indigenous and non-Indigenous outcomes reduced by 1.5 percentage points. The 2006 rates varied from previous years with South Australia, Queensland and Western Australia indicating reductions in the gaps while Victoria, Tasmania and the Australian Capital Territory reported increases (see Table 8.4).

Attendance

It is widely acknowledged that consistent school attendance is essential for educational success and that the high incidence of absenteeism among Indigenous students leads to lower standards of academic achievement, including low levels of English language and literacy skills. Under the IEP reporting arrangements for the 2005–08 quadrennium, all government and Catholic education systems report average attendance rates.

Government primary schools

Indigenous average attendance rates in government primary schools were very similar to those of 2005, with rates ranging from 69 per cent to 92 per cent, with a median rate of 86 per cent (compared to a non-Indigenous median of 93 per cent). As in 2005, there were also large discrepancies between Indigenous and non-Indigenous rates within these government systems, with the differences ranging from 2 to 23 percentage points.

Table 8.4 Apparent retention rate from year 10 to year 12^{(a)(b)(c)(d)} for Indigenous and non-Indigenous students, by State/Territory, 2006 (per cent)

State/Territory	Indigenous students	Non-Indigenous students	Gap in 2004 (percentage points)	Gap in 2005 (percentage points)	Gap in 2006 (percentage points)
New South Wales	37.7	73.9	36.3	36.2	36.2
Victoria	47.4	82.3	38.5	27.0	34.9
Queensland	60.2	79.5	21.0	23.3	19.3
South Australia	45.7	73.4	28.0	32.9	27.7
Western Australia	34.6	73.4	44.4	43.8	38.8
Tasmania	37.5	66.9	23.0	24.0	29.8
Northern Territory	58.8	70.9	32.7	9.0	12.1
Australian Capital Territory	60.0	89.3	14.0	22.3	29.3
Australia	46.7	77.1	32.1	32.2	30.4

- (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, 2004–06, and Australian Bureau of Statistics, Cat. No. 4221.0, Schools Australia, 2004–06

Catholic systemic primary schools

The attendance rates for Catholic systemic primary schools were slightly higher for 2006 than for 2005. Overall rates ranged from 82 per cent to 93 per cent, with a median rate of 90 per cent (compared to a non-Indigenous median of 94 per cent), while the differences between Indigenous and non-Indigenous rates ranged from 2 to 13 percentage points.

Government secondary schools

The 2006 Indigenous attendance rates in government secondary schools were also similar to the 2005 rates. As in 2005, they ranged from 64 per cent to 89 per cent. However, the median rate of 79 per cent in 2006 was up on the 2005 median of 74 per cent. Similarly, the gaps between Indigenous and non-Indigenous rates that were evident in 2005 were also present, with the differences ranging from 6 percentage points to 22 percentage points. The non-Indigenous median was close to 90 per cent.

Catholic systemic secondary schools

Indigenous attendance rates in Catholic systemic secondary schools ranged from 87 per cent to 97 per cent, with a median of 89 per cent, which was not far below the non-Indigenous median of 94 per cent. In most of the eight Catholic systems, there was little difference between Indigenous and non-Indigenous outcomes.

Senior secondary school outcomes

A key indicator in the IEP performance framework is the outcomes achieved by Indigenous year 12 students, which is expressed by the following measure: the number of year 12 certificate completers as a proportion of those who were enrolled in year 11 in the previous year (that is, at the time of the school census in August).

The national picture shows that between 2001 and 2006, the proportion of Indigenous students who achieved a year 12

certificate decreased from 51 per cent to 45 per cent. At the same time, the non-Indigenous rate increased from 80 per cent in 2001 to 86 per cent in 2006 and the gap grew from 29 to 41 percentage points.

Tasmania and New South Wales had the best results in 2006, both in terms of the rate of success for Indigenous students (65 per cent and 63 per cent, respectively) and in the gap between Indigenous and non-Indigenous outcomes (12 percentage points and 30 percentage points).

The Queensland rate of 51 per cent represented a five percentage point fall on the 2005 results, and an increase in the gap. Differences in the recording of Indigenous identification across administrative systems may have contributed to this change. Similarly, the Western Australia rate fell from 36 per cent to 28 per cent, while the Northern Territory rate (19 per cent) remained steady. Large falls in the rates occurred in ACT, from 70 per cent to 46 per cent (although the number of students was small and subject to variation) and Victoria (from 55 per cent to 46 per cent).

In 2006, about one-third (32 per cent) of Indigenous students attending government schools undertook a year 11 to 12 course aimed at gaining university entrance, compared to 78 per cent of non-Indigenous students. Of these Indigenous students, only 11 per cent attained a Universities Admission Index (UAI) score that would gain them university entrance, compared to 47 per cent of non-Indigenous students. While being under-represented in 'academic' courses, Indigenous students were more likely to be participating in VET in Schools activities. Some 30 per cent of Indigenous students gained a VET certificate while at school, compared to 25 per cent of non-Indigenous students. In addition, more than half of Indigenous students (54 per cent) gained a VET Statement of Attainment.

Indigenous employment in schools

Previous editions of the National Report 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 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 was introduced for 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, while in others it has resulted in increased numbers of Indigenous staff.

For reasons indicated above, there were significant increases in the reported number of Indigenous employees in government systems in 2005 and again in 2006. Between 2005 and 2006 the total number of Indigenous employees working in government schools increased by a significant 547 people or 14.2 per cent, and since 2004, the total has increased by 21.5 per cent. There were large increases in the numbers of Indigenous staff reported by the State education systems in New South Wales (an increase of 157 staff over 2005), Queensland (147), Western Australia (124) and South Australia (100).

Most of the growth was in the Administrative and Clerical staff category, which increased by 344 people, or 15 per cent. However, the number of teachers also increased significantly by 190, or 13 per cent.

In Catholic systemic schools, there had been a stable situation in the total number of Indigenous staff during the period 2002–05, but in 2006 there was a sharp increase of 60 employees, or 11 per cent over the 2005 results. A record 608 Indigenous people were employed in 2006, although as a proportion of all employees, the rate remained steady at 0.88 per cent.

A key area of IEP employment statistics is the employment of Aboriginal and Torres Strait Islander Education Workers (AIEWs). Table 8.6 shows that following a ‘flat’ period in 2002–04, there was a sharp increase in the number of AIEWs employed in the government systems in 2005, followed by another sharp increase of 11 per cent (175 positions) in 2006. The main contributing factors were an increase over 2005 of 105 AIEWs, or 60 per cent in the South Australian Department and 64 positions, or an increase of 14 per cent in the New South Wales system. In the Catholic systems, the number of AIEWs peaked in 2004, declined sharply in 2005 and stayed there in 2006. A substantial fall of 34 employees in the Western Australian system in 2006 was matched by moderate increases in the New South Wales and Queensland systems.

Table 8.5 Number of Indigenous staff employed in government and Catholic systemic schools, by employment category, Australia, 2002–06

Government schools	2002	2003	2004	2005	2006	% change 2005–06
Indigenous teaching staff	1,350	1,473	1,493	1,459	1,649	13.0
Indigenous specialist support staff(a)	448	557	512	128	141	10.2
Indigenous administrative and clerical staff(b)	1,441	1,477	1,613	2,261	2,605	15.2
Total Indigenous employees	3,239	3,507	3,618	3,848	4,395	14.2
Catholic systemic schools						
Indigenous teaching staff	66	72	73	106	110	3.8
Indigenous specialist support staff	163	182	185	43	44	2.3
Indigenous administrative and clerical staff	306	298	304	399	454	13.8
Total Indigenous employees	535	552	562	548	608	10.9

(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 8.6 Number of Aboriginal and Torres Strait Islander Education Workers (AIEWs) employed in government and Catholic systemic schools^(a), Australia, 2002–06

	2002	2003	2004	2005	2006	% change 2002–06
Government systems(b)	1,441	1,435	1,459	1,570	1,745	11.1
Catholic systems	477	495	523	461	463	0.4
Total AIEWs	1,918	1,930	1,982	2,031	2,208	8.7

(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: 2002–06

Table 8.7 Number of AIEWs undertaking professional development leading to formal qualifications, by government/ Catholic sector, Australia, 2002–06

	2002	2003	2004	2005	2006
Government sector					
Degree	67	106	143	146	281
Diploma	75	93	80	165	66
Certificate	345	357	369	235	227
Other qualifications				35	70
Sub-total	487	556	592	581(a)	644(a)
Catholic sector					
Degree	85	80	82	114	111
Diploma	66	77	82	59	74
Certificate	103	95	83	92	108
Other qualifications				34	38
Sub-total	254	252	247	299	331
Total government and Catholic	741	808	839	880	975

(a) does not include data on partially completed qualifications for 2005 and 2006 from the Queensland Department of Education and the Arts and the South Australian Department of Education and Children's Services.

Source: Australian Government DEST, IEP performance reports, 2002–06

Professional development

IEP performance indicators in the area of professional development measure 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 is advantageous both for AIEWs and the students with whom they work. Table 8.7 shows a sharp 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, almost doubling in one year.

From 2005, education providers also reported on the number of AIEWs who had achieved, or were studying for, other qualifications.

Achievement of IEP targets

Eligible education and training providers in receipt of IEP funding have an Indigenous Education Agreement with the Australian Government 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 only possible to report on the achievement of targets from the government systems in this report. The 2006 results show that 37 per cent of total targets were achieved, while in a further 21 per cent of cases, the targets were not met but there was improvement made on the 2005 result.

More detailed information on Indigenous education in 2006, including information covering Indigenous involvement in schooling and culturally inclusive curriculum, is available in the National Report to Parliament on Indigenous Education and Training, 2006. This report was tabled in the Australian Parliament by the Hon. Julia Gillard, Minister for Education, Employment and Workplace Relations, in 2008.

Statistical annex

Schools and students

Population

Table 1 Estimated resident population by age group, by State and Territory, 2006

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total ^(a)
NSW	419,143	889,961	458,434	932,308	992,568	993,132	865,929	1,276,219	6,827,694
Vic.	311,755	649,655	339,951	713,191	757,192	741,913	642,996	935,013	5,091,666
Qld	258,643	557,923	284,088	565,542	587,697	590,263	516,663	692,625	4,053,444
SA	88,725	195,038	103,019	202,118	210,084	229,373	208,826	317,473	1,554,656
WA	128,008	276,341	146,554	285,024	300,079	307,940	267,975	338,963	2,050,884
Tas.	30,341	65,977	34,184	58,388	62,205	72,027	67,774	98,052	488,948
NT	17,746	32,928	15,211	33,868	35,386	30,909	23,656	16,984	206,688
ACT	20,583	41,847	23,713	54,681	49,787	48,286	43,331	46,589	328,817
Total 2006^(a)	1,275,165	2,710,160	1,405,419	2,845,393	2,995,355	3,014,289	2,637,534	3,722,173	20,605,488

(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, 2006

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
2006	1,275,165	2,710,160	1,405,419	2,845,393	2,995,355	3,014,289	2,637,534	3,722,173	20,605,488
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, 2006 and earlier publications

Schools

Table 3 Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2006

	Government	Non-government			All schools	
		Catholic	Independent	Total	Total	Per cent ^(a)
New South Wales						
Primary	1,644	419	89	508	2,152	22.4
Secondary	370	126	26	152	522	5.4
Combined prim/sec	67	32	188	220	287	3.0
Special	106	7	25	32	138	1.4
Total	2,187	584	328	912	3,099	32.2
Victoria						
Primary	1,211	378	53	431	1,642	17.1
Secondary	263	84	21	105	368	3.8
Combined prim/sec	53	15	126	141	194	2.0
Special	78	7	10	17	95	1.0
Total	1,605	484	210	694	2,299	23.9
Queensland						
Primary	961	195	44	239	1,200	12.5
Secondary	181	71	14	85	266	2.8
Combined prim/sec	89	22	112	134	223	2.3
Special	47	—	3	3	50	0.5
Total	1,278	288	173	461	1,739	18.1
South Australia						
Primary	434	72	40	112	546	5.7
Secondary	73	12	9	21	94	1.0
Other ^(b)	97	22	46	68	165	1.7
Total	604	106	95	201	805	8.4
Western Australia						
Primary	504	111	42	153	657	6.8
Secondary	98	27	13	40	138	1.4
Other ^(b)	169	21	82	103	272	2.8
Total	771	159	137	296	1,067	11.1
Tasmania						
Primary	140	25	4	29	169	1.8
Secondary	39	5	3	8	47	0.5
Other ^(b)	32	7	23	30	62	0.6
Total	211	37	30	67	278	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	21	np	np	5	26	0.3
Other ^(b)	8	np	np	12	20	0.2
Total	95	30	14	44	139	1.4
Australia						
Primary	5,042	1,231	285	1,516	6,558	68.2
Secondary	1,056	332	90	422	1,478	15.4
Combined prim/sec	468	123	590	713	1,181	12.3
Special	336	17	42	59	395	4.1
Total all schools						
2006	6,902	1,703	1,007	2,710	9,612	100.0
2001	6,941	1,697	957	2,654	9,595	100.0
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*, 2006

