

2008

National Report

on Schooling in Australia

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

Chapter 1

The context of Australian schooling

Responsibilities for schooling in Australia

During 2008, 3.457 million students (including part-time students) attended school in 9,562 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 and 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 2008, the Australian Government's policies and programs for schools were administered through the Department of Education, Employment and Workplace Relations (DEEWR). Through DEEWR, 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 and
- 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, 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 2008, Tasmania 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

The structure of primary and secondary schooling in Australia varies between States and Territories. In 2008, the Northern Territory moved to exclusively include Year 7 students in secondary education. The two basic patterns in current formal schooling in Australia, as indicated in Table 1.1, are:

- In New South Wales, Victoria, Tasmania, the Northern Territory and the Australian Capital Territory, primary education comprises a pre-year 1 grade followed by years 1 to 6. In New South Wales and the Australian Capital Territory, pre-year 1 is called Kindergarten, whereas in Victoria and Tasmania it is called Preparatory and in the Northern Territory it is called Transition. Secondary education comprises years 7 to 12.
- In Queensland, South Australia, and Western Australia, primary education comprises a pre-year 1 grade followed by years 1 to 7. In Queensland pre-year 1 is called Preparatory, in South Australia it is called Reception, and in Western Australia it is called Pre-Primary. Secondary education comprises years 8 to 12.

In 2008, the age at which a child's attendance at school becomes compulsory was 6 years for all States and Territories except Tasmania, where it was 5 years. In practice, the majority of children start earlier, with minimum starting ages restricting enrolment to children aged between four-and-a-half to five years at the beginning of the (pre-year 1) school year.

In 2008, there were 1.975 million full-time equivalent primary school students in Australia, 69.7 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 general, students were required to stay at school until they have:

- reached 15 years-of-age (New South Wales, Northern Territory and the Australian Capital Territory),
- reached 16 years-of-age (South Australia, Victoria and Tasmania)
- reached 16 years-of-age or completing year 10 (Queensland) or

- completed the end of the year in which students turn 17 (Western Australia).

In 2008, there were 1.469 million full-time equivalent Australian secondary school students, 61 per cent of whom were enrolled in government schools. Most government schools are co-educational, but a significant number of non-government schools are single-sex schools.

Table 1.1 Primary and secondary school structures, and ages of commencement for year 1, by State and Territory, 2008

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

Note:

- (a) From 2007, the Preparatory year is offered in Queensland primary schools, replacing the current part-time State preschool year. The minimum age for children entering the Preparatory year from 2007 is 4 years, 6 months and the minimum starting age for year 1 has increased to 5 years, 6 months from 2008.
- (b) Staggered intake for each term.
- (c) The minimum school leaving age was raised to 16 years from the commencement of the 2003 school year.
- (d) From 2001, Western Australia changed its minimum school starting age (Kindergarten) from 3 years to 3 years 6 months. A half-year cohort is currently progressing through the year levels.
- (e) Staggered intake for each term.
- (f) From 2008, the Northern Territory moved to exclusively include Year 7 students in secondary education.

Source: *State and Territory departments of education, Australian Government DEEWR, Country Education Profiles: Australia 2008*

Autonomy of school principals and school governing bodies

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

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

Autonomy in government schools

New South Wales

Principals lead the design and implementation of school curriculum, assessment and teaching and learning programs within agreed curriculum frameworks in their schools. They also lead the planning, organisation, management, administration, evaluation and accountability of the school.

In April 2008, changes were implemented to the procedures for staffing New South Wales government schools, that provide greater opportunity for principals and their schools to participate in the selection of staff, while retaining the important elements of the state-wide staffing system.

Principals in New South Wales have the discretion to allocate general 'global' budget funds provided to them within broad parameters to reflect school plans and targets. Certain key budget items are managed centrally to reflect the benefits of service-wide contractual arrangements and policies, which lead to significant efficiencies and economies of scale for the New South Wales school education system.

Victoria

Each government school in Victoria is governed by a school council. School councils are legal entities and corporate bodies under section 2.3.2 of the *Education and Training Reform Act (2006)*.

The broad responsibilities of the school council include setting the vision of the school in collaboration with the school community, determining school priorities, and ensuring that the school is responsive to the needs of the local community.

The principal is accountable for the overall operational management and development of the school within state-wide guidelines and government policies. The principal is also the executive officer of the school council.

The principal and school staff are employees of the Victorian Department of Education and Early Childhood Development. The school council has the power to employ any teaching or non-teaching staff on a fixed term or sessional basis, however, the principal has the responsibility for recruitment, performance assessment and professional development of staff.

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

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

Queensland

The Minister for Education, Training and the Arts is responsible for setting the education framework for Queensland. Through the Department of Education, Training and the Arts (DETA) the portfolio delivers public education to more than 480,000 students through the state school system of 1,251 schools and employs approximately 53,000 full-time equivalent employees including approximately 36,000 full-time equivalent teachers.

DETA works closely with principals, school communities and teachers to ensure a match between student needs and teacher capabilities.

State schools manage their own operational budget in line with DETA's 2006–08 School Improvement and Accountability Framework. The framework assists schools to integrate effective planning, provide transparent reporting and quality assurance to enable principals to manage their budget according to localised initiatives which align with each school's Strategic Plan.

South Australia

South Australian government schools operate under the direct responsibility of the Minister for Education.

Site governance involves a partnership between the school's local community, as represented on its governing council, and the site leader, working together to develop the future directions for the site. They jointly monitor and report progress to continually enhance the performance of the school and the achievement of its students.

The governing council is responsible for approving and monitoring the site budget. The site budget is used as a plan for the allocation of the site's resources over the next year to enable it to achieve the objectives of the Site Learning Plan.

The site leader also has specific educational and organisational leadership responsibilities for which they are accountable to the Minister, through the Chief Executive of the Department of Education and Children's Services.

One such area of responsibility is in relation to staffing allocation. Principals determine the configuration of classes and the allocation of duties to teachers and support staff within the school.

Site leaders are also responsible in relation to implementation of the South Australian Curriculum Standards and Accountability Framework which describes the curriculum Key Ideas and Outcomes that all learners in South Australian public and schools can expect their education to be built on.

Annual reports, prepared by the department to the Minister for Education, are available online at:

<http://www.decs.sa.gov.au/portal/aboutdept.asp?group=reports&id=reports>.

Western Australia

Principals in Western Australian government schools have responsibility for the day-to-day management and control of their school, including financial resources and all persons on the school premises. Principals are accountable to the Director–Schools for the performance of their school and teachers are accountable to the principal for the progress of their students.

Authority for financial management has been devolved to principals to provide schools with more control over the resources available to them. Schools are required to formulate a budget according to identified school needs and priorities. The school grant, combined with other funding sources, provides flexibility for schools to achieve their priorities.

Local selection is a delegated responsibility that assists principals to match their staff profile with school needs. In 2008, 440 schools (57 per cent) had access to local selection.

In 2008, all schools were given the opportunity to select their own non-principal school administrators for commencement in 2009. This brings the selection of non-principal school administrator positions into closer alignment with reforms instituted for the selection of school principals.

Tasmania

Principals have autonomy over aspects of school operations, including education programs and staffing budgets. There is an extensive process of consultation with schools to satisfy, where possible, their individual needs in the allocation of non-devolved resources. School Improvement Boards appointed by the Minister for Education, work with networks of schools, supported by Learning Services in each area of the State, to provide targeted support to principals to take responsibility for school improvement.

School-based staff members are employed under the *State Service Act (2000)* and principals have the delegated authority to recruit and select for fixed-term staffing appointments.

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

Northern Territory

The Northern Territory Department of Education and Training is under the direct responsibility of the Northern Territory Chief Minister and Minister for Education and Training, administering 151 government schools with total enrolments of approximately 33,000 students. The department employs over 3,700 full-time teachers and support staff.

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

Most school councils are incorporated under Section 71 of the Northern Territory *Education Act (2005)* and have responsibility for the school budget. For schools with non-incorporated school councils, the principal is designated as a

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

There are also a number of programs under Closing the Gap and Northern Territory Emergency Response Review (NTER) that distribute funds to schools. Further information about NTER is available online at:

<http://www.nterreview.gov.au/>.

The Accountability and Performance Improvement Framework is an initiative to improve education and training outcomes in the Northern Territory. It provides a system of accountability for the whole department including schools, and allows the department to monitor and improve the quality of services provided. Further information about the Accountability and Performance Improvement Framework is available online at: <http://www.det.nt.gov.au/corporate/apif/index.shtml>.

Australian Capital Territory

In accordance with the Australian Capital Territory *Education Act (2004)*, the school board and principal determine priorities and strategic directions and report on school performance. Each school develops its own scope and sequence for achieving learning outcomes within the curriculum framework established by the Department of Education and Training's Chief Executive.

Under school-based management, the responsibility and budget for most operational matters have been devolved to schools.

Staffing is a centrally coordinated process, with principals playing an important role in the deployment of staff members within their school sites.

Autonomy in independent schools

Independent schools 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.

New South Wales

Independent schools in New South Wales generally operate with a high degree of autonomy in relation to day-to-day operational matters. While the majority of independent schools have links to church organisations, principals and governors are generally free to make staffing, curriculum, financial and other operational and management decisions with little involvement from the church body.

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 to ensure independent schools adhere to government educational and financial regulations. Independent schools in New South Wales are required to report annually to the Board of Studies on a range of educational and financial measures as a condition of registration.

Victoria

Each Victorian independent school is an individual organisational entity managed by a board of governors or management committee. Most independent schools are either incorporated associations or companies limited by guarantee. 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, while the principal is responsible for day-to-day operational management of the school.

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. As detailed in the Victorian *Education and Training Reform Act (2006)*, all Victorian schools are accredited and regulated by the Victorian Registration and Qualifications Authority.

Queensland

Independent schools in Queensland are incorporated entities, 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 (1975)*. Under this structure, each school is governed by a Board of Directors, Management Committee or governing body.

Independent schools in Queensland have a high degree of autonomy in relation to their educational programs, staffing, finances and other aspects of their operations, although they must comply with a set of accreditation criteria in relation to governance.

South Australia

Most independent schools in South Australia implement a leadership model that clearly differentiates between governance and management. The school board is responsible for:

- determining the school's mission and purpose
- selecting and assessing the performance of the principal
- ensuring legal and fiduciary duties are met, and
- significant financial matters, in partnership with the principal. These include long-term financial plans, annual budgets, and the infrastructure plan for the ongoing development of the school.

The board usually delegates to the principal, the management of the school, the implementation of the educational program and achievement of the directions set by the board. School boards are subject to both State and Commonwealth legislation, in particular the *Associations Incorporation Act (1985)*. The principal selects staff members within 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, the compliance requirements of the *Schools Assistance Act 2008* and other government contract obligations.

Western Australia

In Western Australia, independent schools must be registered and thereafter are subject to periodic re-registration as defined by the *School Education Act (1999)* (SE Act). Each school must have a governing body, the constitution of which must satisfy the requirements of the SE Act. The great majority of independent schools are incorporated under the

Associations Incorporations Act (1987), which imposes requirements in respect to governance and other operational procedures.

Most governing bodies implement a model of leadership that clearly differentiates between governance and management, whereby the management and operational aspects of the school are the responsibility of the principal. This is achieved through clearly defined delegations, giving the principal autonomy in the appointment of school staff, the enrolment of students and the development of curriculum and co-curricular program. The governing body is responsible for all financial matters, strategic planning and long-term directions and these responsibilities are undertaken in partnership with the school principal. The school's governing body generally appoints the school principal and in some cases, other senior administrative staff members.

Tasmania

In Tasmania, the majority of independent schools are single campus, where the board of governors or management committee is responsible for strategic planning and compliance oversight, but the principal has full autonomy for staffing, budget and other aspects of operations. Principals have autonomy over curriculum and education programs subject to the school's intrinsic education principles and values.

Northern Territory

Most independent schools in the Northern Territory are totally self governing entities, being companies limited by guarantee or associations, while one group is governed as a system.

Australian Capital Territory

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

All independent schools in the Australian Capital Territory are accountable to their parent body, their members, as well as to all regulatory authorities including the Australian Capital Territory Department of Education and Training and the Australian Government Department of Education, Employment and Workplace Relations. Independent school principals and governing bodies are responsible for developing and maintaining schools policies and procedures and the day-to-day management of the schools. The policies and procedures 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.

Australian Capital Territory non-government schools must be registered by the Australian Capital Territory Department of Education and Training, in line with the Australian Capital Territory *Education Act (2004)*. Schools are required to meet certain specific operational outcomes under the Act, with a range of guidelines framing the Territory government's governance and operational requirements.

Autonomy in Catholic sector schools

New South Wales

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. This ensures that all compliance accountabilities are met and allows Principals to appoint teaching and clerical staff.

Schools that are 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

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

The school governing bodies vary in structure, depending on which Catholic authority has jurisdiction over the school. For secondary schools, the governing bodies have been established by either 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 is generally advised by a School Board or Parish Education Board. The governing bodies of Victorian Catholic schools are, in the majority of cases, also the employers of principals and staff in each school.

The school governing bodies have delegated to school principals in Victorian Catholic schools, the leadership and management responsibility for all operational matters related to the school.

Queensland

Catholic schools in Queensland generally fall into two types: diocesan schools and religious institute schools. A diocesan school is one which is governed by a governing body, but is operated within the context of leadership and support from the relevant diocese. There are five dioceses (Brisbane, Cairns, Rockhampton, Toowoomba and Townsville) each of which has a Catholic education office. Each education office operates under the authority of an executive director.

A religious institute school is one which is governed by a governing body, but has minimal or no connection to a diocese.

Responsibility for governance of each non-State school rests with the school's governing body.

Within the requirements of the relevant legislation, Catholic non-State schools in Queensland have a high degree of autonomy in relation to their educational programs, staffing, finances and other aspects of their operations.

South Australia

The South Australian Commission for Catholic Schools (SACCS) is the incorporated body that articulates the vision for all Catholic schools in South Australia. The commission was established by the Bishops and Congregational Leaders 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 commission's policies and development of local policy and financial stewardship. The principal is responsible for the religious, educational, community and administrative wellbeing of the school, and implements the commission's policies and the policies of their diocese or congregation. This encompasses:

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

Western Australia

Operating within the requirements of Catholic Education Commission of Western Australia's policies and procedures and the Catholic School Board Constitution, the principal holds a significant degree of autonomy for the ethical, spiritual, educational, pastoral and managerial leadership of the school. The principal has delegated authority for the employment of all staff members and, with the school board, the financial operation (policy and decisions) of the school.

The school board is responsible and accountable for the financial operation of the school, and has an advisory role in other matters such as school policy, planning and community relations. The principal has the responsibility for all other decisions.

While the principal is required to present an annual report to the school community, and is responsible for keeping the board fully informed of school events and changes to policies, accountability is to the Director of Catholic Education in Western Australia, who acts on behalf of the Bishops of the diocese and congregational leaders.

Tasmania

The Archbishop of Hobart authorises the establishment of Archdiocesan colleges and Archdiocesan systemic colleges and schools in Tasmania. Each Archdiocesan college's governing council ensures that its college operates effectively,

meets its legislative requirements and delegates its authority for the operation and management of the college to the principal and school board. Archdiocesan systemic colleges and schools are governed by an Archdiocesan systemic schools governing council, through which the Director of Catholic Education delegates similar authority to the principal and board of each school. Principals enjoy considerable autonomy in matters of school leadership and management, including overall management of the education program and the selection of staff members. Governing councils have particular responsibility in matters pertaining to budgets and finances.

Northern Territory

In the Northern Territory, the Bishop of Darwin delegates authority to the Director of Catholic Education, who then delegates employment, teaching and learning programs and budget responsibilities to principals of Catholic schools. Principals are supported by an advisory school board, which endorses annual budgets, monitors budgets on a regular basis and develops policy for the school. Principals are subject to a formal review process.

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

Australian Capital Territory

Catholic school principals in the Australian Capital Territory have significant discretion over the development and implementation of curriculum and related education programs in their schools, within the requirements of the Australian Capital Territory Curriculum Frameworks. The principal has autonomy over professional development decisions. Other responsibilities include the annual school budget, all compliance accountabilities and the appointment of staff members. A key principle of the Australian Capital Territory Curriculum Framework is that schools should be responsible for their own curriculum. This highlights the autonomy of Australian Capital Territory principals in working with school communities, in deciding education programs suited to their local needs.

Principals are responsible to the Director and ultimately to the Archbishop. All principals receive support from various Catholic Education Office personnel who have determined responsibilities relating to leadership, human resources and curriculum.

National Safe Schooling Framework

This section provides an overview of how schools have implemented and are reporting against the National Safe Schools Framework. The framework was implemented by MCEETYA in 2003, to assist all school communities in building safe and supportive school environments where bullying, harassment and violence are minimised and students receive support on issues related to child abuse and neglect.

The National Safe Schools Framework is underpinned by a set of guiding principles and related key elements and approaches for schools to effectively provide a safe and supportive learning environment.

MCEETYA agreed that State and Territory school sectors would report annually on strategies to provide safe, supportive learning environments. Reporting has focused on the implementation of the following six key elements of the National Safe Schools Framework:

- promoting school values, ethos, structure, culture and student welfare
- implementing policies, programs and procedures
- providing education and/or training for school staff, students and parents
- managing incidents of abuse and victimisation
- providing support for students and
- working closely with parents.

Implementation of the National Safe Schooling Framework in government schools

New South Wales

All key elements of the National Safe Schools Framework are mandatory in the New South Wales Department of Education and Training.

In accordance with the department's *Working with Children Check Procedures*, all new successful applicants in paid child-related employment must undergo a national criminal records check and a *Working with Children Background Check*. All employees in child-related employment, paid and unpaid, are required to sign a *Prohibited Employment Declaration* prior to entering on duty.

All schools have procedures in place for staff to report child abuse or suspected child abuse.

All schools are required to have an anti-bullying plan with clearly outlined strategies to identify, report and deal with bullying behaviour. These plans must be developed and regularly revised in consultation with parents, staff and students.

Victoria

Victorian schools are required to develop and implement student safety and wellbeing policies and strategies that take a whole-school approach covering prevention, intervention and management of bullying (including cyber-bullying).

Available resources include:

- the Safe Schools Are Effective Schools strategy
- Responding to Allegations of Student Sexual Assault – Procedures for Victorian Government Schools
- Student Engagement Guidelines
- the Partnering Agreement: School Attendance and Engagement of Children and Young People in Out-of-Home Care
- access to the Student Critical Incident Advisory Unit for support, advice and direction
- acceptable use policies for the Internet
- staff professional development opportunities
- posters, websites, booklets, case studies, student code of conduct
- the annual Attitudes to Schools survey to evaluate the success of schools' anti-bullying strategies and
- student support service officers, including school psychologists, social workers, primary welfare officers, student welfare coordinators and school focused youth service officers, provide ongoing support to schools, students and their families.

The Working with Children Check investigates a person's criminal history for serious sexual, violence or drug offences and includes information from professional disciplinary bodies.

Schools also develop individual education plans and establish student support groups to further assist students. For further details, see:

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm> and
<http://www.education.vic.gov.au/aboutschool/childhealth/bullyingstrategies.htm>.

Queensland

The Department of Education, Training and the Arts is committed to providing a safe and supportive learning environment for students, and employees in Queensland State schools are required to model and encourage behaviour that upholds the safety of students. The Code of School Behaviour outlines the standards of behaviour expected of students, and the responsibilities of parents and all staff in promoting responsible behaviour and in supporting student learning.

South Australia

All South Australian government schools have implemented the National Safe Schools Framework. With support from the department's Criminal History Screening Unit, principals are required to ensure that all school staff members and volunteers have a criminal history screening by January 2010. The department has supported Dr Barbara Spears from the University of South Australia and the Coalition to decrease bullying, harassment and violence in South Australian schools in developing a national website, at: <http://www.cyberbullyingstories.org.au/>. This site provides advice to students parents and teachers about cyber safety.

Western Australia

Western Australian government schools continued their implementation of the key elements of the National Safe Schools Framework. The vast majority of schools reported significant progress and embedded in practice categories of implementation across the six key elements.

During 2008, the department finalised the revision of the Child Protection policy, which outlines procedures, roles and responsibilities for all staff in reporting and responding to child abuse. The revised policy will take effect from the beginning of 2009.

Screening of teaching staff is a requirement of teaching registration and the *Criminal Screening Policy 2005* mandates the screening of all current employees. The *Working with Children (Criminal Recording Checking) Act (2004)* and Regulations were implemented during 2006, adding another screening requirement for people in child-related work, including volunteers.

Tasmania

All schools have programs and strategies in place so that students can experience a positive school culture. Ninety-six per cent of schools have a current agreed statement of expected or unacceptable behaviour, including consequences.

System-wide procedures are in place to provide advice and information to all parties through grievance resolution processes.

School employees and contractors are required to complete a Good Character Check, which incorporates a National Criminal History Check.

In schools, procedures are in place to identify and manage incidents of abuse or victimisation, and to provide students with counselling, welfare and social support where necessary.

Mandatory reporting of abuse and neglect of children is required of all school personnel.

Northern Territory

During 2008, the *Safe Schools Northern Territory* program continued to contribute to government schools' effectiveness in the development of a positive school culture. *Safe Schools Northern Territory* is a framework that schools use to develop school-based policy. It outlines the principles for safe schools, the code of behaviour and responsibilities for all. Information, fact sheets and links to other websites are available for parents on the Department of Education and Training's website, at: <http://www.det.nt.gov.au/education/safeschools/>.

Northern Territory government schools are supported by 24 School Counsellor positions, which are based in middle and secondary schools across the Northern Territory. Further information about the role of school counsellors is available online at: http://www.det.nt.gov.au/education/special_education_wellbeing/wellbeing/school_counsellors.shtml. In addition, there are 17 Wellbeing Behaviour Officer positions supporting primary schools.

Australian Capital Territory

In the Australian Capital Territory, the *Providing Safe Schools P-12* policy package and strategies, including school-based Values Education Forums, contribute to a positive school culture. Professional learning for teachers supports the implementation of the National Safe Schools Framework and policies are reviewed regularly to maintain alignment.

Under Australian Capital Territory legislation, all personnel working with children are screened. A code of conduct for respectful interaction in public schools and a guide to safe Internet usage for families were released in 2008.

Schools have support workers and counsellors to support students affected by abuse. Since 2008, each secondary school has a dedicated pastoral care coordinator. Schools work closely with parents who are informed of national safe school initiatives through newsletters and meetings.

Implementation of the National Safe Schooling Framework in independent schools

New South Wales

Establishing a safe and supportive school environment fits within the ethos of independent schools in New South Wales, and programs and structures have been implemented to empower students to participate in a positive school culture.

All paid staff working in New South Wales' independent schools who have unsupervised access to children, participate in screening processes. The New South Wales *Commission for Children and Young People Act (1998)* requires Working with Children Checks for this category of employees. Independent schools require new staff to complete a Prohibited Employment Declaration. Volunteers working in independent schools in New South Wales are not required by law to be screened. However, the New South Wales Association of Independent Schools encourages all schools to complete the Prohibited Employment Declaration for volunteers.

Victoria

Independent schools in Victoria implemented programs and strategies to empower students to participate in a positive school culture.

All schools implemented procedures to undertake criminal history checks of all employees, and schools require volunteers to undertake Working with Children Checks in accordance with their requirements under the *Working with Children Act (2005)*. In response to the Victorian *Children, Youth and Families Act (2005)*, which requires teachers and principals to report child abuse, independent schools have procedures for the reporting of abuse. The majority of schools provided information to their teaching staff about their obligations under the legislation, the school's procedures for dealing with issues, and the ways in which children may provide information or exhibit symptoms.

Queensland

Independent schools in Queensland have a strong commitment to implementing the National Safe Schools Framework's six key elements, and have undertaken a range of strategies to ensure the wider school community is engaged in ensuring a safe and supporting school environment.

The Queensland Department of Child Safety has legislated that all paid school staff members must be screened and issued with a 'blue card'. The one exemption is teachers, who must undergo an even more extensive criminal check in their registration process. Any volunteers working or assisting in schools without pay are also screened and issued with a blue card. The exemptions in this case are those under 18 years-of-age (unless the individual is a trainee teacher), and parent whose children attend the school. As part of the process of accreditation, all independent schools must provide a copy of their Child Protection Policy. This policy includes articulation of the due processes staff members must follow in reporting incidents of abuse of children to the Department of Child Safety. All independent schools in Queensland provide copies of their behaviour management and anti-bullying policies as evidence of compliance for accreditation.

South Australia

The Association of Independent Schools of South Australia provides advice to independent schools in the development of their student policies and procedures. Non-government school registration criteria require that all independent schools must have student protection policies and procedures in place. To register and retain their teacher registration, all teachers in South Australia are required to undertake regular child protection and mandatory reporting training. Procedures for the regular screening of employees and volunteers in all South Australian independent schools were finalised in 2007. In addition, government and non-government school sectors have developed joint comprehensive criminal history screening processes for student teachers, student childcare workers, and other visitors from tertiary institutions.

Western Australia

In 2008, the Association of Independent Schools of Western Australia provided a range of support mechanisms to independent schools, to assist in the implementation of the National Safe Schools Framework and the development of a safe, supportive and positive school culture.

All independent schools in Western Australia implemented procedures to screen paid staff and others working or assisting without pay in schools. The Western Australia *Working with Children (Criminal Record Checking) Act (2004)* requires all people working with children to have a Working with Children Check. All members of teaching staff, as part of their registration to become a member of the Western Australian College of Teaching, need to undertake a criminal record check.

Tasmania

Procedures have been implemented to screen all paid school staff in Tasmanian independent schools. While screening of unpaid volunteers is not mandatory, the Association of Independent Schools of Tasmania has encouraged schools to undertake screening procedures, and approximately two-thirds of Tasmanian independent schools screen unpaid workers.

All Tasmanian independent schools implemented appropriate procedures and policies regarding abuse and unacceptable behaviour. In 2008, a significant number of Tasmanian independent schools provided training to staff, students and parents on countering bullying, harassment and violence, and schools steadily improved their management of incidents of abuse and victimisation.

Social support and counselling is available in many independent schools, to students involved with, or affected by, abuse and victimisation. The majority of schools informed and consulted with parents on issues supporting the implementation of the National Safe Schools Framework.

Northern Territory

Independent schools in the Northern Territory are supportive in establishing and maintaining safe school environments. Wellbeing, child protection and safe school environments are areas that are important to schools, and paramount in the development of school policies, procedures and strategies.

Legislation in the Northern Territory requires mandatory reporting on all suspected cases of child abuse and neglect. All schools undertake staff training on the legislative requirements, as well as supporting training on good practice in this important area of child protection.

It is now a legislative requirement in the Northern Territory for all school staff to undergo police checks before they are employed. It is also a requirement for any volunteers who are working with the children to undergo screening, via police checks.

The Association of Independent Schools in the Northern Territory works closely with schools in policy and procedure development, as well as responding to particular requirements for professional learning in the areas covered by the National Safe Schools Framework.

Australian Capital Territory

Australian Capital Territory independent schools progressed or put into practice the majority of the National Safe Schools Framework key elements. All Australian Capital Territory independent schools implemented procedures to screen paid school staff and others working or assisting in schools without pay, such as volunteers. Procedures were implemented for reporting by staff members of abuse, and many schools developed agreed statements of expected or unacceptable behaviour in relation to bullying, harassment and violence, including consequences.

Implementation of the National Safe Schooling Framework in Catholic sector schools

New South Wales

New South Wales Catholic schools implement a range of initiatives, consistent with school system guidelines, to support students. These include peer support and student leadership programs, the provision of pastoral care officers and restorative justice programs. Students receive explicit education in child protection matters, anti-bullying and anti-violence.

Workshops and seminars on anti-bullying strategies are provided for teachers and training in child protection is also offered to school staff.

Schools communicate and support parents through regular school newsletters, information evenings and school-based surveys.

The *New South Wales Commission for Children and Young People Act 1998* requires all paid child-related employees to undergo the Working with Children Check. Employment screening for Catholic employers in New South Wales is conducted through the Catholic Commission for Employment Relations.

Victoria

Catholic schools across Victoria continued to implement policies and practices related to the National Safe Schools Framework and were engaged in auditing against the six key elements. Victorian diocesan Catholic education offices have committed to ongoing support of their schools in the implementation of the framework.

Queensland

Catholic schools in Queensland implemented programs to enable student participation in school culture, and employed authorities to provide teachers, parents and students with education in relation to countering bullying, harassment and violence. Policies were developed about expected student behaviour and the consequences of bullying, harassment and violence. Policies and practices for dealing with bullying were in place and support is provided for students affected by abuse or victimisation. Catholic schools consult with parents on issues relating to all aspects of student wellbeing.

If a person proposes to work in a child-related area, a blue card is required, issued by the Commission for Children and Young People. For teachers, a criminal history check remains a requirement of their five-yearly renewal of teacher registration process, conducted by the Queensland College of Teachers.

In Religious Institute schools, staffing is the full responsibility of the school principal and the school board, generally with the board only involved in administrative appointments. In diocesan schools, principals have some 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.

South Australia

South Australian Catholic schools are compliant with the requirements of the National Safe Schools Framework. Significant levels of support are provided to school principals. Much work has occurred at central and school levels, which has contributed to the development of a culture of care and protection. School staff and volunteers must satisfy the sector's police clearance requirements prior to working or volunteering in Catholic schools. Systemic structures ensure that all schools meet this requirement.

Western Australia

All Western Australian Catholic schools have implemented the National Safe Schools Framework and the Framework is included in all school policies and procedures. Training continued and has been undertaken by many school staff. All school staff, and others working or assisting in schools, are required to undergo CrimTrac and/or Working with Children checks.

Tasmania

In matters pertaining to the National Safe Schools Framework, Tasmanian Catholic schools can boast many gains, including a 100 per cent response rate to each of the questions asked in Element Two, which deals with the screening of paid staff members, the screening of volunteers, the reporting by staff members of abuse and the presence of an agreed statement regarding unacceptable behaviour in relation to bullying, harassment and violence.

Northern Territory

In 2008, programs and strategies were used to empower students and promote positive school environments. Paid staff members must undergo a police check and members of teaching staff must have teacher registration to be employed in a school. Volunteers are screened for suitability for work in most schools. With the changes in Northern Territory legislation for Child Protection and Mandatory Reporting, three schools held training sessions for all staff members. Regular professional development is now in place for teachers and students to counter bullying and harassment. System-specific guidelines and policies are also in place to manage bullying and harassment incidents with identification and support strategies for both staff members and students. Schools have access to agency support, through referral processes and information and consultation on relevant issues occurs in all schools.

Australian Capital Territory

The Archdiocese follows the guidelines of the *Working with Children Act (2005)* when employing people in childhood education. The Act requires all prospective applicants' undertaken background checks of prospective, excludes prohibited persons from child-related employment, specifies that schools incorporate child-safe and friendly practices, and outlines that schools develop policies and codes of conduct for reporting suspected instances of child abuse.

Student support initiatives implemented across Catholic schools in the Australian Capital Territory in 2008 include:

- the appointment of pastoral care staff members
- peer support programs
- student representative councils and related student leadership programs
- school camps and retreats and
- restorative justice programs.

Australian Capital Territory Catholic schools have implemented guidelines and procedures at the system or school level to manage bullying, harassment and violence, and counsellors are contracted by the system to support students and staff members.

Teacher training was provided in anti-bullying strategies, mandatory reporting, duty of care and reporting of allegations involving staff members and minimising risk. Programs were implemented to educate students in child protection matters, anti-bullying and anti-violence, Personal Development, Health and Physical Education, and pastoral care. Resources to support students, staff and parents were provided and parents participated in seminars about child protection and anti-bullying. Information was provided to the school community through school newsletters and information nights, at which parents were actively encouraged to participate, their feedback collected through surveys.

National consistency in schooling in Australia

Common National Tests: National Assessment Program – Literacy and Numeracy

The first National Assessment Program—Literacy and Numeracy (NAPLAN) tests were conducted in May 2008, for all years 3, 5, 7 and 9 students in government and non-government schools. For the first time, all students in the same year level were assessed on the same test items in the domains of Reading, Writing, Language Conventions (Spelling,

Grammar and Punctuation) and Numeracy. Prior to 2008, students had undertaken different tests in each State and Territory.

The NAPLAN tests were developed collaboratively by the States and Territories, the non-government education sectors and the Australian Government, with Curriculum Corporation as project manager. The tests broadly reflect the curriculum content across all States and Territories, and the types of test questions and test formats were chosen so that they would be familiar to teachers and students.

NAPLAN 2008 marked an important innovation in national literacy and numeracy assessment in Australia. It uses a common set of tests to resolve the technical difficulties associated with equating State and Territory based tests, and reports the full range of student achievement against five national achievement scales.

For each of the assessed aspects of literacy and for numeracy, there is now a single continuous scale of student achievement across ten national achievement bands spanning years 3, 5, 7 and 9. Each year level is reported against six of these bands, including against the national minimum standards for each year level.

As students progress through school, it will now be possible to monitor how much progress they have made in literacy and numeracy. Individual student reports also show their results against the national average and the middle 60 per cent of students nationally.

Individual student reports contain plain English descriptors of what was assessed in each of the tests. This provides parents, with valuable information on what a student can typically do.

Importantly, NAPLAN can be used by teachers for diagnostic purposes. At the national level, teachers can refer to this information to gauge the achievement of the most able students, as well as focus on students who have yet to reach the national minimum standard and who may need further support.

In December 2008, Ministers released the full set of results from the inaugural national literacy and numeracy tests that were conducted across Australia. The report includes results for Indigenous students, students with a language background other than English and students living in metropolitan, country and remote areas. The comparative performance by gender, as well as a breakdown of student results by parental occupation and education are also reported. The *NAPLAN Summary Report*, released in September 2008, had provided the overall results. The results were made available online via the MCEETYA website, at:

http://www.mceetya.edu.au/mceetya/naplan_2008_report,25841.html and the NAPLAN website, at:
<http://www.naplan.edu.au/>.

National Curriculum

In March 2008, the Council of Australian Governments agreed to establish an interim National Curriculum Board (NCB) to develop a rigorous and world class national curriculum from kindergarten to year 12, starting with English, mathematics, science and history. National curriculum in the key learning areas will be developed by 2010 and implemented by the States and Territories from 2011.

The interim NCB was also asked to take a role in the Australian Government's National Asian Languages and Studies in School Program that aims to increase the number of secondary school students who will become familiar with the languages and cultures of Australia's main Asian trading partners: Japan, Indonesia, China and Korea.

MCEETYA nominated NCB representatives and advised on appropriate governance structures for the Board. MCEETYA also provided mechanisms through which to explore the Board's development of national curriculum in the key learning areas, along with broader issues relating to the implementation of national curriculum. The NCB reported to MCEETYA on its progress in developing national curriculum through 2008.

The interim NCB commenced operation in April 2008, with annual funding of \$5 million from the Australian Government, and began the task of developing the national curriculum in collaboration with a wide range of stakeholders, including teachers, principals, government, State and Territory education authorities, professional education associations, business/industry, community groups and the public.

The process for the development of the national curriculum consists of four stages:

- 1 Curriculum Framing Stage
Development of a broad outline of the K–12 curriculum for each learning area
- 2 Curriculum Writing Stage
Development of the K–12 curriculum for each learning area
- 3 Implementation Stage
Schools use curriculum for teaching and learning
- 4 Evaluation and Review Stage
Data collection on the use of the curriculum. Review of curriculum and modification as appropriate.

By the end of 2008, after consultation with stakeholders, the curriculum framing documents for the key learning areas were released for public consultation with curriculum writing scheduled to commence in 2009. Responsibility for national curriculum will transfer to the Australian Curriculum Assessment and Reporting Authority during 2009.

Australian Curriculum, Assessment and Reporting Authority

In October 2008, following a review of the existing national collaborative structures, MCEETYA decided to establish a new national body to execute MCEETYA policy decisions in relation to curriculum, assessment and reporting functions. The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established as a statutory authority under the *Commonwealth Authorities and Companies Act (1997)* in December 2008.

ACARA will be jointly funded by the States and Territories and the Australian Government and will commence operation in 2009, when the national collaborative functions of national assessment, national curriculum development and national reporting will make a transition to the new body.

National reporting on schools

In August 2008, MCEETYA established the School Reporting Working Group (SRWG) to provide advice on nationally comparable data that should be collected and reported on individual schools to support school evaluation, accountability, collaborative policy evaluation and resource allocation. Data would be provided to a national data authority and published on a national website.

At its meeting of 29 November 2008, the Council of Australian Governments (COAG) agreed that:

The Authority will provide the public with information on each school in Australia that includes data on each school's performance, including national testing results and school attainment rates, the indicators relevant to the needs of the student population and the school's capacity including the numbers and qualifications of its teaching staff and its resources.

The publication of this information will allow comparison of like schools (that is, schools with similar student populations across the nation) and comparison of a school with other schools in their local community.

As part of its work in developing the data repository, the SRWG commissioned the Australian Council of Educational Research (ACER) to provide technical advice on the appropriate indicators. The ACER report, provided in December 2008, detailed information about a number of appropriate contextual, capacity and outcomes indicators, and their usefulness in evaluating school performance. The report is available online at:

http://www.mceetya.edu.au/verve/_resources/ACER_Report_on_Reporting_and_comparing_school_performances.pdf.

The SRWG will consider this report and provide recommendations to MCEETYA in early 2009 on:

- a national schools' data collection to be held by ACARA or MCEETYA to guide school evaluation, accountability and resource allocation
- appropriate information from this data repository for reporting on individual schools and to enable public comparison of like schools.

Melbourne Declaration on Educational Goals for Young Australians

At the December 2008 MCEETYA meeting, State, Territory and Commonwealth Ministers for Education released the Melbourne Declaration on Educational Goals for Young Australians, which sets the direction for Australian schooling for the next 10 years.

The goals were developed by education Ministers, in collaboration with the Catholic and independent school sectors, following public consultation on the draft declaration. At the April 2008 MCEETYA meeting, Council agreed that the development of a new declaration would update the historic *Adelaide Declaration on National Goals for Schooling in the Twenty-first Century*, released in 1999. It would also reaffirm the importance of national collaboration to promote high-quality schooling for all Australian students. Ministers also agreed to hold a biennial national forum to showcase best practice, innovation and excellence in schooling, to provide opportunities for educational reform and innovative practice to be shared across Australia. The first forum was held in December 2008, in conjunction with the launch of the Melbourne Declaration. The Melbourne Declaration is available online at:
http://www.mceetya.edu.au/mceetya/melbourne_declaration,25979.html.

ANR 2008 Chapter 2

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 2008
- 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 2007–08 compared with previous years
- 4 funding arrangements for non-government schools and the level of this funding in 2007–08
- 5 capital expenditure on all Australian schools in 2007–08 from both levels of government (Australian Government and State/Territory governments).

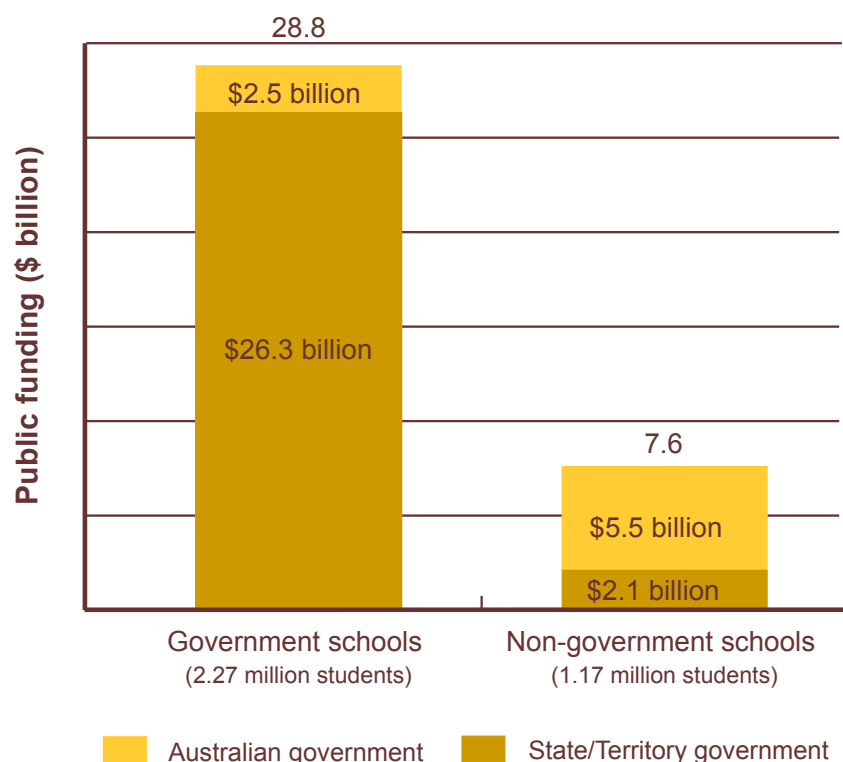
Funding arrangements for government and non-government schools are analysed in terms of Australian Government and State/Territory government funding for each sector.

Background

Operating government expenditure on school education from both the Australian Government and the State/Territory governments in 2007–08 was approximately \$36.4 billion. Expenditure on government schools was \$28.8 billion, or 79.1 per cent of the total. In 2008, non-comparability between government and non-government school financial data made the calculation of total government expenditure over both sectors imprecise. The total figure of \$36.4 billion comprises \$28.8 billion expenditure on government schools and \$7.6 billion expenditure on non-government schools from government sources over 2007–08. The \$28.8 billion total government expenditure on government schools is derived from Table 19 of the [2008 National Report on Schooling in Australia: Additional Statistics](#). The \$7.6 billion total government expenditure on non-government schools comprises \$5.5 billion from Australian Government grants and \$2.1 billion from State government grants.

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, 2007–08 (accrual basis)



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

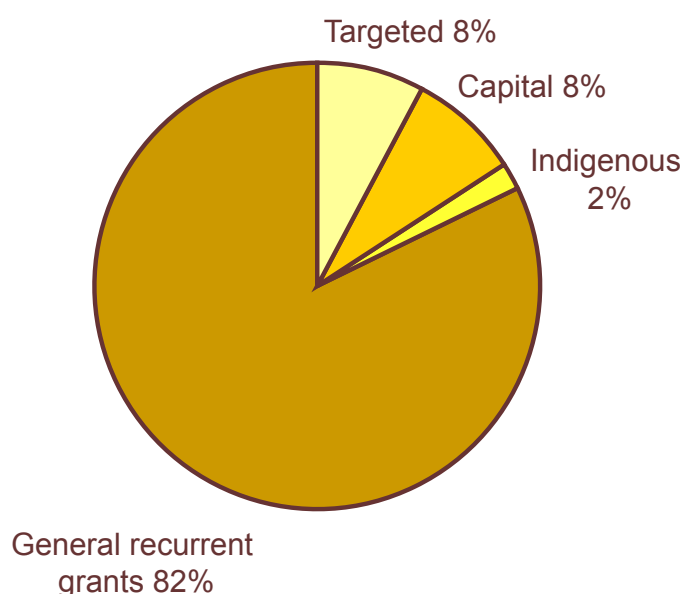
Source: MCEETYA, *National Report on Schooling in Australia, 2008*, Additional Statistics, Tables 19, 23 and 28.

In 2007–08, the Australian Government provided Specific Purpose Payments (SPPs) of \$8.76 billion for Australian schools and students. This amount comprised:

- \$7.19 billion for general recurrent grants (representing 82 per cent of Australian Government SPPs for schools for the 2007–08 year)
- \$0.69 billion for targeted programs (8 per cent)
- \$0.73 billion for capital programs (8 per cent)
- \$0.15 billion for Indigenous programs (2 per cent).

Figure 2.2 illustrates this breakdown.

Figure 2.2 Australian Government funding to schools and students, by major program, Australia, 2007–08



Source: Australian Government Department of Education, Employment and Workplace Relations (DEEWR)

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 socio-economic status non-government schools). See the section 'Australian Government 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 2008 were:

- Primary AGSRC \$8,044
- Secondary AGSRC \$10,061

These amounts are calculated using State and Territory governments' annual expenditure on government schools in the 2007–08 financial year. There is an 18-month time lag between State/Territory government expenditure on government schools and the flow-on of Australian Government increases through the AGSRC mechanism. The delay is due to the time involved in gathering and preparing school financial data.

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

The AGSRC amounts are expressed on a cash basis. As MCEETYA has moved from a cash to an accrual basis, a derived cash-based collection is used by the Australian Government to calculate its AGSRC amounts. This explains why the AGSRC amounts are different from the reported expenditure of States and Territories in this edition of the *National Report on Schooling in Australia*.

Developments in 2008

The *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* 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 2001–04 quadrennium.

The Australian Government will provide an estimated \$32.4 billion in funding for Australian schools from 2005 to 2008.

A major change from the 2001 to 2004 quadrennium is that all non-government schools, including Catholic systemic schools, are now covered by the socio-economic status (SES) funding arrangements, which were introduced in 2001. At the beginning of 2008, just over half of non-government schools (1,540) were funded according to their SES score. Those independent schools that moved onto a higher SES score in 2005–08, which entitled them to less funding, have had their funding held at their 2004 level without indexation ('funding guaranteed'), until the funding associated with their new SES score is equal to, or greater than, their 2004 entitlements. The remaining schools (1,175) have had their funding maintained with full indexation at either their 2000 level (for independent schools) or their 2004 level (for Catholic systemic schools) because their 2005–08 SES score would have entitled them to less funding than they received in 2001–04.

The Act also introduced 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 2008, the enrolments of Australian school students in the school system were approximately:

- 66 per cent in government schools
- 34 per cent in non-government schools.

Table 2.1 details student enrolments over the four-year period, 2005–08.

Table 2.1 School sector enrolments, Australia, 2005–08

Sector	2005	2006	2007	2008
Government	2,246,087	2,248,229	2,268,377	2,264,554
Non-government	1,102,052	1,120,498 ^r	1,148,146	1,169,737
Catholic	672,982	679,408	690,910	696,577
Other	429,070	440,399	457,236	473,160
All schools	3,348,139	3,368,727^r	3,416,523	3,434,291

r revised

Source: ABS, Cat. No. 4221.0, *Schools Australia, 2005–08*

In terms of staffing, approximately

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

Table 2.2 Full-time equivalent (FTE) of teaching staff, Australia, 2005–08

<i>Sector</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Government	156,564	158,194	160,791	161,351
Non-government	79,231	81,445	83,567	85,756
Catholic	43,971	44,870	45,717	46,390
Other	35,260	36,575	37,850	39,366
All schools	235,794	239,639	244,358	247,107

Note: Totals may not add due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia, 2008*, and Australian Government DEEWR data

Total FTE teaching numbers increased by 2,749 in 2008, which constitutes an increase of 1.1 per cent. In 2008 there was a 2.8 per cent decrease in the number of graduates from initial teacher-education courses, from 15,938 graduates in 2007 to 15,492 graduates in 2008 (see Table 2.3) This decrease follows the decrease of 2007, which was the first decrease since 2000 when the reporting of this data commenced in the *National Report on Schooling in Australia*. In addition, 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.

Table 2.3 Number of persons graduating from initial teacher education courses, Australia, 2004–08

<i>Year</i>	<i>No. of graduates</i>
2004	15,014
2005	15,565
2006	16,004
2007	15,938
2008	15,492

Source: MCEETYA, *National Report on Schooling in Australia, 2004–08*, Appendix 1: Statistical annex, Table 18

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

Table 2.4 Full-time equivalent (FTE) student–teacher ratios, by sector and school category, Australia, 2004–08

<i>Sector and category</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Government primary	16.2	16.1	15.8	15.7	15.6
Government secondary	12.4	12.4	12.4	12.3	12.3
Catholic primary	18.2	17.9	17.7	17.8	17.6
Catholic secondary	13.1	13.1	12.9	12.8	12.8
Independent primary	14.9	14.6	14.4	14.7	14.7
Independent secondary	10.9	10.7	10.7	10.5	10.5
All schools	14.3	14.2	14.1	14.0	13.9

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, 2004–08* Appendix 1: Statistical annex, Table 16; ABS, Cat. No. 4220, *Schools Australia, NSSC, Table 63a*

Funding for government schools

State and Territory governments have primary responsibility for providing school education and are the major funders of government schools, spending around \$26.3 billion in the 2007–08 financial year, with the Australian Government spending around \$2.5 billion. Government school systems are not currently required to report non-government funding sources. The total operating expenditure by government education systems is provided in Table 2.5.

Government schools

Table 2.5 illustrates accrual expenditure by government education systems in 2005–06, 2006–07 and 2007–08.

Table 2.5 Operating expenditure by government education systems, Australia, 2005–06 to 2007–08 financial years (accrual basis) (\$'000)

<i>Area of expenditure</i>	<i>2005–06</i>	<i>2006–07</i>	<i>2007–08</i>
<i>In-school expenditure</i>			
Salaries (teaching)	13,148,045	13,771,965	14,630,448
Salaries (non-teaching)	2,532,627	2,722,329	2,936,764
Redundancies	15,743	32,745	7,017
Non-salary costs	5,042,416	5,286,666	5,519,632
User cost of capital	3,322,198	3,725,413	4,249,565
Sub-total	24,061,030	25,539,118	27,343,426
<i>Out-of-school expenditure</i>			
Salaries (non-teaching)	777,046	740,375	790,040
Redundancies	5,732	9,360	2,756
Non-salary costs	506,808	613,954	598,702
User cost of capital	20,034	20,850	22,897
Sub-total	1,309,620	1,384,539	1,414,395
Total	25,370,650	26,923,657	28,757,821

Note:

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

Source: MCEETYA, *National Report on Schooling in Australia*, Appendix 1: Statistical annex, Table 19 (2005–06 to 2007–08 data)

State and Territory government accrual-based expenditure on government schools (including Australian Government contributions) has increased by 13.4 per cent in the three-year period from 2005–06 to 2007–08, from \$25.3 billion to \$28.8 billion.

Per capita expenditure

Per capita expenditure in government schools has steadily increased over the past decade. In 2007–08, this expenditure reached \$11,557 for primary students and \$14,306 for secondary students. Table 2.6 shows a growth of 6.4 per cent in total per capita funding over the last two years, from \$11,874 to \$12,639.

Table 2.6 Recurrent per capita expenditure on government schools, by level of education, Australia, 2005–06 to 2007–08 financial years (accrual basis) (\$)

<i>Financial year</i>	<i>Primary</i>	<i>Secondary</i>	<i>Total</i>
2005–06	10,280	12,729	11,243
2006–07	10,938	13,315	11,874
2007–08	11,557	14,306	12,639

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

Source: MCEETYA, *National Report on Schooling in Australia, 2006–08*, Appendix 1: Statistical annex, Table 20

Per capita funding for secondary schools increased by 7.4 per cent from 2006–07 to 2007–08, while funding for primary schools increased by 5.7 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 for government schools

Australian Government SPPs (excluding capital SPPs) represent about 8.7 per cent of total spending on government schools (\$2.5 billion from a total of \$28.8 billion). Australian Government recurrent funding for government schools was provided through block grants calculated according to the numbers of students at each level of schooling, primary or secondary. The initial rates of general recurrent assistance for government schools in 2008 were \$678 per primary school student and \$973 per secondary school student. Additional recurrent funding of \$161 per student was available for eligible students with disabilities. Australian Government contributions to government schools also included assistance under targeted programs such as: English as a Second Language – New Arrival (the initial per capita grant in 2008 was \$5,534 per eligible student and \$11,068 for each humanitarian student eligible); Strategic Assistance for Improving Student Outcomes; the Country Areas Program; the School Languages Program (Languages other than English) and the Indigenous Education Programs. As mentioned, the Australian Government provided SPPs of approximately \$8.753 billion for Australian schools and students, both government and non-government, in the 2007–08 financial year. Table 2.7 shows how this was distributed to government and non-government authorities, by State and Territory.

Table 2.7 Australian Government grants for schools, by program and category of school, by State and Territory, 2007–08 financial year (accrual basis) (\$'000), revised, February 2010

<i>Program</i>	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Total</i>
<i>Government schools</i>									
General Recurrent	620,978	447,975	393,673	135,697	186,232	49,980	24,525	29,095	1,888,155
Capital	152,722	107,832	79,676	39,991	50,681	15,227	10,830	7,681	464,640
Country Areas	7,100	2,704	5,518	2,745	3,918	773	1,913	0	24,671
Literacy, Numeracy and Special Learning Needs	118,520	69,686	52,770	24,097	26,862	8,962	5,701	2,936	309,533
English as a Second Language	31,913	28,521	13,129	13,619	7,519	1,488	671	1,062	97,922
Schools Languages Program (Languages Other Than English)	6,025	5,356	2,381	1,407	1,226	300	129	293	17,117
Indigenous Education Programs(a)	23,718	7,623	56,447	8,195	18,551	3,769	30,240	83	148,626
Total government	960,976	669,697	603,594	225,752	294,989	80,499	74,009	41,150	2,950,665
<i>Non-government schools (Catholic and independent)</i>									
General Recurrent (including Distance Education)	1,670,579	1,364,869	1,038,271	416,048	529,896	111,744	48,166	103,533	5,283,106
General Recurrent – Short Term Emergency Assistance	273	10	0	0	0	0	100	0	383
General Recurrent – Establishment Grants	298	379	341	149	212	8	20	0	1,407
General Recurrent – Remote	1,819	1,061	4,692	898	2,275	608	1,735	0	13,088
Capital	83,041	67,789	50,454	20,228	25,805	5,209	4,614	5,742	262,882
Country Areas	2,029	804	948	380	600	183	206	0	5,150
Literacy, Numeracy and Special Learning Needs	64,065	47,338	22,919	12,567	14,723	2,730	1,837	2,308	168,485
English as a Second Language	2,328	2,947	1,258	479	799	107	17	0	7,933
Centre Support	12,526	8,749	7,575	4,183	2,446	779	753	683	37,693
Student Hostels	346	14	364	0	653	0	0	0	1,376
Schools Languages Program (Languages Other Than English)	3,115	6,115	1,390	662	765	120	29	247	12,444
Total non-government	1,840,417	1,500,074	1,128,212	455,594	578,173	121,486	57,477	112,513	5,793,946
<i>Joint programs</i>									
National Literacy and Numeracy Strategies and Projects	2,040	3,921	1,709	297	130	101	194	237	9,629
National Asian Languages and Studies in Australian Schools(b)	23	148	0	0	0	0	0	0	171
Total joint programs	2,063	4,069	1,709	297	130	101	194	237	8,800
Total all programs	2,803,456	2,173,840	1,733,515	681,643	873,292	202,086	131,680	153,900	8,753,411

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2007–08 financial year Final Budget Outcome, as at 30 June 2008.
 - 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 Indigenous Education Strategic Initiatives Programme (IESIP) and the Indigenous Education Direct Assistance (IEDA) Programme terminated in 2004. They were replaced by the Indigenous Education Programs. Data provided are for grants to schools only, and do not include grants for pre-school, higher education or TAFE.
- (b) The National Asian Languages and Studies in Australian Schools Strategy (NALSAS) terminated in 2002.
- Source: Australian Government DEEWR; MCEETYA, *National Report on Schooling in Australia, 2008*, Additional Statistics, Table 28.

Funding for non-government schools

Funding is provided to non-government schools by the Australian Government and by State and Territory governments.

Australian Government funding for non-government schools

In 2008, the funding system introduced by the Australian Government in 2001 based on the socio-economic status (SES) of each independent school's community was continued. The SES approach to school funding involves linking student address data to Australian Bureau of Statistics' national Census data from 2001 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 AGSRC. Funding for schools with SES scores within this range receive proportional funding based on their individual SES scores.

From 2005, all Catholic systemic schools are covered by the SES funding arrangements.

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 [Additional Statistics](#) details this per capita income and is replicated as Table 2.8 below. The income shown in Table 2.8 funds both recurrent and capital applications.

Table 2.8 Non-government school per capita incomes, by source, Australia, 2008 calendar year

<i>Income source</i>	<i>Catholic schools</i>		<i>Independent schools</i>	
	<i>Per capita amount (\$)</i>	<i>% of total income</i>	<i>Per capita amount (\$)</i>	<i>% of total income</i>
Australian Government grants	5,673	52.8	4,604	30.6
State/Territory grants	2,012	18.7	1,684	11.2
<i>Total government grants</i>	7,685	71.5	6,288	41.8
<i>Private income</i>	3,059	28.5	8,774	58.3
Total	10,744	100.0	15,062	100.0

Note: Some amounts may not add due to rounding.

Source: MCEETYA, *National Report on Schooling in Australia, 2008*, Additional Statistics, Table 23

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 23 and 24 in the [Additional Statistics](#), 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 repayments, 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 2.9 Non-government schools per capita expenditure, by affiliation, Australia, 2008 calendar year

<i>Affiliation</i>	<i>Per capita expenditure (\$)</i>
<i>Catholic</i>	
Primary	8,565
Secondary	12,735
Combined	13,665
<i>Independent</i>	
Primary	11,599
Secondary	20,383
Combined	15,644

Source: MCEETYA, *National Report on Schooling in Australia*, 2008, Additional Statistics, Table 24

State and Territory funding for non-government schools

As well as providing recurrent grants to government schools, all States and Territories fund non-government schools. State/Territory governments used a variety of mechanisms for allocating funding to non-government schools in 2008. New South Wales, Western Australia and the ACT allocated funding based on the former Australian Government Education Resources Index (ERI). In 2006, the Victorian Government implemented a new funding model for their non-government schools. The model included both core and needs-based funding related to factors including socio-economic status, disability, Education Maintenance Allowance eligibility, rurality and indigeneity. 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 the Australian Government SES scores and a School Resource Index. In Tasmania, need is assessed by exclusive reference to SES. In South Australia, both school and student-based measures of need are used, but there is no reference to either the former Australian Government ERI or current Australian Government SES scores. The Northern Territory has single funding rates for primary students, secondary students and students attending remote schools.

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

Table 2.10 State/Territory government per capita grants to non-government schools, by category, Australia, 2008 (\$)

Former ERI funding category	NSW(a)	WA(c)	ACT(d)	Rates for other States/Territories	
Primary		Cat		Tasmania(e)	
1	770	A	1,147	371	Primary 1,500
2	1,001	A	1,147	494	Junior secondary 1,851
3	1,155	A	1,147	613	Senior secondary 2,418
4	1,232	B	1,321	745	
5	1,309	B	1,321	864	Northern Territory(f)
		C	1,327		Primary 1,945
6	1,386	D	1,369	955	Secondary 2,637
7	1,463	D	1,369	1,050	Remote 2,616
8	1,540	E	1,436	1,151	South Australia(g)
9	1,617	E	1,436	1,229	Primary 592
10	1,694	F	1,496	1,306	Secondary 823
11	1,771	F	1,496	1,385	Queensland(h)
12	2,028	G	1,544	1,466	Primary 1,055
Special assistance schools(i)	n.a.	H	2,301	n.a.	Secondary 1,583
Remote sole-provider schools(j)	n.a.	I	3,062	n.a.	
Secondary					
1	1,029	A	1,741	537	Victoria Core Per Capita Range (b)
2	1,338	A	1,741	706	Primary 329 – 548
3	1,544	A	1,741	820	Secondary 513 – 837
4	1,647	B	2,141	1,068	
5	1,750	B	2,141	1,143	
		C	2,193		
6	1,853	D	2,258	1,272	
7	1,955	D	2,258	1,397	
8	2,058	E	2,356	1,534	
9	2,161	E	2,356	1,640	
10	2,264	F	2,434	1,739	
11	2,367	F	2,434	1,841	
12	2,582	G	2,522	1,949	
Special assistance schools(i)	n.a.	H	3,754	n.a.	
Remote sole-provider schools(j)	n.a.	I	4,929	n.a.	

n.a. not applicable

Note: All amounts rounded to the nearest dollar. Rates are expressed in 2008 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 (EMA) 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. In 2008 the needs component of the model, constituted 58.1 per cent of total State recurrent grants distributed in 2008. The needs element of the model, encompasses, student family background (53.6 per cent of the total state recurrent grant); students with disabilities (3.6 per cent); Aboriginal and Torres Strait Islander (0.2 per cent); rurality (0.7 per cent).

(c) In WA, a special per capita grant of \$24,812 was paid for 'high support needs' students with very severe disabilities and loadings of 110 per cent, 210 per cent and 360 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 2007–08 and 2008–09. The rate has been determined based on a weighted average rate for years K–3 and years 4–6.

(e) Tasmanian figures represent the average level of funding per student FTE 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 2008 rate for this scheme is \$2,693 per student. The non-government schools also received per capita funding under the Severely Disabled Students scheme, at the rate of \$5,138 per student.
- (g) The South Australian government allocated to non-government schools in 2006 an additional \$16 million over four years to assist schools to meet the needs of students with a disability, minimal English language competencies and/or learning difficulties, and to cater more effectively for students of families experiencing economic hardship. For more information on how this additional funding is distributed, see p.11 of the *Annual Report 2008 of the Advisory Committee on Non-Government Schools in South Australia*, available online at: http://www.ngss.sa.edu.au/files/links/Annual_Report_2008_V2.pdf.
- (h) In addition to these rates, Queensland pays a needs component which, in 2008, amounted to 22.5 per cent of the total grants available. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2008, the 'needs components' were \$313 per primary student and \$469 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

Capital expenditure

State and Territory capital expenditure

Capital expenditure by State and Territory governments in government schools was almost \$2 billion in 2007–08. As Table 2.11 illustrates, there has been an increasing level of capital expenditure over the past four years.

Table 2.11 Capital expenditure by State and Territory governments in government schools, Australia, 2004–05 to 2007–08 financial years (accrual^(a) basis) (\$'000)

Financial year	NSW	Vic.	Qld.	SA	WA	Tas.	NT	ACT	Australia
2004–05	288,552	264,159	287,640	71,524	149,436	16,776	11,910	22,185	1,112,182
2005–06	395,505	398,582	404,517	47,498	164,770	30,134	22,484	23,275	1,486,765
2006–07	462,846	552,567	484,447	46,461	321,698	13,487	28,579	40,392	1,950,477
2007–08	486,577	476,513	472,732	75,421	314,295	23,118	48,675	71,133	1,968,464

- (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.

Note: Figures include Australian Government capital grants contributions.

Source: MCEETYA, *National Report on Schooling in Australia*, 2005–08, Additional Statistics, Table 19

Australian Government Capital Grants program

The Australian Government allocated approximately \$728 million in capital funding for Australian schools in 2007–08. This funding was made available through the Capital Grants program in the form of block grants for government and non-government schools. Of the \$728 million made available in 2007–08, \$465 million was provided for projects at government schools and \$263 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 2007–08, 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. Capital funding also contributed to the provision and/or upgrading of new schools.

In the independent sector, the capital projects completed physically and financially in 2007–08 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, 2007–08 (\$'000)

<i>State/Territory</i>	<i>Government</i>	<i>Non-government</i>	<i>Total</i>
New South Wales	152,722	83,041	235,763
Victoria	107,832	67,789	175,621
Queensland	79,676	50,454	130,130
Western Australia	50,681	25,805	76,486
South Australia	39,991	20,228	60,219
Tasmania	15,227	5,209	20,436
Australian Capital Territory	7,681	5,742	13,423
Northern Territory	10,830	4,614	15,444
Total	464,640	262,882	727,522

Source: Australian Government DEEWR; MCEETYA, *National Report on Schooling in Australia, 2008*, Additional Statistics, Table 31.

ANR 2008 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 review of the goals was endorsed by MCEETYA in 1999 and published as the statement of Australia's *National Goals for Schooling in the Twenty-first Century* (the Adelaide Declaration). The *National Goals for Schooling in the Twenty-first Century* provided a foundation for collaborative action to improve the quality of schooling in Australia.

The second update of the goals occurred in December 2008, when MCEETYA endorsed a new national declaration on their aspirations for young Australians for the next decade and beyond, the *Melbourne Declaration on Educational Goals for Young Australians* (the Melbourne Declaration).

The Adelaide Declaration on the 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.

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 complete Preamble to the Adelaide Declaration and list of national goals is available online at: http://www.mceecdya.edu.au/mceecdya/adelaide_declaration,11576.html.

The Melbourne Declaration on Educational Goals for Young Australians

In December 2008, education ministers released the *Melbourne Declaration on Educational Goals for Young Australians* (the Melbourne Declaration). This supersedes the Adelaide Declaration and sets the direction for Australian schooling for the future. It was developed by education ministers in collaboration with the government, Catholic and independent school sectors, following public consultation on a draft version.

The Melbourne Declaration is available online at:

http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html.

In late 2008, a public consultation process commenced for a companion document supporting the Melbourne Declaration, the MCEETYA Four-Year Plan. The Four-Year Plan will be developed alongside work being undertaken by the Council of Australian Governments (COAG) on the national productivity agenda.

Performance and reporting requirements and initiatives

The *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* provides financial assistance to the States and Territories and non-government schools for primary and secondary education from 2005–2008. The Act requires reporting against common measures for literacy and numeracy, and makes provision for the reporting of average student attendance rates and reporting against measures for VET in Schools, as set out in Schedule 1 of the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005*.

During 2008, a number of important funding and school reporting developments were underway, including negotiation of a National Education Agreement between the Australian Government and States and Territories and a new Schools Assistance Act to provide funding to non-government schools from 2009.

The *Australian Curriculum, Assessment and Reporting Authority Act 2008* was created to establish an independent statutory authority responsible for the management of national curriculum, assessment, data management, and analysis and reporting for school education. The Act provides for the authority's governance, including a review of its role within six years of establishment. The Australian Curriculum, Assessment and Reporting Authority (ACARA) will report to all Australian education ministers through MCEETYA. From 2009, ACARA will progressively assume responsibility for educational measurement and reporting activities undertaken through MCEETYA's Performance Measurement and Reporting Taskforce (PMRT).

The Measurement Framework for National Key Performance Measures

In July 2002, MCEETYA agreed to a *Measurement Framework for National Key Performance Measures*. 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.

Ministers responsible for school education agreed to report on progress towards the achievement of the national goals in several priority areas, comparable by State and Territory, and using a set of agreed key performance measures as the basis for reporting. The core of the framework is a schedule setting out key performance measures and an agreed assessment and reporting cycle for the period, 2006–2014.

The suite of key performance measures is reviewed annually in the context of MCEETYA's expectation that measures will be few in number, strategic in orientation and adequately cover the priority areas outlined in the national goals or required under the relevant legislation.

The *Measurement Framework for National Key Performance Measures* (August 2008) is available online at:
http://www.mceecdya.edu.au/verve/_resources/PMRT_Measurement_Framework_National_KPMs.pdf.

Nationally comparable reporting

Literacy and numeracy

In July 2006, ministers agreed to implement a full-cohort common national assessment of literacy and numeracy for students in years 3, 5, 7 and 9. In 2008, for the first time, students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN replaced the State and Territory-based assessments.

NAPLAN is an annual assessment and all students in years 3, 5, 7 and 9 are expected to participate in a series of tests in reading, writing, language conventions (spelling and grammar and punctuation reported separately) and numeracy (working effectively with numbers, space and measurement).

The NAPLAN assessments permit the reporting of results by achievement bands in addition to national minimum standards (which replaced the previous State- and Territory-based testing benchmarks). The data from NAPLAN test results gives schools and systems a diagnostic capacity to identify individual student needs and the ability to compare students' achievements against national standards and across States and Territories. It also allows the monitoring of progress over time.

NAPLAN results are reported in two stages, including a Summary Report and a National Report. Both reports for 2008 are available at the NAPLAN website,
http://www.naplan.edu.au/naplan_2008_reporting/naplan_2008_reporting.html.

National sample assessments

The national sample assessments test the skills and understanding of students in the following areas:

- Science literacy – year 6 students (2003, 2006)
- Civics and Citizenship – years 6 and 10 students (2004, 2007)
- Information and Communication Technologies (ICT) literacy – years 6 and 10 (2005, 2008).

These assessments are conducted on a rolling, three-yearly basis, on a sample of students across all States and Territories, including the non-government schooling sectors.

Student performance on the sample assessments is described using proficiency levels. The proficient standard is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as proficient.

In 2008, students were assessed on their ICT literacy skills. The 2008 ICT literacy report and School Release Materials (examples of test items) will be published separately on the MCEETYA website. In addition, a technical report will be available for use by researchers.

More information on the NAP sample assessments is available online at:
http://www.mceecdya.edu.au/mceecdya/nap-national_assessment_program,16358.html.

International assessments

PISA

In 2008, a small sample of students in selected schools participated in a field trial for the Organisation for Economic Co-operation and Development's (OECD) 2009 Programme for International Student Assessment (PISA). More information on Australia's participation in PISA is available from the Australian Council for Educational Research (ACER) website at: <http://www.acer.edu.au/ozpisa/>.

TIMSS

In December 2008, results from the International Association for the Evaluation of Educational Achievement's (IEA) Trends in International Mathematics and Sciences Study (TIMSS) 2007 were released. Information about TIMSS and detailed reports on assessments are available on the IEA TIMSS website, at: <http://timss.bc.edu/>.

Results for Australian students, who undertook TIMSS testing in late-2006, were released on the ACER website, at: <http://www.acer.edu.au/1/index.php/news-item/timss07>.

VET in Schools

[The Measurement Framework for National Key Performance Measures](#) includes two measures for vocational education and training in schools (VETiS). The measures place an emphasis on students who are undertaking, as part of their secondary certificate, VET activity that provides credit towards a nationally recognised VET qualification within the Australian Qualifications Framework.

The National Centre for Vocational Education Research took over reporting the statistics for key indicators of VETiS in 2005. The *National Report on Schooling in Australia* provides an explanation of relevant concepts, an overview of current trends in educational provision and funding, and a discussion of emerging VETiS issues. Student outcomes for VETiS are reported in Chapter 9 of the 2008 *National Report on Schooling in Australia*, 'Vocational education'.

Student participation

The measures for participation record the proportion of 15–19 and 20–24-year-olds, by single year of age, in full-time education or training, in full-time work, or in both part-time work and part time education and training.

Student attainment

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

Student attendance

In 2008, attendance data for students in years 1 to 10 was collected for the second time. Chapter 4 of the 2008 *National Report on Schooling in Australia*, ([Attendance, Participation and Attainment](#)), contains comprehensive information about the attendance, participation and attainment of Australian students.

In addition, the data for student attendance reported by State and Territory, male/female and Indigenous/non-Indigenous categories have been published in the [2008 Additional Statistics on Australian Schooling](#). Reporting by other student characteristics will be considered by MCEETYA at a later stage.

2008 ANR Chapter 4

Attendance, 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.

On 20 February 2004, the Australian Education Systems Officials Committee endorsed the following participation and attainment key performance measures.

Participation

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

- 1 the proportion of 15–19-year-olds, by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training
- 2 the proportion of 20–24-year-olds, by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training

Attainment

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

Attendance

The *Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004* requires student attendance to be reported in a way that will allow information to be compared across States and Territories. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed that student attendance will be measured over a single, consistent time period, and that all systems will work together towards collecting and reporting according to the agreed period, which is the first semester as defined by each State and Territory's school calendar. The student attendance measure agreed by MCEETYA is:

the number of actual full-time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period.

Performance on agreed measures 2008

Attendance

In 2008, jurisdictions and sectors reported 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)
- only students enrolled as full-time, or full-time equivalent
- only students in years 1 to 10.

The data are reported:

- by school sector, by State and Territory
- separately for each of the agreed year levels
- for Indigenous and non-Indigenous students
- by male and female.

In the government sector, most jurisdictions measured student attendance over the entire first semester in the school calendar year. The remaining jurisdictions measured attendance over the term that included the month of May. The Catholic and independent school sectors collected data over a 20 day period, in the month of May. The student attendance data collection is in a transitional phase until all sectors have the capacity to be able to report using the agreed standard. Therefore, in 2008, each jurisdiction and sector provided explanatory notes about the method used to collect and report on student attendance data.

Variations by sector, State, Territory and year level may be partly explained by differences in data collection methodology across States, Territories and sectors.

Figures 4.1, 4.2 and 4.3 show the general pattern of student attendance across years 1 to 10, for each of the government, Catholic and independent school sectors. The comparisons made in this section are based on average results and do not include statistical tests of difference. The figures should be viewed in conjunction with the data (Tables 36 to 41) and explanatory notes published in the 2008 Additional Statistics on Australian Schooling, at http://cms.curriculum.edu.au/anr2008/pdfs/anr2008_stats.pdf.

The data provided in the [Additional Statistics](#) are for each of the government, Catholic and independent school sectors, for students in years 1 to 10, disaggregated by male/female and Indigenous/non-Indigenous categories. Care should be exercised in relation to the data for Indigenous students, particularly due to the small population size, as the percentages may represent attendance at school by a small number of students.

Government school sector

Figure 4.1 provides information on the average attendance rates of government school students in States and Territories across years 1 to 10. The data indicate that there was a marginal decline in attendance as schooling progressed, particularly from year 6 to year 10. However, in the Northern Territory, the attendance rate increased across years 9 and 10.