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			2006		
	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	70.0	20.1	9.8
Junior secondary ^(e)	69.0	21.2	9.8	65.1	22.8	12.1	63.4	23.0	13.6
Senior secondary	64.7	23.2	12.1	62.9	23.9	13.2	59.8	24.4	15.8
Total secondary	67.9	21.7	10.4	64.5	23.1	12.4	62.5	23.4	14.2
Total	71.3	20.5	8.1	68.7	21.2	10.1	66.7	21.6	11.8
Victoria									
Primary	69.7	23.2	7.1	69.4	22.4	8.2	68.9	21.7	9.3
Junior secondary ^(e)	63.4	22.0	14.6	61.9	22.0	16.1	60.4	22.3	17.4
Senior secondary	60.6	21.9	17.5	59.2	22.1	18.7	57.5	22.1	20.4
Total secondary	62.6	22.0	15.4	61.1	22.0	16.9	59.5	22.2	18.3
Total	66.6	22.7	10.7	65.8	22.2	12.0	64.6	22.0	13.4
Queensland									
Primary	77.2	15.7	7.1	75.8	15.4	8.8	73.2	16.3	10.5
Junior secondary ^(e)	66.5	18.0	15.5	65.1	18.1	16.8	64.7	18.1	17.2
Senior secondary	63.4	19.1	17.5	62.3	19.3	18.4	61.4	19.1	19.4
Total secondary	65.5	18.4	16.1	64.1	18.5	17.3	63.6	18.5	18.0
Total	72.6	16.8	10.7	71.2	16.6	12.1	69.3	17.2	13.5
South Australia									
Primary	74.8	15.0	10.2	71.7	16.3	12.0	68.1	17.7	14.2
Junior secondary ^(e)	68.6	17.0	14.4	66.7	17.8	15.5	63.0	19.2	17.7
Senior secondary	63.3	18.8	17.9	61.8	19.3	18.9	61.0	19.0	20.0
Total secondary	66.9	17.6	15.5	65.0	18.3	16.7	62.3	19.2	18.6
Total	72.1	15.9	12.0	69.3	17.0	13.7	65.9	18.3	15.9
Western Australia									
Primary	77.1	16.1	6.7	74.4	16.8	8.8	71.6	17.3	11.1
Junior secondary ^(e)	67.7	18.5	13.8	64.7	18.8	16.4	60.5	19.9	19.6
Senior secondary	65.5	18.8	15.7	63.3	19.5	17.2	59.9	19.8	20.2
Total secondary	67.0	18.6	14.4	64.3	19.1	16.7	60.3	19.9	19.8
Total	73.2	17.1	9.7	70.3	17.7	12.0	67.2	18.3	14.5
Tasmania									
Primary	76.5	15.9	7.6	77.7	14.8	7.6	76.1	15.8	8.1
Junior secondary ^(e)	72.6	15.5	11.9	70.6	17.0	12.5	68.5	18.0	13.5
Senior secondary	70.6	16.3	13.1	72.6	15.2	12.2	71.7	14.8	13.5
Total secondary	72.2	15.7	12.2	71.2	16.4	12.4	69.4	17.1	13.5
Total	74.6	15.8	9.6	74.9	15.5	9.7	73.1	16.4	10.5
Northern Territory									
Primary	80.5	14.0	5.5	80.2	13.4	6.3	79.0	11.7	9.3
Junior secondary ^(e)	71.1	13.3	15.7	67.9	15.2	16.9	65.6	13.4	20.9
Senior secondary	77.9	9.9	12.2	77.1	9.3	13.6	81.0	8.7	10.3
Total secondary	72.7	12.5	14.8	70.3	13.7	16.1	70.4	12.0	17.6
Total	78.2	13.5	8.3	77.2	13.5	9.3	76.1	11.8	12.1
Australian Capital Territory									
Primary	68.1	26.0	5.9	66.0	26.9	7.1	61.9	28.1	10.0
Junior secondary ^(e)	58.0	29.6	12.4	55.0	31.5	13.6	52.4	31.6	16.0
Senior secondary	69.4	20.7	9.9	66.6	23.7	9.8	62.6	25.5	12.0
Total secondary	61.7	26.7	11.6	58.7	29.0	12.3	55.6	29.7	14.7
Total	65.1	26.3	8.5	62.6	27.8	9.5	58.9	28.9	12.3
Australia									
Primary	74.0	18.9	7.1	72.4	18.9	8.7	70.5	19.1	10.3
Junior secondary ^(e)	66.9	20.3	12.8	64.3	21.1	14.6	62.5	21.4	16.1
Senior secondary	63.7	21.0	15.3	62.2	21.3	16.4	60.2	21.5	18.3
Total secondary	66.0	20.5	13.5	63.7	21.2	15.1	61.8	21.4	16.8
Total	70.7	19.6	9.7	68.8	19.9	11.4	66.8	20.1	13.1

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*, 2006 (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, 2006

	Primary ^(b)	Junior secondary ^{(d)(e)}	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	434,366	227,331	78,718	306,049	740,415
Victoria	312,967	161,554	63,125	224,679	537,646
Queensland	288,780	111,765	56,195	167,960	456,739
South Australia	106,831	38,537	21,453	59,991	166,822
Western Australia	149,968	52,663	28,228	80,891	230,859
Tasmania	34,841	18,704	7,432	26,135	60,977
Northern Territory	19,920	5,799	3,244	9,043	28,963
Australian Capital Territory	19,210	10,226	5,672	15,898	35,108
Australia	1,366,882	626,578	264,067	890,645	2,257,527
<i>Males</i>	707,023	325,452	126,851	452,303	1,159,326
<i>Females</i>	659,859	301,126	137,216	438,342	1,098,201
Catholic					
New South Wales	124,958	82,334	32,147	114,481	239,438
Victoria	98,759	59,582	24,328	83,910	182,669
Queensland	64,396	31,280	17,472	48,752	113,148
South Australia	27,781	11,772	6,678	18,450	46,230
Western Australia	36,129	17,334	9,345	26,679	62,808
Tasmania	7,226	4,922	1,533	6,455	13,681
Northern Territory	2,948	1,187	350	1,537	4,485
Australian Capital Territory	8,725	6,180	2,308	8,488	17,213
Australia	370,921	214,590	94,161	308,751	679,673
<i>Males</i>	187,749	107,276	44,921	152,197	339,946
<i>Females</i>	183,173	107,314	49,240	156,554	339,727
Independent					
New South Wales	61,005	48,724	20,734	69,458	130,463
Victoria	42,385	46,527	22,400	68,928	111,312
Queensland	41,585	29,626	17,787	47,412	88,997
South Australia	22,296	10,847	7,023	17,870	40,166
Western Australia	23,235	17,032	9,538	26,570	49,804
Tasmania	3,694	3,688	1,396	5,084	8,778
Northern Territory	2,351	1,848	411	2,259	4,611
Australian Capital Territory	3,115	3,125	1,084	4,209	7,324
Australia	199,665	161,417	80,373	241,790	441,455
<i>Males</i>	100,717	80,776	39,233	120,009	220,726
<i>Females</i>	98,948	80,641	41,140	121,781	220,729
Total non-government					
New South Wales	185,963	131,057	52,882	183,939	369,902
Victoria	141,144	106,109	46,728	152,837	293,981
Queensland	105,981	60,906	35,259	96,165	202,145
South Australia	50,077	22,618	13,702	36,320	86,397
Western Australia	59,364	34,366	18,883	53,249	112,612
Tasmania	10,920	8,610	2,929	11,539	22,459
Northern Territory	5,299	3,035	761	3,796	9,096
Australian Capital Territory	11,840	9,305	3,392	12,697	24,537
Australia	570,587	376,007	174,534	550,541	1,121,128
<i>Males</i>	288,466	188,052	84,154	272,206	560,672
<i>Females</i>	282,121	187,955	90,380	278,335	560,456
All schools					
New South Wales	620,329	358,388	131,600	489,988	1,110,317
Victoria	454,111	267,663	109,853	377,516	831,627
Queensland	394,760	172,670	91,454	264,124	658,884
South Australia	156,908	61,156	35,155	96,311	253,218
Western Australia	209,332	87,029	47,110	134,139	343,471
Tasmania	45,762	27,314	10,361	37,674	83,436
Northern Territory	25,219	8,834	4,005	12,839	38,058
Australian Capital Territory	31,050	19,531	9,064	28,595	59,645
Australia	1,937,469	1,002,585	438,601	1,441,186	3,378,655
<i>Males</i>	995,489	513,504	211,005	724,509	1,719,998
<i>Females</i>	941,980	489,081	227,597	716,677	1,658,657

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*, 2006 (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, 2006 (per cent)

	% of State/ Territory ^(d)			% of Australia ^(e)		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales						
Primary	89.3	8.5	2.2	25.3	2.4	0.6
Junior secondary ^(f)	88.7	8.4	3.0	30.5	2.9	1.0
Senior secondary	86.0	11.2	2.8	17.9	2.3	0.6
Total secondary	88.3	8.8	2.9	27.8	2.8	0.9
Total	88.9	8.6	2.5	26.2	2.5	0.7
Victoria						
Primary	91.4	7.1	1.6	5.0	0.4	0.1
Junior secondary ^(f)	85.3	10.1	4.7	5.6	0.7	0.3
Senior secondary	82.8	11.3	5.9	4.1	0.6	0.3
Total secondary	84.8	10.3	4.9	5.3	0.6	0.3
Total	88.8	8.3	2.8	5.1	0.5	0.2
Queensland						
Primary	90.4	6.0	3.6	25.7	1.7	1.0
Junior secondary ^(f)	81.3	10.1	8.7	21.1	2.6	2.2
Senior secondary	76.5	12.4	11.1	27.1	4.4	3.9
Total secondary	80.0	10.7	9.3	22.4	3.0	2.6
Total	86.7	7.7	5.6	24.5	2.2	1.6
South Australia						
Primary	89.9	4.6	5.6	5.5	0.3	0.3
Junior secondary ^(f)	89.7	6.0	4.2	4.2	0.3	0.2
Senior secondary	87.9	7.9	4.2	5.2	0.5	0.2
Total secondary	89.3	6.5	4.2	4.4	0.3	0.2
Total	89.7	5.2	5.1	5.1	0.3	0.3
Western Australia						
Primary	84.6	10.4	5.0	13.9	1.7	0.8
Junior secondary ^(f)	81.7	9.4	9.0	11.3	1.3	1.2
Senior secondary	79.6	11.1	9.3	13.4	1.9	1.6
Total secondary	81.1	9.8	9.1	11.7	1.4	1.3
Total	83.5	10.2	6.3	13.1	1.6	1.0
Tasmania						
Primary	88.2	9.9	2.0	2.9	0.3	0.1
Junior secondary ^(f)	88.0	9.1	2.9	4.1	0.4	0.1
Senior secondary	90.4	7.4	2.2	3.8	0.3	0.1
Total secondary	88.5	8.8	2.7	4.0	0.4	0.1
Total	88.3	9.4	2.3	3.3	0.3	0.1
Northern Territory						
Primary	87.6	9.0	3.3	9.9	1.0	0.4
Junior secondary ^(f)	66.5	10.3	23.2	6.0	0.9	2.1
Senior secondary	80.6	9.9	9.6	8.7	1.1	1.0
Total secondary	70.1	10.2	19.8	6.6	1.0	1.9
Total	82.1	9.4	8.5	8.7	1.0	0.9
Australian Capital Territory						
Primary	82.0	15.7	2.3	0.6	0.1	0.1
Junior secondary ^(f)	72.9	21.5	5.6	0.6	0.2	0.1
Senior secondary	84.3	15.7	0.0	0.8	0.2	0.1
Total secondary	75.6	20.1	4.3	0.7	0.2	0.1
Total	79.4	17.4	3.1	0.6	0.1	0.1
Australia						
Primary	88.7	8.0	3.3	100.0	100.0	100.0
Junior secondary ^(f)	83.5	9.3	7.3	100.0	100.0	100.0
Senior secondary	81.1	11.2	7.7	100.0	100.0	100.0
Total secondary	82.9	9.7	7.4	100.0	100.0	100.0
Total	86.7	8.6	4.8	100.0	100.0	100.0

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*, 2006 (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, 2006

	Primary	Junior secondary ^{(b)(c)}	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	23,059	11,916	1,949	13,865	36,924
Victoria	4,558	2,206	447	2,653	7,211
Queensland	23,365	8,238	2,954	11,192	34,558
South Australia	5,001	1,653	565	2,218	7,219
Western Australia	12,648	4,394	1,456	5,850	18,498
Tasmania	2,604	1,606	415	2,022	4,626
Northern Territory	8,978	2,326	947	3,273	12,251
Australian Capital Territory	559	248	91	339	898
Australia	80,771	32,587	8,824	41,411	122,182
<i>Males</i>	41,577	16,934	4,149	21,082	62,659
<i>Females</i>	39,194	15,653	4,676	20,329	59,523
Catholic					
New South Wales	2,203	1,123	253	1,376	3,579
Victoria	353	260	61	321	674
Queensland	1,552	1,023	479	1,502	3,054
South Australia	255	111	51	162	417
Western Australia	1,552	505	203	708	2,260
Tasmania	291	166	34	200	491
Northern Territory	927	359	116	475	1,402
Australian Capital Territory	107	73	17	90	197
Australia	7,240	3,620	1,214	4,834	12,074
<i>Males</i>	3,511	1,819	657	2,476	5,987
<i>Females</i>	3,729	1,801	557	2,358	6,087
Independent					
New South Wales	556	399	63	462	1,018
Victoria	78	121	32	153	231
Queensland	941	877	427	1,304	2,245
South Australia	309	78	27	105	414
Western Australia	742	482	171	653	1,395
Tasmania	59	52	10	62	121
Northern Territory	341	811	113	924	1,265
Australian Capital Territory	16	19	0	19	35
Australia	3,042	2,839	843	3,682	6,724
<i>Males</i>	1,523	1,355	389	1,744	3,268
<i>Females</i>	1,519	1,484	453	1,938	3,457
Total non-government					
New South Wales	2,759	1,522	316	1,838	4,597
Victoria	431	381	93	474	905
Queensland	2,493	1,900	906	2,806	5,299
South Australia	564	189	78	267	831
Western Australia	2,294	987	374	1,361	3,655
Tasmania	350	218	44	262	612
Northern Territory	1,268	1,170	229	1,399	2,667
Australian Capital Territory	123	92	17	109	232
Australia	10,282	6,459	2,057	8,516	18,798
<i>Males</i>	5,034	3,174	1,046	4,220	9,255
<i>Females</i>	5,248	3,285	1,010	4,296	9,544
All schools					
New South Wales	25,818	13,438	2,265	15,703	41,521
Victoria	4,989	2,587	540	3,127	8,116
Queensland	25,858	10,138	3,860	13,998	39,857
South Australia	5,564	1,842	643	2,486	8,050
Western Australia	14,942	5,381	1,830	7,211	22,153
Tasmania	2,954	1,824	459	2,284	5,238
Northern Territory	10,246	3,496	1,176	4,672	14,918
Australian Capital Territory	682	340	108	448	1,130
Australia	91,053	39,046	10,881	49,927	140,981
<i>Males</i>	46,611	20,108	5,195	25,303	71,914
<i>Females</i>	44,442	18,939	5,686	24,625	69,067

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*, 2006 (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	1,366	570	1,936	882	551	1,433	2,248	1,120	3,369
2007 ^(a)	1,379	584	1,963	887	561	1,448	2,267	1,145	3,411
2008 ^(a)	1,369	586	1,955	887	572	1,459	2,257	1,157	3,414
2009 ^(a)	1,371	593	1,964	884	581	1,465	2,255	1,174	3,429
2010 ^(a)	1,383	601	1,984	872	587	1,458	2,255	1,188	3,443
2011 ^(a)	1,393	609	2,002	866	597	1,463	2,259	1,205	3,465
2012 ^(a)	1,401	614	2,015	863	607	1,470	2,264	1,221	3,485
2013 ^(a)	1,409	617	2,025	860	619	1,479	2,269	1,236	3,504
2014 ^(a)	1,417	620	2,037	859	629	1,489	2,277	1,249	3,526
2015 ^(a)	1,445	631	2,077	845	628	1,473	2,291	1,260	3,550
2016 ^(a)	1,453	635	2,088	843	634	1,476	2,296	1,269	3,565

(a) Figures for 2007 and beyond are projections based on 2005 and 2004 actual enrolments and the maintenance of 2005–2006 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 Department of Education, Science and Training (DEST)

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, 2006

	Primary	Junior secondary ^{(b)(c)}	Senior secondary yr 11–12	Total secondary	Total
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New South Wales	23,059	11,916	1,949	13,865	36,924
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Western Australia	12,648	4,394	1,456	5,850	18,498
Tasmania	2,604	1,606	415	2,022	4,626
Northern Territory	8,978	2,326	947	3,273	12,251
Australian Capital Territory	559	248	91	339	898
Australia	80,771	32,587	8,824	41,411	122,182
<i>Males</i>	41,577	16,934	4,149	21,082	62,659
<i>Females</i>	39,194	15,653	4,676	20,329	59,523
Catholic					
New South Wales	2,203	1,123	253	1,376	3,579
Victoria	353	260	61	321	674
Queensland	1,552	1,023	479	1,502	3,054
South Australia	255	111	51	162	417
Western Australia	1,552	505	203	708	2,260
Tasmania	291	166	34	200	491
Northern Territory	927	359	116	475	1,402
Australian Capital Territory	107	73	17	90	197
Australia	7,240	3,620	1,214	4,834	12,074
<i>Males</i>	3,511	1,819	657	2,476	5,987
<i>Females</i>	3,729	1,801	557	2,358	6,087
Independent					
New South Wales	556	399	63	462	1,018
Victoria	78	121	32	153	231
Queensland	941	877	427	1,304	2,245
South Australia	309	78	27	105	414
Western Australia	742	482	171	653	1,395
Tasmania	59	52	10	62	121
Northern Territory	341	811	113	924	1,265
Australian Capital Territory	16	19	0	19	35
Australia	3,042	2,839	843	3,682	6,724
<i>Males</i>	1,523	1,355	389	1,744	3,268
<i>Females</i>	1,519	1,484	453	1,938	3,457
Total non-government					
New South Wales	2,759	1,522	316	1,838	4,597
Victoria	431	381	93	474	905
Queensland	2,493	1,900	906	2,806	5,299
South Australia	564	189	78	267	831
Western Australia	2,294	987	374	1,361	3,655
Tasmania	350	218	44	262	612
Northern Territory	1,268	1,170	229	1,399	2,667
Australian Capital Territory	123	92	17	109	232
Australia	10,282	6,459	2,057	8,516	18,798
<i>Males</i>	5,034	3,174	1,046	4,220	9,255
<i>Females</i>	5,248	3,285	1,010	4,296	9,544
All schools					
New South Wales	25,818	13,438	2,265	15,703	41,521
Victoria	4,989	2,587	540	3,127	8,116
Queensland	25,858	10,138	3,860	13,998	39,857
South Australia	5,564	1,842	643	2,486	8,050
Western Australia	14,942	5,381	1,830	7,211	22,153
Tasmania	2,954	1,824	459	2,284	5,238
Northern Territory	10,246	3,496	1,176	4,672	14,918
Australian Capital Territory	682	340	108	448	1,130
Australia	91,053	39,046	10,881	49,927	140,981
<i>Males</i>	46,611	20,108	5,195	25,303	71,914
<i>Females</i>	44,442	18,939	5,686	24,625	69,067

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*, 2006 (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	1,366	570	1,936	882	551	1,433	2,248	1,120	3,369
2007 ^(a)	1,379	584	1,963	887	561	1,448	2,267	1,145	3,411
2008 ^(a)	1,369	586	1,955	887	572	1,459	2,257	1,157	3,414
2009 ^(a)	1,371	593	1,964	884	581	1,465	2,255	1,174	3,429
2010 ^(a)	1,383	601	1,984	872	587	1,458	2,255	1,188	3,443
2011 ^(a)	1,393	609	2,002	866	597	1,463	2,259	1,205	3,465
2012 ^(a)	1,401	614	2,015	863	607	1,470	2,264	1,221	3,485
2013 ^(a)	1,409	617	2,025	860	619	1,479	2,269	1,236	3,504
2014 ^(a)	1,417	620	2,037	859	629	1,489	2,277	1,249	3,526
2015 ^(a)	1,445	631	2,077	845	628	1,473	2,291	1,260	3,550
2016 ^(a)	1,453	635	2,088	843	634	1,476	2,296	1,269	3,565

(a) Figures for 2007 and beyond are projections based on 2005 and 2004 actual enrolments and the maintenance of 2005–2006 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 Department of Education, Science and Training (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, 2006

	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	2,425	1,108.0	0	0.0	2,425	1,108.0	2,425	1,108.0
Victoria	400	196.2	322	196.8	2,450	1,118.7	30	17.3	2,802	1,332.8	3,202	1,529.0
Queensland	955	371.6	1,280	469.5	2,312	798.0	43	25.0	3,635	1,292.5	4,590	1,664.1
South Australia	26	12.9	150	59.8	4,766	2,345.2	1,714	555.6	6,630	2,960.6	6,656	2,973.5
Western Australia	0	0.0	187	52.8	792	322.8	1,513	189.9	2,492	565.5	2,492	565.5
Tasmania	5	2.3	43	12.6	1,719	954.6	0	0.0	1,762	967.2	1,767	969.5
Northern Territory	34	13.8	395	158.2	711	283.1	3	1.4	1,109	442.7	1,143	456.5
Australian Capital Territory	94	26.5	0	0.0	8	5.4	0	0.0	8	5.4	102	31.9
Australia	1,514	623.3	2,377	949.7	15,183	6,935.8	3,303	789.2	20,863	8,674.7	22,377	9,298.0
<i>Males</i>	1,052	440.3	1,174	472.5	5,836	2,752.7	1,038	275.5	8,048	3,500.7	9,100	3,941.0
<i>Females</i>	462	183.0	1,203	477.2	9,347	4,183.1	2,265	513.7	12,815	5,174.0	13,277	5,357.0
Non-government												
New South Wales	157	122.7	13	8.1	139	76.7	69	54.0	221	138.8	378	261.5
Victoria	301	175.9	40	21.1	107	61.9	9	4.1	156	87.1	457	263.0
Queensland	121	54.6	11	5.3	49	28.8	39	15.4	99	49.5	220	104.1
South Australia	56	33.6	11	4.4	441	280.6	0	0.0	452	285.0	508	318.6
Western Australia	392	258.5	4	1.2	6	3.5	0	0.0	10	4.7	402	263.2
Tasmania	12	6.2	5	2.8	0	0.0	7	3.2	12	6.0	24	12.2
Northern Territory	17	11.2	3	2.3	13	8.0	0	0.0	16	10.3	33	21.5
Australian Capital Territory	100	65.1	4	1.7	8	4.9	19	5.0	31	11.6	131	76.7
Australia	1,156	727.8	91	46.9	763	464.4	143	81.7	997	593.0	2,153	1,320.8
<i>Males</i>	697	428.0	34	19.2	330	202.0	100	55.8	464	277.0	1,161	705.0
<i>Females</i>	459	299.8	57	27.7	433	262.4	43	25.9	533	316.0	992	615.8
All schools												
New South Wales	157	122.7	13	8.1	2,564	1,184.7	69	54.0	2,646	1,246.8	2,803	1,369.5
Victoria	701	372.1	362	217.9	2,557	1,180.6	39	21.4	2,958	1,419.9	3,659	1,792.0
Queensland	1,076	426.2	1,291	474.8	2,361	826.8	82	40.4	3,734	1,342.0	4,810	1,768.2
South Australia	82	46.5	161	64.2	5,207	2,625.8	1,714	555.6	7,082	3,245.6	7,164	3,292.1
Western Australia	392	258.5	191	54.0	798	326.3	1,513	189.9	2,502	570.2	2,894	828.7
Tasmania	17	8.5	48	15.4	1,719	954.6	7	3.2	1,774	973.2	1,791	981.7
Northern Territory	51	25.0	398	160.5	724	291.1	3	1.4	1,125	453.0	1,176	478.0
Australian Capital Territory	194	91.6	4	1.7	16	10.3	19	5.0	39	17.0	233	108.6
Australia	2,670	1,351.1	2,468	996.6	15,946	7,400.2	3,446	870.9	21,860	9,267.7	24,530	10,618.8
<i>Males</i>	1,749	868.3	1,208	491.7	6,166	2,954.7	1,138	331.3	8,512	3,777.7	10,261	4,646.0
<i>Females</i>	921	482.8	1,260	504.9	9,780	4,445.5	2,308	539.6	13,348	5,490.0	14,269	5,972.8

(a) See [Glossary](#) for details of calculation of FTE.