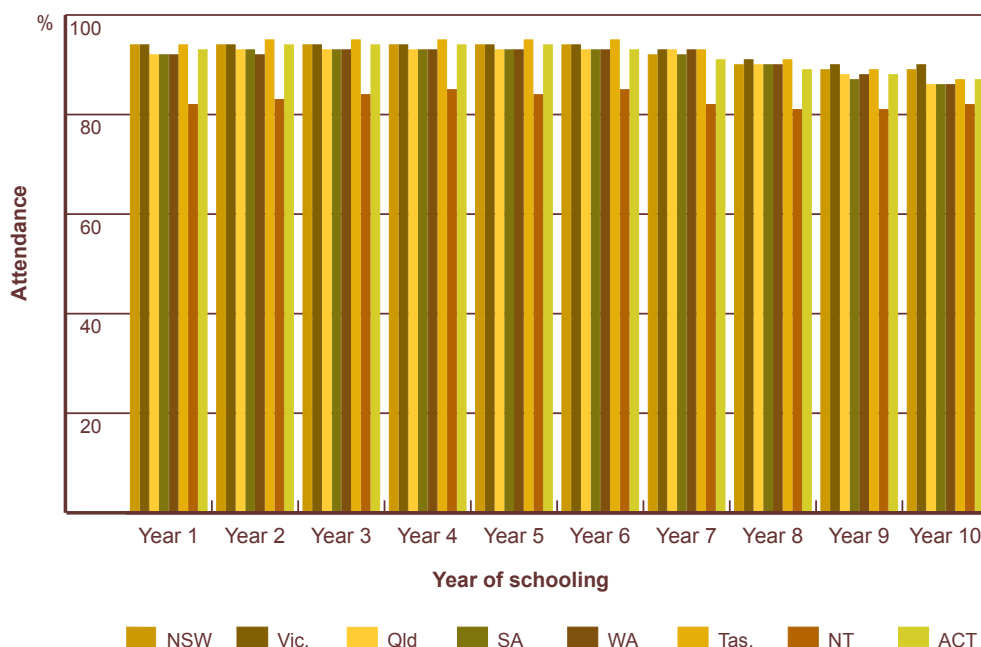
In general, the data for attendance rates were similar across years 1 to 7. A consistent pattern of attendance by State and Territory is also suggested. Student attendance in the Australian Capital Territory, New South Wales, Tasmania and Victoria tended to be higher than the other States for every year level. The Northern Territory attendance rates were lower than those of other States, for each year level. Attendance data in the Northern Territory is influenced by the high proportion of remote Indigenous students, who have much lower attendance patterns than students attending schools in provincial cities and towns. Indigenous students comprise 1.5 to 8.3 per cent of the student population in government schools, except in the Northern Territory, where Indigenous students comprise over 40 per cent of the student cohort, and this impacts greatly upon total attendance rates.

There is an increase in attendance in all States and Territories from years 1 to 2, with the exception of New South Wales and Western Australia, where attendance remained constant for years 1 and 2.

Data provided in the [Additional Statistics](#) indicate that Indigenous students attended school at lower rates than non-Indigenous students, with a difference of up to 10 percentage points common in all States and Territories, and a tendency to rise in the later years of schooling. However, in the Northern Territory and Western Australia, the difference was well over 10 percentage points across all years, rising to over 20 percentage points by year 10.

Data provided in the [Additional Statistics](#) indicate that there were only very slight differences between the male and female attendance rates in each year level across all State and Territory government schools. Attendance rates for both males and females declined slightly across years 8, 9 and 10 for Queensland, Western Australia, South Australia and Tasmania, but not for the Northern Territory, New South Wales or Victoria.

Figure 4.1 Student attendance, years 1–10, government school sector, 2008



Source: MCEETYA, 2008

Catholic school sector

Figure 4.2 provides information on the average attendance rates for students in Catholic schools for each State and Territory, by year level. The pattern of results suggests a marginal decline in most jurisdictions as schooling progresses, particularly across years 7 to 10. However, the Northern Territory demonstrates an increase from year 8 to 9.

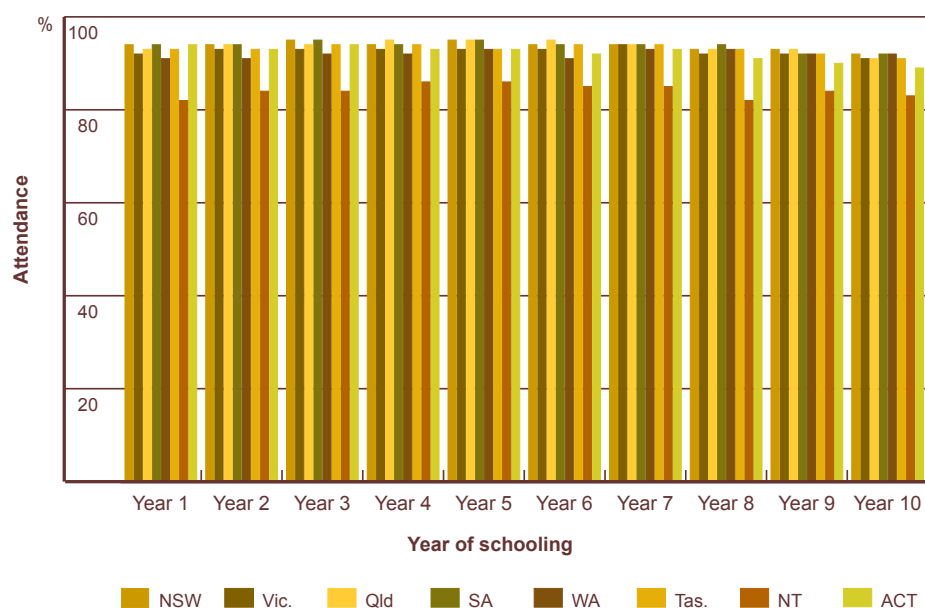
In general, the data for attendance rates are similar across years 1 to 7. A consistent pattern of attendance by State and Territory is also suggested, in which the results for New South Wales and South Australia, followed by Queensland, tend to be higher than those of other States for most year levels.

The attendance rates for the Northern Territory are lower than the other States' for all year levels. Attendance rates for Western Australia are slightly lower than in other States and Territories for most year levels.

Data provided in the [Additional Statistics](#) show noticeable differences between Indigenous and non-Indigenous students, with Indigenous students attending school generally at lower rates than non-Indigenous students, except in Tasmania in years 2, 3, 5, 7 and 9 and South Australia in year 2. Tasmania also has the highest rate of attendance in years 7 to 9, when attendance generally declines. The variation in attendance between Indigenous and non-Indigenous students was more predominant in the later years of schooling. However, in Western Australia and the Northern Territory, the difference was constantly above 10 percentage points, and often closer to 20 percentage points over all years of schooling.

Data provided in the [Additional Statistics](#) indicate that there were only slight differences between the male and female attendance rates across all year levels in all State and Territory Catholic schools.

Figure 4.2 Student attendance, years 1–10, Catholic school sector, 2008



Source: MCEETYA, 2008

Independent school sector

Figure 4.3 provides information on the average attendance rates for students attending independent schools for the States and Territories, by year level.

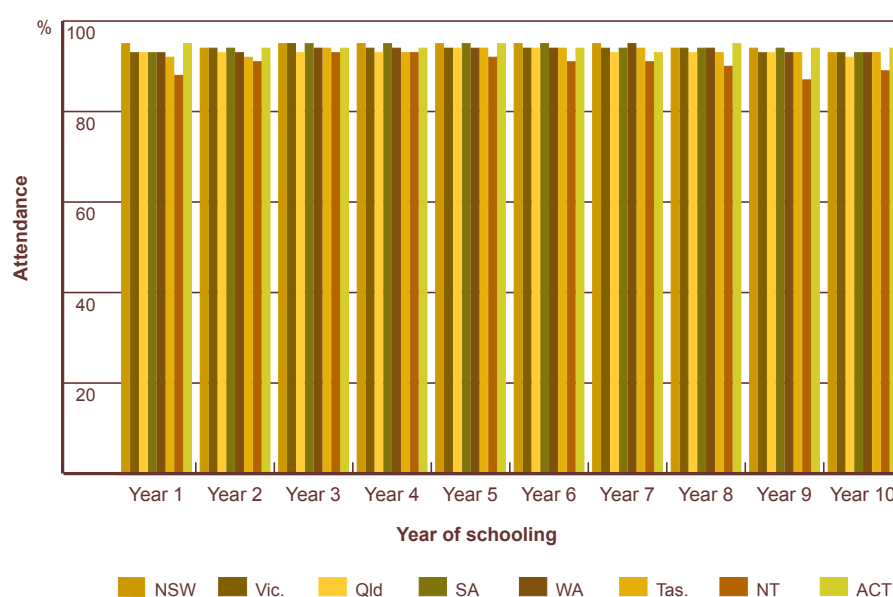
In general, the data for attendance rates are similar across years 1 to 7. A consistent pattern of attendance by State and Territory is also suggested, in which the results for New South Wales, South Australia and the Australian Capital Territory tended to be higher than those for other States for most year levels, and the Northern Territory's results tended to be lower than those for other States for all year levels, except year 4.

There appears to be less variation in the State and Territory results across the year levels for the independent sector than for the government and Catholic school sectors.

Data provided in the [Additional Statistics](#) shows noticeable differences between the Indigenous and non-Indigenous student rates in most States and Territories, with Indigenous students generally attending at lower rates. This is particularly evident in the Northern Territory, for years 1 to 6. The variation in attendance between Indigenous and non-Indigenous students was more pronounced in the later years of schooling, where there was a difference of more than 10 percentage points for some States and Territories.

Data provided in the [Additional Statistics](#) also indicates that there were slight differences between the male and female attendance rates across all year levels in all State and Territory independent schools. Male attendance rates were slightly higher, on average, in most States and Territories, except in the Northern Territory.

Figure 4.3 Student attendance, years 1–10, independent school sector, 2008



Source: MCEETYA, 2008

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 and Figure 4.4 show the full-time participation rates of 15–24-year-olds in each State and Territory, and Australia as a whole, for 2008. Nationally, as in previous years, the participation rates for 15–19 year-olds declined as age increased, with the largest change between 16-year-olds (93.9 ± 2.1 percentage points) and 17-year-olds (85.7 ± 3.1 percentage points).

Similar declines were not apparent in the 20–24 year-old age group. However, the overall participation rates of the 15–19-year-old age group for Australia were higher than those of the 20–24-year-old age group.

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, 2008 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
NSW	99.0 ±1.5	89.6 ±5.8	88.2 ±4.2	76.7 ±6.0	77.5 ±6.6	81.0 ±6.0	83.5 ±5.2	77.9 ±6.1	75.4 ±4.6	85.8 ±4.5	86.1 ±2.6	80.8 ±2.7	83.4 ±1.8
Vic.	100.0 ±0.0	98.0 ±2.2	90.3 ±6.3	87.0 ±5.0	82.0 ±5.3	83.8 ±5.2	85.4 ±5.7	82.8 ±7.1	83.8 ±4.5	78.6 ±5.3	91.2 ±2.1	82.9 ±2.2	86.9 ±1.7
Qld	98.3 ±1.8	93.2 ±4.0	80.0 ±5.6	78.9 ±7.4	80.6 ±5.5	79.8 ±7.9	76.0 ±7.1	81.2 ±8.2	77.5 ±8.2	75.2 ±7.5	86.3 ±2.7	78.0 ±3.8	82.1 ±2.8
SA	100.0 ±0.0	95.7 ±4.0	91.3 ±6.2	65.1 ±10.2	83.0 ±6.6	75.0 ±10.6	75.3 ±8.2	80.0 ±9.4	74.2 ±9.4	71.4 ±10.6	86.8 ±3.1	75.2 ±4.2	80.9 ±3.0
WA	96.0 ±4.0	98.0 ±2.7	74.0 ±8.5	86.4 ±9.5	78.9 ±8.5	78.4 ±10.8	82.2 ±8.0	86.3 ±8.3	85.8 ±8.4	79.9 ±10.0	86.7 ±3.1	82.4 ±4.2	84.5 ±2.4
Tas.	100.0 ±0.0	91.4 ±6.9	81.9 ±10.4	66.4 ±13.4	72.0 ±12.1	90.2 ±6.6	68.6 ±13.8	71.6 ±20.5	65.2 ±12.0	66.8 ±19.7	82.5 ±4.3	72.4 ±6.4	77.6 ±4.1
NT	97.3 ±5.5	95.7 ±8.7	85.3 ±12.5	84.4 ±14.9	68.4 ±19.4	70.9 ±22.8	95.1 ±9.8	74.7 ±20.2	69.9 ±21.0	73.2 ±23.1	86.9 ±6.1	75.9 ±10.5	81.3 ±6.1
ACT	100.0 ±0.0	100.0 0.0	93.3 ±8.7	88.7 ±11.5	81.9 ±13.9	88.8 ±10.2	88.9 ±10.5	94.1 ±7.8	96.0 ±5.5	92.1 ±9.0	92.6 ±4.8	92.1 ±3.8	92.3 ±3.5
Aust.	98.9 ±0.7	93.9 ±2.1	85.7 ±3.1	79.9 ±2.9	79.7 ±2.7	81.0 ±3.6	81.6 ±2.5	80.9 ±3.7	79.1 ±2.9	79.9 ±2.5	87.5 ±1.1	80.5 ±1.3	83.9 ±0.9

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

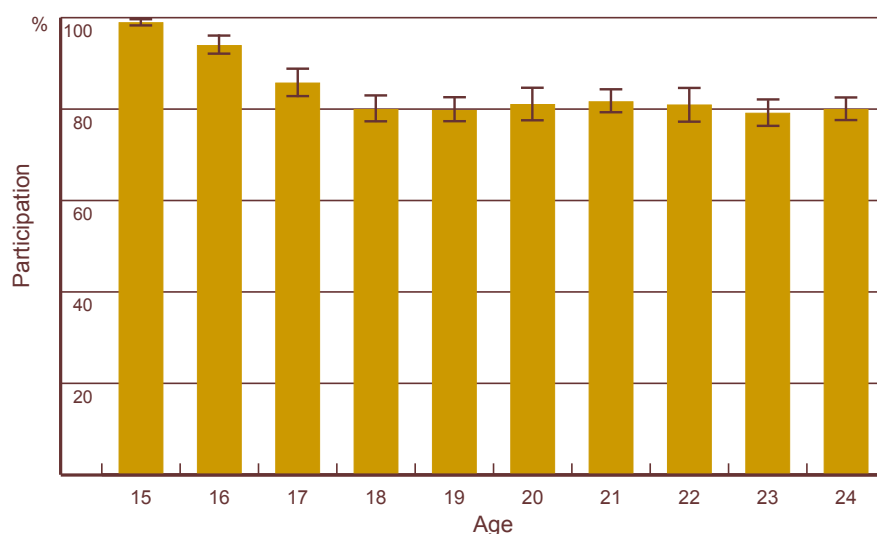
The Australian Bureau of Statistics' (ABS) *Survey of Education and Work, Australia*, is conducted in both urban and rural areas in all States and Territories, except for very remote parts of Australia. This exclusion has a minor impact on results for all States and Territories except for the Northern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

The figures showing 100 per cent participation or large confidence intervals are reflective of the small survey size and do not necessarily reflect the total population, and should be used with caution.

Results for the Northern Territory should particularly be used with caution as the sample does not necessarily represent the general population, due to a very small sample size, very high confidence intervals ± 20 , and no sampling of very remote areas, where a quarter of the population resides.

Source: ABS, *Survey of Education and Work, Australia*, May 2008

Figure 4.4 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, 2008 (per cent)



Source: ABS, *Survey of Education and Work, Australia*, May 2008

Table 4.2 shows the full-time participation rates for 15–24-year-olds from 1999 to 2008. While participation rates for 15–19-year-olds were relatively stable over this period, they increased for 20–24-year-olds.

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, 1999–2008 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
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	94.2	86.9	76.7	77.8	78.6	76.3	75.8	75.8	74.6
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	93.2	87.6	77.3	78.4	80.3	80.2	76.9	77.9	79.3
2007	97.0	94.8	88.3	77.5	78.8	80.0	80.9	79.7	80.7	79.0
2008	98.9	93.9	85.7	79.9	79.7	81.0	81.6	80.9	79.1	79.9
	±0.7	±2.1	±3.1	±2.9	±2.7	±3.6	±2.5	±3.7	±2.9	±2.5

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, Australia*, May 1999–2008

The full-time participation rates of males and females 15–24 years of age are provided in Table 4.3 and Figure 4.5. Table 4.3 shows that male participation rates were higher than female participation rates at 21, 23 and 24 years of age. These age groups were the only statistically significant differences between males and females for single age groups. However, the participation rates for the grouped ages of 15–19, 20–24 and 15–24 all had males significantly higher than females. The largest difference was in the 20–24-year-old age group.

For consecutive ages, the greatest difference in participation was between 16 and 17 years of age, with an appreciable drop for males and females. This pattern was also observed in the same data for 2005, 2006 and 2007.

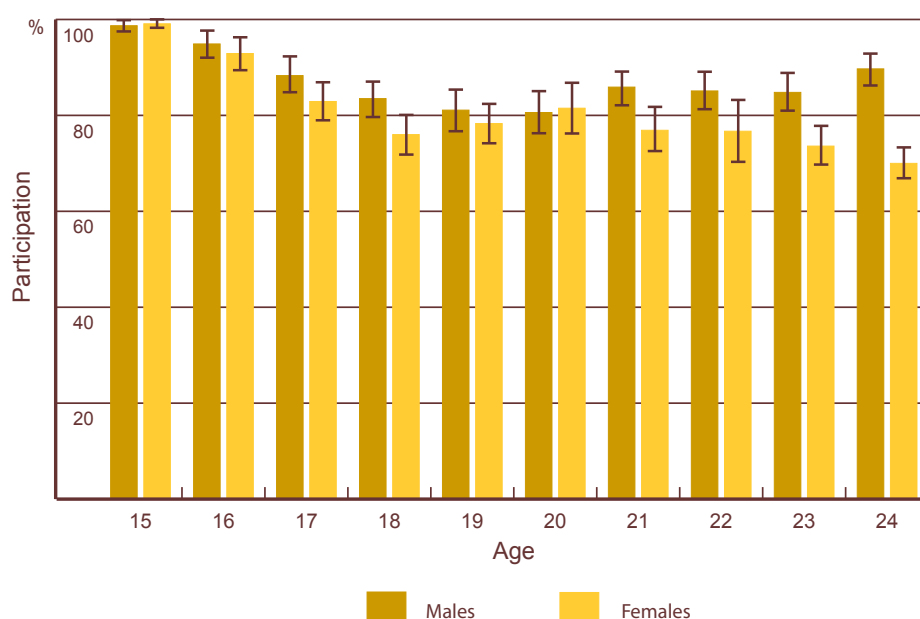
Table 4.3 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by sex, Australia, 2008 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
Males	98.7 ± 1.2	94.9 ± 2.8	88.3 ± 3.8	83.5 ± 3.7	81.1 ± 4.3	80.6 ± 4.3	85.9 ± 3.5	85.1 ± 3.9	84.8 ± 3.9	89.7 ± 3.3	89.3 ± 1.5	85.2 ± 1.9	87.2 ± 1.3
Females	99.1 ± 0.9	92.9 ± 3.4	82.9 ± 4.0	76.0 ± 4.1	78.3 ± 4.2	81.5 ± 5.3	76.9 ± 4.6	76.7 ± 6.4	73.6 ± 4.0	70.0 ± 3.2	85.7 ± 1.3	75.6 ± 1.6	80.5 ± 1.1

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: ABS, *Survey of Education and Work, Australia*, May 2008

Figure 4.5 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, 2008 (per cent)



Source: ABS, *Survey of Education and Work, Australia*, May 2008

Indigenous participation rates

The source for Indigenous participation rates is the ABS *Census of Population and Housing*, which is 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. As new data are only available every five years, the latest data were presented in the 2006 edition of the *National Report on Schooling in Australia*. These data are presented again in Table 4.4.

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 (data published in the *National Report on Schooling in Australia 2006*)

From 1996 to 2006, Indigenous participation rates were lower than non-Indigenous participation rates across all ages. Over this period, the participation rates for Indigenous and non-Indigenous persons were highest at 15 years of age, with lows ranging between 19 and 24 years, which reflect compulsory school participation ages. The decline was much greater in Indigenous participation rates. There was an appreciable increase in the overall 15–24-year-old participation rate from 1996 to 2006, for both the Indigenous and non-Indigenous populations.

The gap between Indigenous and non-Indigenous participation reduced between 1996 and 2006 among 15–19-year-olds, from 31.5 per cent to 27.5 per cent, but increased, to a lesser extent, among 20–24-year-olds, from 35.5 per cent to 38.0 per cent.

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 AQF Certificate II or above in each State and Territory in 2003 and 2008. Nationally, there was a small increase in the percentage of 20–24-year-olds who completed year 12 or equivalent, or gained a qualification at AQF Certificate II or above.

Appreciable increases were reported in Tasmania (9.8 per cent) and South Australia (6.7 per cent). The Australian Capital Territory experienced a slight decrease in the attainment rate.

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, 2003 and 2008

<i>State/Territory</i>	<i>2003</i>	<i>2008</i>
New South Wales	80.7 ± 2.2	83.4 ± 2.8
Victoria	84.9 ± 2.0	88.7 ± 2.3
Queensland	79.5 ± 2.6	84.3 ± 2.8
South Australia	75.4 ± 3.4	82.1 ± 4.9
Western Australia	76.0 ± 3.2	80.0 ± 5.8
Tasmania	62.2 ± 5.9	72.0 ± 6.2
Northern Territory	58.5 ± 12.3	64.9 ± 12.4
Australian Capital Territory	93.7 ± 2.8	90.4 ± 4.2
Australia	80.4 ± 1.1	84.2 ± 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, Australia*, May 2003 and 2008

Table 4.6 and Figure 4.6 show the percentage of 20–24-year-olds in Australia who completed year 12 or gained a qualification at AQF Certificate II or above, for each year between 2004 and 2008, by sex. While the attainment rates for both 20–24-year-old males and females increased over the period 2004–08, only that for females is statistically significant. The attainment levels for females were consistently higher than for males over this period.

The increase for all persons over this period was 2.9 percentage points and is statistically significant.

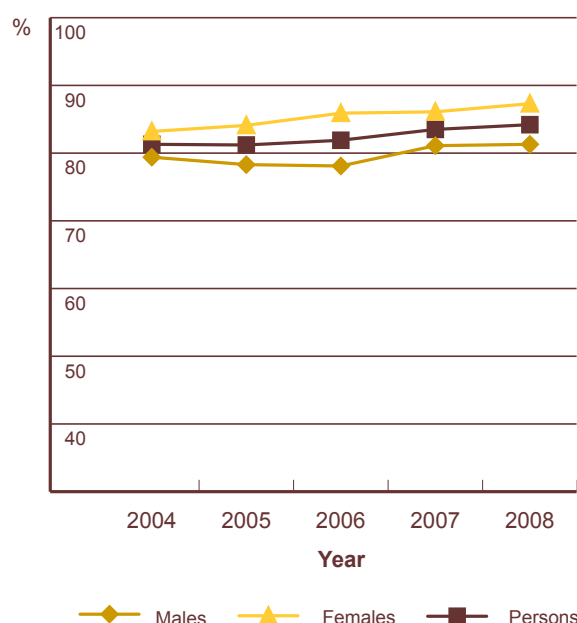
Table 4.6 Percentage of 20–24-year-olds who completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by sex, Australia, 2004–08

	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Males	79.4 ± 2.6	78.3 ± 2.0	78.1 ± 1.7	81.1 ± 1.8	81.3 ± 1.9
Females	83.2 ± 2.0	84.1 ± 1.8	85.9 ± 1.6	86.1 ± 1.4	87.3 ± 1.5
Persons	81.3 ± 1.6	81.2 ± 1.6	81.9 ± 1.3	83.5 ± 1.1	84.2 ± 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, Australia*, May 2004–08

Figure 4.6 Percentage of 20–24-year-olds who completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by sex, Australia, 2004–08



Source: ABS, *Survey of Education and Work, Australia*, May 2004–08

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 2003 and 2008. All States and Territories showed an increase over this period. However, due to the size of the confidence intervals, the increases for South Australia, Western Australia, Tasmania and the Northern Territory are not statistically significant. The Australian increase over this period was 8.0 percentage points and is statistically significant.

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, 2003 and 2008

State/Territory	2003	2008
New South Wales	55.9 ± 2.7	61.6 ± 2.7
Victoria	54.6 ± 2.8	64.5 ± 3.6
Queensland	46.6 ± 3.3	58.0 ± 4.0
South Australia	42.7 ± 4.1	51.8 ± 5.3
Western Australia	48.0 ± 3.8	54.1 ± 6.0
Tasmania	45.6 ± 6.4	51.1 ± 8.5
Northern Territory	44.9 ± 11.1	46.7 ± 9.9
Australian Capital Territory	59.8 ± 5.9	71.0 ± 4.4
Australia	52.0 ± 1.4	60.0 ± 1.6

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, Australia*, May 2003 and 2008

Table 4.8 and Figure 4.7 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 2004 and 2008, by sex. The proportion of 25–29-year-old males and females who gained a post-secondary qualification at AQF Certificate III or above increased over the period 2004 to 2008 and is statistically significant. The increase for all persons over this period was 6.4 percentage points and is statistically significant.

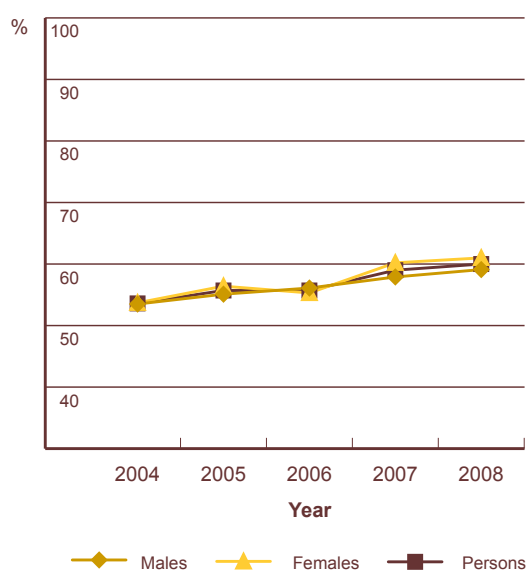
Table 4.8 Percentage of 25–29-year-olds who gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2004–08

	2004	2005	2006	2007	2008
Males	53.5 ± 2.8	55.1 ± 2.7	56.1 ± 2.8	57.9 ± 2.0	59.1 ± 2.7
Females	53.7 ± 2.6	56.4 ± 2.0	55.3 ± 2.8	60.2 ± 2.3	61.0 ± 1.9
Persons	53.6 ± 1.9	55.7 ± 1.9	55.7 ± 2.4	59.0 ± 1.5	60.0 ± 1.6

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, Australia*, May 2004–08

Figure 4.7 Percentage of 25–29-year-olds who gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2004–08



Source: ABS, *Survey of Education and Work, Australia*, May 2004–08

National Assessment Program: Literacy and Numeracy

Introduction

In 2008, Australian State and Territory education ministers continued to make improvement of literacy and numeracy standards 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.

In December 2008, education ministers meeting as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) released the Melbourne Declaration on Educational Goals for Young Australians (the Melbourne Declaration). This supersedes the Adelaide Declaration and sets the direction for Australian schooling for the next ten years. It was developed by education ministers in collaboration with the government, Catholic and independent school sectors, following public consultation on a draft version. The Melbourne Declaration is available online at: http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html.

The Preamble to the Melbourne Declaration identifies literacy and numeracy as the cornerstone of schooling for young Australians. Under Goal 2: 'All young Australians become successful learners, confident and creative individuals, and active and informed citizens', successful learners are: 'students who have the essential skills in literacy and numeracy'. The Declaration commits all Australian governments to work with all school sectors and the broader community to achieve the educational goals for young Australians. As part of the commitment to promote world-class curriculum and assessment, ministers agreed that 'together the national curriculum and curriculum specified at the State, Territory and local levels will...include a strong focus on literacy and numeracy skills.'

In late 2008, a public consultation process commenced for a companion document supporting the Melbourne Declaration, the MCEETYA Four-Year Plan. The Four-Year Plan will be developed alongside work being undertaken by the Council of Australian Governments (COAG) on the national productivity agenda.

At the 29 November 2008 COAG meeting, COAG ministers agreed to a National Education Agreement, contributing to the following outcomes, so that:

- all children are engaged in, and benefiting from schooling
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Australian students excel by international standards
- schooling promotes social inclusion and reduces the educational disadvantage of children, especially Indigenous children, and
- young people make a successful transition from school to work and further study.

As part of their commitment to ensuring that young people are meeting basic literacy and numeracy standards, COAG agreed to a Literacy and Numeracy National Partnership, focusing on:

- achieving sustainable improvements in literacy and numeracy, as a key indicator of the ability to go on and complete year 12 for all students

- improving literacy and numeracy for primary school students, especially Indigenous students, and
- developing a national understanding of what works and a shared accountability for the achievement of Australian students.

COAG also agreed that the new Australian Curriculum, Assessment and Reporting Authority (ACARA) will be supplied with the information necessary to enable it to publish relevant, nationally-comparable information on all schools to support accountability, school evaluation, collaborative policy development and resource allocation. Through ACARA, information on each school in Australia will be publicly available, including data on each school's performance; national testing results and school attainment rates; the indicators relevant to the needs of the student population and the school's capacity, including the numbers and qualifications of its teaching staff and its resources. The publication of this information will enable comparison of 'like' schools, ie, schools with similar student populations, and the comparison of a school with other schools in their local community.

Measuring student achievement: NAPLAN

Under the National Literacy and Numeracy Plan, agreed to by education ministers in 1997, ministers agreed to support the development of agreed benchmarks for years 3, 5, and 7, against which all students' achievement in these years could be measured, and students' progress against the benchmarks to be measured using rigorous State-based assessment procedures. Ministers 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.

At the April 2007 MCEETYA meeting, ministers agreed that States and Territories would work together to conduct national literacy and numeracy testing in years 3, 5, 7 and 9 from 2008, consistent with the requirements of the *Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004*. Prior to 2008, student achievement in literacy and numeracy was tested through State-based assessment programs. School authorities used a nationally agreed equating process to locate the benchmark on the various tests, which enabled nationally comparable reporting of aggregated performance data by States and Territories.

In 2008, for the first time, all years 3, 5, 7 and 9 students in Australia were assessed on the same tests in reading, writing, language conventions (spelling, punctuation and grammar) and numeracy (working effectively with numbers, space and measurement). These tests, known as the National Assessment Program – Literacy and Numeracy (NAPLAN) assessments, were held in May 2008.

NAPLAN tests provide rich, nationally comparable data on student performance across the range of student achievement, providing an accurate picture of how students are performing as all students in each year level sit the same tests.

Another important aspect of NAPLAN test design is the single scale of achievement across ten bands from years 3 to 9. Each band for each domain has a summary of skills assessed at each year level. The introduction of the ten achievement bands from year 3 to year 9 means that, as a student advances through schooling, it is possible to see how much progress in literacy and numeracy he/she has made.

NAPLAN results

On 19 December 2008, education ministers released the full 2008 *National Assessment Program Literacy and Numeracy (Achievement in Reading, Writing, Language Conventions and Numeracy) report*. It is available online at: http://www.mceecdya.edu.au/mceecdya/naplan_2008_report,25841.html. A summary NAPLAN report, released in September 2008, had provided the overall results.

In addition to the full report, parents of students taking the NAPLAN tests received an individual report for their child in September 2008. The student report shows how the student performed against the national average and achievement results relative to the band scale.

The national report, published by MCEETYA, shows results at national and State and Territory levels by achievement levels and/or mean scores, as well as by sex; Indigenous status; language background other than English; parental

education, occupation and geolocation (metropolitan, provincial, remote and very remote) at each year level and for each domain of the test.

Major initiatives supporting literacy and numeracy

The following section provides information on national initiatives undertaken in 2008 under the National Literacy and Numeracy Plan, the funding assistance provided by the Australian Government, major initiatives undertaken in each State and Territory to support literacy and numeracy and the measures implemented to maximise the participation of students with disabilities in literacy and numeracy tests.

Australian Government

Initiatives from the 2008–09 budget

National Action Plan for Literacy and Numeracy

The 2008–09 federal budget announced funding of \$577.4 million over four years to deliver a National Action Plan for Literacy and Numeracy.

The key components of the National Action Plan for Literacy and Numeracy are the *Smarter Schools: National Partnership Agreement on Literacy and Numeracy*, with funding of \$540 million over four years from 2009 between the Australian Government and State and Territory governments, and the Literacy and Numeracy Pilots in Low SES School Communities, with total funding of \$41.3 million (funding from several sources). The National Partnership is designed to implement and facilitate literacy and numeracy reforms and to accelerate student improvement through three priority reform areas:

- effective and evidence-based teaching of literacy and numeracy
- strong school leadership and whole-school engagement with literacy and numeracy
- effective use of data.

The National Partnership will focus on the key areas of teaching, leadership and the effective use of student performance information to deliver sustained improvement in literacy and numeracy outcomes for all students, especially those who are falling behind.

The National Partnership was approved by the Council of Australian Governments (COAG) at their 29 November 2008 meeting and will accelerate progress towards the ambitious literacy and numeracy target set by COAG to halve the gap for Indigenous students in reading, writing and numeracy within a decade.

Funding for the National Partnership Agreement on Literacy and Numeracy includes \$40 million for strategic research in support of national infrastructure in literacy and numeracy, including diagnostic tools, resources and mechanisms to facilitate the sharing of best practice information nationally. This investment will support the learning outcomes of all students, including those most at risk of falling behind. This also includes \$13 million for the Australian Curriculum and Reporting Authority (ACARA) to support research and data collection.

The Australian Government has also invested a further \$41.03 million in thirty Literacy and Numeracy Pilots in Low SES Communities, as part of the National Action Plan. The pilots are trialing or expanding on initiatives to lift the literacy and numeracy performance of disadvantaged and Indigenous students. The pilots target the priority reform areas and will contribute to the evidence base of what works in sustaining improvements in literacy and numeracy. The pilots are underway in over 400 government, Catholic and independent schools across Australia, and will operate throughout 2009 and 2010.

Initiatives to assist Indigenous students

In 2007, COAG set a goal of halving the gap in literacy and numeracy achievement between Indigenous and non-Indigenous students within a decade.

In the 2008–09 Commonwealth budget, the Australian Government allocated \$51.5 million in funding over four years towards this goal. The initiative aims to expand literacy and numeracy programs to provide extra help for schools to enable the systematic adoption of literacy and numeracy approaches that have been successful with Indigenous students.

The initiative complements the broader implementation and actions under the National Action Plan for Literacy and Numeracy, with additional resources to assist education providers to achieve the COAG Indigenous Literacy and Numeracy goal.

Sixteen pilot projects have been established with providers in a range of sites to pilot innovative activities under the measure to influence Indigenous student outcomes. The priority focus is on literacy and numeracy activities. An amount of funds has also been allocated to expand accelerated literacy programs that have been evaluated to demonstrate evidence of success with Indigenous students.

An Even Start – National Tuition Program

An Even Start – National Tuition Program provided \$700 (a minimum of 12 hours) of tuition in reading, writing or numeracy for eligible students. In general, eligible students were those who did not meet the 2007 national literacy or numeracy benchmarks in year 3, 5 or 7. Students who were formally exempt from benchmark testing were also eligible.

The program provided tuition to eligible students during the 2008 school year. In October 2008, it was extended to 15 June 2009 to maximise participation and outcomes for students who had registered in 2008. To the end of 2008, around 87,057 students had received tuition assistance under the program.

Parents/caregivers of eligible students were able to choose whether tuition was delivered through their child's school or through a private tuition provider. The Australian Government Department of Education, Employment and Workplace Relations (DEEWR) engaged government, Catholic and independent education authorities to act as program administrators in each State and Territory to support schools' participation in the program. Curriculum Corporation provided private tuition co-ordinator services to manage the delivery of tuition by tutors from the private tutor market.

Literacy, Numeracy and Special Learning Needs program

The Literacy, Numeracy and Special Learning Needs program is the main source of targeted Australian Government funding for educationally disadvantaged school students, including students with a disability.

The program provided an estimated \$2 billion over the 2005–08 quadrennium. Under the Schools Grants element of this program, the Australian Government provided an estimated \$1.8 billion over the quadrennium.

For 2008, the national allocation for the Schools Grants element was \$490.6 million. However, during the 2009–12 period, the general principle for treatment of funding under the Schools Grants element for government schools funded under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* is that they will be rolled into the National Education Agreement.

Targeted program funding that is currently directed to supporting the activities in the non-government sector, such as the Schools Grants element, will continue as per the arrangements during the 2005–08 period, but would be under a new Act, i.e. the *Schools Assistance Act 2008*.

The funding allocations to the non-government education authorities during the 2009–12 quadrennium will be determined through a composite allocating mechanism used during the 2005–08 period.

National Numeracy Review

The National Numeracy Review, commissioned by COAG, was an independent review undertaken in 2007 by a panel of experts led by Professor Gordon Stanley, as a measure to improve literacy and numeracy outcomes. The purpose of the review was to identify the teaching, learning and assessment practices that lead to improved numeracy outcomes for students.

The report was published in May 2008 and it identified 15 recommendations, with a focus on the need for early, systemic teaching of numeracy and mathematics, including assessment activities and increasing resources for teachers in terms of professional development and pre-service teacher education.

National Literacy and Numeracy Week

National Literacy and Numeracy Week (NLNW) was held from 1 to 7 September 2008.

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

As well as local activities, schools across Australia participated in three national activities: Reach for the Stars, National Reading Day and the Dorothea Mackellar Poetry Awards.