(b) Primary school is years 1–6 in NSW, Vic, Tas. and the ACT, and years 1–7 in other jurisdictions.

(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*, 2006, ABS, Cat. No. 4221.0, *Schools Australia*, 2006 (unpublished data)

Table 10 Number of year 12 students enrolled^(a) in tertiary-accredited subjects, by key learning area^(b), by sex, Australia, 2006

Key learning area	Males		Females		Total	
	Students	%	Students	%	Students	%
English	78,520	85	93,048	90	171,568	87
Mathematics	71,809	77	72,444	70	144,253	73
Studies of society and environment	56,875	61	71,779	69	128,654	65
Science	48,772	53	57,529	56	106,301	54
Arts	21,536	23	38,020	37	59,556	30
LOTE	9,076	10	15,842	15	24,918	13
Technology	38,790	42	29,232	28	68,022	35
Health and physical education	21,618	23	29,770	29	51,388	26
Total subject enrolment	346,996		407,664		754,660	
Total year 12 full-time students	92,815		103,616		196,431	
Total year 12 FTE^(c)	94,616		106,264		200,880	

(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) Number of full-time students plus full-time equivalent (FTE) of part-time students.

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2006

Table 11 Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 2000–06 (per cent)

Language	2000	2001	2002	2003	2004	2005	2006
Japanese	22	21	20	19	19	20	20
French	17	17	16	16	16	17	18
German	11	11	10	10	10	10	9
Chinese	12	14	16	19	21	20	19
Italian	8	8	8	9	8	8	10
Indonesian	9	9	8	7	7	7	6
Greek	4	4	4	3	3	3	2
Vietnamese	3	2	2	2	2	2	2
Spanish	3	3	3	3	3	3	3
Arabic	2	3	2	2	2	2	2
Other	11	10	10	9	9	10	9
Total	100	100	100	100	100	100	100
Year 12 full-time students	185,810	188,110	193,672	193,616	193,275	194,165	196,431

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: ABS, Cat. No. 4221.0 *Schools Australia*, 2006

Table 12 Destinations of school leavers^(a) aged 15–19 years, by category of school last attended and sex, May 2006, 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 2006	46.4 ± 6.4	47.1 ± 8.2	46.7 ± 6.3	63.3 ± 7.6	74.5 ± 5.0	68.6 ± 5.1	52.1 ± 5.3	56.2 ± 6.4	54.0 ± 4.9
Higher education	18.7 ± 3.4	24.3 ± 5.9	21.4 ± 3.9	38.1 ± 7.1	55.0 ± 10.2	46.1 ± 5.7	25.2 ± 4.3	34.4 ± 4.9	29.6 ± 3.6
TAFE	22.9 ± 5.7	18.4 ± 5.1	20.8 ± 4.4	24.4 ± 5.5	13.3 ± 5.4	19.2 ± 3.9	23.4 ± 4.4	16.8 ± 4.5	20.2 ± 3.2
Other institutions	4.8 ± 2.3	4.4 ± 2.3	4.6 ± 1.8	0.8 ± 1.6	6.2 ± 3.8	3.3 ± 2.2	3.4 ± 1.6	5.0 ± 1.8	4.2 ± 1.3
Not enrolled to study at May 2006	53.6 ± 3.0	52.9 ± 4.6	53.3 ± 1.8	36.7 ± 7.6	25.5 ± 10.7	31.4 ± 6.9	47.9 ± 5.1	43.8 ± 4.5	46.0 ± 3.3
Employed	32.7 ± 4.7	31.3 ± 4.9	32.0 ± 2.9	30.6 ± 6.9	16.4 ± 7.3	23.9 ± 4.7	32.0 ± 4.7	26.4 ± 4.1	29.3 ± 3.2
Not employed ^(b)	20.9 ± 3.9	21.6 ± 4.7	21.2 ± 3.0	6.1 ± 3.4	9.1 ± 7.4	7.5 ± 3.9	15.9 ± 3.3	17.5 ± 3.8	16.6 ± 2.4
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	103.5	96.4	199.8	52.8	47.5	100.3	156.3	143.8	300.1

(a) Persons aged 15–19 years who attended school in 2005 but were not attending in May 2006.

(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*, 2006, (unpublished data)

Table 13 Destinations of school leavers^(a), aged 15–19 years, 2000–06, Australia (per cent)

	2000	2001	2002	2003	2004	2005	2006
Enrolled to study at May of year	59.7	60.1	59.1 ± 3.3	58.8 ± 3.3	54.9 ± 3.6	53.2 + 4.5	54.0 ± 4.9
Higher education	29.5	31.3	32.5 ± 3.2	28.6 ± 3.5	27.6 ± 3.6	26.1 + 4.7	29.6 ± 3.6
TAFE	25.5	25	22.4 ± 2.9	25.5 ± 2.6	23.3 ± 2.8	22.8 + 2.2	20.2 ± 3.2
Other institutions	4.7	3.9	4.1 ± 1.4	4.7 ± 1.3	4.0 ± 1.4	4.3 + 1.2	4.2 ± 1.3
Not enrolled to study at May of year	40.3	39.9	40.9 ± 3.3	41.2 ± 3.3	45.1 ± 3.1	46.8 + 3.5	46.0 ± 3.3
Employed	27.1	25.3	27.7 ± 3.1	27.2 ± 3.1	30.1 ± 2.9	31.2 + 3.0	29.3 ± 3.2
Not employed ^(b)	13.2	14.7	13.3 ± 2.3	14.1 ± 2.3	15.0 ± 2.2	15.5 + 2.3	16.6 ± 2.4
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total ('000)	297.1	269.6	287.1	291.0	287.6	306.1	300.1

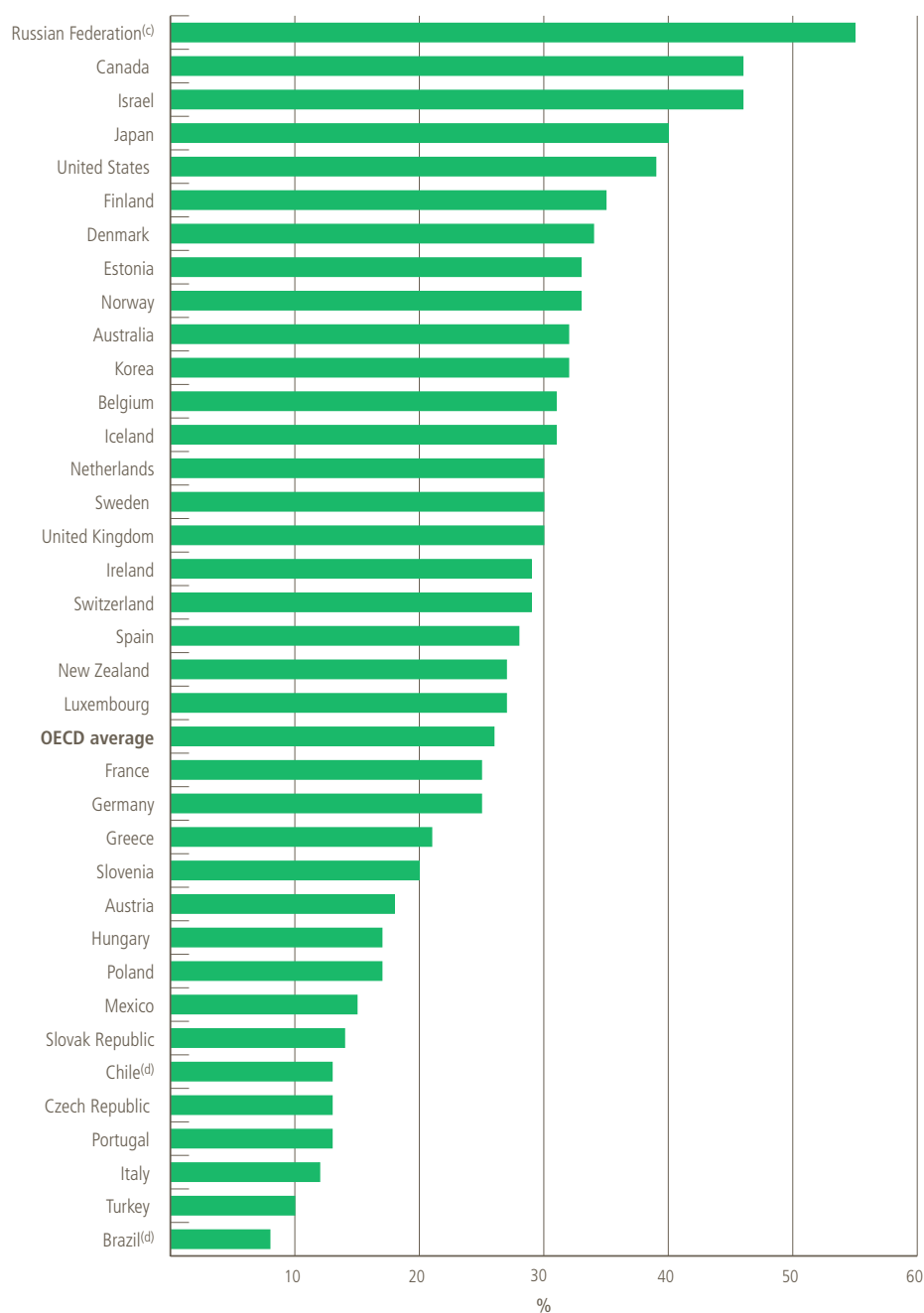
(a) Persons aged 15–19 years who were not attending school in the survey year but had attended school in the year before

(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*, 2006 (unpublished data) and earlier publications

International comparisons

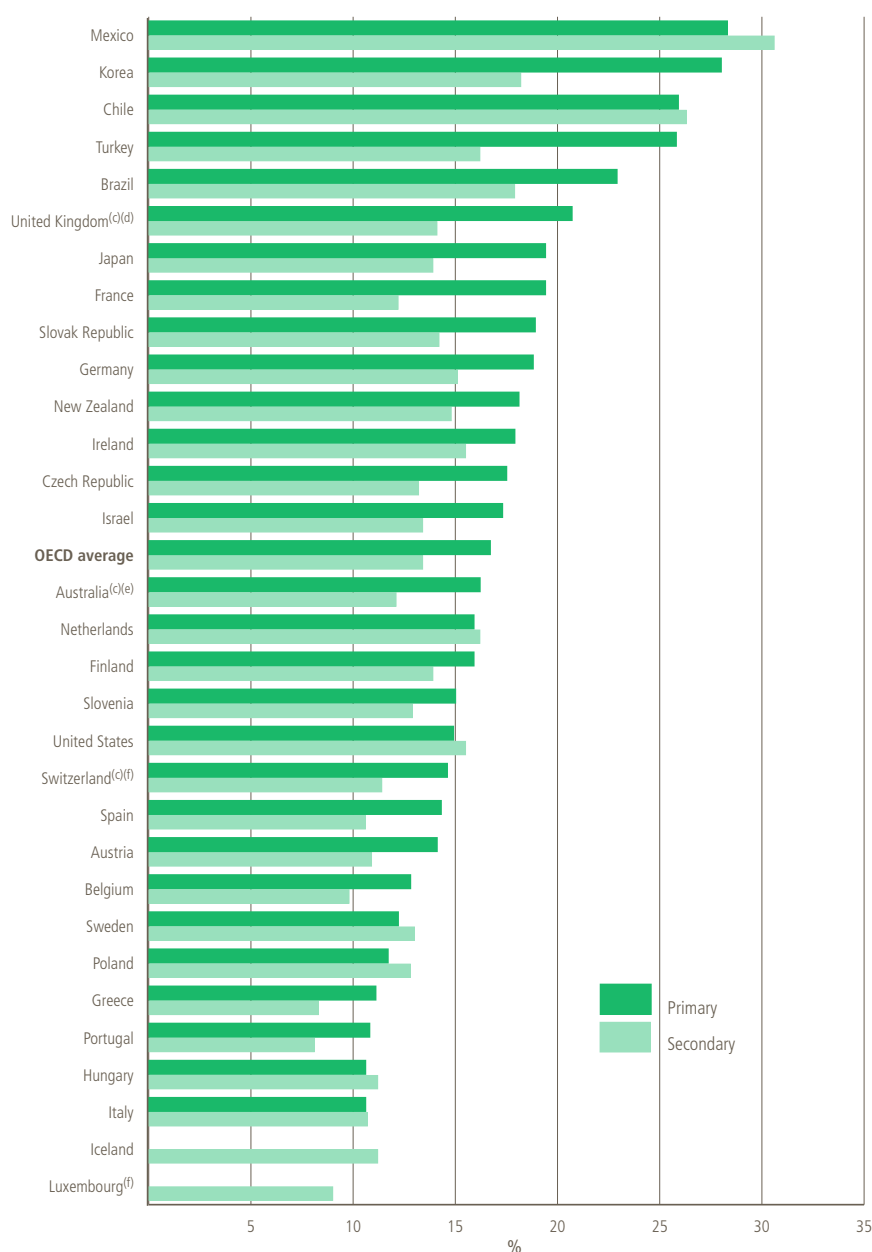
Figure 1 Educational attainment of the population aged 25–64 in OECD countries^(a), 2005



- (a) Percentage of the population 25 to 64 years of age that has attained tertiary education (2005) (non-university and university).
- (b) Some countries may have also included vocational education.
- (c) Year of reference, 2003.
- (d) Year of reference, 2004.

Source: OECD, *Education at a Glance*, 2007, Table A1.3a

Figure 2 Ratio of primary and secondary students to teaching staff, government and non-government education, OECD countries^(a), 2005



- (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 upper secondary education.
- (d) The ratio of students to contact staff refers to public institutions only.
- (e) Public institutions only at International Standard of Classification of Education (ISCED) level 5A/6 only.
- (f) Public institutions only.

Source: OECD, *Education at a Glance*, 2007, 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, 2006

Major function	Primary			Secondary			Total ^(c)		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching ^(d)	17,439	68,930	86,368	30,957	40,869	71,826	48,396	109,798	158,194
Specialist support	623	2,105	2,728	752	1,962	2,713	1,375	4,067	5,442
Administrative & clerical (including teacher aides)	1,404	24,880	26,284	2,057	15,559	17,616	3,461	40,439	43,899
Building operations, general maintenance & other	2,234	191	2,425	1,530	132	1,661	3,764	323	4,087
Total^(c)	21,700	96,105	117,806	35,295	58,521	93,816	56,995	154,626	211,621
Catholic									
Teaching ^(d)	3,793	17,219	21,013	10,182	13,676	23,858	13,975	30,895	44,870
Specialist support	32	208	239	223	441	663	254	649	903
Administrative & clerical (including teacher aides)	209	5,055	5,264	1,162	4,998	6,160	1,371	10,053	11,424
Building operations, general maintenance & other	430	274	705	1,128	499	1,627	1,559	773	2,332
Total^(c)	4,464	22,757	27,221	12,695	19,614	32,309	17,159	42,371	59,529
Independent									
Teaching ^(d)	3,237	10,597	13,834	10,315	12,426	22,740	13,552	23,023	36,575
Specialist support	112	381	493	299	521	820	411	902	1,313
Administrative & clerical (including teacher aides)	732	4,087	4,819	1,543	5,023	6,566	2,275	9,111	11,386
Building operations, general maintenance & other	876	304	1,180	1,528	517	2,045	2,404	821	3,225
Total^(c)	4,957	15,370	20,327	13,685	18,487	32,172	18,642	33,856	52,498
Non-government									
Teaching ^(d)	7,030	27,817	34,847	20,497	26,102	46,598	27,527	53,918	81,445
Specialist support	144	589	733	522	962	1,483	665	1,550	2,216
Administrative & clerical (including teacher aides)	941	9,143	10,083	2,705	10,021	12,726	3,646	19,164	22,810
Building operations, general maintenance & other	1,306	579	1,885	2,657	1,016	3,673	3,963	1,595	5,557
Total^(c)	9,421	38,127	47,547	26,380	38,100	64,480	35,800	76,227	112,027
All schools									
Teaching ^(d)	24,469	96,746	121,215	51,454	66,970	118,424	75,923	163,716	239,639
Specialist support	767	2,694	3,461	1,273	2,923	4,197	2,040	5,617	7,657
Administrative & clerical (including teacher aides)	2,345	34,022	36,367	4,762	25,580	30,342	7,106	59,603	66,709
Building operations, general maintenance & other	3,540	770	4,310	4,186	1,148	5,334	7,727	1,917	9,644
Total 2006	31,121	134,232	165,353	61,675	96,621	158,296	92,796	230,853	323,649
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 2001	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*, 2006 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, 2006

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ^(c)	Males	Females
Government											
Teaching											
Primary	26,786	19,733	18,670	6,814	9,271	2,199	1,503	1,395	86,368	17,439	68,930
Secondary	24,599	18,875	12,940	4,816	6,462	1,986	806	1,341	71,826	30,957	40,869
Total(c)	51,385	38,608	31,609	11,630	15,733	4,185	2,309	2,735	158,194	48,396	109,798
Non-teaching											
Primary	8,762	5,831	7,277	2,819	4,701	980	645	422	31,437	4,261	27,176
Secondary	6,747	4,989	4,461	1,805	2,533	780	327	349	21,990	4,338	17,652
Total(c)	15,508	10,820	11,738	4,624	7,234	1,761	971	771	53,427	8,599	44,828
Total(c)	66,893	49,428	43,347	16,254	22,967	5,946	3,281	3,506	211,621	56,995	154,626
Catholic											
Teaching											
Primary	6,794	5,734	3,854	1,634	1,986	380	170	462	21,013	3,793	17,219
Secondary	8,830	6,491	3,756	1,490	2,062	473	137	620	23,858	10,182	13,676
Total(c)	15,623	12,225	7,609	3,124	4,048	852	307	1,082	44,870	13,975	30,895
Non-teaching											
Primary	1,608	1,259	1,456	516	1,023	144	99	104	6,208	671	5,538
Secondary	2,578	2,378	1,678	517	819	208	68	205	8,451	2,513	5,938
Total(c)	4,186	3,637	3,134	1,033	1,842	351	167	309	14,659	3,184	11,475
Total(c)	19,810	15,862	10,743	4,157	5,890	1,204	474	1,391	59,529	17,159	42,371
Independent											
Teaching											
Primary	4,233	3,233	2,817	1,428	1,512	264	134	213	13,834	3,237	10,597
Secondary	6,920	6,786	4,011	1,591	2,364	475	225	369	22,740	10,315	12,426
Total(c)	11,152	10,020	6,827	3,019	3,876	740	359	582	36,575	13,552	23,023
Non-teaching											
Primary	1,698	1,363	1,696	489	968	131	82	66	6,493	1,720	4,773
Secondary	2,427	2,821	1,986	684	1,012	203	137	161	9,431	3,370	6,061
Total(c)	4,125	4,184	3,682	1,172	1,980	333	219	228	15,924	5,090	10,834
Total(c)	15,278	14,204	10,509	4,191	5,856	1,073	578	809	52,498	18,642	33,856
Total non-government											
Teaching											
Primary	11,026	8,967	6,670	3,062	3,499	644	304	676	34,847	7,030	27,817
Secondary	15,749	13,278	7,766	3,081	4,425	948	362	988	46,598	20,497	26,102
Total(c)	26,775	22,245	14,436	6,142	7,924	1,592	666	1,664	81,445	27,527	53,918
Non-teaching											
Primary	3,306	2,622	3,152	1,005	1,990	274	181	170	12,701	2,390	10,310
Secondary	5,006	5,199	3,664	1,201	1,831	410	205	366	17,882	5,883	11,999
Total(c)	8,312	7,821	6,816	2,205	3,822	684	386	536	30,583	8,274	22,309
Total(c)	35,087	30,066	21,253	8,348	11,746	2,276	1,052	2,200	112,027	35,800	76,227
All schools											
Teaching											
Primary	37,812	28,700	25,340	9,876	12,769	2,843	1,807	2,070	121,215	24,469	96,746
Secondary	40,348	32,153	20,706	7,897	10,887	2,935	1,169	2,329	118,424	51,454	66,970
Total(c)	78,160	60,853	46,046	17,773	23,656	5,777	2,975	4,399	239,639	75,923	163,716
Non-teaching											
Primary	12,068	8,453	10,429	3,824	6,692	1,255	826	592	44,138	6,652	37,486
Secondary	11,752	10,188	8,125	3,005	4,365	1,190	532	715	39,872	10,221	29,651
Total(c)	23,820	18,640	18,554	6,829	11,056	2,445	1,358	1,307	84,010	16,873	67,137
Total all schools^(c)											
2006	101,980	79,494	64,600	24,602	34,713	8,222	4,333	5,706	323,649	92,796	230,853
2005	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*, 2006, ABS, Cat. No. 4221.0, *Schools Australia*, 2006 (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, 2006 (per cent)

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	16.2	15.9	15.5	15.7	16.2	15.8	13.3	13.8	15.8
Secondary	12.4	11.9	13.0	12.5	12.5	13.2	11.2	11.9	12.4
Total	14.4	13.9	14.4	14.3	14.7	14.6	12.5	12.8	14.3
Total non-government									
Primary	16.9	15.7	15.9	16.4	17.0	17.0	17.4	17.5	16.4
Secondary	11.7	11.5	12.4	11.8	12.0	12.2	10.5	12.8	11.8
Total	13.8	13.2	14.0	14.1	14.2	14.1	13.7	14.7	13.8
Catholic									
Primary	18.4	17.2	16.7	17.0	18.2	19.0	17.4	18.9	17.7
Secondary	13.0	12.9	13.0	12.4	12.9	13.7	11.2	13.7	12.9
Total	15.3	14.9	14.9	14.8	15.5	16.1	14.6	15.9	15.1
Independent									
Primary	14.4	13.1	14.8	15.6	15.4	14.0	17.6	14.6	14.4
Secondary	10.0	10.2	11.8	11.2	11.2	10.7	10.0	11.4	10.6
Total	11.7	11.1	13.0	13.3	12.8	11.9	12.8	12.6	12.1
All schools									
Primary	16.4	15.8	15.6	15.9	16.4	16.1	14.0	15.0	16.0
Secondary	12.1	11.7	12.8	12.2	12.3	12.8	11.0	12.3	12.2
Total									
2006	14.2	13.7	14.3	14.2	14.5	14.4	12.8	13.6	14.1
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*, 2006 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, 2006 (revised November 2009)

Field of education	Higher degree ^(b)	Other Postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Not a combined course	-	-	-	2	2
Teacher education	44	1,381	10,460	5	11,890
Teacher education: early childhood	62	180	6,816	-	7,058
Teacher education: primary	74	1,332	23,144	-	24,550
Teacher education: secondary	92	3,651	12,310	-	16,053
Teacher-librarianship	-	89	-	-	89
Teacher education: vocational education and training	-	206	817	45	1,068
Teacher education: higher education	-	11	173	-	184
Teacher education: special education	-	17	397	-	414
English as a second language teaching	26	97	-	-	123
Teacher education not elsewhere classified	-	136	1,320	-	1,456
Total	298	7,100	55,387	52	62,837
Other than initial teacher training					
Teacher education	1,523	796	897	3	3,219
Teacher education: early childhood	79	186	1,482	28	1,775
Teacher education: primary	374	193	719	30	1,316
Teacher education: secondary	61	989	965	-	2,015
Teacher-librarianship	-	10	-	-	10
Teacher education: vocational education and training	197	261	365	23	846
Teacher education: higher education	83	481	33	-	597
Teacher education: special education	757	720	131	16	1,624
English as a second language teaching	440	613	16	-	1,069
Teacher education not elsewhere classified	2,720	1,924	863	190	5,697
Total	6,234	6,173	5,434	290	18,131
All teacher courses					
Not a combined course	-	-	-	2	2
Teacher education	1,567	2,177	11,357	8	15,109
Teacher education: early childhood	141	366	8,298	28	8,833
Teacher education: primary	448	1,525	23,863	30	25,866
Teacher education: secondary	153	4,640	13,275	-	18,068
Teacher-librarianship	-	99	-	-	99
Teacher education: vocational education and training	197	467	1,182	68	1,914
Teacher education: higher education	83	492	206	-	781
Teacher education: special education	757	737	528	16	2,038
English as a second language teaching	466	710	16	-	1,192
Teacher education not elsewhere classified	2,720	2,060	2,183	190	7,153
Total	6,532	13,273	60,821	342	80,968

(a) The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education means that the totals may be less than the sum of the individual fields of education.

(b) Includes doctorate by research, doctorate by coursework, Masters by research and Masters by coursework.

(c) Includes postgraduate qualifying or preliminary and graduate/postgraduate diploma and graduate certificate.