Reach for the Stars is a national, mass participation numeracy event developed by the Australian Association of Mathematics Teachers for primary and middle school students. Reach for the Stars encourages the development of numeracy skills through students' involvement in a single, core activity with a numeracy focus. In 2008, Reach for the Stars involved students from across Australia collaborating in a nationwide coin-throwing experiment.

National Reading Day is a mass participation literacy activity for all ages, developed by the Australian Association for the Teaching of English and the Australian Literacy Educators' Association. The theme for 2008 was: 'What are you reading today?' Students selected their own texts and used a range of media, including websites and podcasts, to share what they were reading. National Reading Day was held on 3 September 2008.

The Dorothea Mackellar Poetry Awards is a national poetry competition for school-aged students. These awards encourage the expression of young people's creativity through literature, while celebrating the writing of Dorothea Mackellar, author of the famous poem, 'My Country'. An awards ceremony for the competition was held in Gunnedah, New South Wales, on 5 September 2008.

New South Wales

Government sector

Policies and programs

The focus for the New South Wales Department of Education and Training was improving student literacy and numeracy outcomes through implementation of the State Literacy Plan 2006–2008 and the State Numeracy Plan 2006–2008.

Best Start, a \$117.4 million four-year plan to ensure students are on track in literacy and numeracy by year 3, was introduced in 2008. The initiative includes a consistent State-wide school entry literacy and numeracy assessment and teaching support program. In 2008, the Best Start Kindergarten Assessment was introduced to 434 schools supporting more than 18,000 Kindergarten students. The department designed a training program to support teachers in using information gathered to plan and implement teaching programs to meet the individual learning needs of students. The second cohort of schools to implement the Best Start initiative was identified and funding provided to 1,123 schools for teachers of an anticipated 40,000 Kindergarten students to participate in the 2009 training program. Best Start is also delivering an extra 200 Reading Recovery teachers and eight Reading Recovery tutors to ensure students struggling with their reading and writing skills benefit from one-on-one tuition. In 2008, the first fifty of these teachers, supported by an additional two tutors, who provided training and ongoing support, worked with an additional 500 students participating in this early literacy intervention.

The initiative also provides time for expert literacy and numeracy teachers to lead and assist their colleagues in building capacity and expertise in the use of explicit literacy and numeracy teaching strategies. The 2008 trial of Best Start Literacy and Numeracy Leaders in four regions informed planning for the 2009 rollout of 18.97 full-time equivalent teaching positions across all regions.

Measures to support students with disabilities to participate in tests

To maximise the participation of students with disabilities in the 2008 NAPLAN tests, the Learning Support Team in each school determined the type and level of special provision the student required and discussed this with the parent or caregiver prior to the test.

For visually impaired students, the tests were made available in Braille, in large print on A3 paper, or provided in black and white versions for schools to photocopy on coloured paper, or for use with coloured overlays. A support person was permitted to read or sign the instructions for students with moderate to severe hearing loss.

Where required, adjustable furniture, including sloping or adjustable desks, padded chairs, special lighting, or a specific location in the classroom, were provided. A scribe or computer could be used in the writing test for students who regularly access this type of support in the classroom. Prior approval was required for a scribe or computer use.

Separate supervision was provided for some students with special needs to ensure that other students were not distracted by their behaviour or their access to special provisions. Where appropriate, students were provided with extra time to complete the test to compensate for the special provisions that needed to be used.

Professional development

In 2008, teachers engaged in professional development covering a suite of programs to support improved student literacy outcomes. These included the Literacy On Track program implemented by trained regional facilitators, targeted at Kindergarten to year 4 classroom teachers; the Literacy in the Middle Years program for learning communities of primary schools and high schools; and the Reading Recovery intervention program for students experiencing reading and writing difficulties in year 1.

Literacy and numeracy continua for early years students were developed to support the Best Start initiative. Other early years professional learning programs also used the continua to support teachers with assessing and planning for literacy and numeracy teaching.

Professional learning opportunities for the mathematics syllabus and numeracy included: the Count Me In Too early years numeracy program (through both a facilitated and an online model) and the Counting On numeracy program, which develops the professional knowledge of teachers of middle years (years 5 to 8) students to achieve improved mathematics outcomes.

Catholic sector

Policies and programs

In 2008, New South Wales Catholic schools continued to implement policies and initiatives to support implementation of national literacy and numeracy priorities. Diocesan offices supported schools to develop scope and sequence documents, to ensure ongoing, explicit, systematic and coordinated approaches to the planning and teaching of literacy and numeracy.

Literacy intervention programs, supported by school-based Literacy Focus teachers and consultancy support included Focused Individual Assessments, Reading Recovery, First Steps and Stepping Out.

The Diocese of Lismore further developed the Effective Schools Pilots and conducted an independent external review of the teaching of reading and reading support in all primary schools with a particular focus on K–2 classrooms.

The numeracy intervention focus included continued implementation of the Count Me In, Count Me In Too and Counting On programs. Dioceses supported these programs by providing consultancy support, relief for teachers to use numeracy assessment data in planning their teaching, numeracy 'back-packs' and the Outback Maths program in the Wilcannia-Forbes diocese.

Indigenous students received individual literacy and numeracy tuition, supported with resources developed by the Armidale diocese.

Professional development

In 2008, the New South Wales Catholic sector implemented a range of literacy and numeracy professional development initiatives.

Bathurst Diocese implemented a literacy intervention program to support students who are new arrivals to Australia and in need of intensive instruction. The program focuses on the building of teacher capacity to work with a range of students. As part of this program, specialist ESL teachers work with classroom teachers collecting data and developing individualised programs.

The Sydney archdiocese provided support for literacy learning across the curriculum, by providing the Language Features of Text Types Program for primary school teachers, and Literacy: the Next Step project for secondary school teachers. The Sydney archdiocesan Numeracy Strategy also supported primary and secondary schools to participate in a two-year action research mathematics project aimed at improving student outcomes and strengthening teacher capacity.

The Wollongong Diocese conducted a Leading Literacy and Numeracy Course for primary and secondary teachers, building the capacity of assistant principals, middle leaders and teachers to lead effective literacy and numeracy learning in schools. Learning Community Projects were supported, enhancing teachers' knowledge and practice to plan and deliver quality literacy and numeracy learning. Additional literacy and numeracy support has been provided to schools that have significant numbers of students below the national minimum standard.

The Wagga Wagga diocese conducted Literacy Learning and Teaching in the Twenty-first Century Classroom workshops in primary and secondary schools. Professional learning workshops in the Armidale diocese, the Pedagogy Initiative in the Broken Bay diocese and the Effective Schools project in the Lismore diocese, engaged teachers in gathering data, investigating trends in student benchmark achievement and using quality tools to plan effective literacy and numeracy strategies for improvement. In the Wilcannia-Forbes diocese, professional development focused on explicit and systematic teaching of literacy and numeracy, with particular emphasis on the explicit modelling of strategies.

Independent sector

Policies and programs

During 2008, the Association of Independent Schools of New South Wales supported schools to use data to inform program development in literacy and numeracy. Workshops on interpreting and analysing NAPLAN data were used to supplement school-based data derived from pre- and post- assessments, ongoing observation and teacher judgement. Use of qualitative and quantitative data provided a sound base for effective, targeted program planning in literacy and numeracy. The data also informed adjustments to the content, teaching strategies and the learning environment.

As in previous years, there was a focus on the critical components of early literacy in recognition of the importance of success with early reading. In the primary years, the importance of context and understanding featured in programs. With this came the transformation from learning how to read, to reading to learn. Ongoing consultancy for school executives and their staff supported schools to implement whole-of-school approaches in a range of independent schools.

Professional development

In the early years of schooling, a number of independent schools participated in a semester-long professional development course, 'Off to a Good Start in Learning to Read'. The presentations investigated the concepts about print; letter-sound correspondence; understanding the alphabetic principle; decoding; fluency and comprehension.

Within the sector, there was a demand for intensive, school-based professional development in the use of English as a Second Language (ESL) Scales within the implementation of the primary and secondary English syllabuses. Some schools supported their staff to participate in eight after-school sessions on Teaching English to Speakers of Other Languages (TESOL) methodology.

In addition to the well-established numeracy professional development programs, Learning in Early Numeracy and Learning in Numeracy, which were designed to support teachers to understand, assess and develop the mathematical thinking of students, teachers elected to participate in intensive workshops on measurement, fractions and decimals. These workshops built on the projects undertaken in 2007 to provide a framework on which to map the progress of individual students through research-based growth points for measurement, fractions and decimals.

Victoria

Government sector

Policies and programs

The Victorian Department of Education and Early Childhood Development (DEECD) continued to develop curriculum advice and resources to support school curriculum planning, and build teacher capacity to improve students' learning outcomes in literacy and numeracy.

In 2008, a proposal was funded for a Literacy and Numeracy Pilot for Low Socioeconomic Status (SES) Communities in partnership with the Australian Government DEEWR. The pilot will be implemented during 2009 and 2010. The aim of the pilot project is to trial a network-wide implementation of a multi-faceted approach to literacy and numeracy improvement. The pilot will address all five areas of reform identified as critical to the achievement of improved student literacy and numeracy outcomes:

- leadership and whole-school approaches
- investment in lifting teacher capacity
- use of broader community and parental engagement
- effective use of student data in literacy and numeracy
- student centred approaches and intervention.

It is a large, systemic pilot involving four networks of schools located in two regions, together with pilots from other jurisdictions.

In 2008, The Literacy Improvement Teams Initiative continued into its second year of implementation. Forty-five Equivalent Full-Time (EFT) Literacy Specialists maintained their work with teachers and school leadership teams to bring about changes in classroom practice and organisational culture to accelerate the literacy performance of students in years 3 to 8. During 2008, the Literacy Specialists coached 532 teachers, across 263 schools, reaching 11,769 students. Teacher surveys indicated an increase in their understanding of literacy content knowledge and teaching strategies, and knowledge about the use of diagnostic assessment tests to plan for purposeful literacy teaching. Survey responses from principals indicated that nearly 90 per cent of respondents rated the impact of the initiative as highly significant in building teacher capacity to improve individual student outcomes. On average, rates of student literacy improved at a better rate in classes where a Literacy Specialist coached teachers, than for students in similar-match control groups.

The Teaching and Learning Coaches Initiative was implemented from January 2008. Under this initiative, 200 (EFT) coaches were employed to work one-on-one with teachers to improve the quality of teacher practice and support improved student outcomes in mathematics and science in identified schools. During 2008, the coaches were provided with ongoing professional learning at both the central and regional levels. Teaching and Learning Coaches coached over 1,500 teachers, across 380 schools, reaching 33,000 students, and had a substantial impact on student achievement.

The Fractions and Decimals Interview was published online in March 2008. The interview replicates the successful template of the Mathematics Online Interview (published in 2006). It provides a means of tracking students' learning through significant big ideas of fractions, decimals, ratio, and percentages. The Fractions and Decimals Interview supplements and will broaden the audience for the Mathematics Online Interview to include Levels 4 and 5 of the Mathematics Standards. The interview provides information for teachers to use when planning curriculum to meet students' learning needs.

Enhancements to the Mathematics Online Interview included improved functionality to enable improved student record management and the capacity to access the Interview out-of-school. Over 93,800 students completed the interview in 2008.

An online resource based on the Secondary Mathematics Leaders Professional Learning Program was published in 2008. The modules are designed for delivery to groups of teachers and include professional learning activities, supporting resources and hands-on opportunities for teachers to develop their instructional practice. The modules are available online at: <http://www.education.vic.gov.au/studentlearning/teachingresources/maths/teachsec/default.htm>

The English Online Interview is a point-of-time assessment that assesses students in all of the Victorian Essential Learning Standards (VELS) Dimensions of English (Reading, Writing, and Speaking and Listening) and ensures compatibility with the year 3 NAPLAN English results. The interview was trialed and evaluated with 100 schools and 4,000 students across the state during 2008. From 2009, all Prep to year 2 students in Victorian government schools will be assessed in October of each school year, with an additional assessment period being introduced for students in Prep from February 2010. The English Online Interview replaces the Early Years Assessment of Reading as mandatory assessment. The English Online Interview meets the requirements of COAG to implement nationally consistent, on entry, school diagnostic systems by 2010.

Enhancements to the English Developmental Continuum for Preparatory to year 10 students (published in 2006) included learning and teaching sequences for reading fiction and non-fiction texts. The English as a Second Language (ESL) Developmental Continuum P–10 was published online in 2008. This resource provides indicators of progress for each stage and dimension of the ESL Victorian Essential Learning Standards (VELS), and supports teachers to assess students who are learning ESL. Teaching strategies are also provided to assist teachers in the development of effective learning programs for ESL students. Videos of teachers modelling strategies to support students' reading comprehension in all curriculum areas were published on the Literacy Professional Learning Resource (published in 2007) and the English Developmental Continuum. The English and ESL Developmental Continua and The Literacy Professional Learning Resource are available online at:
<http://www.education.vic.gov.au/studentlearning/teachingresources/english/default.htm>.

The New Arrivals program and ESL Index continued to provide appropriate ESL programs for students from language backgrounds other than English.

The Premier's Reading Challenge was conducted for the fourth time in 2008. The challenge again ran over three terms and generated a high level of interest, with approximately 211,000 students participating and more than 117,000 students successfully reaching their reading target numbers. Information about the challenge is available online at:
<http://www.education.vic.gov.au/prc/default.htm>.

National Literacy and Numeracy Week (NLNW) 2008 was celebrated in September 2008, with many school-based, regional and state-wide activities. The department promoted a state-wide Games Day with a focus on Scrabble. Despite registration not being mandatory, two hundred and sixty-five schools formally registered for the event. An evaluation of the media coverage of school-based activities indicated that the Games Day activity was widely undertaken by schools across Victoria, beyond those who registered. The department also promoted The 24[®] Challenge Maths tournament. Three hundred and twenty-nine students from 77 schools in both non-government and government sectors participated in the tournaments. The department also partnered with the State Library of Victoria to expand the pilot program Boys, Blokes, Books and Bytes, which was delivered as part of NLNW in 2006 and 2007. DEECD regional offices were provided with grants for community events, professional development and school activities. Some regions provided a significant portion of the funds directly to schools based on an application process, while other regions conducted events at the regional level.

In 2008, more than 55 per cent of Victorian government schools with year 1 enrolments implemented the Reading Recovery program.

Selected schools were provided with additional literacy and settlement assistance to support ESL students with disrupted schooling to enter mainstream schooling.

Measures to support students with disabilities to participate in tests

In 2008, students in special education schools were encouraged to participate in national assessments to ensure equal access to literacy and numeracy testing for all Victorian students, and increase understanding of the diversity of the student cohort's learning needs. Students from special school settings participated in the trial and evaluation of the English Online Interview in 2008. The English Online Interview is suitable for most students, including ESL students and students with disabilities. They will take part in the interview when it is progressively introduced to students in years Prep to 2 in 2009 and 2010.

Professional development

In 2008, six induction days were held for thirty new Literacy Improvement Specialists, examining literacy theory, teaching approaches, assessment and coaching. Eight days of ongoing professional learning were provided for the Literacy Improvement Specialists. The professional learning focused on the further development of coaching skills and targeted aspects of literacy knowledge, including comprehension strategies and literacy for learning in secondary schools.

Nine days of professional learning were provided to the 200 Mathematics and Science Teaching and Learning Coaches in 2008. The professional learning focused on developing building effective coaching capabilities and disciplinary and pedagogical content knowledge.

During 2008, the department supported a series of Literacy Leader Professional Learning programs in every school region, to develop the knowledge of primary and secondary leaders about literacy learning, and the Online Literacy

Professional Learning Resource. The workshops supported participants to develop a professional learning program to meet the needs of their own school. The workshops were attended by 212 teachers from 131 primary schools and 38 teachers from 25 secondary schools.

Regional personnel have provided professional learning to principals, leaders and teachers on literacy and /or numeracy to support increased discipline and pedagogical content knowledge.

Regional Program Officers for ESL provided support and targeted professional development on the literacy needs of ESL students, including the nine-unit program, Teaching ESL Students in Mainstream Classrooms and Developing Effective ESL Programs (DEEP). Targeted professional development activities were also provided, to support teachers in using the online ESL Developmental Continuum P–10, to assess ESL students and develop effective learning programs.

In 2008, Reading Recovery teacher training centres continued to operate across Victoria. Twenty regional Reading Recovery Tutors and two state-wide trainers supported teachers in initial and ongoing Reading Recovery professional learning.

In 2008, the department provided a comprehensive Language Support Program professional learning program to all schools to assist teachers to identify and meet the needs of students with oral language disorders or delays. The program includes a screening assessment, teaching strategies and the necessary knowledge and skills to meet individual student needs. This is an evidence-based program, developed by Victorian literacy experts, speech pathologists and teachers, utilising the theories of learning as identified by Associate Professor John Munro, University of Melbourne.

Catholic sector

Policies and programs

In 2008, Catholic schools in Victoria implemented a range of programs, professional learning and intervention strategies to support the National Literacy and Numeracy Plan.

Four strategic directions continue to guide implementation of the literacy strategy in Victorian Catholic schools: literacy leadership; teacher professional knowledge; continuous improvement and accountability, and differentiated support.

The Literacy Assessment Project aimed at improvement in reading outcomes was extended to cover years 3 to 6 and implementation has been organised to increase the number of schools participating over time.

The Literacy Leadership Project saw 17 literacy leaders graduate with a purpose designed Specialist Certificate in Literacy Leadership from the University of Melbourne and a larger number are enrolled to complete post-graduate certificates or Masters.

In 2008, the Reading Recovery program was provided to the lowest performing students in year one and extra support was able to be provided to a group of low SES schools with large year one enrolments. The Reading to Learn project continued as the significant intervention for at risk Middle Years students, with approximately 70 teachers undertaking training.

The Mathematics Learning that Counts strategy commenced in the Archdiocese of Melbourne. The strategy focuses on building capacities of school mathematics leaders, developing the mathematics pedagogical content of classroom teachers, allow schools to monitor student improvement in mathematics and provide support to schools at their point of need. Many country schools continued with the Extending Mathematical Understanding program, to support teachers implement a program for low-attaining students in the early years of schooling. Many schools used this program to track student performance in mathematics.

In 2008, secondary schools continued to utilise the expertise provided by staff from the University of Melbourne, to participate in three Computer Algebra Systems projects, which focus on utilising technology to increase student engagement, learning and achievement in mathematics.

Professional development

Professional development in 2008 was targeted at specific groups of teachers, such as Literacy Leaders, who participated in training on leadership and building a professional learning culture. New Literacy Leaders took part in a

specific professional development program, combined with mentoring visits by literacy experts. New early years teachers participated in a program with their Literacy Leader, to ensure transference of strategies and ongoing support.

A range of new initiatives was introduced in 2008 to build leadership capacity in mathematics education and develop teacher pedagogical knowledge. Teachers were supported to update their qualifications in mathematics and mathematics education. The Success in Numeracy Education (SINE) program provided professional learning support for mathematics teachers. Many teachers attended professional learning in the SINE P–2, SINE 3–4 and SINE 5–8 programs.

The Purposeful Teaching of Mathematics Program commenced, focussing on improving the teaching and learning of mathematics within Secondary Schools. Mathematics leaders from secondary schools commenced analysing best practice in mathematics education. Mathematics Leaders also had opportunity to enrol in a credentialed Mathematics Leadership Course. Jointly conducted by Monash University's Science, Mathematics and Technology Education Centre and the Leadership Centre, the program is designed to enhance the leadership and management capacity of school based mathematics leaders.

Leadership teams from primary schools completed the School Improvement Mathematics (SIM) program in 2008. The SIM program is an initiative that engages schools where mathematics has been identified as a priority within their school improvement plan.

The Contemporary Teaching and Learning of Mathematics (CTLM) program was introduced. This program is conducted in partnership with the Mathematics Learning and Teaching Department from Australian Catholic University. A total of one hundred and seventy teachers participated in analysing, reflecting and changing their mathematics classroom practice.

School mathematics leaders were further supported through professional learning in mathematics content in the Regional Mathematics Leadership clusters. In conjunction with the Australian Association of Mathematics Teachers (AAMT) the Highly Accomplished Teachers of Mathematics project commenced recognising excellence in teaching. The project promotes innovative and highly skilled practice in the teaching of mathematics. This initiative is a national first. Seven teachers in the Archdiocese have commenced in a pilot program of assessing highly skilled teachers of mathematics using the Standards for Excellence in Teaching Mathematics in Australian Schools (AAMT 2002).

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 developed and facilitated a range of intervention and professional learning programs for independent schools.

For National Literacy and Numeracy Week 2008, the Association, in conjunction with the Victorian Department of Education and Early Childhood Development 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.

In 2008, intervention programs offered by the Association included: Reading Recovery and the Intervention in Early Years Mathematics Specialist Teacher Course.

Assessment of students at risk of not achieving literacy and numeracy outcomes took place in independent schools throughout Victoria. Schools participated in literacy and numeracy testing using NAPLAN to assess and report student achievement against the national benchmarks in years 3, 5, 7 and 9.

Professional development

In 2008, the Association's Literacy, Numeracy and ESL Professional Learning Program provided teachers with access to 45 workshops and seminars, focused on supporting literacy and numeracy learning.

Literacy professional development programs included reading, writing, speaking and listening, assessment and teaching, supporting students with language difficulties in the primary and secondary years, differentiating the curriculum to cater for individual differences, and developing effective ESL programs.

In numeracy, teachers participated in professional learning on teaching and assessing counting, multiplication and division, place value, addition and subtraction, and moving beyond the textbook in middle years' mathematics teaching.

A number of schools participated in two new initiatives, Enhancing Learning through ICT and Special Needs and ICT, focusing on the use of ICT to enhance student achievement in literacy.

The Association also supported a Specialist Consultancy Program, involving 24 schools working with a consultant on an identified area of literacy or numeracy. 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 implemented to explore the cluster group as a medium for promoting professional learning opportunities. Six clusters were formed of schools experiencing difficulty accessing professional learning delivered in the metropolitan area, due to their distance from Melbourne. Each of the clusters worked with a consultant who facilitated professional learning at both cluster and school level.

Queensland

Government sector

Policies and programs

It is widely acknowledged that a crucial aspect of improving literacy and numeracy standards is the early identification of children who may require additional support in these areas.

In 2008, the department continued to implement strategies and initiatives to improve literacy and numeracy outcomes including:

- Further implementation of the Literacy-the Key to Learning: Framework for Action 2006–2008 and the Numeracy: Lifelong Confidence with Mathematics Framework for Action 2007–2010 in State schools. The frameworks outline actions to further boost Queensland State school students' literacy and numeracy levels by increasing teachers' skills and knowledge through targeted professional development in these areas.
- Provision of additional funding to support years 6 and 7 students who fall below the national standards of the year 5 NAPLAN test. Results of the data survey indicate that the tutorial program was not only successful, but also highly valued by teachers in its first year of implementation.

Measures to support students with disabilities to participate in tests

The 2008 Test Preparation Handbook provided to all schools by the Queensland Studies Authority contains the nationally developed and AESOC endorsed national protocols that document all test administration procedures. These protocols include the special provisions/considerations that were developed to maximise student access to the tests. The national protocols were developed to ensure that all States and Territories administer the tests using the same conditions. Each State and Territory is responsible for providing this information to its schools.

Special provision/consideration reflects the specific educational support and assistance usually provided in the classroom in order for students to demonstrate what they know and can do. Special provision/consideration is given to students who use a language other than English, to those who have learning difficulties, physical or intellectual impairment, a long-term medical condition, and/or a social-emotional disorder. Large-print and Braille papers are provided for students identified with vision impairment.

The only accommodations that the student receives as part of their ongoing curriculum program may be used during the tests. Accommodations available to students include: additional working time; separate supervision in areas free from distractions; test instructions given in writing, signing or symbols; the use of assisting technology (computer, assisting listening devices, alternate communication devices); physical assistance; low vision aids; coloured overlays and masking to cover distracting material.

Professional development

Over 6,000 teachers in years 1 to 3 participated in five-day professional development programs as part of the Literacy - The Key to Learning: Framework for Action 2006–2008.

This professional development for teachers focuses on improving teachers' understanding of the relationships between literacy, curriculum, learning, teaching and assessment and on building their repertoire of skills for the teaching of literacy. The sessions have also focused on learning to integrate comprehensive approaches to the teaching of literacy in

the curriculum based on explicit instruction. This focus enables children to read and view, speak and listen, and write and shape language in and out of school, in order to meet the challenges of the 21st century.

By the end of 2008, 5,433 Queensland teacher aides working in the early phase of learning completed three-day professional development programs to support teachers in improving student literacy.

The three-day sessions were presented regionally under the banner of the Literacy – the Key to Learning: Framework for Action 2006–2008.

The sessions were designed to act as a catalyst for teacher aides to reflect on their current approaches and practices in supporting children's literacy practices. The program provided strategies that teacher aides could use in supporting their students' oral language, reading and writing.

More professional development sessions are planned for the future; this will include for Prep teachers and years 4 to 7 teachers in 2009, and for years 8 to 9 teachers in 2010.

The Numeracy Framework has, as a focus, extensive professional development for teachers of mathematics and teachers for numeracy in all key learning areas (KLAs), for school leaders and teacher-aides. It is intended that it complements the Literacy Framework.

The key focus of Numeracy: Lifelong Confidence with Mathematics Framework for Action 2007–2010 is to enhance student outcomes through teachers having an understanding of numeracy. This understanding is important for teachers of all KLAs as numeracy is identified as a cross-curricular priority in the Queensland Curriculum, Assessment and Reporting (QCAR) Framework and all KLA syllabuses.

Curriculum leadership in numeracy across the curriculum by Regional Executive Directors, Executive Directors (Schools), Principals, Heads of Department and Heads of Curriculum is an imperative to ensure the teaching profession understands that numeracy is a key to learning and that all learning areas have specific numeracy demands.

Integral to the Numeracy Framework has been the training of selected teachers as First Steps in Mathematics (FSiM) facilitators to enhance regional leadership capacity building in the teaching of mathematics and developing teacher and professional development resources.

Across Queensland, the First Steps in Mathematics professional development program improved teachers' content knowledge and pedagogy in mathematics and numeracy.

In Queensland, the National Literacy and Numeracy Week (NLNW) 2008 was a collaboration between Education Queensland, Queensland Catholic Education Commission and Independent Schools Queensland.

Over 200 participants attended the NLNW 2008 State Conference Partnerships in Learning on Friday 5 September 2008. Professor Claire Wyatt-Smith, Dean, Faculty of Education, Griffith University, delivered the keynote address titled: 'From phonics and knowledge of number to digital technologies: Making alignments count'.

A total of 35 grants were given to schools/clusters of schools and regions and dioceses to conduct a range of celebrations that included professional development for teachers, cross curricular and inter-school activities, family problem solving, publication and kit launches, celebrity and guest readers, living books, literacy and numeracy walks and reading challenges.

Catholic sector

Policies and programs

During 2008, Queensland Catholic Education diocesan curriculum teams supported schools in the development and implementation of literacy and numeracy policies and programs. Diocesan curriculum frameworks provided schools with focus and direction in the development of whole school planning, assessment and reporting processes. Diocesan teams continued to support leadership teams in the development of whole school literacy and numeracy plans.

Plans for future action, for both dioceses and schools, was based on analysis of data from years 3, 5 and 7 literacy and numeracy tests. This analysis supported a coherent approach to the delivery of professional development, implementation of intervention strategies and resourcing of literacy and numeracy programs.

Dioceses and schools implemented a wide range of initiatives to improve student literacy and numeracy learning. Support for schools and teachers included: literacy mentors (especially for new teachers); collaborative planning sessions; continuity of learning across phases and transitions and embedding Information, Communication and Learning Technologies (ICLT) for meaningful learning. Support in implementing a number of effective early literacy and numeracy intervention programs was offered across all dioceses. The delivery of literacy programs, such as First Steps, continued to support teachers in using effective teaching strategies across all key learning areas. These strategies align with researched methodologies and practices and provide teachers with valuable resources.

Dioceses and schools continued to address the challenges of providing all students with an education for the 21st century. One initiative was the provision of the 'myclasses' learning management system, which empowered teachers and students through facilitated communication, sharing and collaboration. Another initiative was a digital learning project in the early years, which developed foundational literacy and numeracy skills.

A joint action research project on the use of Diagnostic Mathematics Probes, undertaken in conjunction with Independent Schools Queensland and the Royal Melbourne Institute of Technology continued in 2008. The project developed the capacity of teachers in the early years to support numeracy learning, by using the probes to identify learning difficulties in mathematics, design practical assessment tasks and plan appropriate learning experiences.

Professional development

In 2008, all dioceses and religious institute schools had a planned and co-ordinated approach to the delivery of professional development in the areas of literacy and numeracy to leadership teams, teachers and school officers. A number of schools undertook small scale learning projects focussed on improving the teaching and learning of literacy and numeracy.

Professional learning in early years literacy supported teachers in providing intensive and effective literacy learning strategies. Courses such as: Support a Speaker, Support a Reader and Support a Writer provided knowledge on oral language development, links to mathematical concept development and decoding written texts.

Social moderation processes through Consistency of Teacher Judgment (CTJ) sessions continued to provide opportunities for teachers to share, discuss, clarify and justify student performance and achievement. For participating schools, teacher professional capacity around performance assessment, achievement standards and comparability was further developed through intra-school and inter-school moderation processes on the year 2 Diagnostic Net and year 4, 6 and 9 Queensland Comparable Assessment Tasks (QCATs) in English, Mathematics and Science.

Support strategies for school officers were provided in literacy and numeracy. Networking opportunities on understanding and catering for student diversity were provided.

Independent sector

Policies and programs

In 2008, Independent Schools Queensland employed a range of strategies to support schools to improve the learning outcomes of educationally disadvantaged students. Through the Literacy, Numeracy and Special Learning Needs program, Independent Schools Queensland provided direct grants to schools, advisory services, central administration of funding and accountability requirements, opportunities for teachers to participate in research projects and professional learning opportunities.

Direct grants were used by independent schools in Queensland to implement programs to improve literacy and numeracy outcomes for educationally disadvantaged students including students with a Language Background other than English, Indigenous or Torres Strait Islander students, students from low socio-economic backgrounds, and students performing below accepted minimum literacy and numeracy standards. Grants were allocated in accordance with the funding mechanism developed by Independent Schools Queensland, in accordance with the DEEWR guidelines.

In conjunction with several universities (Griffith University, James Cook University and Australian Catholic University) Independent Schools Queensland conducted research projects involving teachers as researchers. These projects resulted in the development of programs focusing on the development of oral language in numeracy, as well as the effective teaching of reading comprehension. Findings and resources from these projects have been made available for other schools.

Professional development

Independent Schools Queensland has adopted a model of professional learning that is aimed at supporting schools to develop sustainable practices targeted at the specific learning needs of students. Typically the model involves ongoing, job-based professional learning with expert input, continued advice and support, implementation, refinement and reflection. On completion of the projects, the findings are shared amongst project schools, and more widely when appropriate.

In 2008, professional learning opportunities focused on early intervention and inclusive practices for educationally disadvantaged students. Literacy and numeracy professional learning during 2008 included a focus on the teaching of reading and writing, in addition to the development of oral language. Support for the teaching of ESL students was provided through training for teachers in the use of the National Languages and Literacy Institute of Australia (NLLIA) Bandscales, ESL in the Mainstream courses and ongoing advice and networking opportunities for teachers.

South Australia

Government sector

Policies and programs

The South Australian Department of Education and Children's Services continued to commit significant resources to a range of programs and initiatives focused on improving literacy and numeracy outcomes for children and students across the State.

In 2008, the Early Years Literacy Program was expanded to include a focus upon numeracy and is now called the Early Years Literacy and Numeracy Program. To support this, an early years numeracy pilot project was created which targets all children aged 4 to 9 years, as well as 3-year-old Indigenous children who are entitled to early entry in preschools. The Early Years Literacy and Numeracy Program focuses on quality early years literacy and numeracy pedagogy and this project is supported by a centrally-based team of early years curriculum officers who have dedicated leadership and responsibility, in collaboration with the district Early Childhood Initiatives Coordinators. The expectation of the development of an Early Years plan focusing on Literacy and Numeracy has continued and these have been integrated into whole-school planning practices and annual reporting requirements.

Through the Early Years Literacy and Numeracy Program, a state-wide collection of reading data was collected for children in years 1 and 2. Schools use this data to support local evidence-based decisions about the teaching of literacy and ways to develop the quality of teaching to support all children.

National Literacy and Numeracy Week was highly supported by educators working in sites with children from Birth to year 12. A variety of events and activities were promoted, including sessions presented by teachers as well as local promotion projects, regional sessions and a Literacy and Numeracy Expo.

The 2008 Premier's Reading Challenge entered its fifth year with continued success as indicated by increases in the numbers of schools and students participating. There was an 11 percent increase in the number of Indigenous students who completed the challenge in 2008.

The ESL Program provided resources to schools with New Arrivals Program centres and schools in regional areas to support intensive English language provision for new arrivals. ESL students in mainstream schools were resourced according to their language gap, as assessed using the ESL Scales. Schools use these resources to develop and implement curriculum and intervention strategies aimed at narrowing the language gap. Advice and support to schools is provided through the ESL service provider network, and 14 schools were supported through the ESL Innovative Schools initiative, to develop quality school and teacher practices, and the use of evidence based interventions.

The Science and Mathematics Strategy supported professional learning activities as well as action research projects with a focus on science, maths and technology. Leadership in science education continued as a focus with centrally led professional learning sessions in the Primary Connections program. A lead teacher course was supported to involve school-based teachers extending their capacity to work with others to improve students' scientific literacy and learning outcomes, in both science and literacy. The Premier's Industry Awards program again facilitated short-term industry placements for teachers of science and mathematics.

Measures to support students with disabilities to participate in tests

In 2008, additional support was provided to students with learning difficulties and special needs, to participate in the literacy and numeracy tests. Student participation was maximised, with participating students given a report containing detailed achievement and diagnostic information.

The support provided included:

- Braille and large print versions for vision impaired students
- oral sign support
- separate supervision for students who need to work in a separate area
- allowing extra time (up to 10 minutes) to complete the tests
- using a scribe to record student responses to multiple choice and short answer questions
- a reader for the numeracy tests
- coloured overlays
- breaks for rests.

Professional development

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

Numeracy in the primary years continues as a priority with a range of programs and pilot projects developed during 2008. Phase One of The Mathematics for Learning Inclusion Program culminated in a program expo in May 2008 which showcased the achievements of the 45 schools involved. During 2008, the extensive program evaluation, including data from standardised testing of students, was used to development a second phase of the program which will begin in 2009.

Also in 2008, a Primary Years Numeracy pilot project was developed to trial a professional learning model that would develop teachers' pedagogical knowledge about mathematical ideas and explore student understandings using diagnostic assessment practices. The project was led by a centrally based education officer who worked in collaboration with other officers and school mathematical leaders.

Trained tutors delivered state-wide the professional development courses: Teaching ESL in Mainstream Classrooms, Language and Literacy, and Teaching ESL New Arrivals. The courses aim to build teacher capacity in supporting ESL students with 758 teachers and school leaders, including those working in Anangu schools, engaged in these accredited (nine modules, 25 hours) ESL professional learning courses in 2008, comprising teachers and school leaders.

Catholic sector

Policies and programs

In 2008, literacy and numeracy consultants worked on sector-wide projects in schools, with the South Australian Curriculum Standards and Accountability (SACSA) Framework continuing to be the focus of all professional learning in the compulsory years. With the adoption of more pronounced, multi-dimensional requirements for literacy and numeracy in the new South Australian Certificate of Education (SACE), consultants' work expanded to include the senior years of schooling.

Consultants from the literacy and numeracy teams provided significant support to schools piloting the Catholic Education Learning Tool software, as well as supporting schools to implement literacy and numeracy plans through a range of models and strategies.

The Catholic Education Office, together with the Department of Education and Children's Services and the Association of Independent Schools of South Australia, organised National Literacy and Numeracy Week activities on the theme of Partnerships in Learning, including presentations from teachers and from consultants at the Literacy and Numeracy Expo held in September.

The South Australian Commission for Catholic Schools' Literacy Strategy continued into its eleventh year, with Reading Recovery being used as a major intervention in the early years in 70 per cent of primary schools. Early years literacy assessment of all students in their fifth term of schooling continued in 2008. Schools entered their data on the central web database, and used the information to guide decisions about teaching.

Professional development

In 2008, literacy consultants provided sustained, year-long professional learning to key literacy teachers employed in schools, based on their choice from five projects:

- Assessment for Learning in the Early Years
- Exploring Literacies in Contemporary Times
- Leadership as a Key Literacy Teacher
- Literacy in the Middle Years
- South Australian Curriculum Standards and Accountability Framework and Literacy/English.

Literacy consultants also provided professional learning in areas of particular focus such as:

- supporting early career teachers in their teaching of literacy
- early years literacy
- early years assessment training
- multiliteracies
- visual literacies
- functional grammar
- Literacy in the Future (SACE).

Numeracy consultants worked with teachers in metropolitan and country schools on a range of projects, aiming to improve numeracy outcomes and raise the standard of mathematical understanding of all students. Teachers investigated ways to develop a positive holistic model of assessment, which included assessment for learning, assessment of learning and assessment as learning. All projects used action research models as preferred methodologies, aiming at sustainability.