(d) Includes Bachelor's graduate entry, Bachelor's honours and Bachelor's pass.

(e) Includes associate degree, advanced diploma (AQF), diploma (AQF), other award course, enabling course.

(f) Refers to a course providing initial teacher training.

Source: Australian Government DEST, selected *Higher Education Statistics*

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, 2006 (revised November 2009)

Field of education	Higher degree ^(b)	Other Postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	28	776	1,986	8	2,798
Teacher education: early childhood	2	81	1,457	-	1,540
Teacher education: primary	67	839	4,946	1	5,853
Teacher education: secondary	105	2,401	2,424	-	4,930
Teacher-librarianship	-	46	-	-	46
Teacher education: vocational education and training	-	89	199	10	298
Teacher education: higher education	-	6	46	-	52
Teacher education: special education	-	9	102	-	111
English as a second language teaching	10	29	-	-	39
Teacher education not elsewhere classified	-	78	269	-	347
Total	212	4,354	11,419	19	16,004
Other than initial teacher training					
Teacher education	217	321	213	8	759
Teacher education: early childhood	17	65	334	6	422
Teacher education: primary	30	91	252	10	383
Teacher education: secondary	7	695	103	-	805
Teacher-librarianship	-	13	-	-	13
Teacher education: vocational education and training	57	97	86	13	253
Teacher education: higher education	17	186	11	0	214
Teacher education: special education	252	249	29	1	531
English as a second language teaching	166	307	4	0	477
Teacher education not elsewhere classified	672	981	270	37	1,960
Total	1,435	3,005	1,302	75	5,817
All teacher courses					
Teacher education	245	1,097	2,199	16	3,557
Teacher education: early childhood	19	146	1,791	6	1,962
Teacher education: primary	97	930	5,198	11	6,236
Teacher education: secondary	112	3,096	2,527	-	5,735
Teacher-librarianship	-	59	-	-	59
Teacher education: vocational education and training	57	186	285	23	551
Teacher education: higher education	17	192	57	-	266
Teacher education: special education	252	258	131	1	642
English as a second language teaching	176	336	4	-	516
Teacher education not elsewhere classified	672	1,059	539	37	2,307
Total	1,647	7,359	12,721	94	21,821

- (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 and enabling course.
- (f) Refers to a course coded with a Special Course Type Indicator = '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, 2005–06 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	2,451,609	1,511,694	1,414,236	586,516	751,978	183,678	109,721	123,304	7,132,736
Non-teaching staff salaries	397,837	206,431	342,598	151,544	234,514	44,904	48,233	29,546	1,455,606
Redundancy payments	0	131	68	5,075	38	0	0	2,596	7,908
Non-salary costs	801,019	611,109	556,674	210,558	353,512	80,097	74,755	37,440	2,725,164
Recurrent costs excluding notional user cost of capital	3,650,465	2,329,364	2,313,576	953,694	1,340,042	308,679	232,709	192,886	11,321,415
Notional user cost of capital	603,573	423,156	513,200	89,846	260,346	25,007	23,708	17,764	1,956,599
Recurrent costs including notional user cost of capital	4,254,038	2,752,521	2,826,776	1,043,540	1,600,388	333,686	256,416	210,650	13,278,014
Capital/investing costs	262,612	200,406	194,168	32,102	81,382	14,266	12,322	12,129	809,387
In-school, secondary education									
Teaching staff salaries	2,293,410	1,441,109	985,293	414,547	530,039	165,216	63,053	122,642	6,015,309
Non-teaching staff salaries	327,920	202,034	218,476	101,877	133,753	38,267	25,307	29,387	1,077,021
Redundancy payments	0	95	72	4,231	51	0	42	3,344	7,835
Non-salary costs	739,013	592,197	401,335	136,878	269,214	76,369	53,663	48,584	2,317,252
Recurrent costs excluding notional user cost of capital	3,360,342	2,235,434	1,605,176	657,533	933,057	279,852	142,066	203,957	9,417,417
Notional user cost of capital	427,454	302,129	326,429	63,772	170,327	31,397	20,178	23,914	1,365,599
Recurrent costs including notional user cost of capital	3,787,797	2,537,563	1,931,605	721,304	1,103,384	311,249	162,243	227,871	10,783,016
Capital/investing costs	126,573	177,775	198,213	13,535	81,213	15,501	10,115	11,146	634,071
Out-of-school									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	200,972	117,806	139,712	92,221	130,811	32,476	43,543	19,504	777,046
Redundancy payments	1,434	172	528	3,091	425	0	82	0	5,732
Non-salary costs	106,807	153,593	120,895	37,240	43,105	18,662	20,305	6,201	506,808
Recurrent costs excluding notional user cost of capital	309,214	271,570	261,135	132,552	174,341	51,138	63,930	25,705	1,289,586
Notional user cost of capital	6,458	7,326	1,683	2,866	1,372	319	10	n.a.	20,034
Recurrent costs including notional user cost of capital	315,672	278,897	262,818	135,418	175,713	51,457	63,941	25,705	1,309,620
Capital/investing costs	6,320	20,401	12,136	1,862	2,175	367	46	0	43,307
Total – primary, secondary and out-of-school									
Recurrent costs excluding notional user cost of capital	7,320,021	4,836,369	4,179,888	1,743,779	2,447,440	639,669	438,705	422,548	22,028,418
Recurrent costs including notional user cost of capital	8,357,506	5,568,980	5,021,199	1,900,262	2,879,485	696,391	482,600	464,226	25,370,650
Capital/investing costs	395,505	398,582	404,517	47,498	164,770	30,134	22,484	23,275	1,486,765

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 2006' 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*, 2006 (Draft – unpublished)

Table 20 Per capita expenditure on government schools by level of education, by State and Territory, 2005–06 (\$/full-time equivalent student – accrual^(a) basis)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	10,195	12,823	11,279
Victoria	9,285	11,848	10,352
Queensland	10,387	12,178	11,043
South Australia	10,543	12,827	11,363
Western Australia	11,448	14,495	12,512
Tasmania	10,349	12,716	11,361
Northern Territory	15,072	20,109	16,647
Australian Capital Territory	11,632	15,024	13,165
Australia	10,280	12,729	11,243
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	612	423	534
Victoria	676	832	741
Queensland	700	1,217	890
South Australia	311	237	284
Western Australia	553	1,020	716
Tasmania	413	597	492
Northern Territory	620	1,118	776
Australian Capital Territory	628	699	660
Australia	610	734	659
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	11,279	534	
Victoria	10,352	741	
Queensland	11,043	890	
South Australia	11,363	284	
Western Australia	12,512	716	
Tasmania	11,361	492	
Northern Territory	16,647	776	
Australian Capital Territory	13,165	660	
Australia	11,243	659	

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*, 2006 (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 2005–06

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)	2.8
1999–2000(a)	2.8
2000–2001(a)	2.8
2001–2002(a)	2.9
2002–2003(a)	2.9
2003–2004(a)	2.8
2004–2005(a)	2.9
2005–2006(a)	2.8

Note: Data for 1997–98 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, 2006 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(b)
Primary schools									
Teaching staff salaries	535,631	398,206	257,748	110,796	124,363	22,467	9,876	32,396	1,491,487
Non teaching staff salaries	109,561	65,493	75,496	26,791	44,579	3,239	3,469	7,153	335,783
Other costs ^(a)	388,771	261,329	231,932	99,741	98,974	18,262	8,396	20,058	1,127,466
Sub-total^(b)	1,033,964	725,028	565,177	237,328	267,917	43,969	21,743	59,608	2,954,737
Secondary schools									
Teaching staff salaries	607,370	423,942	221,101	56,224	111,982	21,408	10,611	34,120	1,486,761
Non teaching staff salaries	130,554	115,118	72,648	14,937	30,741	6,241	3,702	9,066	383,010
Other costs ^(a)	502,636	393,602	221,835	55,344	108,464	24,302	6,727	23,015	1,335,930
Sub-total^(b)	1,240,562	932,663	515,585	126,507	251,188	51,952	21,041	66,202	3,205,702
Combined schools									
Teaching staff salaries	894,456	698,725	502,737	245,978	284,596	64,145	22,618	61,529	2,774,787
Non teaching staff salaries	208,961	195,767	167,446	68,136	89,633	16,983	9,035	14,526	770,491
Other costs ^(a)	906,132	836,936	689,993	247,480	310,492	60,865	24,276	58,668	3,134,845
Sub-total^(b)	2,009,550	1,731,428	1,360,177	561,595	684,722	141,994	55,931	134,723	6,680,124
Total schools									
Teaching staff salaries	2,037,459	1,520,874	981,587	412,998	520,943	108,020	43,106	128,046	5,753,037
Non teaching staff salaries	449,077	376,378	315,591	109,865	164,954	26,464	16,208	30,746	1,489,286
Other costs ^(a)	1,797,540	1,491,867	1,143,761	402,566	517,931	103,430	39,400	101,741	5,598,241
Total^(b)	4,284,078	3,389,120	2,440,940	925,430	1,203,828	237,916	98,715	260,534	12,840,565

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, 2006 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
Primary schools									
Staff related expenditure	104,949	59,240	44,800	21,584	23,487	3,533	1,883	6,067	265,547
Debt servicing	19,659	8,589	6,110	5,533	2,241	822	276	248	43,481
Other operating expenditure	158,107	111,200	78,156	38,754	43,593	6,826	4,222	9,277	450,139
Capital expenditure	106,053	82,299	102,864	33,869	29,651	7,079	2,013	4,465	368,297
Total(a)	388,771	261,329	231,932	99,741	98,974	18,262	8,396	20,058	1,127,466
Secondary schools									
Staff related expenditure	117,985	79,469	42,994	11,631	20,298	3,116	1,767	6,175	283,439
Debt servicing	22,767	14,612	8,879	2,686	3,502	673	263	760	54,146
Other operating expenditure	219,756	180,392	91,437	24,845	48,941	10,244	3,882	12,132	591,633
Capital expenditure	142,126	119,127	78,524	16,181	35,721	10,267	813	3,947	406,710
Total(a)	502,636	393,602	221,835	55,344	108,464	24,302	6,727	23,015	1,335,930
Combined schools									
Staff related expenditure	161,176	123,639	99,042	46,318	50,228	11,064	3,915	12,622	508,006
Debt servicing	65,061	24,846	41,596	12,748	11,947	1,868	925	4,022	163,017
Other operating expenditure	378,297	358,361	288,638	113,076	128,812	26,813	11,547	26,722	1,332,270
Capital expenditure	301,597	330,088	260,716	75,336	119,503	21,119	7,888	15,300	1,131,550
Total(a)	906,132	836,936	689,993	247,480	310,492	60,865	24,276	58,668	3,134,845
Total schools									
Staff related expenditure	384,111	262,349	186,836	79,534	94,013	17,714	7,567	24,865	1,056,993
Debt servicing	107,488	48,048	56,587	20,968	17,691	3,364	1,465	5,031	260,645
Other operating expenditure	756,161	649,954	458,232	176,676	221,348	43,885	19,653	48,131	2,374,044
Capital expenditure	549,778	531,515	442,105	125,387	184,877	38,466	10,714	23,713	1,906,558
Total(a)	1,797,540	1,491,867	1,143,761	402,566	517,931	103,430	39,400	101,741	5,598,241

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, 2006 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic schools									
Fees and charges	2,072	2,102	2,029	2,619	1,765	1,548	1,552	2,378	2,075
Private donations and income	716	451	487	543	464	345	812	680	563
Total private income	2,788	2,553	2,517	3,162	2,228	1,893	2,365	3,058	2,638
State government grants	1,933	1,368	2,065	1,526	2,030	1,697	2,433	1,564	1,776
Australian Government grants	5,063	5,116	5,013	5,002	4,888	5,210	5,642	4,582	5,042
Total income ^(a)	9,785	9,036	9,595	9,691	9,146	8,800	10,440	9,204	9,456
Recurrent expenditure	8,753	7,970	8,199	8,659	7,938	7,669	9,435	8,287	8,336
Capital expenditure	1,029	1,164	1,644	1,249	1,063	1,534	773	510	1,186
Total expenditure ^(a)	9,782	9,134	9,843	9,908	9,001	9,203	10,208	8,797	9,521
Loans at the end of the year	2,505	2,150	2,248	3,242	2,581	2,181	1,910	1,437	2,386
Loans at the start of the year	2,329	1,981	1,959	2,876	2,639	1,868	1,693	1,428	2,203
Annual movement in borrowing	176	169	288	365	-57	313	217	9	183
Independent schools									
Fees and charges	7,778	8,892	5,236	4,847	5,275	5,661	3,236	8,366	6,898
Private donations and income	1,210	1,000	674	578	821	739	866	916	927
Total private income	8,988	9,892	5,910	5,425	6,095	6,400	4,102	9,282	7,824
State government grants	1,778	969	1,847	1,327	1,713	1,577	2,562	1,318	1,539
Australian Government grants	3,814	3,686	4,887	4,268	3,968	4,462	6,537	3,251	4,097
Total income ^(a)	14,581	14,547	12,645	11,020	11,777	12,439	13,202	13,851	13,461
Recurrent expenditure	12,541	12,478	10,817	9,967	9,942	10,597	11,485	12,684	11,592
Capital expenditure	2,322	2,838	2,606	1,687	2,281	1,959	1,694	2,013	2,431
Total expenditure ^(a)	14,864	15,316	13,423	11,654	12,223	12,556	13,178	14,696	14,022
Loans at the end of the year	7,578	3,944	7,467	5,116	5,299	2,665	3,699	6,910	6,020
Loans at the start of the year	6,844	3,342	6,764	4,480	5,058	2,625	3,218	6,274	5,408
Annual movement in borrowing	735	602	703	636	241	40	481	636	612
All non-government schools									
Fees and charges	4,086	4,688	3,447	3,654	3,314	3,168	2,494	4,182	3,983
Private donations and income	891	660	570	559	621	500	843	751	707
Total private income	4,977	5,348	4,017	4,212	3,936	3,668	3,337	4,934	4,690
State government grants	1,878	1,216	1,968	1,434	1,890	1,650	2,505	1,490	1,682
Australian Government grants	4,622	4,571	4,958	4,662	4,482	4,916	6,143	4,181	4,668
Total income ^(a)	11,478	11,135	10,943	10,308	10,308	10,233	11,985	10,604	11,040
Recurrent expenditure	10,090	9,687	9,356	9,266	8,823	8,822	10,582	9,612	9,624
Capital expenditure	1,486	1,802	2,069	1,452	1,601	1,701	1,288	962	1,678
Total expenditure ^(a)	11,576	11,488	11,426	10,719	10,424	10,523	11,870	10,575	11,302
Loans at the end of the year	4,296	2,833	4,555	4,112	3,781	2,372	2,911	3,086	3,824
Loans at the start of the year	3,923	2,499	4,083	3,621	3,707	2,166	2,547	2,888	3,471
Annual movement in borrowing	373	334	472	491	74	206	364	198	353

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, 2006 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic									
Primary	7,840	6,920	7,833	8,267	7,164	7,429	9,044	6,988	7,522
Secondary	11,477	11,011	11,550	11,733	11,083	11,885	10,518	10,468	11,302
Combined	12,109	15,350	12,990	11,031	10,555	9,014	11,200	10,290	12,047
Total^(a)	9,782	9,134	9,843	9,908	9,001	9,203	10,208	8,797	9,521
Independent									
Primary	10,992	10,810	11,031	8,547	8,494	8,347	8,049	13,396	10,105
Secondary	17,220	15,932	18,500	13,209	11,515	30,114	14,008	21,613	15,800
Combined	15,120	15,543	13,335	12,319	12,630	12,386	14,779	14,721	14,288
Total^(a)	14,864	15,316	13,423	11,654	12,223	12,555	13,178	14,696	14,022
Total non-government									
Primary	8,122	7,145	8,153	8,344	7,313	7,479	8,657	7,151	7,778
Secondary	11,825	11,373	12,331	12,186	11,148	12,582	12,990	10,492	11,713
Combined	14,575	15,524	13,269	11,819	12,157	11,269	13,365	13,482	13,844
Total^(a)	11,576	11,488	11,426	10,718	10,424	10,523	11,870	10,575	11,302

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, 2001 and 2006 (\$)

	2001	2006
Primary	479	643
Secondary	711	932

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, 2006

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	1.0	162.0	0.0
	42.5	1.0	90.0	0.0
	47.5	1.0	83.0	38.0
	48.7	1.0	56.0	0.0
	50.0	1.0	211.0	128.0
	51.2	27.0	8,115.5	4,869.1
	52.5	2.0	235.0	124.0
	53.7	2.0	368.2	0.0
	55.0	1.0	0.0	604.0
	56.2	943.0	237,063.4	191,300.5
	57.5	68.0	13,441.9	11,202.8
	58.7	86.0	18,036.7	13,774.3
	60.0	77.0	15,116.8	9,188.8
	61.2	82.0	16,564.8	7,120.1
	62.5	57.0	11,961.5	6,592.8
	63.7	60.0	10,076.6	4,766.0
	65.0	53.0	9,303.0	5,417.5
	66.2	42.0	6,628.5	1,953.0
	67.5	31.0	5,227.3	4,914.3
	68.7	19.0	4,701.0	0.0
	70.0	68.0	10,064.3	454.8
Total systemic Catholic schools		1,623.0	367,506.5	262,448.0
Non-systemic schools ^(e)				
	13.7	1.0	324.0	0.0
	15.0	1.0	529.0	857.0
	16.2	4.0	1,122.0	1,948.4
	17.5	2.0	1,227.0	1,305.0
	18.7	5.0	1,841.0	4,226.6
	20.0	4.0	692.0	1,640.0
	21.2	8.0	2,302.0	4,806.0
	22.5	5.0	1,400.0	2,201.0
	23.7	8.0	2,948.8	4,658.3
	25.0	11.0	2,543.0	7,487.2
	26.2	9.0	2,138.0	3,791.0
	27.5	6.0	1,119.0	4,141.4
	28.7	8.0	2,677.0	5,201.4
	30.0	10.0	2,807.0	5,120.0
	31.2	8.0	2,007.4	3,761.6
	32.5	8.0	1,932.6	3,632.0
	33.7	12.0	3,291.0	5,198.0
	35.0	9.0	2,062.0	3,151.7
	36.2	8.0	2,483.0	5,814.0
	37.5	6.0	1,313.8	2,795.0
	38.7	15.0	3,230.0	5,298.6
	40.0	17.0	2,430.3	4,732.0
	41.2	6.0	1,811.0	2,758.2
	42.5	10.0	1,627.8	3,138.2
	43.7	14.0	3,469.2	4,490.7
	45.0	16.0	3,599.2	5,659.4
	46.2	11.0	2,284.1	1,983.5
	47.5	26.0	6,053.6	7,993.7
	48.7	17.0	4,350.7	3,795.4
	50.0	17.0	5,067.0	4,818.6

...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, 2006

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	16.0	3,128.4	4,145.9
	52.5	31.0	8,654.1	8,951.9
	53.7	28.0	7,173.2	5,912.6
	55.0	36.0	5,476.3	5,212.5
	56.2	27.0	4,811.6	4,217.9
	57.5	36.0	6,326.9	5,008.3
	58.7	32.0	4,282.1	3,864.0
	60.0	29.0	3,735.3	2,276.6
	61.2	31.0	4,426.5	3,335.4
	62.5	17.0	3,714.6	1,700.2
	63.7	20.0	2,653.3	1,089.0
	65.0	14.0	3,428.6	2,114.0
	66.2	14.0	2,180.8	1,113.4
	67.5	10.0	2,713.2	1,298.9
	68.7	5.0	1,137.0	408.0
	70.0	91.0	3,952.1	3,760.7
Total non-systemic schools		719.0	138,476.5	170,813.2
Systemic non-Catholic schools				
	37.5	1.0	376.0	829.6
	40.0	1.0	310.0	852.0
	46.2	3.0	756.0	1,071.2
	47.5	1.0	102.0	0.0
	48.7	3.0	1,124.0	996.0
	50.0	8.0	1,563.0	1,266.0
	51.2	5.0	1,647.0	1,142.5
	52.5	11.0	2,686.0	3,385.2
	53.7	14.0	3,580.0	3,588.4
	55.0	8.0	1,662.2	1,586.4
	56.2	18.0	3,674.6	3,404.6
	57.5	12.0	2,171.0	746.2
	58.7	12.0	2,262.6	1,242.0
	60.0	7.0	954.0	153.0
	61.2	6.0	1,106.6	271.0
	62.5	11.0	1,580.3	686.4
	63.7	6.0	911.8	275.0
	65.0	1.0	159.0	0.0
	66.2	7.0	821.0	1,022.0
	67.5	4.0	396.4	30.0
	68.7	1.0	96.0	28.0
	70.0	3.0	114.0	56.5
Total systemic non-Catholic schools		143.0	28,053.5	22,632.0
Total schools with SES funding		2,485.0	534,036.5	455,893.2

(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, 2006

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	2.0	332.0	0.0
	43.8	48.8	6.0	2,054.0	3,040.0
	47.5	53.0	23.0	5,150.0	7,355.5
	51.6	57.5	5.0	652.8	367.0
	56.0	62.4	3.0	1,068.0	1,605.0
Total systemic schools			39.0	9,256.8	12,367.5
Non-systemic schools					
	15.7	18.9	2.0	875.0	2,003.4
	19.6	21.9	8.0	2,336.3	4,357.0
	23.9	28.7	2.0	301.0	0.0
	29.0	32.2	5.0	539.0	1,628.0
	32.0	35.7	11.0	1,913.5	4,528.0
	35.0	39.1	4.0	943.0	1,813.6
	38.7	43.2	12.0	2,668.3	5,175.7
	43.8	48.8	22.0	5,578.8	11,127.6
	47.5	53.0	58.0	16,278.3	27,753.4
	51.6	57.5	26.0	2,774.9	12,053.3
	56.0	62.4	18.0	1,746.3	2,264.0
Total non-systemic schools			168.0	35,954.4	72,704.0
Total non-government schools with year 2000 funding levels			207.0	45,211.2	85,071.5

(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, 2005–06 financial year (accrual basis) (\$'000)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	553,892	403,253	347,456	121,736	167,340	46,168	21,707	26,189	1,687,741
Capital	205,330	106,417	119,218	31,017	65,276	18,506	10,494	11,814	568,072
Country Areas	6,558	2,535	5,094	2,536	3,601	714	1,742	0	22,779
Strategic Assistance for Improving Student Outcomes Recurrent	109,731	65,391	47,976	23,419	24,829	8,594	5,239	3,072	288,250
ESL New Arrivals	23,949	16,529	8,637	4,800	5,562	1,276	507	993	62,254
Languages Other Than English	5,854	4,288	1,725	1,060	892	214	87	308	14,428
Indigenous Education Strategic Initiative Programme	54,576	10,577	44,211	10,155	43,581	3,678	23,371	1,119	191,268
Total government	959,889	608,990	574,317	194,722	311,082	79,150	63,147	43,496	2,834,793
Non-government schools									
General Recurrent (including Distance Education)	1,529,711	1,232,313	924,793	370,562	472,678	100,041	40,159	94,967	4,765,224
General Recurrent Short Term Emergency Assistance	107	40	0	100	32	0	0	0	279
Establishment Grants	530	150	515	120	260	7	15	37	1,634
Capital	86,972	68,530	46,864	19,786	25,347	5,299	7,043	5,825	265,666
Country Areas	1,866	732	862	348	525	168	0	0	4,501
Strategic Assistance for Improving Student Outcomes Recurrent	58,107	43,578	20,998	11,898	12,923	2,481	1,920	2,173	154,077
ESL New Arrivals	2,049	2,235	731	196	997	-33	-12	-11	6,152
Centre Support	11,480	14,690	7,454	4,157	1,695	509	490	658	41,134
Student Hostels	212	0	507	0	609	86	0	0	1,415
Languages Other Than English	2,578	6,035	1,079	533	572	87	17	227	11,129
Indigenous Education Strategic Initiative Programme	13,589	2,993	11,133	2,974	10,892	832	10,238	508	53,159
Total non-government	1,707,201	1,371,296	1,014,936	410,675	526,531	109,477	59,870	104,383	5,304,369
Joint programs									
National Literacy and Numeracy Strategies and Projects	7,488	5,043	1,951	1,199	1,008	374	925	1,288	19,276
National Asian Languages and Studies in Australian Schools ^(a)	180	191	0	0	0	70	0	0	441
Total joint programs	7,668	5,234	1,951	1,199	1,008	444	925	1,288	19,717
Total all programs	2,674,758	1,985,520	1,591,204	606,596	838,621	189,071	123,942	149,167	8,158,879

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2005–06 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, 2005–06 (\$'000)

Grants and awards	Actual expenditure
Grants in Aid	1,012
Australian Students Prize	1,000
Curriculum Corporation	116
Asia Education Foundation	1,327
Sub-total(a)	3,455
Literacy	
Projects to enhance literacy and numeracy outcomes	607
Quality Outcomes	
Boosting, Innovation, Science, Technology and Mathematics Teaching	10,202
Civics and Citizenship Education ^(b)	9,860
School Drug Education Strategy	3,267
Quality Outcomes – Other	14,428
Quality Teacher Programme	18,313
Sub-total(a)	56,071
Australian Book Industry Assistance Plan	0
Careers, Transitions and Partnerships	75,875
Career Information Service	
Career Counselling Service	3,747
Indigenous education	
Aboriginal Education Direct Assistance^(b)	
ATAS ^(c)	-15
VEGAS ^(d)	26
ASSPA ^(e)	-28
Tiwi Islands	10,000
Sub-total(a)	9,983
Framework for Open Learning^(b)	
Schools Online Curriculum Content Initiative	7,113
Total(a)	156,850

(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, 2005–06 (\$'000)

Program	Amount
ABSTUDY	102,040
Assistance for Isolated Children	53,482
Total	155,522

Note: Data is provided on a financial year basis in accordance with the appropriations framework.