During 2008, numeracy projects and networks focused on the role of effective assessment in building positive identities within numeracy classrooms. Teachers used data collected through surveys on students' mathematical understanding, numeracy and confidence to support students to build confidence and better understandings. Senior secondary schools used NAPLAN data as one indicator to inform students' numeracy needs. The early years project focused on the measurement strand, while school-based projects and networks addressed other strands. The main focus for primary and middle years projects was multiplicative thinking.

Measures to support students with disabilities to participate in tests

All students in South Australian Catholic schools were encouraged to participate in the 2008 NAPLAN tests. Letters from principals in advance of the tests invited parents to discuss any concerns they had about their child's participation. This advice emphasised the opportunity that NAPLAN can offer in terms of additional assessment information about a student's progress. Where a student was eligible for exemption because of a verified intellectual disability, discussion occurred between the school and parents regarding their eligibility for exemption.

Parents were advised that most accommodations ordinarily available in learning programs for students with recognised disabilities could be offered, to enable them to access and participate in the NAPLAN tests. In consultation with CESA Special Education Consultants, teachers provided accommodations as appropriate to each student's Action Plan, in accord with NAPLAN Test Administration Guidelines and in collaboration with other schooling sectors.

Independent sector

Policies and programs

The Association of Independent Schools of South Australia undertook a range of activities in support of the National Literacy and Numeracy Plan. Through the Literacy, Numeracy and Special Learning Needs program, the Association provided 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 growth in the number of Indigenous students across the sector has also resulted in the implementation of a range of initiatives (including professional learning, grants to schools and special projects) to support these students and their school communities.

The approach to delivery of services was 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.

School leaders were provided with advice about the new NAPLAN assessments and national protocols and support structures for maximising student participation, including the participation of students with disabilities. Support was provided to assist schools to analyse student NAPLAN data and explore strategies to improve the learning outcomes of students below or at the national minimum standards in literacy and/or numeracy.

Schools received grants for students with severe and moderate disabilities, to provide additional teaching and learning assistance. This included school assistant support, software to improve students' curriculum access, and teacher release time for the preparation of individualised education plans.

Professional development

The Association's model of professional learning aimed to support schools to develop sustainable practices for the specific and identified needs of students. The model comprised expert input, ongoing specialist advice and support, trial and implementation, critical reflection and informed pedagogy.

Professional learning programs focused on intervention in the early years and the inclusion of educationally disadvantaged students. Literacy and numeracy programs implemented during 2008 included licensed programs and sector-developed professional learning that used an inquiry approach to assist teachers to support all students towards successful literacy and numeracy outcomes, and to identify students at risk.

Special Education professional learning programs used an approach of critical reflection and inquiry and provided school leadership and teaching staff with opportunities for examination of inclusive practices, current research and legislative obligations related to students with disabilities.

Western Australia

Government sector

Policies and programs

Western Australia's [*Plan for Public Schools 2008–2011*](#) identifies 'Raising standards in literacy and numeracy' as a key priority for public schooling in Western Australia. System planning has focused on increased coordination of literacy and numeracy programs to better target and support at risk students. Schools are required to set challenging, realistic targets for students and intervene early with tailored programs to support students at risk in literacy and numeracy.

In 2008, Australian Government funds provided resources or programs in public schools, the largest proportions of which was targeted towards students at risk of not achieving successful outcomes in literacy and numeracy. In 2008, \$10.8 million was allocated directly to schools to achieve demonstrable improvement in outcomes for students at risk and support the National Literacy and Numeracy Plan.

The Australian Government's An Even Start National Tuition Program was offered to approximately 13,000 students in Western Australian public schools. The parents/caregivers of eligible students indicated whether they would prefer to access their child's tuition entitlement through a private tutor or a school-based tutor through their child's school. Approximately three quarters of the public schools with eligible students provided school-based tuition.

Throughout 2008, intensive Assessment Literacy professional learning regarding data analysis was provided to school leaders, classroom teachers and central and district staff. The Assessment Literacy support enables staff to more efficiently and effectively analyse student performance information for school improvement purposes.

Development of the First Cut data program as a web-based application has enabled more flexible access for educators. This has led to more efficient evaluation of whether systemic or local school programs have added value to cohort and/or individual student performance.

The Getting it Right Literacy and Numeracy Strategy continued to support specialist literacy and numeracy teachers to work in selected primary and high schools. The strategy focuses on classroom-based intervention with trained specialist teachers working alongside their classroom colleagues to provide additional support to those students not making expected progress in literacy and or numeracy.

In 2008, the Australian Government's Literacy, Numeracy and Special Learning Needs program financed other departmental literacy and numeracy initiatives. These included the development of First Steps English and Mathematics resources; the Aboriginal Literacy Strategy; the English as a Second Language (ESL) Program; research into effective teaching of literacy and numeracy and District Retention and Participation Grants.

ESL programs operated in primary and secondary public schools to develop Standard Australian English and enable students to access the curriculum.

The students' level of English language competence and the time spent in Australia determines the nature of ESL support provided. ESL programs include Intensive English Centres, Cell and Support programs at local primary and secondary schools, the ESL Country Float and the ESL Resource Centre.

The ESL Resource Centre provided ESL/ESD specialist teaching resources and professional learning opportunities across the State, to support the development of Standard Australian English language competency, literacy and numeracy.

In 2008, the Kindergarten to year 10 English as a Second Language/English as a Second Dialect (ESL/ESD) Progress Map was further refined. Training was conducted on how to use the new ESL/ESD Progress Map to assess, monitor and report to parents on student achievement.

In 2008, the Aboriginal Literacy Strategy operated at 49 school sites and involved approximately 340 staff. Schools implementing the literacy session noted improvement in student attendance and increased engagement in literacy learning. The strategy is based on focused English language and literacy instruction in a daily two-hour literacy session. The session comprises a prescribed sequence of English language and literacy learning components, which provide a framework for the planning and delivery of effective language and literacy instruction. Instructional practices reflect evidence-based planning, careful text selection, and explicit teaching and support of English as a second language/dialect.

A comprehensive range of classroom-ready curriculum resources was presented on the [K–10 Syllabus website](#). The resources provided teachers with practical support when planning relevant and engaging learning, teaching and assessment programs.

The resources support the explicit teaching of literacy and numeracy skills across learning areas and link directly to the Early Childhood (K–3) Syllabus, Middle Childhood (4–7) Syllabus, syllabi for each learning area in early adolescence (8–10) and First Steps materials.

In 2008, consultants from the Senior Schooling Academic Standards and Support Directorate worked with individual secondary schools, providing advice, performance analysis and curriculum support. The introduction of new senior secondary courses continued to be supported through the Teacher Development Centre (TDC) project and through the leadership offered by principal consultants with appropriate learning area expertise.

Measures to support students with disabilities to participate in tests

All students with disabilities were entitled to participate in the NAPLAN tests. Students with disabilities who participated in the tests received the level of assistance that was normally available to them, for example, Braille or large-print versions of the assessment materials were provided to those who needed them. Less than one per cent of eligible public school

students were exempted from the 2008 NAPLAN on the grounds of intellectual or functional disability, or impairment of either a temporary or permanent nature.

Professional development

The department's literacy and numeracy team provided a range of support to schools and teachers through projects and programs, consultation, mentoring, professional learning and targeted literacy resources.

The Central Literacy and Numeracy Team provided support to Getting it Right Specialist Teachers through mentoring and targeted professional learning. The professional learning had a clear focus on supporting literacy improvement with a focus on building teachers' diagnostic capacities and expanding their repertoire of key evidence-based instructional strategies.

Professional learning was also provided by the team with the use of First Steps resources for whole-class planning and intervention plans for individuals and groups of students. First Steps professional learning has also been provided to schools through courses conducted during the school holidays.

The ABC of Two-Way Literacy and Learning provided training and resources to enable educators to understand the complex linguistic nature of Aboriginal students who do not speak Standard Australian English, and to address their particular language and literacy needs. The program encourages educators to reflect upon the culture and value systems implicit in mainstream schools. Strategies are discussed to modify all aspects of school life towards two-way processes: the learning and teaching routines; management procedures; selection of resources and collaboration with parents, caregivers and community members.

Catholic sector

Policies and programs

In 2008, the Catholic Education Office of Western Australia continued its commitment to implementing a targeted approach to improving achievement levels in literacy and numeracy by refining and developing programs across all three waves of teaching and programs including students with disabilities.

All primary and composite schools administered the Performance Indicators in Primary School assessment device (used to identify pre-primary students who may be at-risk). At the end of the pre-primary year, students were re-assessed to evaluate program effect and to identify those students who might need ongoing monitoring during the first year of formal instruction. All children in years 1 and 2, and children experiencing difficulty in year 3, were assessed using the Early Numeracy Interview in order to identify those children who were vulnerable in terms of numeracy development.

Short-term intervention and prevention programs were maintained and extended. In partnership with Edith Cowan University, Reading Recovery (for students identified as experiencing difficulty with literacy learning in years 1 and 2) was expanded. The Extending Mathematical Understanding program (for students identified as at-risk of not developing early numeracy skills) was also extended, with training and support from the Australian Catholic University.

In 2008, the Catholic Education Office of Western Australia furthered its commitment to the importance of early years experiences. A program for children who have turned three years-of-age was introduced, offering play-based experiences that introduce early literacy and numeracy skills in a developmentally appropriate manner. A number of selected schools in lower socio-economic areas were allocated additional funding in 2007 and 2008 to conduct Speech and Language programs in Kindergarten and pre-primary classes. This enabled these schools to access speech pathology services to screen all Kindergarten and Pre-Primary children and provide intensive group speech therapy sessions for children identified as at-risk. In-services were provided for teachers on how to use screening devices and intervention strategies, and information sessions for parents were provided.

In addition, two Catholic schools began offering a pre kindergarten program for children from the age of two years. These programs operate under the *Child Care Services Act 2007* and offer a play-based program incorporating early literacy and numeracy experiences for very young children. Many Catholic schools have also extended the current Kindergarten program to include 3 full-day sessions. This provides Kindergarten children with additional early literacy and numeracy experiences within a play-based environment.

In 2008, Learning Support Co-ordinator positions were established in schools with significant numbers of students with disabilities but without special education facilities. Support was provided to the schools and teachers in these new positions, through school- and centre-based training and networking.

Measures to support students with disabilities to participate in tests

In 2008, the Catholic Education Office of Western Australia maintained its focus on literacy and numeracy throughout the middle and senior secondary years of schooling. Students in year 9 in all Catholic schools participated in the national literacy and numeracy testing program. All students with disabilities were encouraged to participate in all national testing programs to the best of their abilities, with individual accommodations and appropriate assistance as required.

Professional development was provided to newly appointed Learning Support Co-ordinators through the Australian Government Quality Teacher Program (AGQTP): Catering for Diverse Needs, with a focus on a whole-school approach to assist schools to maximise learning outcomes for students with disabilities. As a follow-up to this, a particular emphasis will be directed to extend teacher knowledge and skills in the use of assisting technology for students with disabilities in mainstream classes. Other professional development programs were provided to classroom teachers, Heads of Department and Teacher Assistants to support staff to individualise programs for students with additional learning needs.

Professional development

The Catholic Education Office of Western Australia, in partnership with the University of Western Australia, provided professional development designed to develop school staff capacity to use data to inform ongoing school improvement planning. School and system data such as the Observation Survey, Early Numeracy interview, Performance Indicators in Primary Schools and state-wide assessments were used to inform ongoing school improvement planning.

Secondary teachers were involved in workshops to provide professional development in reading the data from national testing, and ways of using these data as a part of several sources of data to inform teaching-learning programs.

In 2008, the Raising Achievement in Schools initiative expanded to 108 Western Australian Catholic schools, with a focus on both literacy and numeracy teaching and learning. This initiative provided ongoing, multi-tiered professional development, to support schools to ensure ongoing improved learning outcomes for students. The professional development strategy included using student data as the basis for decision-making, and planning classroom and school programs. Professional development was offered both on- and off-site, to whole-school staff members, curriculum co-ordinators, key teachers and leaders. Face-to-face and online networks were established for key personnel in schools.

Professional development was provided to build teachers' repertoire of important teaching and assessment strategies. The Extending Mathematical Understanding program was expanded in order to support the children who were most at-risk in their numeracy development. First Steps in Mathematics training and resources were provided, along with a range of school-based professional development programs aimed at supporting schools in their quest to improve outcomes for their students.

In literacy, professional development was facilitated to develop scope and sequence literacy charts in schools with educationally disadvantaged students, including Indigenous students in remote schools and students from low socio-economic backgrounds. Action Research focusing on the needs of the early-adolescent learner was implemented with the aim of using the data to inform literacy learning in the middle years. Teachers were provided with opportunities to participate in professional development focusing on questioning skills and speaking and listening skills as a way to enhance the literacy learning of their students.

Renewed emphasis on numeracy in lower secondary levels was a focus for some of the professional development offered to secondary mathematics co-ordinators and teachers of years 7–10 students. Teachers were provided with opportunities to examine courses for up-skilling teachers in mathematical content; a variety of software packages to engage students and programs to organise the learning experiences appropriately. Other workshops allowed the identification of the national statements of learning relevant to the year 9 students. In some instances, the inclusion of year 7 students into the secondary education environment brought an increase in the number of mathematics specialist teachers teaching these students.

Network days for teachers of English and mathematics in the Catholic education sector provided ongoing opportunities throughout the year to enhance learning and teaching of foundation skills for the further development of literacy and numeracy in the secondary years.

Independent sector

Policies and programs

The Association of Independent Schools of Western Australia (AISWA) utilised a range of strategies to support student learning, professional learning and school policy development. These included direct funding to schools and the opportunity for teachers to participate in research programs, action learning projects, and various professional development opportunities.

Independent schools used direct grants to implement programs to improve literacy and numeracy outcomes for educationally disadvantaged students, including students with a Language Background other than English, Indigenous or Torres Strait Islander students, students from low socio-economic backgrounds, and students performing below accepted minimum literacy and numeracy standards. Schools accounted for these grants with data based on the outcomes of their school-based projects.

Professional development

A range of professional learning opportunities for teachers and other school staff was provided in 2008.

The Association, in partnership with the University of Western Australia, provided professional learning for staff on how to more effectively use the Western Australia Literacy and Numeracy Assessment (WALNA) data and NAPLAN data. Schools gained skills in interpreting their results for school improvement and accountability purposes; using data to report to stakeholders; using summary data and individual student scores to support teachers in preparing programs of work, and interpreting individual student and group data for diagnostic purposes. Access to this data will enable schools to track their performance and monitor individual student progress over time, and to compare performance with all schools in the State, and with a group of 'like schools' in the independent sector. In 2008, the NAPLAN data was presented against 'like' schools, State and national performance. Reading and numeracy were equated to maintain longitudinal data sets.

In 2008, Professor Robyn Zevenbergen of Griffith University and Professor Peter Sullivan from Monash University, further developed their collaborative research and documentation of the successful changes in pedagogy in mathematics classrooms in remote Indigenous communities. At the conclusion of this collaboration the aim is to share the results with schools Australia-wide.

Collaboration between AISWA and Edith Cowan University enabled the continuation of research and professional learning focusing on utilising a range of assessment tools to enhance students' writing.

Continued opportunities were made available for schools to develop and refine whole-school literacy policies.

Tasmania

Government sector

Policies and programs

The Tasmanian Department of Education recognises that literacy and numeracy form the foundation of all future learning, and ensured that the teaching of literacy and numeracy throughout all years of schooling remained a high priority in 2008. Every school developed an explicit literacy improvement plan, and work commenced on the development of a State Literacy and Numeracy Action Plan.

During 2008, the department focused on evidence based teaching approaches and interventions and used a multi-strategy approach to support improved outcomes for students, underpinned by the use of data to determine priorities and resource allocation at the student, school and system level. The improvement strategies implemented include:

Raising the Bar Closing the Gap

This program (amounting to \$32 million over four years) commenced in 2008, to significantly increase the number of Tasmanian children completing primary school with functional literacy skills. The program recognises teacher capacity

and school leadership as crucial factors in lifting student outcomes. The evidence-based approaches underpinning this initiative aim to give students the best possible start in secondary education, through strengthening of leadership roles in literacy in schools; whole-school approaches and interventions to cater for individual student needs, and the effective use of student data to monitor and evaluate progress. Raising the Bar, Closing the Gap supports schools most in need by providing additional literacy teachers and targeting additional professional learning according to the identified needs of teachers and their students. School leadership roles were strengthened to ensure strong leadership of the improvement strategies.

Literacy support initiatives

A range of strategies addressed building teacher capacity, pedagogy and curriculum implementation. These included the training of facilitators in First Steps Reading and First Steps Writing; and implementing the Carol Christensen Whole-School Approach. Other initiatives included: Literacy Support Leaders, Literacy Coordinators, literacy coaching projects and visiting consultants.

Launching into Learning was implemented in over 100 schools and improved the readiness of children 0–4 years, focusing on early literacy and support for families.

The Flying Start program provided an additional allocation of staff to all early childhood classrooms in all government schools, assisting all students to achieve appropriate literacy and numeracy skills.

Reading Recovery programs continued as an intensive school-based early literacy intervention strategy for year 1 students with low-level literacy skills and was implemented in 51 schools during 2008.

The Reading Together family literacy program supported pre-school and adult literacy at 18 locations state-wide.

The Premier's Reading Challenge was introduced in 2008 to improve the literacy of Tasmanian students, help raise awareness of the importance of reading amongst parents and the wider community and keep students interested in reading. More than 35,800 students from 230 schools registered for the challenge and \$351,000 in State government funding was provided to registered schools to buy new library books.

National Literacy and Numeracy Week

Forty-five schools received grants of up to \$1,500 each to conduct activities based on the theme of partnerships in learning. Celebrations of literacy and numeracy took place and teachers showcased successes in literacy and numeracy. These events were attended by 395 teachers from around the State.

Tasmania's Education Performance Report 2008

The publication of Tasmania's Education Performance Report and School Improvement Reporting in 2008 provided transparent performance information to students, parents and the community in areas including literacy and numeracy. This is available online at: <http://www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report>.

Measures to support students with disabilities to participate in tests

In Tasmania, the Disability Standards for Education outlines the rights of students with disabilities and the obligations of school education providers under the Disability Discrimination Act (1992).

All students had the opportunity to participate in the 2008 literacy and numeracy testing. To support student participation in the tests, schools provided special provisions and accommodations, based on the level of reasonable adjustment students normally received in their classroom. Students with severe intellectual disability or impairment were exempt from participating in the tests.

Professional development

Developing a high quality teacher workforce, in which all teachers have the knowledge and skills to enable every student to achieve in literacy and numeracy was a priority for the department in 2008. The Raising the Bar Closing the Gap program ensured that teachers in participating schools had access to an additional five days paid professional learning outside of normal school hours. Schools determined, through their improvement plans, the learning required and teams of teachers engaged in a range of professional learning designed to better equip teachers to address student need and achieve literacy targets. Principal and leadership development were also targeted through this program.

Other initiatives included experienced and skilled teachers working as literacy coaches alongside teachers in schools, and sharing resources, ideas and strategies. Support staff provided professional learning for teachers in the effective use of both system and individual student monitoring data, to plan intervention strategies. A Literacy Leaders Network provided professional learning and support for 55 Key Teacher Leaders across a number of schools focusing on Action Research projects and literacy support for beginning teachers. The department also used external literacy experts to work in schools, or as a stimulus for professional learning.

Trained facilitators delivered professional learning state-wide using the First Steps resources designed to provide a strategic approach to improving students' literacy outcomes. Teachers used the First Steps resources to address literacy challenges for individual students in reading, writing, speaking and listening.

In 2008 a partnership with the University of Tasmania (UTas) was agreed and Partnership in Teaching Excellence program designed for implementation the following year. The program will better prepare beginning teachers as literacy and numeracy teachers by providing high quality, competitively selected pre-service teachers with greater school based experience, working with an experienced colleague teacher. The program will provide increased integration of the theoretical and practical components of their teacher education course. This partnership will improve professional learning for experienced teachers who participate as colleague teachers.

In 2008, UTas and the department established an agreement regarding postgraduate scholarship support for Department staff. This agreement allows all DoE staff, teachers, school leaders, paraprofessionals and non-teaching staff to undertake most UTas undergraduate and post graduate units without direct cost to staff members.

National Literacy and Numeracy Week celebrations in 2008 included a professional learning program focus during which schools hosted professional learning conversations in 5 venues across the state. Informal sessions were presented and over 350 teachers learned about innovations in literacy and numeracy.

Catholic sector

Policies and programs

In 2008, the Tasmanian Catholic Education Office supported schools in improving students' literacy and numeracy outcomes. Each school's annual plan identified a specific focus for their actioning and set goals for measuring students' growth and achievement.

During 2008, with the introduction of the NAPLAN national testing process, schools were encouraged to interrogate their data, and from this, form measurable goals for improvement within their school's annual plan for 2009. The earlier testing time has proved beneficial for planning for the next year.

Results from 2008 NAPLAN testing showed that the Catholic mean score in year 3 literacy was significantly higher than the national mean in year 3 literacy. These results could be attributed to the sound professional development opportunities given to early years teachers in understanding the literacy needs of students within the first years of schooling. Also, use of the Performance Indicators in Primary Schools screening assessment for all first year of full time school students in Catholic schools, and using the data provided to direct intervention and extension for these students could also be seen as a contributor.

Low-achieving, and for the first time in 2008, high-achieving Indigenous students and ESL students in Catholic schools were able to access support in literacy and numeracy. Indigenous students can now access this support each year to maximise the opportunities for growth. ESL students are assisted for 4 years in intensive English support at school level.

During 2007, Dr Carol Christensen, a researcher from Queensland introduced a whole-school literacy program based on brain research in one Catholic secondary college with outstanding results. In 2008, after publication of the results from the initial school, one other college began the program, with continuation in the original college. The result of total school involvement, not just the English department, together with rich professional development opportunities for all staff has contributed to its success.

Professional development

The Tasmanian Catholic Education Office learning and teaching team continued to provide in school support through the work of the education officers. Schools were encouraged to have whole-school professional development delivery to maximise the upskilling of all staff on topics of relevance for their site.

Continued opportunities were given centrally for staff to access visiting experts who delivered professional development opportunities, as well as sessions in many differing topics in literacy and numeracy.

Collaboration between the Tasmanian Catholic Education Office with the Australian Catholic University to provide postgraduate courses in leadership, mathematics and religious education have continued to provide opportunities for significant numbers of staff.

Four schools successfully applied to be pilot schools following the launch of ACTION Maths (Accelerating Catholic Tasmanian Schools to Improve Outcomes in Numeracy) in 2008. Incorporating the Early Numeracy Research Project (ENRP) interview process, students were assessed on their numeracy development and understanding during their first seven years of schooling. The data gathered enables teachers to plan numeracy development pathways for individual students, and to identify those at risk who may benefit from additional assistance in mathematics. ACTION also has a strong component of professional development for upskilling classroom teachers in mathematics and increasing their understanding of students' development in numeracy.

Independent sector

Policies and programs

During 2008, the Association of Independent Schools of Tasmania (AIST), utilising Targeted Programs Funds, supported schools in their endeavours to improve the learning outcomes of educationally disadvantaged students, particularly in literacy and numeracy, through direct grants to schools, in-school consultancy support, sector-wide and school-specific professional learning opportunities and special project grants.

Funding was distributed to 30 schools to supplement the implementation of the National Literacy and Numeracy Plan.

In 2008, additional support has been accessed through National Literacy and Numeracy Week grants. Three independent schools were successful in their application for a Literacy and Numeracy Celebration Grant. These awards, of up to \$1,500 each, allowed the successful schools to showcase an innovative approach to supporting students in a particular area of Literacy and/or Numeracy.

Tasmania also participated in the Literacy and Numeracy Low SES Pilot Project 2008–2010. This project has provided an opportunity for AIST to support to students struggling with literacy and numeracy in four independent schools in low socioeconomic communities on the north west coast of Tasmania.

Professional development

In 2008, professional learning across all areas has continued to emphasise inclusion and the relationship between assessment, content and pedagogy. The interrogation and application of valuable NAPLAN data has been supported and encouraged as integral to planning for learning at student, class and association level.

Northern Territory

Government sector

Policies and programs

The Northern Territory Department of Education and Training (DET) implemented a range of initiatives in 2008 to support the National Literacy and Numeracy Plan.

The Accountability and Performance Improvement Framework (APIF) was introduced in government schools in 2008. The framework provides a system of accountability for the whole of DET including monitoring to ensure ongoing improvement of the quality of education services provided. In relation to literacy and numeracy, the APIF provides the foundation for:

- setting clear expectations and standards and requiring performance to be demonstrated against these standards
- promoting a culture of evidence based decision-making and continuous improvement in relation to literacy and numeracy achievement
- streamlined processes to focus on literacy and numeracy priority areas.

A key element of the APIF is measurement of individual schools' performance by comparing their results with previous student and school results to find evidence of school improvement over time. Systemic literacy and numeracy achievement for years 3, 5, 7 and 9 was assessed against the Northern Territory Curriculum Framework outcomes, and monitored in the Northern Territory Curriculum Module in the Student Administration Management System to provide monitoring data to inform school improvement decision-making.

The commencement in 2008 of the National Assessment Program – Literacy and Numeracy was significant for the Northern Territory. Apart from testing occurring nationally in May, rather than August as previously, other major changes included the testing window and the test construct, ie, change from a multilevel to a year level test.

With the commencement of NAPLAN, the Reporting and Analysing Achievement Data (RAAD) tool was introduced. RAAD provides schools with student performance information measured through NAPLAN. Interrogation of the RAAD data provides valuable information that supports the whole school accountability process by enabling strategic and operational literacy and numeracy planning at the school and classroom level.

The department provided school leaders training in the use of RAAD. This enabled them to lead detailed analysis of student achievement in order to develop annual operation plans and identify targets for school improvement.

The Assessment of Student Competencies, a diagnostic assessment developed to provide baseline data on students prior to entering compulsory schooling at the age of six years continues to be used by schools. The competencies identified are the minimum requirement for a child entering compulsory schooling in order for them to make progress in their learning.

Increased access to, and use of, student attendance and achievement data was provided through the Business Intelligence Centre giving schools and corporate areas access to centralised, comprehensive student attendance, mobility and NAPLAN achievement data. Analysis of the data informs ongoing development of related system policies and strategies that support improved literacy and numeracy achievement.

The QuickSmart Literacy and Numeracy intervention programs targeting primary and middle-years learners were implemented in 20 schools. In 2008 the Quicksmart Numeracy program was operating in 62 schools and Quicksmart Literacy in 11. In 2008, sixty schools were subscribed to the Maths300 online teacher and student resource, which promotes working-mathematically pedagogy across all stages of schooling.

The National Accelerated Literacy Program aims to improve literacy achievement, particularly of Indigenous learners in remote locations and in 2008 was being implemented in 73 schools in urban and remote locations. In collaboration with DET, Charles Darwin University has continued to provide program services including resources, data collection and analysis, professional learning, research and program evaluation.

The English as a Second Language for Indigenous Language Speaking Students program facilitated the entry of Indigenous students into formal education by providing intensive English language tuition to eligible students in their first formal year of schooling. Numbers of children participating in the program increased from 714 in 2007 to 1,077 in 2008.

Four Special Intensive English Units provided new arrival students with intensive English language tuition in one senior secondary, one middle school and two primary school settings.

Measures to support students with disabilities to participate in tests

In 2008, all students were encouraged to participate in NAPLAN. National protocols regarding participation were communicated to principals and included advice regarding special provisions available. Examples were provided to illustrate support available for students with disabilities, e.g. assessment papers prepared in large print, use of scribe, extra time for breaks, extra time for testing in some cases.

Professional development

To support schools to meet targets identified in their APIF, a range of professional learning opportunities were made available to schools throughout the Territory in 2008. Literacy and English as a Second Language (ESL) professional development courses delivered included:

- First Steps
- Stepping Out

- Walking, Talking Texts
- ESL in the Mainstream
- ESL for Indigenous Learners
- Primary Connections
- Accelerated Literacy methodology and assessment
- monitoring learning thorough Curriculum Etool, and
- a range of NAPLAN workshops.

As part of the Closing the Gap initiative, First Steps and ESL in the Mainstream professional development courses also included facilitator courses to help build system capacity to deliver on-going targeted training throughout the Territory.

Professional learning associated with the QuickSmart literacy and numeracy intervention programs has increased the capacity of assistant teachers to contribute to literacy and numeracy teaching and learning in classrooms. Over 200 Indigenous education workers supporting the Accelerated Literacy program attended two-day forums in Alice Springs and Darwin during 2008 to gather program specific knowledge and skills, thereby increasing their capacity to contribute at classroom level to the teaching and assessment of Accelerated Literacy.

Professional learning opportunities for early years and primary teachers were provided, in a diverse range of schools across the Northern Territory, through the Count Me in Too (Number and Measurement) program. The Mathematics Teachers Association of the Northern Territory and the Australian Association of Mathematics Teachers collaborated on a number of education projects including National Literacy and Numeracy Week events, teacher workshops, the annual conference, and the establishment and maintenance of professional learning communities in Alice Springs and the Top End. Likewise, the Australian Literacy Educators Association (ALEA) in the Northern Territory actively contributed to literacy professional learning workshops.

The National Accelerated Literacy Program delivered extensive professional development to over 300 teachers in participating schools during 2008. Accelerated literacy teachers, school coordinators and support staff involved in implementing the program received training in mentoring, lesson analysis and feedback, and demonstration lessons and co-planning support.

Literacy/ESL and Numeracy officers played an active role in supporting a range of system-wide professional learning initiatives, including: National Literacy and Numeracy Week; Group Schools' conferences; NAPLAN, and development of the Northern Territory Curriculum Framework renewal of the English and Mathematics learning areas, and related literacy and numeracy resources.

Catholic sector

Policies and programs

In 2008, the Catholic Education Office embarked on the development of a School Improvement and Renewal Framework. One aspect of the development of the framework required schools to closely review their teaching and learning policies and supporting curriculum documents. This framework was launched in late-2008 for schools to begin using in 2009.

Schools have implemented the English as a Second Language tool, and have actively worked to explore contextually appropriate strategies and resources to improve student outcomes.

The National Accelerated Literacy Program continued to be implemented in our schools. A number of urban schools are exploring the program to address the needs of students who are identified as 'at risk'.

All schools participated in NAPLAN. The Northern Territory Department of Education and Training supplied all schools with an effective means of interpreting student NAPLAN data and schools have actively developed literacy and numeracy actions plans in response to their student data.

Professional development

The Indigenous Education Workers (IEWs) embarked on a very successful study tour to schools of excellence in Western Australia. As a result of this study tour, the Indigenous Education Workers are developing a resource kit, which will enable them to more effectively support students and families engage in schools.

Measures to support students with disabilities to participate in tests

Students with Special Learning Needs have continued to be a focus of our Special Learning Network, with support being directed to the provision of professional learning for aides and assistants. Coordinators have collaboratively worked at fine-tuning referral and identification processes.

Independent sector

Policies and programs

During 2008, the Association of Independent Schools of the Northern Territory (AISNT) supported schools in a range of ongoing and new literacy and numeracy initiatives in support of the National Literacy and Numeracy Plan.

Independent Schools in the Northern Territory received support for students with exceptional educational needs through the Literacy, Numeracy and Special Learning Needs Program. There have been an increasing number of students entering the independent schools sector who are identified as having disabilities and learning delays, who require special support in literacy and numeracy. The AISNT works closely with the schools in improving the outcomes for these students. Programs vary according to the needs of the students and circumstances of the schools.

There was also an increase in the level of support provided to schools catering for Indigenous students due to increased enrolment. The impact of the Intervention also saw the development of a new mentoring program promoting improved literacy and numeracy outcomes for student in three Indigenous Schools.

The AISNT administers a direct school grants program, as well as providing advisory services and professional learning activities. The Association also assists schools with accountability and reporting requirements associated with the grants programs.

Support is also provided to the schools to assist them with the analysis of benchmark data with the aim of using this information to improve student outcomes.

Professional development

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

Professional learning activities were largely managed at the school level with assistance from the AISNT. The schools were also provided with professional development opportunities from the Northern Territory Department of Employment, Education and Training and the Northern Territory Catholic Education Office, where it was applicable to their school needs.

The mentoring program for the three Indigenous schools commenced in semester 2, 2008 and will continue until the end of semester 1, 2009. This was an intense professional development activity aimed at improving teachers' and support staff members' knowledge and understandings in regards to literacy and numeracy teaching and learning in the context of their own schools. Three mentors were employed to work across the identified independent and Catholic schools to assist them to improve their processes and programs to improve their students' outcomes.

Australian Capital Territory

Government sector

Policies and programs

Throughout 2008, the Australian Capital Territory maintained its commitment to implement policies and programs to improve literacy and numeracy outcomes, and commenced work on a new Literacy and Numeracy Strategy for 2009–13.

Early intervention was supported through the provision of the Early Literacy and Numeracy Officer Program. In-class support was provided to schools to embed a balanced numeracy program and improve literacy teaching, with a Numeracy Executive Officer and a Literacy Executive Officer working closely with staff to build capacity to meet student needs. Nine schools were supported in 2008 to improve students' learning outcomes through this program. Reading Recovery programs also delivered early intervention to targeted students in year 1.

In 2008, the Indigenous Literacy and Numeracy Officer Program was expanded from four to five officers. These officers work to support student needs from Kindergarten to year 4. This was part of the ACT Government's response to

Performance Indicators in Primary Schools (PIPS) scores. These officers worked in classrooms to build teacher knowledge and skills and worked with Indigenous students in literacy and numeracy.

In partnership with the University of Canberra, the Parents as Tutors program, utilising Scaffolding Literacy, supported students who had not yet attained age-appropriate literacy skills. Parents received training in providing ongoing support to their children.

In 2008, the ACT Government committed to the expansion of this program into a National Capital Centre for Literacy Research, to: develop a strong research focus, deliver professional learning to teachers and build stronger partnerships with schools. The ACT Government also committed to the appointment of specialist literacy and numeracy teachers to build teacher capacity and improve student outcomes in literacy and numeracy. This will occur as part of the implementation of the ACT Department of Education and Training's new Literacy and Numeracy Strategy from 2009.

During 2008, the Count Me In Too program continued to be delivered to teachers throughout the system, and the Middle Years Mental Computation (MYMC) project was trialed for the first time, involving 31 teachers. This research-based project aims to increase teachers' professional knowledge, understanding and skill in connecting teaching, learning and assessment to support their students. The project involves six days of professional development for teachers, as well as weekly in-class support for a semester.

The Department also provided support to schools and tutors undertaking the Australian Government's intervention program, An Even Start.

National Literacy and Numeracy Week was celebrated in Australian Capital Territory schools. Leading experts delivered literacy and numeracy workshops to teachers in both primary and secondary schools.

Measures to support students with disabilities to participate in tests

Departmental policies and administration guidelines encourage the principle that all students in years 3, 5, 7 and 9 should participate in NAPLAN. Reasonable individual adjustments for any student with a disability were made based on the Disability Standards for Education, examples of this included the use of large print, scribes and assisting technology. All students were invited to participate in NAPLAN, and parents and carers of students eligible for exemption were offered the opportunity to discuss the student's level of participation in the testing.

Professional development

In 2008, the Department continued its strong focus on building teacher capacity to improve students' learning outcomes in literacy and numeracy through the development and delivery of a comprehensive range of professional learning. The Second Edition of the First Steps Reading and Writing programs continued to be delivered throughout the system with 533 teachers being trained. A strong emphasis was placed on whole-school staff delivery to ensure sustainability and contextualisation of the resources within the varied school settings.

New workshops relating to literacy introduced in 2008 included:

- Running an Effective Professional Learning Team
- Developing Reading in High School
- Grammar in the Balanced Literacy Program
- Guided Reading
- Phonemic Awareness
- Reading the Visual
- Running Records: Using Them Effectively in the Classroom
- The Balanced Literacy Program
- Using Big Books to Teach Reading and Writing Strategies
- Writing Approaches Within the Balanced Literacy Program
- Strategies for Addressing Comprehension Difficulties

- The Building Blocks of Writing: a Grammar Focus.

New workshops relating to numeracy introduced in 2008 included:

- Middle Years Mental Computation
- Balanced Numeracy Program
- Financial Literacy: Making Cents
- Planning and Programming for Count Me In Too (K–6)
- Teaching Measurement
- Teaching Space and Geometry.

In 2008, the total attendance at these workshops was 1,336 teachers.

In order to support teachers to meet the needs of English as a Second Language (ESL) learners, the following workshops were delivered:

- Time for Talk (preschool to year 3)
- ESL in the Mainstream for the Early Learner (preschool to year 2)
- Teaching ESL Students in Mainstream Classes (years 3 to 12)
- Incorporating Strategies for an Inclusive Curriculum.

As well as raising awareness of cultural and academic needs, these courses and regular network meetings have built teacher capacity in providing effective and inclusive programs for ESL students.