Source: Australian Government DEST

Capital expenditure

Table 31 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2005–06 (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	205,330	86,972	292,302
Victoria	106,417	68,530	174,947
Queensland	119,218	46,864	166,082
South Australia	31,017	19,786	50,803
Western Australia	65,276	25,347	90,623
Tasmania	18,506	5,299	23,805
Northern Territory	10,494	7,043	17,537
Australian Capital Territory	11,814	5,825	17,639
Total	568,072	265,666	833,738

Source: Australian Government DEST

Equity

Student sub-group data

Table 32 Year 12 completion rates^(a), by locality^(b), sex and State and Territory, 2006 (per cent)

	Metropolitan zone			Provincial zone			Remote zone			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	65	73	69	53	69	61	52	85	68	62	72	67
Victoria	64	77	70	52	74	63	55	89	71	61	76	68
Queensland	62	71	67	57	76	66	53	76	64	60	73	66
South Australia	62	77	69	52	78	64	53	86	68	59	78	68
Western Australia	59	71	65	55	71	63	49	61	55	58	70	64
Tasmania	55	71	63	44	59	51	48	65	56	49	64	56
Northern Territory	(c)	(c)	(c)	35	47	41	19	23	21	27	35	31
Australian Capital Territory	73	79	76	(d)	(d)	(d)	(d)	(d)	(d)	73	79	76
Australia	64	74	69	53	72	62	44	61	52	60	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.

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0 *Schools Australia*, 2006

Table 33 Year 12 completion rates^(a), by locality^(b), and sex, Australia, 1997–2006 (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
2006	64	74	69	54	71	62	44	61	52	60	73	67

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.

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS Cat No. 4221.0, *Schools Australia*, 2006

Table 34 Year 12 completion rates^(a), by socioeconomic status^(b) and sex, by State and Territory, 2006 (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	57	69	63	57	69	63	76	81	79	62	72	67
Victoria	50	66	58	53	72	63	76	86	81	61	76	68
Queensland	54	69	62	60	73	67	73	76	74	60	73	66
South Australia	47	68	57	56	75	65	74	88	81	59	78	68
Western Australia	45	58	51	57	70	63	73	81	75	58	70	64
Tasmania	41	59	50	53	63	58	65	82	73	49	64	56
Northern Territory	10	16	12	41	50	45	(c)	(c)	(c)	27	35	31
Australian Capital Territory	(c)	(c)	(c)	(c)	(c)	(c)	73	79	76	73	79	76
Australia	52	66	59	57	71	64	75	83	78	60	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.

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat No. 4221.0 *Schools Australia*, 2006

Table 35 Year 12 completion rates^(a), by socioeconomic status^(b) and sex, Australia, 1997–2006 (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 ^r	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
2006	52	66	59	57	71	64	75	83	78	60	73	67

^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) 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.

Sources: Australian Government DEST, derived from data supplied by State/Territory secondary accreditation authorities; ABS Cat No. 4221.0, *Schools Australia*, 2006

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Appendix 1: Statistical annex

Glossary

Full-Time Equivalent (FTE) of staff

A measure of the total level of staff resources used. A full-time staff member, ie one who is employed full-time and is engaged solely on activities which fall within the scope of the National Schools Statistics Collection (NSSC), is equal to 1.0. The calculation of FTE for part-time staff is as follows:

- (a) The 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.

Index of Relative Socio-Economic Disadvantage (IRSED)

A measure developed by the Australian Bureau of Statistics, using Census data to categorise areas on the basis of their social and economic characteristics. IRSED identifies relative attributes such as educational attainment levels; income levels; occupations, skilled–unskilled; and levels of public-sector housing.

Indigenous student

An Indigenous student is a student of Aboriginal or Torres Strait Islander origin. At present, the way in which Indigenous status is determined varies across States and Territories.

Level of education

This can be defined as follows:

- (a) Primary education is that full-time education which typically commences at around age 5 and lasts for seven to eight years. It does not include sessional education such as pre-school education. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, primary education may extend from pre-year 1 to year 6 (or equivalent). In Queensland and Western Australia it may extend from year 1 to year 7 (or equivalent).
- (b) Secondary education is that education which typically commences at around age 12 after completion of primary education and lasts for five or six years. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, Western Australia, South Australia and the Northern Territory it may extend from year 8 to year 12 (or equivalent). Junior secondary education comprises years 7 to 10 in New South Wales, Victoria, Tasmania, and the Australian Capital Territory and years 8 to 10 in Queensland, South Australia, Western Australia and the Northern Territory. Senior secondary education comprises years 11 and 12 in all States and Territories.
- (c) Combined education refers to those schools which offer both primary and secondary education.

Major function (of staff)

Staff have been categorised according to their major function, which is based on the duties in which they spend the majority of their time. The functional categories for school staff are as follows:

- (a) Teaching staff are staff who spend the majority of their time in contact with students, ie support students either by direct class contact or on an individual basis, and have teaching duties, ie are engaged to impart the school curriculum. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties.

- (b) Specialist support staff are staff who perform functions that are of special benefit to students or teaching staff in the development of the school curriculum. While these staff may spend the majority of their time in contact with students, they are not engaged to impart the school curriculum. Instead they generally undertake such duties as providing advice on appropriate courses of study or careers advice.
- (c) Administrative and clerical staff are staff whose main duties are generally of a clerical/administrative nature. Teacher aides and assistants are included in this category, as they are seen to provide services to teaching staff rather than directly to students.
- (d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

The functional categories for staff not generally active in schools are as follows:

- (a) Executive staff are staff generally undertaking senior administrative functions which are broader than those of a secondary school principal. Executive staff salaries generally exceed those of a secondary school principal.
- (b) Specialist support staff are staff who manage or are engaged in curriculum development and research activities, assisting with teaching resources, staff development, student support services and teacher support services.
- (c) Administrative and clerical staff are staff whose main duties are of a clerical/administrative nature. Includes office staff, publicity staff and information technology staff in State and regional offices.
- (d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

MCEETYA Classification of Geographical Location

In July, 2001, ministers agreed to report secondary student 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.*

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).

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 geographic 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.*

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.

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.

Special school

A school which requires students to exhibit one or more of the following characteristics before enrolment is allowed:

- intellectual disability
- physical disability
- autism
- social/emotional disturbance
- in custody or on remand.

The following are not considered to be special schools: intensive language centres; schools whose distinguishing feature is the lack of formal curriculum; or schools for exceptionally bright or talented students.

Staff

Persons who are involved in the administration or provision of primary, secondary or special education. Staff are categorised as teaching staff and non-teaching staff, staff not generally active in schools. School teaching staff spend the majority of their time in contact with students and have teaching duties; that is, they are engaged to impart the school curriculum or are engaged in the provision of services for the direct benefit of students. Non-teaching staff are staff engaged in duties in one or more schools and may include specialist support staff (eg counsellors); teacher aides and assistants; administrative and clerical staff; and building operations, general maintenance and other services staff. See also, *Major function (of staff)*.

Student

A person who is formally enrolled in a school and active in a course of study other than pre-school or TAFE courses. A full-time student is one who undertakes a workload specified as full-time in the government or non-government sector. A part-time student is one who undertakes a workload less than that specified as full-time in either sector. The method used to determine student workload varies between States and Territories. 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 the user cost of capital is typically defined as the opportunity cost of funds tied up in the capital used to deliver government services, that is, the opportunity cost foregone due to the tying up of funds in particular capital assets.

Capital charging is the actual procedure used for applying this cost of capital to the asset management process. As such, it is a means of representing the cost of capital used in the provision of government budgetary outputs.

Very Remote zone

The Very Remote zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, provides a more detailed reporting level of the Remote zone, for determining the geolocation of students.

The Very Remote zone follows the criteria adopted by the ABS for the definition of Remote and Very Remote classes. The zone refers to areas with average Accessibility/Remoteness Index of Australia (ARIA) scores greater than 10.53.

See also, *MCEETYA Classification of Geographic Location; Metropolitan zone; Provincial zone; Remote zone*.

Acronyms and abbreviations

ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ACER	Australian Council for Educational Research
ACTAP	Australian Capital Territory Assessment Program
AEP	National Aboriginal and Torres Strait Islander Education Policy
AESOC	Australian Education Systems Officials Committee
AFIA	Assessing For Improved Achievement program
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
AIM	Achievement Improvement Monitor (Victoria)
AISACT	Association of Independent Schools of the ACT
AISQ	Association of Independent Schools of Queensland
AISSA	Association of Independent Schools of South Australia
AISV	Association of Independent Schools of Victoria
AISWA	Association of Independent Schools of Western Australia
ALS	Aboriginal Literacy Strategy (Western Australia)
AQF	Australian Qualifications Framework
ASC	Assessment of Student Competencies
ASISTM	Australian School Innovation in Science, Technology and Mathematics program (Australian Government)
ATAS	Aboriginal Tutorial Assistance Scheme
CAS	Computer Algebra Systems
CBAS	computer-based assessment of scientific literacy
CECV	Catholic Education Commission Victoria
CECWA	Catholic Education Commission of Western Australia
CHERI	Children's Hospital at Westmead Education Research Institute
CLaSS	Children's Literacy Success Strategy
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
ESL/ESD	English as a Second Language/English as a Second Dialect
ESL for ILSS	English as a Second Language for Indigenous Language Speaking Students
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
KLAs	Key Learning Areas

LANNA	Literacy and Numeracy National Assessment
LNSLN	Literacy, Numeracy and Special Learning Needs programme (Australian Government)
LOTE	Language other than English
MANSW	Mathematical Association of New South Wales
MAPRET	Multi-level Assessment Program Reporting and Evaluation Tool
MARBLE	Mathematics in Reform Based Learning Environments program (Tasmania)
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCVTE	Vocational and Technical Education
MLATS	Mathematics Learning and Teaching for Success program
MULTILIT	Making Up Lost Time in Literacy (ACT)
NALP	National Accelerated Literacy Programme (Australian Government and Northern Territory)
NAP	National Assessment Program
NCCO	National Consistency in Curriculum Outcomes
NCVER	National Centre for Vocational Education Research
NLNW	National Literacy and Numeracy Week
NSSF	National Safe Schools Framework
NTCF	Northern Territory Curriculum Framework
OECD	Organisation for Economic Co-operation and Development
PIPS	Performance Indicators in Primary Schools
PISA	Programme for International Student Assessment
PMRT	Performance Measurement and Reporting Taskforce
PSAP	Primary Science Assessment Program
QCE	Queensland Certificate of Education
RAISe	Raising Achievement in Schools Initiative
RTO	registered training organisation
SCAN	Student Centred Assessment of Need (ACT)
SEAR	Science Education Assessment Resource
SES	socioeconomic status
SINE	Success in Numeracy Education program (Victoria)
SMILE	Students in a Multiple Intelligences Learning Environment (ACT)
SOSE	Studies of Society and Environment
SPPs	Specific Purpose Payments
SRA	shared responsibility agreement
SSABSA	Senior Secondary Assessment Board of South Australia
SWL	Structured Work Learning
SWELL	Statewide Early Literacy and Learning Program (New South Wales)
THRASS	Teaching Handwriting, Reading and Spelling Skills
TIMSS	Trends in International Mathematics and Science Study
TORCH	Tests of Reading Comprehension
UAI	Universities Admission Index
VAEAI	Victorian Aboriginal Education Association Incorporated
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VELS	Victorian Essential Learning Standards
VET	vocational education and training
WACE	Western Australian Certificate of Education
WALNA	Western Australian Literacy and Numeracy Assessment program