Learning Assistance teachers attended network meetings to explore ways of supporting students experiencing difficulties in the acquisition of literacy and numeracy skills. In addition the department provided professional learning in how to differentiate the curriculum to improve student learning outcomes in literacy and numeracy. This professional learning program was attended by 85 teachers.

Catholic sector

Policies and programs

At the system level, in 2008, the Archdiocese of Canberra and Goulburn continued to implement Count Me in Too and the Counting On programs to further develop numeracy skills at the school level. This was complemented by the Kindergarten Assessment Program to record the development of student achievement in literacy and numeracy and to aid in the diagnosis of individual strengths and weaknesses. Specific areas covered included: phonemic awareness; early reading observations; letter identification; the Canberra Word Test; running records and the Schedule for Early Number Assessment (SENA) 1.

System support was given to each school to develop effective Scope and Sequence plans for the integration of literacy and numeracy associated with the introduction of the new ACT Curriculum Framework: Every Chance to Learn.

At the school level, individual school-based literacy and numeracy projects were developed to identify areas of need, based on data from NAPLAN. Their purpose was to provide targeted support for the implementation of an integrated Literacy and Numeracy Plan for each school, as a key component of each school's Strategic and Management Plans.

Measures to support students with disabilities to participate in tests

All students who do not qualify for exemption from NAPLAN are required to participate in the national testing program. Reasonable adjustments to the testing environment are made on an individual basis to accommodate students' needs for the tests.

Professional development

The Archdiocese provided strategic professional learning in literacy and numeracy for its school staffs, including:

- a numeracy conference for all teachers and a primary assessment symposium in conjunction with the Australian Catholic University

- speech and language assessment program focusing on current system-wide methods for identifying and screening students with language disorders
- workshops with assistant principals focusing on leading literacy and numeracy in schools
- First Steps Reading program aimed at improving the teaching of reading in the classroom
- a course for Learning Support Assistants to provide skills and strategies for improving the co-ordination of support in the classroom
- The dissemination of Financial Literacy packages to schools to support the integration of financial literacy in schools
- Individual school-based analysis of NAPLAN results to identify areas of strength and need in literacy and numeracy skills for further follow-up.

Independent sector

Policies and programs

In 2008, independent schools in the ACT continued to implement programs to support the National Literacy and Numeracy Plan.

Schools also implemented the Australian Capital Territory's Every Chance to Learn curriculum framework, which outlines essential learning for students, including all aspects of literacy and numeracy development.

The NAPLAN was introduced in 2008, testing reading, writing, language conventions and numeracy in years 3, 5, 7 and 9. Provision was made to accommodate students with a disability, illness or injury.

Additional support in the form of one-to-one assistance, peer mentoring and Learning Support classes were provided for students identified as being at-risk, or not yet achieving the national standards in literacy and/or numeracy.

School programs to support literacy learners included instructional support using the Macquarie University Program; Making up Lost Time in Literacy (MULTILIT); the Sounds-Write literacy program; Fitzroy Reading program and Early Intervention and remediation programs.

In supporting numeracy learners, schools implemented Count Me In Too, Count Me On and First Steps Numeracy programs.

Professional development

Staff participated in a range of professional learning opportunities in 2008. These included attending Australian Literacy Educators' Association workshops; language courses; Guided Reading and Writing courses; a Quantum Literacy Course – Spelling through phonics; Stepping Out workshops, and training in the Sounds Write literacy program.

Professional development opportunities relating to numeracy were enhanced in 2008, due to the numeracy focus of workshops offered during National Literacy and Numeracy Week. In addition, schools attended workshops in Making Maths Meaningful and Count Me In Too.

Teachers working with students who have learning difficulties and special needs accessed a range of professional development, including online training on dyslexia and Attention Deficit Hyperactivity Disorder (ADHD); training in the use of various reading tests; attendance at a Vision International Seminar and workshops on Autism Spectrum Disorders and ESL.

ANR 2008 Chapter 6

Science, civics and citizenship and information and communication technology

National Assessment Program – science literacy, civics and citizenship education and ICT literacy

The *National Goals for Schooling in the Twenty-first Century* state that when students leave school, they should:

- be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life
- be confident, creative and productive users of new technologies, particularly information and communication technology (ICT), and understand the impact of those technologies on society
- have attained high standards of knowledge, skills and understanding in science, one of the eight agreed key learning areas.

The assessment of science literacy, civics and citizenship education and ICT literacy is part of the performance measurement framework for reporting against the *National Goals for Schooling in the Twenty-first Century*.

National sample assessments as part of the National Assessment Program (NAP) are conducted on a rolling triennial basis, to test the skills, knowledge and understanding of students in years 6 and 10 in civics and citizenship education and ICT literacy, and students in year 6 in science literacy.

Sample assessments began in 2003 with science literacy, followed by civics and citizenship in 2004 and ICT literacy in 2005. The second sample assessment for ICT literacy was conducted in 2008.

Science literacy

MCEETYA has conducted two nationally comparable science assessments on national samples of year 6 students – the first in 2003 and the second in 2006. The results of these assessments, and school release materials to assist teachers to gauge their own students' proficiency, can be found online at:

http://www.mceecdya.edu.au/mceecdya/nap_science,12181.html.

Preparation commenced in 2007 for the next cycle of science literacy testing in 2009, with a procurement process for the development and trialling of assessment instruments. In 2008, this work was continued with the Science Literacy Review Committee developing, reviewing and refining assessment items, based on State and Territory feedback, and confirming the selection of items for trial of the assessment in October 2008.

The emphasis of the 2009 assessment will reflect changes in curriculum. It will focus on students' capacity to use scientific knowledge and approaches, rather than on how much factual information they have acquired. This is referred to as scientific literacy.

The decision to measure scientific literacy rather than test the acquisition of science facts was based on an extended study of the options for assessing performance in primary school science. The final decision, made by a Ministerial Taskforce including expert members from every State and Territory and the Australian Government,

was the option most appropriate for the purpose of national reporting and monitoring progress towards the *National Goals for Schooling in the Twenty-first Century*.

Scientific literacy is also the focus of the Programme for International Student Assessment (PISA) which is administered to 15 year olds. The Australian definition of scientific literacy, which was derived from the international one, is as follows:

The capacity to use scientific knowledge, to identify questions, to investigate and to draw evidence-based conclusions in order to understand and help make decisions about the natural world and the changes made through human activity.

For the purposes of measuring and reporting students' scientific literacy, three strands have been defined:

- formulating or identifying investigable questions and hypotheses, planning investigations and collecting evidence
- interpreting evidence and drawing conclusions from their own or others data, critiquing the trustworthiness of evidence and claims made by others, and communicating findings
- using science understandings for describing and explaining natural phenomena, making sense of reports about phenomena, and for decision making.

Civics and citizenship education

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 institutions and the shared values of freedom, tolerance, respect, responsibility and inclusion.

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

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

MCEETYA has conducted two nationally comparable Civics and Citizenship assessments on national samples of year 6 students – the first in 2004 and the second in 2007. The results of these assessments, and school release materials to assist teachers to gauge their own students' proficiency, can be found online at: http://www.mceecdya.edu.au/mceecdya/nap_civics_and_citizenship,12182.html.

The next civics and citizenship assessment will be conducted in 2010. The results of that cycle will allow trends to be identified based on three comparable datasets. The information derived from these national assessments enables us to better understand and improve our children's skills and knowledge.

Information and communication technology 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 learning 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.

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 first of the national sample assessments in ICT literacy took place in 2005, and the second occurred in 2008.

The first national sample assessment focused on students' general ICT skills and knowledge in a cross-curricular context (i.e., ICT literacy), rather than the more technical skills and knowledge developed through specialist ICT courses. The assessment included a short survey of students' access to ICT but did not seek to monitor students' attitudes to ICT. A 'futures perspective' approach was taken, to ensure that the currency of knowledge and skills assessed kept pace with technological advances in ICT, and with the delivery of ICT changes in schools.

The 2008 assessment maintained the focus on general skills and the 'futures perspective', and included a similar survey of students' access to ICT.

Prior to the 2008 assessment, items were developed and prepared to trial. Test items and their development for 2008 were reviewed, in terms of context and consistency of the assessment domain with curriculum and nationally agreed Statements of Learning and links with the 2005 assessment.

Software was developed by SoNET to deliver individual assessment modules. The software utilised 'Open Office' and an internet-based delivery system. This made maximum possible use of computer facilities in schools, allowing the use of low-cost and low-specification laptop computers where schools did not have a sufficient number of co-located computers. The use of an online delivery method completely removed the need for:

- any software installations on school owned computers or servers
- school technical IT support being involved in test set-ups and execution
- any high bandwidth.

Following a pilot in late-2007, a trial assessment of the new software delivery system and assessment modules occurred in April 2008.

National Assessment Program – ICT Literacy Years 6 and 10 Report 2008

In October 2008, the second sample assessment for ICT occurred, with 5,604 year 6 students from 299 schools and 5,322 year 10 students from 292 schools participating. The participating students were from both government and non-government schools.

The assessment measured students' ability to access, manage, integrate and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society.

Results of the assessment show that nationally, 57 per cent of year 6 students reached or exceeded the year 6 proficient standard and 66 per cent of year 10 students reached or exceeded the year 10 proficient standard. This represents improvement on the 2005 assessment results of 8 percentage points for year 6 students and 5 percentage points for year 10 students.

The proficient standard represents a 'challenging but reasonable' expectation for typical year 6 and 10 students to have reached by the end of each of those years of study.

The report also found that a student's socioeconomic background had the biggest effect on their performance, with 41 per cent of year 6 students whose parents are from the 'unskilled manual, office and sales' occupational groups attaining the proficient standard, compared to 72 per cent of students whose parents are from the 'senior managers and professionals' occupational group. In year 10, the corresponding figures are 52 per cent and 78 per cent.

Significant differences in performance were also found to be associated with Indigenous status and remote geographic locations. The gap in ICT literacy achievement between Indigenous and non-Indigenous students is greater in 2008 than it was in 2005, with Indigenous students achieving the proficient standard at less than half the rate of non-Indigenous students. Metropolitan students tended to record higher ICT literacy scores than students in provincial areas, who in turn recorded higher scores than those in remote areas.

The next ICT Literacy assessment will be conducted in 2011. The results of that cycle will allow trends to be identified based on three comparable datasets. The information derived from these national assessments enables us to better understand and improve our children's skills and knowledge.

The full report of the 2008 assessment, the report for the previous assessment in 2005, and school release materials to assist teachers to gauge their own students' proficiency, can be found online at:

http://www.mceecdya.edu.au/mceecdya/nap_ict_literacy,12183.html.

ANR 2008 Chapter 7

International assessments

PISA AND TIMSS

Australia's participation in international assessment programs allows parents, schools, education ministers and the community to monitor student progress over time against international standards as well as supporting improvements in teaching and learning.

Australia participates in two highly regarded international assessments — the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) — included by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) as part of the National Assessment Program.

PISA is conducted every three years by the Organisation for Economic Co-operation and Development (OECD). Assessment is undertaken of the reading, mathematical and scientific literacy of 15 year-old students in years 9, 10, or 11. Assessments are internationally standardised and jointly developed by participating countries. Forty-three countries participated in the first assessment in 2000, growing to 57 countries participating in the third assessment in 2006. Sixty-two countries have agreed to participate in the fourth assessment in 2009. Tests are typically administered to between 4,500 and 10,000 students in each country.

In preparation for PISA 2009 assessment, a trial of the PISA test items was undertaken in May to June 2008 by a small sample of students in selected schools in New South Wales, Victoria and Queensland.

Further information about PISA and detailed reports on assessments are available on the [OECD PISA website](#). Information on Australia's participation in the 2006 PISA assessment is available from [the Australian Council for Educational Research \(ACER\) website](#).

TIMSS takes place every four years, and is conducted by the International Association for the Evaluation of Educational Achievement (IEA). TIMSS assesses the mathematics and science performance of a sample of students in years 4 and 8 from each participating country.

TIMSS 2007 was the fourth in the cycle, involving 59 countries. Testing for TIMSS 2007 occurred in Australia and other countries in the Southern Hemisphere between October and December 2006. Northern Hemisphere testing occurred between March and June 2007. The next TIMSS assessment will occur in 2010 to 2011. A sample of Australian students in years 4 and 8 will participate.

Further information about TIMSS and detailed reports on assessments are available on the [IEA TIMSS website](#) and the [Australian Council for Educational Research \(ACER\) website](#).

Progress in developing nationally comparable reporting of educational outcomes

Key performance measures

[The 2008 Measurement Framework for National Key Performance Measures](#) includes the following measures obtained from PISA and TIMSS assessments:

Reading

- Percentage of 15 year-old students achieving at or above the proficient standard on the OECD PISA combined reading scale.

Numeracy

- Percentage of 15 year-old students achieving at or above the proficient standard on the OECD PISA combined mathematics scale.
- Percentage of year 4 and year 8 students achieving at or above the proficient standard on the TIMSS mathematics scale.

Science

- Percentage of 15 year-old students achieving at or above the OECD PISA mean score.
- Percentage of year 4 and year 8 students achieving at or above the proficient standard on the TIMSS science scale.

Proficiency standards

MCEETYA has determined that national standards for measures in all of the national and international sample assessments should be set at a 'proficient' rather than 'minimum' standard. The proficient standard is a challenging level of performance, requiring students to demonstrate more than minimal or elementary skills.

In March 2003, a process for setting these national standards was established by the Performance Measurement and Reporting Taskforce (PMRT). The proficiency standard was set for the PISA Reading scale, at Level 3. In relation to mathematical literacy, PMRT agreed that one of the six proficiency levels developed by PISA should be identified as the standard for national reporting. However, this was delayed until a suitable standards-setting procedure was agreed and work commenced in 2007. The percentage of students achieving the OECD PISA mean score was used as an interim measure.

During 2008, PMRT continued work on standard setting for scientific and mathematical literacy standards for 15 year-old students using the results of PISA 2006. In September 2008, MCEETYA approved Level 3 on the combined mathematical literacy scale for PISA as the mathematical literacy standard for 15 year-old students in Australia.

A national standard for the TIMSS science literacy is currently under consideration.

2008 ANR Chapter 8

Indigenous education

Introduction

This chapter provides an update on the implementation of the *Australian Directions in Indigenous Education 2005–2008* (Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA), 2006). The chapter also reports on school attendance by Indigenous students and provides an overview of outcomes achieved under Indigenous education program agreements between the Australian Government and education providers.

Directions in Indigenous education

In 2006, MCEETYA released the report, [*Australian Directions in Indigenous Education 2005–2008*](#), which included recommendations for action to focus the national effort on improving Indigenous students' outcomes. The recommendations seek to accelerate the pace of improvement by engaging Indigenous children and young people in learning.

The recommendations align with five domains in which engagement is critical:

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

Responsibility for implementing the great majority of recommendations within these domains has rested with individual education systems. The Australian Government has also had responsibility for a number of associated recommendations. A national reference group was also established by MCEETYA in late 2006 to progress enabling recommendations and those that will benefit from a strategic collaborative approach.

Over the four-year period (2005–2008) jurisdictions have reported annually to MCEETYA on implementation of the recommendations, outcomes achieved and actions and strategies to overcome impediments.

In late 2007 and early 2008, the Council of Australian Governments (COAG) developed six ambitious targets for closing the gap between Indigenous and non-Indigenous Australians across urban, rural and remote areas:

- to close the gap in life expectancy within a generation
- to halve the gap in mortality rates for Indigenous children under five years of age within a decade
- to ensure all Indigenous four-year-olds in remote communities have access to early childhood education within five years
- to halve the gap in reading, writing and numeracy achievements for Indigenous children within a decade
- to halve the gap for Indigenous students in year 12 attainment or equivalent attainment rates by 2020, and
- to halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade.

Since these targets were agreed in December 2007 and March 2008, all governments have been working together to develop fundamental reforms to address them.

At the end of 2008, MCEETYA undertook a review of *Australian Directions in Indigenous Education 2005–2008* to assess its effectiveness in improving Indigenous student outcomes and to inform future national planning in Indigenous education and assist Australian governments to meet COAG targets on ‘closing the gap’ on Indigenous disadvantage.

A team of Indigenous academics from across Australia, under the leadership of Professor Peter Buckskin, the University of South Australia, undertook the review. Team members included: Emeritus Professor Paul Hughes (University of South Australia); Dr Chris Sarra (Indigenous Education Leadership Institute); Professor Lester-Irabinna Rigney (Flinders University); Dr Kaye Price (University of Canberra); and Professor Colleen Hayward (Edith Cowan University).

The review drew on consultations with a wide range of stakeholders including the Australian Government, the National Catholic Education Commission, the Independent Schools Council of Australia, government and non-government education authorities in all States and Territories, Indigenous education consultative bodies, and the Australian Education Union.

The report, *Review of Australia Directions in Indigenous Education 2005–2008*, is available online at:

http://www.mceecdya.edu.au/verve/resources/Review_of_Aust_Directions_in_Indigenous_Ed_2005-2008Att_Comm.pdf

Indigenous student attendance

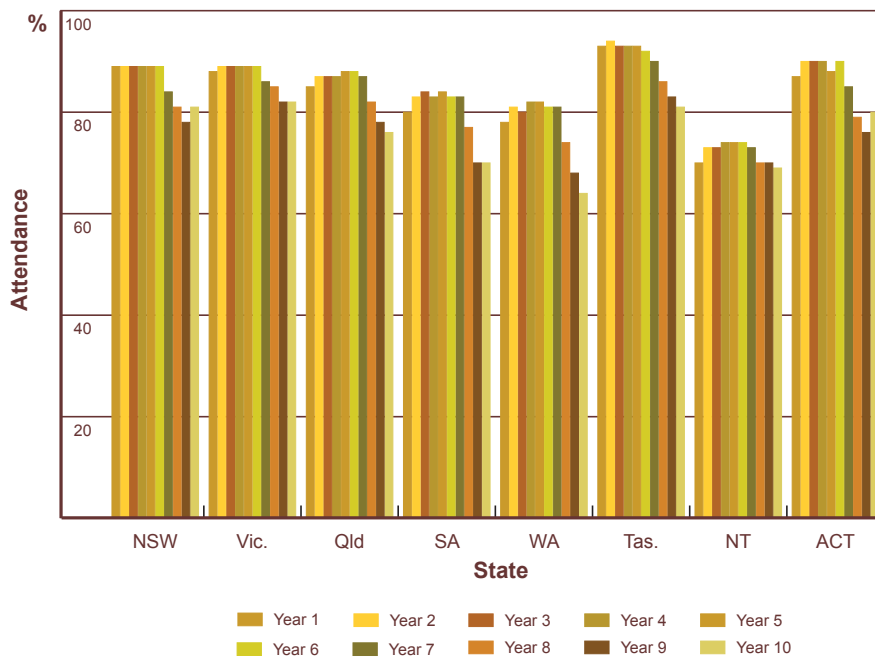
In 2008, aggregated student attendance data was reported for Indigenous and non-Indigenous students in years 1 to 10, by school sector, by State and Territory.

This was the second collection of attendance data on a national basis and care needs to be exercised in using the data. As collection periods and methodologies varied between jurisdictions and sectors, the data are only directly comparable within a jurisdiction and sector. The figures should be viewed in conjunction with the data and explanatory notes published in the [Additional Statistics](#). It should also be noted that the population sizes for Indigenous students are small in some jurisdictions and in the non-government sectors.

Government schools

In 2008, Indigenous students in government schools maintained consistent attendance rates through the early years of schooling in most States and Territories, but there were marked declines in the later years, typically from year 8 through to year 10. Figure 8.1 shows the attendance rates for Indigenous students in government schools, from years 1 to 10.

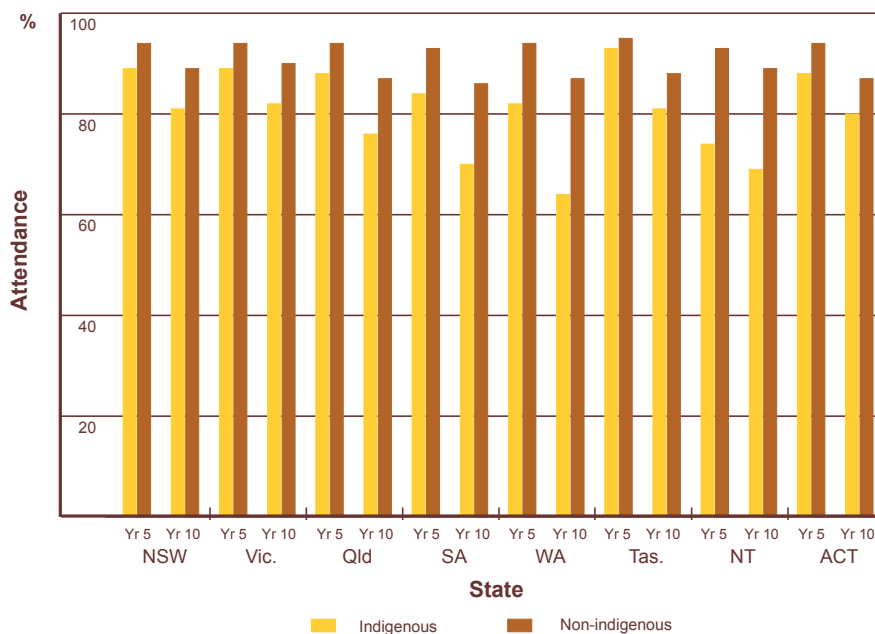
Figure 8.1 Indigenous student attendance, years 1–10, government schools, 2008 (per cent)



Source: MCEETYA

Indigenous students in government schools had lower attendance rates than non-Indigenous students in all States and Territories. There were large variations in the gaps between Indigenous and non-Indigenous attendance rates across States and Territories, with the largest gaps being reported in the Northern Territory and Western Australia. The variation in attendance was more pronounced in the secondary years of schooling. Figure 8.2 shows the differences in attendance rates for government schools at years 5 and 10.

Figure 8.2 Student attendance, years 5 and 10, government schools, by Indigenous and non-Indigenous status, 2008 (per cent)

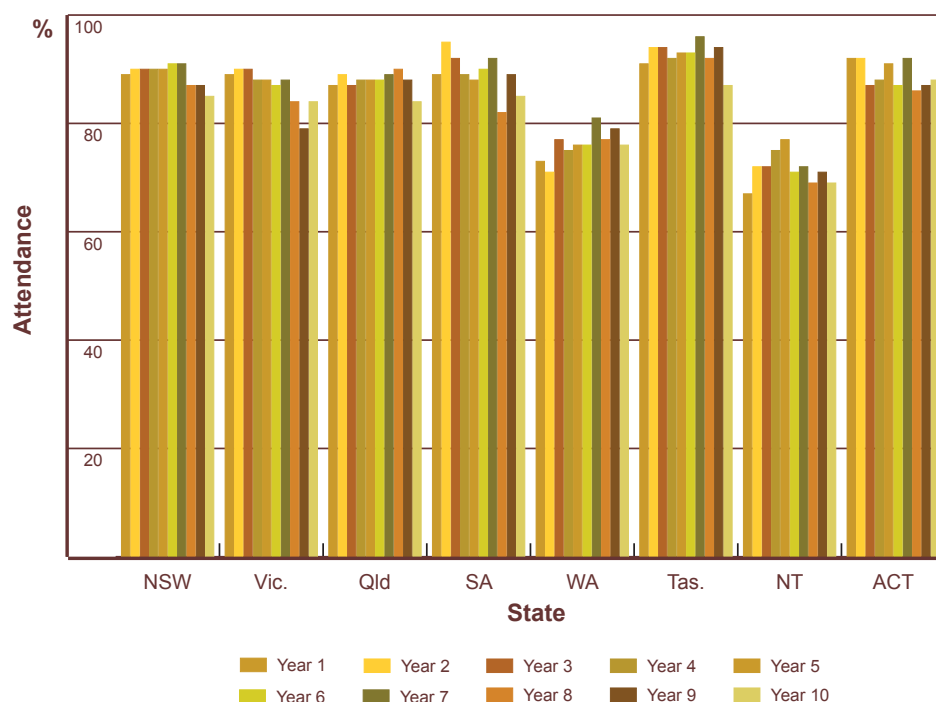


Source: MCEETYA

Non-government schools

The 2008 attendance rates for Indigenous students in non-government schools were variable in years 1 to 10 with lower rates reported for the earlier and later year levels in many States and Territories. Figures 8.3 and 8.4 provide the Catholic and independent schools' Indigenous student attendance rates for years 1 to 10.

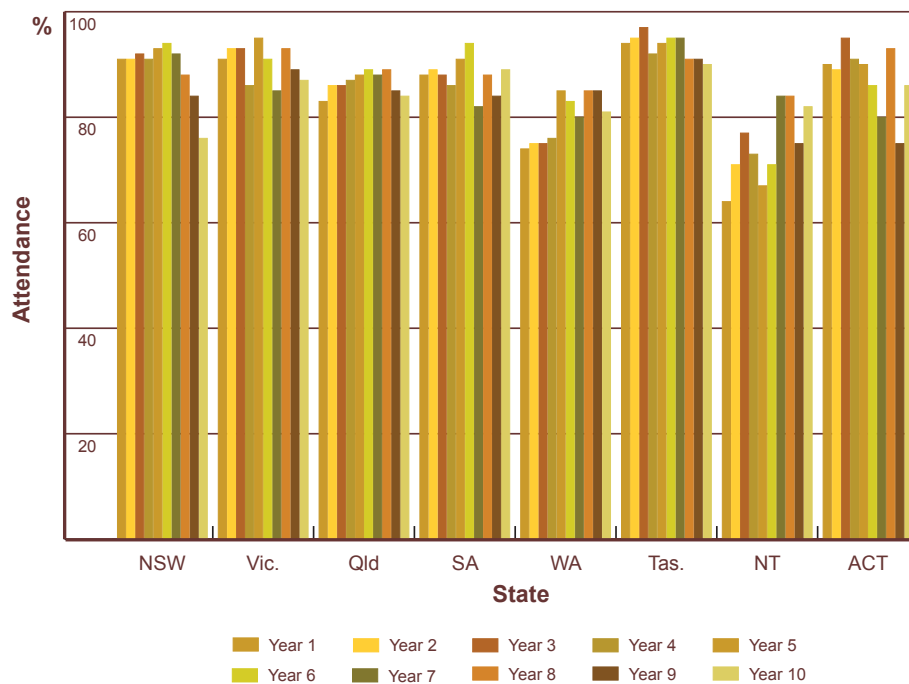
Figure 8.3 Indigenous student attendance, years 1–10, Catholic schools, 2008 (per cent)



Source: MCEETYA

Indigenous student attendance rates in Catholic and independent schools were generally lower than non-Indigenous student attendance rates across years 1 to 10. There were large variations in the gaps between Indigenous and non-Indigenous attendance rates across States and Territories, with the largest gaps being reported in Western Australia and the Northern Territory. The small numbers of Indigenous students in Catholic and independent schools in some States and Territories needs to be considered when interpreting the above figures and the data published in the [Additional Statistics](#).

Figure 8.4 Indigenous student attendance, years 1–10, independent schools, 2008 (per cent)



Source: MCEETYA

Overview of Indigenous Education Program 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, Australian Government expenditure is targeted through two main programs: the Indigenous Education Program (IEP) and ABSTUDY, together with a number of smaller programs. The elements of the IEP are:

- 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 Program
- Indigenous Youth Mobility Program.

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, and culturally inclusive curricula.

Some of the information in this section of the report is derived from the annual performance reports of IEP-funded providers. A more detailed description of outcomes from these providers in 2008 can be found in the *National Report to Parliament on Indigenous Education and Training, 2008*, which will be available online at:

http://www.dest.gov.au/sectors/indigenous_education/publications_resources/publications.htm.

Literacy and numeracy

The percentages of Indigenous students at or above the national minimum standard in the 2008 National Assessment Program – Literacy and Numeracy (NAPLAN) for years 3, 5, 7 and 9 in reading, writing, spelling, grammar and punctuation and numeracy were significantly lower than those of their non-Indigenous peers. Table 8.1 provides the percentages of students at or above the national minimum standards for Indigenous and non-Indigenous students in these five areas in 2008.

Table 8.1 Years 3, 5, 7 and 9 NAPLAN percentages of students at or above national minimum standards^(a) in reading, writing, spelling, grammar and punctuation and numeracy, Indigenous and non-Indigenous students, Australia, 2008 (per cent)

	Year 3	Year 5	Year 7	Year 9
<i>Reading</i>				
Non-Indigenous	93.5 (±0.2)	92.6 (±0.2)	95.4 (±0.2)	94.2 (±0.3)
Indigenous	68.3 (±2.0)	63.4 (±1.8)	71.9 (±2.0)	70.7 (±2.1)
<i>Writing</i>				
Non-Indigenous	96.4 (±0.2)	93.9 (±0.2)	93.2 (±0.2)	88.8 (±0.4)
Indigenous	78.8 (±1.8)	69.7 (±1.7)	67.9 (±2.0)	59.7 (±2.0)
<i>Spelling</i>				
Non-Indigenous	93.9 (±0.2)	93.0 (±0.2)	93.6 (±0.2)	91.0 (±0.3)
Indigenous	69.2 (±1.9)	69.7 (±1.7)	71.8 (±1.9)	67.8 (±2.0)
<i>Grammar and punctuation</i>				
Non-Indigenous	93.3 (±0.2)	93.5 (±0.2)	93.2 (±0.3)	91.5 (±0.4)
Indigenous	65.3 (±2.0)	64.1 (±1.9)	62.7 (±2.1)	60.7 (±2.4)
<i>Numeracy</i>				
Non-Indigenous	96.0 (±0.2)	94.0 (±0.2)	96.4 (±0.2)	94.8 (±0.3)
Indigenous	78.6 (±1.7)	69.2 (±1.7)	78.6 (±1.7)	72.5 (±2.0)

(a) The percentages in this table include 95% confidence intervals, for example, 71.8% ± 1.9%.

Source: MCEETYA, *National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy 2008, Results for Years 3, 5, 7 and 9*, available online at: http://www.mceecdya.edu.au/mceecdya/naplan_2008_report,25841.html.

These data are estimated with 95 per cent confidence intervals. The publication of confidence intervals with the NAPLAN 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 are larger than those for non-Indigenous students.

Table 8.1 indicates large gaps between the percentages of Indigenous and non-Indigenous students at or above the national minimum standard in every domain and at every year level. Overall, the gaps tend to be in the 20 to 30 percentage point difference range.

At year 3, there is considerable variation in the gaps, while at the year 5, 7 and 9 levels, the gaps tend to be larger and have less variation. One notable exception is year 7 numeracy. Under the previous seven years of reporting national benchmark results from State and Territory testing programs, there appeared to be a downward movement in the percentage of students meeting the national numeracy benchmark in the middle year levels, which was particularly pronounced for year 7 Indigenous students. In 2007, less than half of the year 7 Indigenous students met the national numeracy benchmark. While the national minimum standards and the former national benchmarks cannot be directly compared, in the 2008 NAPLAN program, the year 7 numeracy result of 78.6 percent (±1.7) at or above the national minimum standard was among the best of any of the results for Indigenous students at any year level.

Retention and grade progression

Grade progression rates

National grade progression rates for Indigenous and non-Indigenous students for the period 2000–08 are shown in Table 8.2, together with a comparison of the gaps between Indigenous and non-Indigenous rates. Apparent grade progression ratios measure the number of students at a given year level, compared to the number enrolled in the previous year, at the time of the annual August census. In 2008, the year 8 to year 9 and the year 11 to year 12 rates improved on the 2007 results, and the gaps between Indigenous and non-Indigenous outcomes decreased, while the year 9 to year 10 and year 10 to year 11 results declined on both measures.

Table 8.2 Indigenous apparent grade progression ratios^{(a)(b)} and the percentage point gap between these and non-Indigenous ratios, Australia, 2000–08 (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
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
2007	97.1	3.4	92.0	7.3	76.4	14.0	63.3	21.7
2008	97.8	2.6	91.5	7.9	74.0	16.2	66.7	17.9

(a) Grade progression rates show the number of students at each year level as a percentage of the number enrolled in the previous year.

(b) Full-time students only.

Note: Care should be taken when interpreting apparent grade progression and retention rates, since a range of factors affecting the calculation are not taken into account, such as students repeating a year of schooling, movements between schools and systems or States/Territories and net changes to a school or system's population. There is also the effect of ungraded students – they are not included in the calculations of rates.

Source: Australian Government Department of Education, Employment and Workplace Relations (DEEWR), derived from MCEETYA, *National Schools Statistics Collection*, 2000–08

Year 8 to year 9

The 2008 rate of 97.8 per cent is an improvement on the 2007 result of 97.1 per cent. Above average results occurred in Queensland (99.2 per cent), South Australia (101.0 per cent), Tasmania (98.7 per cent) and Victoria (99.0 per cent). Between 2001 and 2008, the gap between Indigenous and non-Indigenous outcomes has ranged from 1.6 to 4.9 percentage points, and in 2008, the gap of 2.6 percentage points is close to the average for the period.

Year 9 to year 10

The 2008 results of a 91.5 per cent rate and a gap of 7.9 percentage points are slightly down on the 2007 results. New South Wales and Tasmania were the only two States where the 2008 result was better than the result for 2007, although, in most cases the declines were small. Tasmania (96.2 per cent), Queensland (95.6 per cent), Western Australia (94.1 per cent) and South Australia (92.0 per cent) achieved results above the national average. Between 2001 and 2008, the gap between

Indigenous and non-Indigenous outcomes ranged from 7.3 to 10.0 percentage points. The 2008 result of 7.9 percentage points is slightly better than the average for the period of 8.5 percentage points.

Year 10 to year 11

Between 2007 and 2008, there was a fall of 2.4 percentage points in the Indigenous year 10 to year 11 rate, and a similar increase in the Indigenous and non-Indigenous gap. New South Wales was the only State to show an improvement, and only then, by one percentage point. The main negative influences occurred in the Northern Territory (down by eleven percentage points), the Australian Capital Territory (down by nine percentage points) and Victoria (down by eight percentage points). The gap between Indigenous and non-Indigenous outcomes between 2001 and 2008 ranged from 13.4 to 21.8 percentage points. The 2008 result of 16.2 percentage points is not as good as the result for 2007, but is better than the average for the period of 17.9 percentage points.

Year 11 to year 12

The 2008 results of 66.7 per cent is among the better ones indicated in Table 8.2. With the exception of Queensland, Victoria and Tasmania, other States and Territories improved over 2007, with the Northern Territory and Western Australia both increasing by twelve percentage points. Despite this increase, Western Australia recorded the lowest rate at 51.0 per cent. Queensland had the highest, at 75.1 per cent. The gap in 2008, of 17.9 percentage points is the smallest to date, and is considerably below the average for the period of 20.4 percentage points.

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, 2000–2008.

The data show that during the period 2001–07, there has been a gradual improvement on the four apparent retention rates for Indigenous students, so that in 2007, three of the four were at their highest point to date. In 2008, however, there were falls on two of the rates and increases on the other two.

The Indigenous year 10 retention rate peaked at 91.3 per cent in 2006, but since then there have been two consecutive falls, resulting in a two percentage point decline. The Indigenous year 11 rate increased steadily between 2001 and 2007, improving by more than 13 percentage points during that period. In 2008, however, that improvement came to a sharp halt and the rate declined by 2.7 percentage points to 67.0 per cent. The upward trends in both the Indigenous year 12 and year 10 to 12 rates are encouraging: in both cases, the rates have increased while the gaps between Indigenous and non-Indigenous outcomes have decreased.

The main improvements between 2007 and 2008 occurred in South Australia and, to a lesser extent, in New South Wales where, in both cases, all four rates increased.

The national Indigenous year 10 rate decreased slightly, from 2007 to 2008, with five of the eight States and Territories experiencing a fall. Only South Australia showed a significant improvement. The Indigenous year 11 rate decreased by 2.7 percentage points, largely as a result of significant falls in Queensland (4.7 percentage points), the Northern Territory (16.4 percentage points) and Victoria (9.4 percentage points). Every State and Territory other than Tasmania and the Australian Capital Territory improved its Indigenous year 12 rate in 2008, and most achieved a best ever result. Another positive outcome was that all States and Territories reported record numbers of Indigenous students in their senior years of schooling in 2008.

Since the beginning of the previous IEP funding quadrennium in 2001, there have been some important shifts in Indigenous participation in schooling. The Indigenous year 11 and year 12 rates have improved by about eleven percentage points during the period, while the Indigenous year 10 to 12 rate has increased by seven percentage points. Improvements at year 10 have been lower.

Table 8.3 Comparative apparent Indigenous and non-Indigenous retention rates^{(a)(b)(c)}, Australia, 2000–08
(per cent)

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Year 10									
Indigenous	83.0	85.7	86.4	87.2	85.8	88.3	91.3	90.5	89.2
Non-Indigenous	98.0	98.4	98.5	98.9	98.5	98.6	98.9	99.4	99.8
Gap (percentage points)	15.0	12.7	12.1	11.7	12.7	10.3	7.6	8.9	10.6
Year 11									
Indigenous	53.6	56.1	58.9	61.4	61.1	62.3	67.7	69.7	67.0
Non-Indigenous	86.2	87.6	88.7	89.5	89.0	88.3	88.9	89.4	89.7
Gap (percentage points)	32.6	31.5	29.8	28.1	27.9	26.0	21.2	19.7	22.7
Year 12									
Indigenous	36.4	35.7	38.0	39.1	39.8	39.5	40.1	42.9	46.5
Non-Indigenous	73.3	74.5	76.3	76.5	76.9	76.6	76.0	75.6	75.6
Gap (percentage points)	36.9	38.8	38.3	37.4	37.1	37.1	35.9	32.7	29.1
Year 10–Year 12									
Indigenous	43.8	43.6	45.8	45.7	46.0	45.3	46.7	48.5	51.0
Non-Indigenous	75.2	76.2	77.8	77.7	78.1	77.5	77.1	76.6	76.5
Gap (percentage points)	31.4	32.6	32.0	32.0	32.1	32.2	30.4	28.1	25.5

- (a) The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group. Data are reported for the proportion of students commencing secondary school (at year 7 or 8) and continuing to year 10, 11 and 12; and year 10 students continuing to year 12. Ungraded students are not included, even though they may have been graded at the year of commencement of secondary schooling.
- (b) These derived statistics are based on full-time enrolments only.
- (c) Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time. Care should be taken when interpreting apparent grade progression and retention rates, since a range of factors affecting the calculation are not taken into account, such as students repeating a year of schooling, movements between schools and systems and/or States and Territories, and net changes to a school or system's population. There is also the effect of ungraded students.

Source: Australian Government DEEWR, derived from MCEETYA, *National Schools Statistics Collection*, 2000–08, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2000–08

Year 10 to year 12 retention

COAG has made the completion of year 12 one of its key indicators to measure the closure of the gap in educational outcomes between Indigenous and non-Indigenous Australians, and the apparent retention rate from year 10 to year 12 is a key measure of the transition from junior to senior secondary, from compulsory to post-compulsory schooling. Because it reports on the progress of a cohort of students over two years, it reduces the impact of factors such as interstate migration and 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 2008.

The national Indigenous rate has improved by seven percentage points during the period 2000 to 2008, and the gap between Indigenous and non-Indigenous outcomes has reduced by more than four percentage points. The 2008 rates were generally up on those for 2007, with most States and Territories indicating increases in the rate and reductions in the gap. The largest improvements occurred in Western Australia and South Australia. Between 2007 and 2008, the Indigenous year 10 to 12 rate in Western Australia increased from 31.8 per cent to 41.8 per cent, and the number of Indigenous year 12 students increased by 36 per cent, from 513 to 696 students. The single most important factor in this increase was the decision to increase the school leaving age from 16 to 17 years-of-age.

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, 2008 (per cent)

<i>State/Territory</i>	<i>Indigenous students</i>	<i>Non-Indigenous students</i>	<i>Gap in 2004 (percentage points)</i>	<i>Gap in 2005 (percentage points)</i>	<i>Gap in 2006 (percentage points)</i>	<i>Gap in 2007 (percentage points)</i>	<i>Gap in 2008 (percentage points)</i>
New South Wales	43.1	73.1	36.3	36.2	36.2	30.9	30.0
Victoria	50.9	81.1	38.5	27.0	34.9	25.3	30.2
Queensland	62.4	78.3	21.0	23.3	19.3	18.0	15.9
South Australia	58.8	74.7	28.0	32.9	27.7	23.3	15.9
Western Australia	41.8	74.1	44.4	43.8	38.8	40.0	32.3
Tasmania	35.8	67.0	23.0	24.0	29.4	22.6	31.2
Northern Territory	55.6	71.3	32.7	9.0	12.1	21.2	15.7
Australian Capital Territory	59.7	86.8	14.0	22.3	29.3	27.4	27.1
Australia	51.0	76.5	32.1	32.2	30.4	28.1	25.5

- (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 inflated by a net increase in interstate migration.
- (c) Apparent retention rates for Indigenous students can be inflated by an increased propensity to identify as Indigenous over time. These derived statistics are based on full-time enrolments only.
- (d) Ungraded students not included.

Sources: Australian Government DEEWR, derived from MCEETYA, *National Schools Statistics Collection*, 2004–08, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2004–08

Senior secondary school outcomes

A key indicator in the IEP performance framework is the outcomes achieved by Indigenous year 12 students. This is examined through the 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).

At the national level, the proportion of Indigenous students from government and Catholic sector schools who achieved a year 12 Certificate (as a proportion of students who were enrolled in year 11 in the previous year) decreased steadily from 51.3 per cent in 2001 to 44.3 per cent in 2007. However, in 2008, there was an improvement when the rate increased to 47.7 per cent. The proportion of non-Indigenous students achieving a year 12 Certificate in 2008 decreased from 85.6 per cent in 2007 to 83.7 per cent, and consequently, the gap between Indigenous and non-Indigenous outcomes decreased from 41 to 36 percentage points.

In 2008, there were record numbers of year 12 completers in five States and Territories, which led to a total of 3,153 completions nationally. As was the case since 2005, Tasmania held the best results in 2008, both in terms of the rate of attainment by Indigenous students (65 per cent) and in the gap between Indigenous and non-Indigenous outcomes (nine percentage points).

In the case of the four largest States and Territories, in terms of Indigenous student enrolments for government and Catholic schools:

- Queensland improved on its results from the previous three years, when its completion rate increased by six percentage points over 2007 to 60.8 per cent. Since 2005, the number of Indigenous students gaining a Queensland Senior Certificate has increased by 46 per cent from 904 to 1,320 students.

- In New South Wales, the rate increased by four percentage points over 2007, when there was a six per cent increase of 80 students. Since 2005, the number of completers has more than doubled, from 705 to 1,446 students.
- The Northern Territory had its best results to date, with 133 completions of the Northern Territory Certificate of Education, and a completion rate of 20.3 per cent.
- In Western Australia, the rate increased slightly over 2007 to 23 per cent, when 287 students completed year 12.

In 2008, about 38 per cent of Indigenous students undertook a year 11 or 12 course aimed at gaining university entrance, compared to 76 per cent of non-Indigenous students. Of these students, ten per cent attained a Universities Admission Index (UAI) score, which would gain them university entrance, compared to 46 per cent of non-Indigenous students, while 28 per cent gained a UAI score below the specified level, compared to 32 per cent of non-Indigenous students. While there are more Indigenous students undertaking tertiary entrance courses, the proportion achieving the required UAI was down on previous years.

Indigenous students continued to participate strongly in VET in Schools activities in 2008. More than 39 per cent of Indigenous students gained a VET Certificate, which was up from 30 per cent in 2006, compared to 29 per cent of non-Indigenous students. Additionally, 43 per cent of Indigenous students gained a VET Statement of Attainment, compared to 29 per cent of non-Indigenous students.

Indigenous employment in schools

Table 8.5 shows movements in the categories of Indigenous employment in government schooling systems during the period 2001–08. Since 2001, there have been continuous annual increases in the total number of Indigenous employees that average about 10 per cent a year for the period. The number of Indigenous teachers has increased by 38 per cent since 2001, while the number of Indigenous Administrative and Clerical staff increased by 170 per cent.

Between 2007 and 2008, the total number of Indigenous employees working in government schools increased by 201 or 4.3 per cent. Most departments experienced only minor changes to staff numbers, but in the New South Wales system there was a sharp increase of 157 employees, including 90 additional Indigenous teachers. As a proportion of all employees in government schooling systems, the Indigenous rate of 1.9 per cent was the same as 2007.

There has been a steady increase in the total number of Indigenous employees in Catholic education systems since 2001, with 2005 being the only year when there was a fall in numbers. Of particular interest is the increase in the employment of Indigenous teachers in Catholic systemic schools, which has doubled since 2002.

Between 2007 and 2008, there was an increase of 47 employees or 8 per cent in the total number of Indigenous employees in Catholic systemic schools. The main contributing factor to the overall increase was the employment of additional staff in the Queensland system (an increase of 20), the Northern Territory (19) and the Western Australian (12) systems.

Table 8.5 Number of Indigenous staff employed in government and Catholic systemic schools, by employment category, Australia, 2001–08

<i>Government schools</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Indigenous teaching staff	1,338	1,350	1,473	1,493	1,459	1,649	1,691	1,845
Indigenous specialist support staff	313	448	557	512	128	141	150	157
Indigenous administrative and clerical staff(a)(b)	1,035	1,441	1,477	1,613	2,418(a)	2,605	2,786	2,826
Total Indigenous employees	2,686	3,239	3,507	3,618	4,005(a)	4,395	4,627	4,828
<i>Catholic systemic schools</i>								
Indigenous teaching staff	52	66	72	73	106	110	126	132
Indigenous specialist support staff	144	163	182	185	43	44	62	62
Indigenous administrative and clerical staff	277	306	298	304	399	454	425	466
Total Indigenous employees	473	535	552	562	548	608	613	660

(a) Previously published figures for 2005 have been revised to reflect updates in South Australia.

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

Source: Australian Government DEEWR, Indigenous Education Programme (IEP) performance reports, 2001–08

The third broad area of IEP employment statistics is the employment of Aboriginal and Torres Strait Islander Education Workers (AIEWs). Table 8.6 shows that the number of AIEWs employed in government and Catholic education systems peaked in 2006 and declined in 2007, when there was a sharp fall in government system numbers. In 2008, some of that lost ground was regained.

In the government sector, in 2008 the main contributor to the better outcomes was an increase of 33 AIEWs in Western Australia. However, this was counter-balanced by a fall of 28 positions in the Northern Territory. In the Catholic systems, there was a substantial increase between 2007 and 2008 of 53 positions, returning AIEW employment levels to those of 2005 and 2006. The main influence was an increase of 23 positions in Western Australia, where numbers have fluctuated considerably over the 2005–08 period.

Table 8.6 Number of Aboriginal and Torres Strait Islander Education Workers (AIEWs) employed in government and Catholic sector schools(a), Australia, 2001–08

	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
Government systems	1,406	1,441	1,435	1,459	1,570	1,745	1,649	1,672
Catholic systems	442	477	495	523	461	463	407	460
Total AIEWs	1,848	1,918	1,930	1,982	2,031	2,208	2,056	2,132

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

Source: Australian Government DEEWR, IEP performance reports: 2001–08

Professional development

IEP performance indicators in the area of professional development are targeted at both Indigenous and non-Indigenous staff. Those indicators targeted at Indigenous staff focus on improving the formal qualifications of AIEWs and ensuring equal access to professional development for Indigenous staff members. The indicators regarding non-Indigenous staff focus on increasing Indigenous cultural awareness and enhancing the effectiveness of educators in their professional relationships with Indigenous students.

AIEWs are 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 indicates a sharp decrease between 2007 and 2008 in the number of AIEWs employed in government systems who were undertaking, or who have completed, further study towards a qualification. Most of the decrease occurred among AIEWs who hold a VET certificate (down by 91) while on the positive side, there was an increase of 24 in the number holding a degree or studying towards one.

In the Catholic sector, there were falls in all four categories, so that the number of AIEWs undertaking or having completed formal qualifications was at its lowest point since 2004.

Table 8.7 Number of AIEWs undertaking professional development leading to formal qualifications, by government/Catholic sector, Australia, 2001–08

	2001	2002	2003	2004	2005	2006	2007	2008
<i>Government sector</i>								
Degree	64	67	106	143	146	281	295	319
Diploma	49	75	93	80	165	66	77	66
Certificate	327	345	357	369	235	227	220	129
Other qualifications					35	70	60	55
Sub-total	440	487	556	592	581 ^(a)	644 ^(a)	652 ^(a)	569 ^(a)
<i>Catholic sector</i>								
Degree	68	85	80	82	114	111	99	78
Diploma	63	66	77	82	59	74	87	79
Certificate	77	103	95	83	92	108	134	86
Other qualifications					34	38	30	22
Sub-total	208	254	252	247	299	331	350	265
Total government and Catholic	648	741	808	839	880	975	1,002	834

(a) Does not include data on partially completed qualifications for 2005, 2006 and 2007 from the Queensland Department of Education and the Arts and the South Australian Department of Education and Children's Services.

Source: Australian Government DEEWR, IEP performance reports, 2001–08

More detailed information on Indigenous education in 2008, including information covering Indigenous involvement in schooling and culturally inclusive curriculum, will be available in the *National Report to Parliament on Indigenous Education and Training, 2008*.

ANR 2008 Chapter 9

Vocational education

Vocational education encompasses a range of programs that connect young people with the world of work. The *New framework for vocational education in schools*, published by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2001, 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.

The framework comprises two documents — one on the underpinning [policy directions](#) and the other an [implementation strategy](#) for the framework.

Program elements

The framework defines three key program elements:

- enterprise and vocational learning
- vocational education and training
- student support services.

Enterprise and vocational learning

A major focus within this element is to enhance the transitions for all young people through access to generic skills and competencies. Enterprise and vocational learning perspectives are incorporated into general learning that is appropriate for all years of schooling.

Enterprise education is defined by MCEETYA as 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.

Vocational learning refers to 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.

VET in Schools

Vocational Education and Training (VET) in Schools programs 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. VET in Schools programs allow students to combine vocational studies with their general education curriculum. Students retain the option to pursue further full-time or part-time vocational training, or undertake tertiary studies. Programs provide a national, industry recognised qualification, or credit towards this qualification, within the [Australian Qualifications Framework](#) (AQF) and competencies endorsed in the [National Training Framework](#), as part of a course of study to gain a senior secondary certificate.

The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation (RTO) and/or by a school. The 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 States and Territories, reflecting different policy directions. Other schools purchase VET delivery from RTOs, or deliver VET in Schools under the auspices of RTOs.

VET in Schools programs provide opportunities for students to participate in Structured Workplace Learning (SWL). MCEETYA defines SWL as 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 practice 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 also 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, undertake employment for part of the time, and attend a RTO to participate in an accredited VET program
- be paid a pro-rata wage for employment undertaken as part of the apprenticeship or traineeship.

Student support services

Student support services 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.

The provision of readily accessible, well-organised, accurate, comprehensive and current career information is a vital element of the framework. Information also needs to be broader and include careers and labour market information to enable students to make informed transition decisions. The effective provision of this information involves schools co-operating with employers, employment services and other relevant organisations in gathering and disseminating local industrial trends and job opportunities.

In addition to high-quality information sources, effective student support services require facilities that provide personal help and assistance.

Services should also allow for local discretion over delivery and relate to participation and attainment in education, training and work.

Key performance measures for vocational education and training

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 2008 school year are:

- Key Performance Measure 1 (participation): school students undertaking VET (with school-based 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 2008 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/Territory 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 2008, a total of 220,000 students were enrolled in VET in Schools programs including school-based apprenticeships and traineeships. This represented 41.0 per cent of school students undertaking a senior secondary certificate.

Across Australia, 193,500 VET in Schools students completed at least one VET unit of competency or module in 2008. This represented 36.1 per cent of school students undertaking a senior secondary certificate.

There were 25,700 school-based apprentices and trainees in 2008. This represented 4.8 per cent of the total number of school students undertaking a senior secondary certificate.

The NCVER *2008 VET in Schools Statistics* report is available on the MCEETYA website at:

http://www.mceecdya.edu.au/verve/_resources/NCVER_2008_VET_in_Schools_Report.pdf.

National Report on Schooling in Australia 2008

Additional statistics on Australian schooling

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Schools and students

Population

Table 1 Estimated resident population^(a) by age group, by State and Territory, 2008

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total ^(b)
NSW	439,634	892,220	474,627	981,921	1,000,232	989,914	873,221	1,332,403	6,984,172
Vic.	337,862	659,639	359,433	770,415	777,167	759,855	656,781	992,671	5,313,823
Qld	287,674	576,874	301,727	609,099	614,555	613,398	536,697	753,891	4,293,915
SA	94,284	195,636	107,266	214,005	212,680	230,807	212,208	336,475	1,603,361
WA	143,035	284,818	152,736	311,986	314,153	319,072	277,252	368,145	2,171,197
Tas.	32,096	65,023	34,434	59,010	62,274	71,081	68,683	104,928	497,529
NT	18,093	34,206	16,448	37,176	36,550	32,133	25,778	19,434	219,818
ACT	22,447	41,708	24,329	59,625	53,383	49,564	43,325	51,170	345,551
Total 2008^(b)	1,375,267	2,750,509	1,471,149	3,043,554	3,071,330	3,066,236	2,694,344	3,959,392	21,431,781

(a) Estimated resident population figures at 30 June 2008 are preliminary.

(b) 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*, September quarter, 2008

Table 2 Estimated resident population^(a) by age group, selected years, Australia

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
2008	1,375,267	2,750,509	1,471,149	3,043,554	3,071,330	3,066,236	2,694,344	3,959,392	21,431,781
2006 ^(a)	1,310,082	2,740,363	1,415,205	2,875,788	3,014,660	3,025,984	2,633,797	3,682,001	20,697,880
2001 ^(b)	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 2006 Census.

(b) Revised estimates of the resident populations based on the 2001 *Census of Population and Housing*.

Sources: ABS, Cat. No. 3201.0, *Australian Demographic Statistics*, September quarter, 2008 and earlier publications

Schools

Table 3 Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2008

	Government	Non-government			All schools	
		Catholic	Independent	Total	Total	Per cent ^(a)
New South Wales						
Primary	1,642	417	85	502	2,144	22.4
Secondary	369	130	27	157	526	5.5
Combined prim/sec	66	32	195	227	293	3.1
Special	112	7	27	34	146	1.5
Total	2,189	586	334	920	3,109	32.5
Victoria						
Primary	1,198	379	49	428	1,626	17.0
Secondary	253	87	20	107	360	3.8
Combined prim/sec	58	13	134	147	205	2.1
Special	76	8	13	21	97	1.0
Total	1,585	487	216	703	2,288	23.9
Queensland						
Primary	934	195	37	232	1,166	12.2
Secondary	177	63	10	73	250	2.6
Combined prim/sec	92	25	121	146	238	2.5
Special	47	6	6	12	59	0.6
Total	1,250	289	174	463	1,713	17.9
South Australia						
Primary	428	68	39	107	535	5.6
Secondary	72	10	13	23	95	1.0
Combined prim/sec	76	22	44	66	142	1.5
Special	20	2	1	3	23	0.2
Total	596	102	97	199	795	8.3
Western Australia						
Primary	507	111	40	151	658	6.9
Secondary	97	25	9	34	131	1.4
Combined prim/sec	95	21	83	104	199	2.1
Special	69	2	6	8	77	0.8
Total	768	159	138	297	1,065	11.1
Tasmania						
Primary	140	25	4	29	169	1.8
Secondary	39	5	2	7	46	0.5
Combined prim/sec	26	7	23	30	56	0.6
Special	5	0	1	1	6	0.1
Total	210	37	30	67	277	2.9
Northern Territory						
Primary	56	7	4	11	67	0.7
Secondary	15	3	7	10	25	0.3
Combined prim/sec	75	5	10	15	90	0.9
Special	5	0	0	0	5	0.1
Total	151	15	21	36	187	2.0
Australian Capital Territory						
Primary	57	23	3	26	83	0.9
Secondary	17	5	0	5	22	0.2
Combined prim/sec	6	2	10	12	18	0.2
Special	4	0	1	1	5	0.1
Total	84	30	14	44	128	1.3
Australia						
Primary	4,962	1,225	261	1,486	6,448	67.4
Secondary	1,039	328	88	416	1,455	15.2
Combined prim/sec	494	127	620	747	1,241	13.0
Special	338	25	55	80	418	4.4
Total all schools						
2008	6,833	1,705	1,024	2,729	9,562	100.0
2001	6,941	1,697	957	2,654	9,595	100.0
1996	7,088	1,694	848	2,542	9,630	

(a) Components may not add to totals due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2008

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			2008		
	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	69.6	20.1	10.3
Junior secondary ^(e)	69.0	21.2	9.8	65.1	22.8	12.1	63.1	23.0	13.9
Senior secondary	64.7	23.2	12.1	62.9	23.9	13.2	59.5	24.1	16.4
Total secondary	67.9	21.7	10.4	64.5	23.1	12.4	62.1	23.3	14.6
Total	71.3	20.5	8.1	68.7	21.2	10.1	66.3	21.5	12.2
Victoria									
Primary	69.7	23.2	7.1	69.4	22.4	8.2	68.3	21.8	9.9
Junior secondary ^(e)	63.4	22	14.6	62.0	22.0	16.1	59.4	22.6	17.9
Senior secondary	60.8	21.8	17.4	59.7	21.8	18.5	56.7	22.0	21.3
Total secondary	62.7	21.9	15.4	61.3	21.9	16.8	58.6	22.5	18.9
Total	66.6	22.7	10.7	65.8	22.2	12.0	63.9	22.1	14.0
Queensland									
Primary	77.2	15.7	7.1	75.8	15.4	8.8	71.4	16.9	11.7
Junior secondary ^(e)	66.5	18	15.5	65.1	18.1	16.8	63.6	18.6	17.8
Senior secondary	63.4	19.1	17.5	62.3	19.3	18.4	60.7	19.0	20.4
Total secondary	65.5	18.4	16.1	64.1	18.5	17.3	62.6	18.7	18.7
Total	72.6	16.8	10.7	71.2	16.6	12.1	68.0	17.6	14.4
South Australia									
Primary	74.8	15	10.2	71.7	16.3	12.0	67.2	17.9	14.8
Junior secondary ^(e)	68.6	17	14.4	66.7	17.8	15.5	62.3	19.3	18.3
Senior secondary	63.3	18.8	17.9	61.8	19.3	18.9	59.2	19.4	21.4
Total secondary	66.9	17.6	15.5	65.0	18.3	16.7	61.2	19.3	19.5
Total	72.1	15.9	12	69.3	17.0	13.7	64.9	18.5	16.6
Western Australia									
Primary	77.1	16.1	6.7	74.4	16.8	8.8	70.7	17.2	12.1
Junior secondary ^(e)	67.7	18.5	13.8	64.7	18.8	16.4	58.7	20.3	21.0
Senior secondary	65.5	18.8	15.7	63.3	19.5	17.2	59.3	20.0	20.8
Total secondary	67	18.6	14.4	64.3	19.1	16.7	58.9	20.2	20.9
Total	73.2	17.1	9.7	70.3	17.7	12.0	66.1	18.4	15.6
Tasmania									
Primary	76.5	15.9	7.6	77.7	14.8	7.6	74.8	16.5	8.8
Junior secondary ^(e)	72.6	15.5	11.9	70.6	17.0	12.5	67.7	18.6	13.7
Senior secondary	70.6	16.3	13.1	72.6	15.2	12.2	69.2	15.6	15.2
Total secondary	72.2	15.7	12.2	71.2	16.4	12.4	68.1	17.8	14.1
Total	74.6	15.8	9.6	74.9	15.5	9.7	71.7	17.1	11.2
Northern Territory									
Primary	80.5	14	5.5	80.2	13.4	6.3	79.1	11.7	9.3
Junior secondary ^(e)	71.1	13.3	15.7	67.9	15.2	16.9	66.2	13.4	20.5
Senior secondary	77.9	9.9	12.2	77.1	9.3	13.6	75.3	12.5	12.2
Total secondary	72.7	12.5	14.8	70.3	13.7	16.1	68.4	13.1	18.4
Total	78.2	13.5	8.3	77.2	13.5	9.3	74.8	12.3	13.0
Australian Capital Territory									
Primary	68.1	26	5.9	66.0	26.9	7.1	60.2	28.6	11.2
Junior secondary ^(e)	58	29.6	12.4	55.0	31.5	13.6	51.3	31.8	17.0
Senior secondary	69.4	20.7	9.9	66.6	23.7	9.8	61.2	25.4	13.5
Total secondary	61.7	26.7	11.6	58.7	29.0	12.3	54.4	29.7	15.9
Total	65.1	26.3	8.5	62.6	27.8	9.5	57.4	29.2	13.4
Australia									
Primary	74	18.9	7.1	72.4	18.9	8.7	69.7	19.3	11.0
Junior secondary ^(e)	66.9	20.3	12.8	64.3	21.1	14.6	61.7	21.6	16.7
Senior secondary	63.7	21	15.3	62.2	21.3	16.4	59.4	21.4	19.2
Total secondary	66	20.5	13.5	63.7	21.2	15.1	61.0	21.5	17.5
Total	70.7	19.6	9.7	68.8	19.9	11.4	66.0	20.2	13.8

Note: Components may not add to totals due to rounding.

(a) See [Glossary](#) for details of calculation of FTE.

(b) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See [Glossary](#) for definition of special schools.

(c) Primary education comprises a pre-year 1 grade followed by years 1 to 6 in NSW, Vic., Tas., NT and ACT. In SA and WA primary education comprises a pre-year 1 grade followed by years 1 to 7.

(d) Junior secondary comprises years 7–10 in NSW, Vic., Tas., NT and ACT and years 8–10 in Qld, SA and WA.

(e) Includes ungraded secondary.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2008 (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, 2008

	Primary ^(b)	Junior secondary ^{(d)(e)}	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	430,057	226,157	79,565	305,722	735,779
Victoria	311,023	160,944	64,478	225,422	536,445
Queensland	309,683	113,831	58,286	172,116	481,800
South Australia	105,089	38,801	21,414	60,216	165,305
Western Australia	150,842	52,374	28,222	80,596	231,438
Tasmania	33,477	18,536	7,125	25,662	59,138
Northern Territory	18,473	7,890	2,955	10,845	29,318
Australian Capital Territory	18,549	9,928	5,554	15,482	34,031
Australia	1,377,193	628,462	267,599	896,060	2,273,253
Males	712,409	327,018	128,579	455,597	1,168,005
Females	664,784	301,444	139,020	440,464	1,105,248
Catholic					
New South Wales	124,126	82,561	32,192	114,753	238,879
Victoria	99,417	61,297	25,084	86,382	185,799
Queensland	73,250	33,233	18,227	51,460	124,710
South Australia	28,016	12,028	7,009	19,037	47,053
Western Australia	36,750	18,168	9,503	27,671	64,421
Tasmania	7,367	5,093	1,608	6,701	14,067
Northern Territory	2,723	1,594	489	2,083	4,806
Australian Capital Territory	8,824	6,152	2,304	8,456	17,280
Australia	380,473	220,127	96,415	316,542	697,015
Males	192,722	110,145	45,915	156,060	348,781
Females	187,751	109,982	50,500	160,482	348,233
Independent					
New South Wales	63,462	49,917	21,913	71,830	135,292
Victoria	44,908	48,505	24,249	72,754	117,662
Queensland	50,662	31,862	19,579	51,441	102,103
South Australia	23,204	11,414	7,736	19,150	42,354
Western Australia	25,853	18,749	9,889	28,638	54,491
Tasmania	3,938	3,751	1,571	5,322	9,260
Northern Territory	2,172	2,440	481	2,921	5,093
Australian Capital Territory	3,443	3,286	1,223	4,509	7,952
Australia	217,642	169,923	86,642	256,565	474,206
Males	109,453	84,748	42,581	127,329	236,783
Females	108,188	85,175	44,060	129,235	237,424
Total non-government					
New South Wales	187,588	132,478	54,105	186,583	374,171
Victoria	144,325	109,802	49,334	159,136	303,460
Queensland	123,912	65,095	37,807	102,901	226,813
South Australia	51,220	23,442	14,744	38,187	89,407
Western Australia	62,603	36,917	19,392	56,309	118,912
Tasmania	11,305	8,844	3,179	12,023	23,328
Northern Territory	4,895	4,034	970	5,004	9,899
Australian Capital Territory	12,267	9,438	3,527	12,965	25,231
Australia	598,115	390,050	183,057	573,106	1,171,221
Males	302,175	194,893	88,496	283,389	585,564
Females	295,940	195,157	94,560	289,717	585,657
All schools					
New South Wales	617,645	358,635	133,670	492,304	1,109,950
Victoria	455,348	270,746	113,812	384,557	839,905
Queensland	433,595	178,925	96,092	275,018	708,613
South Australia	156,309	62,244	36,159	98,403	254,711
Western Australia	213,445	89,291	47,614	136,905	350,350
Tasmania	44,782	27,381	10,304	37,684	82,466
Northern Territory	23,368	11,924	3,925	15,849	39,217
Australian Capital Territory	30,815	19,366	9,081	28,447	59,262
Australia	1,975,307	1,018,511	450,656	1,469,167	3,444,474
Males	1,014,584	521,911	217,075	738,986	1,753,569
Females	960,724	496,600	233,580	730,181	1,690,904

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., NT and ACT. In SA and WA, primary education comprises a pre-year 1 grade followed by years 1 to 7.
- (d) Junior secondary comprises years 7–10 in NSW, Vic., Tas., NT and ACT and years 8–10 in Qld, SA and WA.
- (e) Includes ungraded secondary.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2008 (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, 2008 (per cent)

	% of State/ Territory ^(d)			% of Australia ^(e)		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales						
Primary	88.4	9.3	2.3	24.8	2.6	0.7
Junior secondary ^(f)	87.6	8.8	3.7	30.1	3.0	1.3
Senior secondary	83.8	13.2	3.1	18.4	2.9	0.7
Total secondary	87.0	9.4	3.6	27.5	3.0	1.1
Total	87.8	9.3	2.8	25.8	2.7	0.8
Victoria						
Primary	91.0	7.4	1.6	5.1	0.4	0.1
Junior secondary ^(f)	85.5	9.2	5.3	5.5	0.6	0.3
Senior secondary	83.5	11.7	4.8	4.3	0.6	0.2
Total secondary	85.1	9.7	5.2	5.3	0.6	0.3
Total	88.7	8.3	3.0	5.2	0.5	0.2
Queensland						
Primary	90.0	6.2	3.7	27.4	1.9	1.1
Junior secondary ^(f)	79.6	10.7	9.7	20.4	2.8	2.5
Senior secondary	77.6	10.8	11.6	27.8	3.9	4.2
Total secondary	79.0	10.8	10.2	22.0	3.0	2.8
Total	86.2	7.8	6.0	25.4	2.3	1.8
South Australia						
Primary	89.7	4.7	5.6	5.4	0.3	0.3
Junior secondary ^(f)	89.6	5.6	4.8	4.2	0.3	0.2
Senior secondary	84.0	10.0	6.0	5.8	0.7	0.4
Total secondary	87.9	6.9	5.2	4.5	0.4	0.3
Total	89.1	5.4	5.5	5.1	0.3	0.3
Western Australia						
Primary	85.4	10.1	4.5	13.5	1.6	0.7
Junior secondary ^(f)	80.6	10.7	8.7	10.3	1.4	1.1
Senior secondary	84.6	5.1	10.3	14.2	0.9	1.7
Total secondary	81.7	9.1	9.1	11.2	1.2	1.2
Total	84.2	9.8	6.1	12.7	1.5	0.9
Tasmania						
Primary	86.9	10.2	3.0	2.5	0.3	0.1
Junior secondary ^(f)	85.9	10.1	4.0	3.6	0.4	0.2
Senior secondary	89.9	7.9	2.2	3.0	0.3	0.1
Total secondary	86.6	9.7	3.7	3.5	0.4	0.1
Total	86.8	10.0	3.3	2.9	0.3	0.1
Northern Territory						
Primary	87.1	9.5	3.4	9.1	1.0	0.4
Junior secondary ^(f)	71.3	10.9	17.8	7.9	1.2	2.0
Senior secondary	72.3	17.4	10.3	6.7	1.6	0.9
Total secondary	71.5	12.2	16.3	7.6	1.3	1.7
Total	81.3	10.5	8.2	8.5	1.1	0.9
Australian Capital Territory						
Primary	79.0	18.0	3.0	0.6	0.1	0.0
Junior secondary ^(f)	71.8	21.4	6.8	0.6	0.2	0.1
Senior secondary	72.4	24.5	3.1	0.6	0.2	0.0
Total secondary	72.0	22.1	6.0	0.6	0.2	0.0
Total	76.3	19.5	4.2	0.6	0.2	0.0
Australia						
Primary	88.4	8.2	3.4	88.4	8.2	3.4
Junior secondary ^(f)	82.6	9.8	7.6	82.6	9.8	7.6
Senior secondary	80.7	11.0	8.3	80.7	11.0	8.3
Total secondary	82.2	10.1	7.8	82.2	10.1	7.8
Total	86.1	8.9	5.0	86.1	8.9	5.0

Note: Components may not add to totals due to rounding.

- (a) For this table, to calculate the FTE of all students the FTE of part-time students is added to the number of full-time students. 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 New South Wales, Victoria, Tasmania, Northern Territory and the ACT and years 8–10 in Queensland, South Australia and Western Australia. In 2008, after the introduction of Middle Years education, the Northern Territory re-classified junior and senior secondary education. Junior secondary (Middle Years) comprises years 7–9 and senior secondary (Senior Years) comprises years 10–12.
- (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*, 2008 (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, 2008

	Primary	Junior secondary ^{(b)(c)}	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	23,857	13,091	2,299	15,390	39,247
Victoria	4,901	2,411	540	2,950	7,852
Queensland	26,297	8,863	3,469	12,332	38,629
South Australia	5,209	1,815	727	2,542	7,751
Western Australia	12,998	4,471	1,780	6,251	19,249
Tasmania	2,439	1,581	374	1,955	4,394
Northern Territory	8,701	3,424	833	4,256	12,958
Australian Capital Territory	572	255	71	326	898
Australia	84,975	35,910	10,092	46,002	130,976
Males	43,698	18,651	4,779	23,430	67,128
Females	41,276	17,259	5,313	22,571	63,848
Catholic					
New South Wales	2,508	1,308	361	1,669	4,177
Victoria	399	260	76	336	735
Queensland	1,813	1,197	485	1,682	3,495
South Australia	274	113	87	200	474
Western Australia	1,535	591	108	699	2,234
Tasmania	285	186	33	219	504
Northern Territory	950	525	201	726	1,676
Australian Capital Territory	130	76	24	100	230
Australia	7,894	4,256	1,374	5,630	13,524
Males	3,920	2,210	687	2,897	6,817
Females	3,974	2,046	687	2,733	6,707
Independent					
New South Wales	634	549	84	633	1,267
Victoria	88	150	31	181	269
Queensland	1,094	1,075	519	1,594	2,688
South Australia	326	97	52	149	475
Western Australia	688	482	216	698	1,386
Tasmania	83	74	9	83	166
Northern Territory	340	855	119	974	1,314
Australian Capital Territory	22	24	3	27	49
Australia	3,275	3,306	1,033	4,338	7,613
Males	1,647	1,514	538	2,052	3,699
Females	1,628	1,791	495	2,286	3,914
Total non-government					
New South Wales	3,142	1,857	445	2,302	5,444
Victoria	487	410	107	517	1,004
Queensland	2,907	2,272	1,004	3,276	6,183
South Australia	600	210	139	349	949
Western Australia	2,223	1,073	324	1,397	3,620
Tasmania	368	260	42	302	670
Northern Territory	1,290	1,380	320	1,700	2,990
Australian Capital Territory	152	100	27	127	279
Australia	11,169	7,562	2,407	9,969	21,137
Males	5,567	3,724	1,225	4,949	10,516
Females	5,602	3,837	1,182	5,020	10,621
All schools					
New South Wales	26,999	14,948	2,744	17,692	44,691
Victoria	5,388	2,821	647	3,467	8,856
Queensland	29,204	11,135	4,473	15,608	44,811
South Australia	5,809	2,025	866	2,891	8,700
Western Australia	15,221	5,544	2,104	7,647	22,868
Tasmania	2,807	1,841	416	2,257	5,064
Northern Territory	9,991	4,804	1,152	5,956	15,947
Australian Capital Territory	724	355	98	453	1,177
Australia	96,143	43,471	12,499	55,970	152,113
Males	49,265	22,375	6,004	28,379	77,645
Females	46,878	21,096	6,495	27,591	74,469

Note: Components may not add to totals due to rounding.

- (a) For this table, to calculate the FTE of all students the FTE of part-time students is added to the number of full-time students. 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 New South Wales, Victoria, Tasmania, Northern Territory and the ACT and years 8–10 in Queensland, South Australia and Western Australia. In 2008, after the introduction of Middle Years education, the Northern Territory re-classified junior and senior secondary education. Junior secondary (Middle Years) comprises years 7–9 and senior secondary (Senior Years) comprises years 10–12.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2008 (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	1,382	588	1,969	887	560	1,447	2,268	1,148	3,417
2008	1,376	597	1,974	888	572	1,461	2,265	1,170	3,434
2009 ^(a)	1,376	607	1,983	884	582	1,465	2,259	1,189	3,448
2010 ^(a)	1,390	621	2,011	871	588	1,459	2,261	1,209	3,470
2011 ^(a)	1,406	635	2,041	863	599	1,462	2,270	1,234	3,504
2012 ^(a)	1,424	649	2,072	859	612	1,471	2,282	1,261	3,543
2013 ^(a)	1,451	664	2,116	856	627	1,483	2,307	1,291	3,599
2014 ^(a)	1,483	680	2,163	854	642	1,497	2,338	1,322	3,660
2015 ^(a)	1,531	701	2,232	845	653	1,497	2,376	1,353	3,729
2016 ^(a)	1,566	717	2,283	843	666	1,509	2,409	1,383	3,792

- (a) Figures for 2009 and beyond are projections based on 2007 and 2008 actual enrolments and the maintenance of 2007–08 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, Employment and Workplace Relations (DEEWR)

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, 2008

	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	2,045	1,136.7	0	0.0	2,045	1,136.7	2,045	1,136.7
Victoria	399	187.9	198	89.5	2,101	991.9	25	16.3	2,324	1,097.7	2,723	1,285.6
Queensland	2,766	912.3	966	359.5	1,857	665.7	20	12.1	2,843	1,037.3	5,609	1,949.6
South Australia	21	8.9	122	53.2	4,722	2,305.4	1,382	464.2	6,226	2,822.8	6,247	2,831.7
Western Australia	0	0.0	47	19.2	560	292.0	1,140	179.8	1,747	491.0	1,747	491.0
Tasmania	4	1.8	14	6.3	1,490	850.2	0	0.0	1,504	856.5	1,508	858.3
Northern Territory	28	13.1	51	21.2	216	94.9	71	14.2	338	130.3	366	143.4
Australian Capital Territory	3	2.6	0	0.0	0	0.0	0	0.0	0	0.0	3	2.6
Australia	3,221	1,126.6	1,398	548.9	12,991	6,336.8	2,638	686.6	17,027	7,572.3	20,248	8,698.9
<i>Males</i>	2,216	781.5	691	274.6	5,277	2,630.7	830	223.4	6,798	3,128.7	9,014	3,910.2
<i>Females</i>	1,005	345.1	707	274.3	7,714	3,706.1	1,808	463.2	10,229	4,443.6	11,234	4,788.7
Non-government												
New South Wales	109	75.2	19	11.9	163	87.8	117	86.9	299	186.6	408	261.8
Victoria	302	171.8	58	22.8	149	86.7	15	5.0	222	114.5	524	286.3
Queensland	218	116.7	8	4.9	55	34.5	82	44.9	145	84.3	363	201.0
South Australia	58	42.9	0	0.0	603	370.4	8	5.4	611	375.8	669	418.7
Western Australia	299	189.4	5	1.6	16	11.4	0	0.0	21	13.0	320	202.4
Tasmania	23	9.9	7	2.4	8	4.5	0	0.0	15	6.9	38	16.8
Northern Territory	0	0.0	0	0.0	69	16.6	0	0.0	69	16.6	69	16.6
Australian Capital Territory	105	72.6	6	3.6	3	1.8	5	2.3	14	7.7	119	80.3
Australia	1,114	678.5	103	47.2	1,066	613.7	227	144.5	1,396	805.4	2,510	1,483.9
<i>Males</i>	682	400.0	57	25.1	583	322.4	144	86.7	784	434.2	1,466	834.2
<i>Females</i>	432	278.5	46	22.1	483	291.3	83	57.8	612	371.2	1,044	649.7
All schools												
New South Wales	109	75.2	19	11.9	2,208	1,244.5	117	86.9	2,344	1,323.3	2,453	1,398.5
Victoria	701	359.7	256	112.3	2,250	1,078.6	40	21.3	2,546	1,212.2	3,247	1,571.9
Queensland	2,984	1,029.0	974	364.4	1,912	700.2	102	57.0	2,988	1,121.6	5,972	2,150.6
South Australia	79	51.8	122	53.2	5,325	2,675.8	1,390	469.6	6,837	3,198.6	6,916	3,250.4
Western Australia	299	189.4	52	20.8	576	303.4	1,140	179.8	1,768	504.0	2,067	693.4
Tasmania	27	11.7	21	8.7	1,498	854.7	0	0.0	1,519	863.4	1,546	875.1
Northern Territory	28	13.1	51	21.2	285	111.5	71	14.2	407	146.9	435	160.0
Australian Capital Territory	108	75.2	6	3.6	3	1.8	5	2.3	14	7.7	122	82.9
Australia	4,335	1,805.1	1,501	596.1	14,057	6,950.5	2,865	831.1	18,423	8,377.7	22,758	10,182.8
<i>Males</i>	2,898	1,181.5	748	299.7	5,860	2,953.1	974	310.1	7,582	3,562.9	10,480	4,744.4
<i>Females</i>	1,437	623.6	753	296.4	8,197	3,997.4	1,891	521.0	10,841	4,814.8	12,278	5,438.4

(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 is the years from commencement of secondary school to year 10.

Source: MCEETYA, *National Schools Statistics Collection*, 2008, ABS, Cat. No. 4221.0, *Schools Australia*, 2008 (unpublished data)

Table 10 Number of year 12 students enrolled^(a) in tertiary-accredited subjects, by key learning area^(b), by sex, Australia, 2008

Key learning area	Males		Females		Total	
	Students	%	Students	%	Students	%
English	83,180	87	89,822	86	173,002	85
Mathematics	73,117	77	73,713	71	146,830	73
Studies of society and environment	59,050	62	68,387	66	127,437	63
Science	55,682	58	50,909	49	106,591	53
Arts	25,752	27	35,671	33	61,423	30
LOTE	11,547	12	13,375	13	24,922	12
Technology	33,646	35	36,107	34	69,753	34
Health and physical education	29,739	31	27,284	26	57,023	28
Total subject enrolment	371,713		395,268		766,981	
Total year 12 full-time students	95,528		106,925		202,453	
Total year 12 FTE^(c)	97,293		109,337		206,630	

(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 DEEWR, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2008

Table 11 Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 2002–08 (per cent)

Language	2002	2003	2004	2005	2006	2007	2008
Japanese	20	19	19	20	20	19	19
French	16	16	16	17	18	19	19
German	10	10	10	10	9	9	9
Chinese	16	19	21	20	19	19	20
Italian	8	9	8	8	10	9	8
Indonesian	8	7	7	7	6	6	5
Greek	4	3	3	3	2	3	2
Vietnamese	2	2	2	2	2	3	3
Spanish	3	3	3	3	3	3	3
Arabic	2	2	2	2	2	2	2
Other	10	9	9	10	9	10	10
Total	100	100	100	100	100	100	100
Year 12 full-time students	193,672	193,616	193,275	194,165	196,431	198,216	202,453

Note: Where figures have been rounded, discrepancies may exist between totals and the sums of component parts.

Source: Australian Government DEEWR, derived from data supplied by State/Territory accreditation authorities: ABS, Cat. No. 4221.0 *Schools Australia*, 2008

Table 12 Destinations of school leavers^(a) aged 15–19 years, by category of school last attended and sex, May 2008, 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 2008^(b)	53.1 ± 7.2	49.3 ± 6.6	51.5 ± 4.8	69.5 ± 7.4	61.8 ± 8.5	65.7 ± 4.3	58.8 ± 5.7	54.3 ± 5.4	56.7 ± 3.5
Higher education	18.6 ± 4.8	23.1 ± 6.1	20.5 ± 3.8	43.8 ± 6.9	43.7 ± 7.6	43.8 ± 4.6	27.3 ± 4.0	31.3 ± 5.3	29.1 ± 3.6
TAFE	30.9 ± 6.6	19.7 ± 5.3	26.0 ± 4.2	24.2 ± 7.7	14.2 ± 6.3	19.3 ± 4.8	28.6 ± 5.2	17.5 ± 4.3	23.5 ± 3.3
Other institutions	3.7 ^(c) ± 2.4	6.5 ^(c) ± 3.8	4.9 ± 2.1	1.5 ^(d) ± 1.8	3.9 ^(c) ± 3.7	2.7 ^(c) ± 2.0	2.9 ^(c) ± 1.6	5.5 ^(c) ± 2.7	4.1 ± 1.7
Not enrolled to study at May 2008	46.9 ± 7.2	50.7 ± 6.6	48.5 ± 4.8	30.5 ± 7.4	38.2 ± 8.5	34.3 ± 4.3	41.2 ± 5.7	45.7 ± 5.4	43.3 ± 3.5
Employed	32.9 ± 5.1	35.1 ± 6.3	33.8 ± 4.1	25.4 ± 7.4	30.6 ± 8.0	27.9 ± 4.4	30.3 ± 4.8	33.3 ± 5.1	31.7 ± 3.3
Not employed ^(e)	14.0 ± 4.6	15.6 ± 5.6	14.7 ± 3.5	5.1 ^(c) ± 4.2	7.6 ^(c) ± 4.4	6.4 ^(c) ± 3.2	10.9 ± 3.3	12.4 ± 4.2	11.6 ± 2.6
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Population estimate ('000)	110.2	86.6	196.8	58.9	56.8	115.7	169.2	143.4	312.5

(a) Persons aged 15–19 years who attended school in 2007 but were not attending in May 2008.

(b) Education includes study not for a qualification.

(c) Estimate has a relative standard error of 25 per cent to 50 per cent and should be used with caution.

(d) Estimate has a relative standard error greater than 50 per cent and is considered too unreliable for general use.

(e) 'Not employed' includes both unemployed persons and those not in the labour force.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2008 (unpublished data)

Table 13 Destinations of school leavers^(a), aged 15–19 years, 2001–08, Australia (per cent)

	2001	2002	2003	2004	2005	2006	2007	2008
Enrolled to study at May 2008^(b)	60.1	59.1 ± 3.3	58.8 ± 3.3	54.9 ± 3.6	53.2 + 4.5	54.0 ± 4.9	55.3 ± 3.3	56.7 ± 3.5
Higher education	31.3	32.5 ± 3.2	28.6 ± 3.5	27.6 ± 3.6	26.1 + 4.7	29.6 ± 3.6	29.6 ± 3.8	29.1 ± 3.6
TAFE	25.0	22.4 ± 2.9	25.5 ± 2.6	23.3 ± 2.8	22.8 + 2.2	20.2 ± 3.2	21.3 ± 3.1	23.5 ± 3.3
Other institutions	3.9	4.1 ± 1.4	4.7 ± 1.3	4.0 ± 1.4	4.3 + 1.2	4.2 ± 1.3	4.4 ± 1.6	4.1 ± 1.7
Not enrolled to study at May 2008	39.9	40.9 ± 3.3	41.2 ± 3.3	45.1 ± 3.1	46.8 + 3.5	46.0 ± 3.3	44.7 ± 3.2	43.3 ± 3.5
Employed	25.3	27.7 ± 3.1	27.2 ± 3.1	30.1 ± 2.9	31.2 + 3.0	29.3 ± 3.2	30.5 ± 3.0	31.7 ± 3.3
Not employed ^(c)	14.7	13.3 ± 2.3	14.1 ± 2.3	15.0 ± 2.2	15.5 + 2.3	16.6 ± 2.4	14.1 ± 2.0	11.6 ± 2.6
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Population estimate ('000)	269.6	287.1	291.0	287.6	306.1	300.1	301.5	312.5

(a) Persons aged 15–19 years who were attending school in May of one year, but were not attending in May the following year.

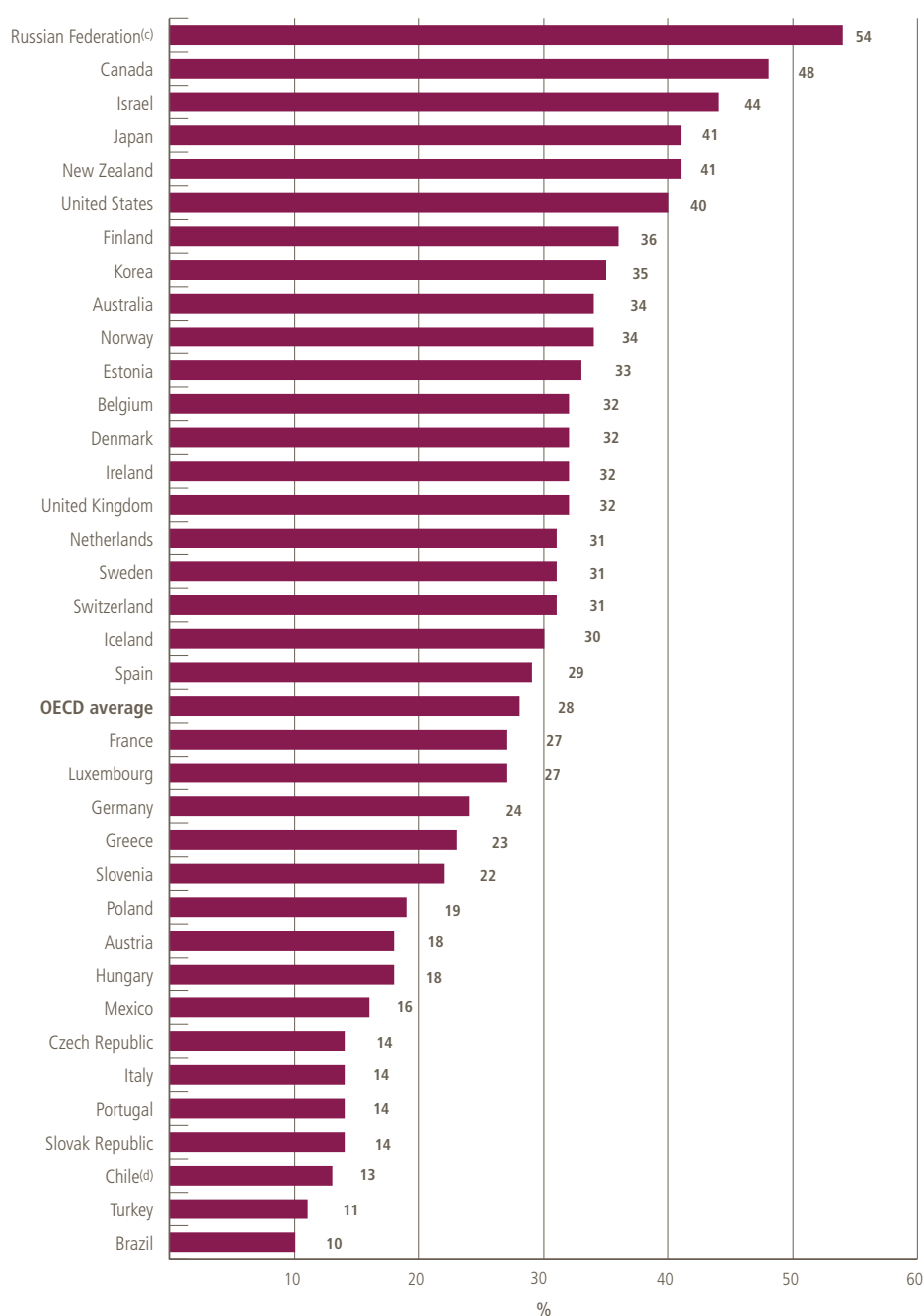
(b) Education includes study not for a qualification.

(c) 'Not employed' includes both unemployed persons and those not in the labour force.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2008 and earlier publications (unpublished data)

International comparisons

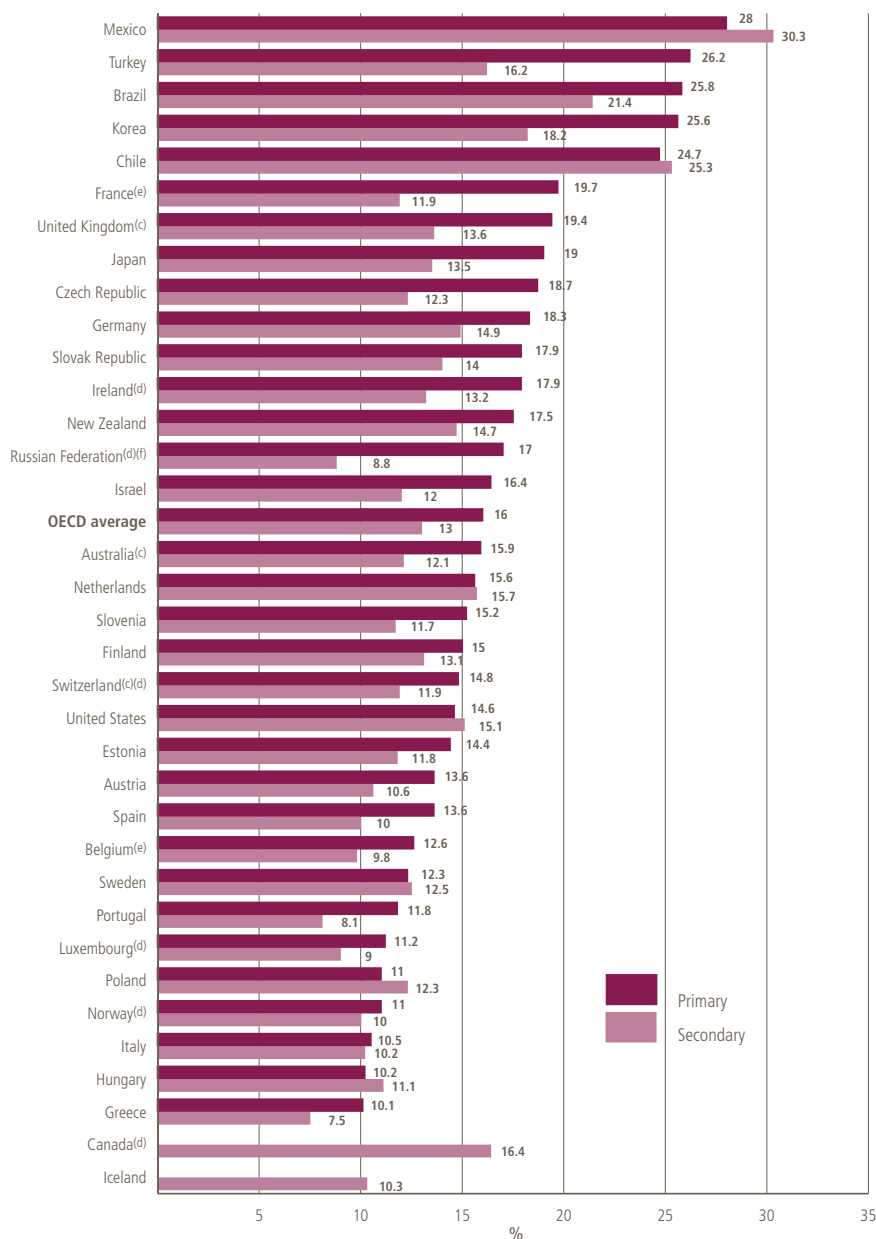
Figure 1 Educational attainment of the population aged 25–64,^{(a)(b)} in OECD and partner countries, 2007



- (a) Percentage of the population 25 to 64 years of age that has attained tertiary education (2007) (non-university and university).
 (b) Some countries may have also included vocational education.
 (c) Year of reference, 2004.
 (d) Year of reference, 2005.

Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance*, 2009, Table A1.3a

Figure 2 Ratio of primary and secondary students to teaching staff,^{(a)(b)} government and non-government education, in OECD and partner countries, 2007



- (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) Public institutions only (for Australia, at tertiary-type A and advanced research programs only; for Ireland, at secondary level only; for the Russian Federation, at primary level only).
- (e) Excludes independent private institutions.
- (f) Excludes part-time personnel in public institutions at lower secondary and general upper secondary levels.

Source: OECD, *Education at a Glance*, 2009, 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, 2008

Major function	Primary			Secondary			Total ^(c)		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching ^(d)	17,188	71,306	88,494	30,560	42,297	72,857	47,748	113,603	161,351
Specialist support	562	2,091	2,654	714	2,001	2,715	1,277	4,092	5,369
Administrative & clerical (including teacher aides)	1,409	27,188	28,597	2,175	16,690	18,865	3,584	43,877	47,462
Building operations, general maintenance & other	2,314	202	2,516	1,536	154	1,690	3,850	355	4,206
Total^(c)	21,473	100,787	122,260	34,986	61,141	96,127	56,459	161,928	218,387
Catholic									
Teaching ^(d)	3,855	17,788	21,643	10,469	14,277	24,747	14,324	32,066	46,390
Specialist support	39	271	309	242	495	737	280	766	1,046
Administrative & clerical (including teacher aides)	224	5,543	5,767	1,299	5,475	6,774	1,522	11,019	12,541
Building operations, general maintenance & other	471	293	764	1,126	501	1,626	1,597	793	2,390
Total^(c)	4,588	23,895	28,483	13,135	20,749	33,884	17,723	44,644	62,367
Independent									
Teaching ^(d)	3,449	11,390	14,840	11,059	13,467	24,526	14,508	24,857	39,366
Specialist support	120	496	616	384	626	1,009	504	1,122	1,626
Administrative & clerical (including teacher aides)	808	4,623	5,431	1,726	5,638	7,363	2,534	10,260	12,794
Building operations, general maintenance & other	925	322	1,246	1,547	541	2,088	2,471	863	3,334
Total^(c)	5,303	16,831	22,134	14,715	20,271	34,986	20,018	37,102	57,120
Non-government									
Teaching ^(d)	7,304	29,179	36,483	21,528	27,744	49,272	28,832	56,923	85,755
Specialist support	159	767	926	625	1,121	1,746	784	1,888	2,672
Administrative & clerical (including teacher aides)	1,032	10,166	11,198	3,025	11,113	14,137	4,057	21,279	25,335
Building operations, general maintenance & other	1,396	614	2,010	2,672	1,042	3,714	4,068	1,656	5,724
Total^(c)	9,891	40,726	50,616	27,850	41,020	68,870	37,741	81,746	119,486
All schools									
Teaching ^(d)	24,492	100,485	124,977	52,088	70,041	122,130	76,580	170,526	247,106
Specialist support	722	2,858	3,579	1,339	3,122	4,461	2,061	5,980	8,041
Administrative & clerical (including teacher aides)	2,441	37,354	39,794	5,200	27,802	33,002	7,641	65,156	72,797
Building operations, general maintenance & other	3,710	816	4,526	4,208	1,195	5,404	7,918	2,011	9,929
Total 2008	31,363	141,513	172,876	62,836	102,161	164,997	94,199	243,674	337,873
Total 2007	31,232	139,110	170,342	62,736	99,479	162,215	93,968	238,588	332,557
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*, 2008 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, 2008

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ^(c)	Males	Females
Government											
Teaching											
Primary	27,007	19,858	19,956	6,803	9,840	2,153	1,514	1,362	88,494	17,188	71,306
Secondary	24,612	19,056	13,424	4,773	6,899	1,968	842	1,284	72,857	30,560	42,297
Total^(c)	51,619	38,915	33,380	11,575	16,739	4,122	2,356	2,646	161,351	47,748	113,603
Non-teaching											
Primary	9,047	6,245	7,994	2,920	5,340	1,027	779	414	33,766	4,285	29,481
Secondary	6,892	5,518	4,509	1,823	2,915	839	422	352	23,270	4,426	18,844
Total^(c)	15,939	11,763	12,503	4,743	8,255	1,866	1,201	766	57,036	8,711	48,325
Total^(c)	67,558	50,678	45,883	16,318	24,994	5,988	3,557	3,412	218,387	56,459	161,928
Catholic											
Teaching											
Primary	6,788	6,069	4,073	1,657	2,018	388	175	476	21,643	3,855	17,788
Secondary	8,886	6,877	4,006	1,540	2,155	502	167	612	24,747	10,469	14,277
Total^(c)	15,674	12,946	8,079	3,197	4,173	891	342	1,088	46,390	14,324	32,066
Non-teaching											
Primary	1,708	1,419	1,640	557	1,087	159	162	108	6,840	733	6,107
Secondary	2,693	2,645	1,819	584	882	211	100	202	9,137	2,666	6,471
Total^(c)	4,401	4,064	3,459	1,141	1,970	371	261	310	15,977	3,399	12,578
Total^(c)	20,075	17,010	11,538	4,338	6,143	1,262	604	1,398	62,367	17,723	44,644
Independent											
Teaching											
Primary	4,401	3,540	3,057	1,496	1,674	298	140	233	14,840	3,449	11,390
Secondary	7,187	7,355	4,449	1,731	2,626	505	279	395	24,526	11,059	13,467
Total^(c)	11,588	10,894	7,506	3,227	4,300	804	419	628	39,366	14,508	24,857
Non-teaching											
Primary	1,844	1,583	1,970	555	1,039	144	77	83	7,294	1,853	5,440
Secondary	2,615	3,116	2,274	749	1,110	240	190	167	10,460	3,656	6,804
Total^(c)	4,459	4,700	4,243	1,304	2,148	383	267	250	17,754	5,510	12,245
Total^(c)	16,047	15,594	11,749	4,530	6,449	1,187	686	878	57,120	20,018	37,102
Total non-government											
Teaching											
Primary	11,189	9,608	7,130	3,153	3,692	687	315	708	36,483	7,304	29,179
Secondary	16,073	14,232	8,455	3,271	4,781	1,008	446	1,007	49,272	21,528	27,744
Total^(c)	27,263	23,840	15,585	6,424	8,474	1,694	761	1,715	85,755	28,832	56,923
Non-teaching											
Primary	3,552	3,002	3,610	1,112	2,126	303	238	190	14,134	2,587	11,547
Secondary	5,308	5,762	4,093	1,333	1,992	451	290	370	19,597	6,322	13,276
Total^(c)	8,860	8,764	7,703	2,445	4,118	754	528	560	33,731	8,909	24,822
Total^(c)	36,123	32,603	23,287	8,868	12,591	2,449	1,289	2,275	119,486	37,741	81,746
All schools											
Teaching											
Primary	38,196	29,467	27,086	9,956	13,532	2,840	1,830	2,070	124,977	24,492	100,485
Secondary	40,685	33,288	21,879	8,043	11,680	2,976	1,288	2,291	122,130	52,088	70,041
Total^(c)	78,882	62,754	48,964	17,999	25,212	5,816	3,117	4,361	247,106	76,580	170,526
Non-teaching											
Primary	12,599	9,247	11,604	4,032	7,465	1,331	1,017	605	47,900	6,872	41,028
Secondary	12,200	11,279	8,602	3,156	4,908	1,290	711	722	42,867	10,748	32,120
Total^(c)	24,799	20,527	20,206	7,188	12,373	2,621	1,729	1,326	90,767	17,619	73,147
Total all schools^(c)											
2008	103,681	83,281	69,170	25,187	37,585	8,437	4,846	5,688	337,873	94,199	243,674
2007	102,564	81,836	68,009	24,986	36,645	8,321	4,509	5,687	332,557	93,968	238,588
2006	101,980	79,493	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	5,682	317,014	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	203,481
1999	88,868	66,788	52,506	22,021	28,164	7,504	3,822	5,036	274,707	84,943	189,764

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*, 2007, ABS, Cat. No. 4221.0, *Schools Australia*, 2008 (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, 2008 (per cent)

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	15.9	15.7	15.5	15.4	15.3	15.5	12.2	13.6	15.6
Secondary	12.4	11.8	12.8	12.6	11.7	13.0	12.9	12.1	12.3
Total	14.3	13.8	14.4	14.3	13.8	14.3	12.4	12.9	14.1
Non-government									
Primary	16.8	15.0	17.4	16.2	17.0	16.5	15.5	17.3	16.4
Secondary	11.6	11.2	12.2	11.7	11.8	11.9	11.2	12.9	11.6
Total	13.7	12.7	14.6	13.9	14.0	13.8	13.0	14.7	13.7
Catholic									
Primary	18.3	16.4	18.0	16.9	18.2	19.0	15.6	18.6	17.6
Secondary	12.9	12.6	12.8	12.4	12.8	13.3	12.5	13.8	12.8
Total	15.2	14.4	15.4	14.7	15.4	15.8	14.0	15.9	15.0
Independent									
Primary	14.4	12.7	16.6	15.5	15.4	13.2	15.5	14.8	14.7
Secondary	10.0	9.9	11.6	11.1	10.9	10.5	10.5	11.4	10.5
Total	11.7	10.8	13.6	13.1	12.7	11.5	12.2	12.7	12.0
All schools									
Primary	16.2	15.5	16.0	15.7	15.8	15.8	12.8	14.9	15.8
Secondary	12.1	11.6	12.6	12.2	11.7	12.7	12.3	12.4	12.0
Total									
2008	14.1	13.4	14.5	14.2	13.9	14.2	12.6	13.6	13.9
2007	14.2	13.4	14.5	14.3	14.0	14.3	12.9	13.6	14.0
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	14.4
2001	15.0	14.6	14.6	14.9	14.9	14.7	13.3	14.8	14.8

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*, 2008 and earlier related publications

Teacher education

Table 17 Students, selected higher education statistics (DEEWR), domestic enrolments in teacher education courses, by course level and field of education^(a), Australia, 2008 (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	-	-	54	-	54
Teacher education	143	1,593	12,102	-	13,838
Teacher education: early childhood	247	124	7,586	-	7,957
Teacher education: primary	1,276	1,422	22,021	-	24,719
Teacher education: secondary	868	2,750	12,399	-	16,017
Teacher education: vocational education and training	-	192	656	32	880
Teacher education: higher education	-	5	115	-	120
Teacher education: special education	-	4	294	-	298
English as a second language teaching	55	55	-	-	110
Teacher education not elsewhere classified	-	248	1,494	-	1,742
Total	2,589	6,393	56,696	32	65,710
Other than initial teacher training					
Teacher education	1,367	1,003	446	22	2,838
Teacher education: early childhood	101	177	1,143	25	1,446
Teacher education: primary	19	144	394	9	566
Teacher education: secondary	11	968	879	-	1,858
Teacher-librarianship	-	64	-	-	64
Teacher education: vocational education and training	98	266	178	18	560
Teacher education: higher education	107	670	-	-	777
Teacher education: special education	704	563	156	29	1,452
English as a second language teaching	391	574	15	-	980
Teacher education not elsewhere classified	2,026	1,238	996	194	4,454
Total	4,824	5,667	4,169	297	14,957
All teacher courses					
Not a combined course	-	-	54	-	54
Teacher education	1,510	2,596	12,548	22	16,676
Teacher education: early childhood	348	301	8,729	25	9,403
Teacher education: primary	1,295	1,566	22,415	9	25,285
Teacher education: secondary	879	3,718	13,278	-	17,875
Teacher-librarianship	-	64	-	-	64
Teacher education: vocational education and training	98	458	834	50	1,440
Teacher education: higher education	107	675	115	-	897
Teacher education: special education	704	567	450	29	1,750
English as a second language teaching	446	629	15	-	1,090
Teacher education not elsewhere classified	2,026	1,486	2,490	194	6,196
Total	7,413	12,060	60,865	329	80,667

- (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 DEEWR, selected *Higher Education Statistics*

Table 18 Students, selected higher education statistics (DEEWR), number of students graduating in teacher education courses, by course level and field of education^(a), Australia, 2008 (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	-	-	16	-	16
Teacher education	13	769	2,109	-	2,891
Teacher education: early childhood	69	50	1,525	-	1,644
Teacher education: primary	457	819	4,537	-	5,813
Teacher education: secondary	339	1,776	2,075	-	4,190
Teacher education: vocational education and training	-	103	156	14	273
Teacher education: higher education	-	4	41	-	45
Teacher education: special education	-	-	80	-	80
English as a second language teaching	33	16	-	-	49
Teacher education not elsewhere classified	-	140	357	-	497
Total	911	3,677	10,890	14	15,492
Other than initial teacher training					
Teacher education	184	415	138	6	743
Teacher education: early childhood	27	89	273	1	390
Teacher education: primary	1	108	83	1	193
Teacher education: secondary	2	890	220	-	1,112
Teacher-librarianship	-	69	-	-	69
Teacher education: vocational education and training	42	109	53	4	208
Teacher education: higher education	20	254	1	-	175
Teacher education: special education	230	261	29	1	521
English as a second language teaching	142	315	4	-	461
Teacher education not elsewhere classified	469	598	174	23	1,264
Total	1,117	3,108	963	36	5,224
All teacher courses					
Not a combined course	-	-	16	-	16
Teacher education	197	1,184	2,247	6	3,634
Teacher education: early childhood	96	139	1,798	1	2,034
Teacher education: primary	458	927	4,620	1	6,006
Teacher education: secondary	341	2,666	2,295	-	5,302
Teacher-librarianship	-	69	-	-	69
Teacher education: vocational education and training	42	212	209	18	481
Teacher education: higher education	20	258	42	-	320
Teacher education: special education	230	261	109	1	601
English as a second language teaching	175	331	4	-	510
Teacher education not elsewhere classified	469	738	531	23	1,761
Total	2,028	6,785	11,853	50	20,716

(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 DEEWR, 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, 2007–08 financial year (accrual^(a) basis) (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
In-school, primary education									
Teaching staff salaries	2,662,483	1,643,637	1,704,419	631,203	877,741	196,360	128,264	138,172	7,982,279
Non-teaching staff salaries	469,572	223,344	416,694	160,575	284,166	49,355	56,735	27,544	1,687,985
Redundancy payments	0	79	843	0	0	0	37	2,542	3,501
Non-salary costs	874,318	606,982	597,854	226,550	435,571	86,695	75,509	45,223	2,948,701
Recurrent costs excluding notional user cost of capital	4,006,373	2,474,042	2,719,810	1,018,328	1,597,478	332,410	260,545	213,481	12,622,467
Notional user cost of capital	613,083	523,352	672,297	117,643	436,310	27,979	24,147	52,540	2,467,350
Recurrent costs including notional user cost of capital	4,619,456	2,997,394	3,392,107	1,135,970	2,033,788	360,389	284,692	266,020	15,089,817
Capital/investing costs	280,972	236,153	226,911	49,990	120,735	10,880	12,518	53,197	991,355
In-school, secondary education									
Teaching staff salaries	2,496,633	1,550,891	1,151,544	444,853	621,612	175,374	76,293	130,970	6,648,169
Non-teaching staff salaries	378,027	252,630	247,830	107,079	164,348	40,994	31,763	26,108	1,248,779
Redundancy payments	0	58	71	0	76	0	27	3,283	3,516
Non-salary costs	804,832	634,743	463,372	155,901	318,596	79,903	65,317	48,267	2,570,931
Recurrent costs excluding notional user cost of capital	3,679,491	2,438,321	1,862,817	707,883	1,104,632	296,271	173,400	208,628	10,471,394
Notional user cost of capital	472,054	385,245	400,309	78,748	336,454	34,486	23,612	51,307	1,782,215
Recurrent costs including notional user cost of capital	4,151,545	2,823,567	2,263,126	786,581	1,441,086	330,757	197,012	259,936	12,253,609
Capital/investing costs	199,947	217,709	231,639	25,409	191,763	11,463	36,127	17,936	931,994
Out-of-school									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	197,152	132,519	183,479	90,911	111,017	29,584	32,935	12,442	790,040
Redundancy payments	1,971	238	342	0	0	0	205	0	2,756
Non-salary costs	108,024	179,047	139,838	52,725	71,855	14,763	19,371	13,079	598,702
Recurrent costs excluding notional user cost of capital	307,146	311,804	323,659	143,637	182,872	44,347	52,511	25,521	1,391,498
Notional user cost of capital	6,896	9,178	1,918	3,171	1,435	290	10	n.a.	22,897
Recurrent costs including notional user cost of capital	314,042	320,982	325,577	146,808	184,307	44,637	52,520	25,521	1,414,395
Capital/investing costs	5,658	22,651	14,182	22	1,797	775	30	0	45,115
Total – primary, secondary and out-of-school									
Recurrent costs excluding notional user cost of capital	7,993,011	5,224,167	4,906,286	1,869,798	2,884,982	673,028	486,456	447,630	24,485,359
Recurrent costs including notional user cost of capital	9,085,043	6,141,943	5,980,810	2,069,359	3,659,181	735,783	534,225	551,477	28,757,821
Capital/investing costs	486,577	476,513	472,732	75,421	314,295	23,118	48,675	71,133	1,968,464

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 2008' 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*, 2008 (Draft – unpublished)

Table 20 Per capita expenditure on government schools by level of education, by State and Territory, 2007–08 (\$/full-time equivalent student – accrual^(a) basis)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	11,148	13,977	12,324
Victoria	10,225	13,122	11,442
Queensland	11,633	13,855	12,426
South Australia	11,627	13,916	12,458
Western Australia	14,309	18,749	15,853
Tasmania	11,450	13,560	12,366
Northern Territory	16,432	21,837	18,247
Australian Capital Territory	14,964	17,374	16,061
Australia	11,557	14,306	12,639
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	660	660	660
Victoria	801	1,008	888
Queensland	762	1,378	982
South Australia	473	421	454
Western Australia	810	2,397	1,362
Tasmania	336	457	389
Northern Territory	645	3,676	1,663
Australian Capital Territory	2,844	1,148	2,072
Australia	738	1,061	865
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	12,324	660	
Victoria	11,442	888	
Queensland	12,426	982	
South Australia	12,458	454	
Western Australia	15,853	1,362	
Tasmania	12,366	389	
Northern Territory	18,247	1,663	
Australian Capital Territory	16,061	2,072	
Australia	12,639	865	

Notes:

- (i) These expenditures incorporate both salary and non-salary costs. Salary oncosts include items such as superannuation, payroll tax and workers compensation. Payroll tax expenditures for WA and the ACT are notional, as they are exempted from payroll tax. Non-salary costs include other operating expenses, grants and subsidies, depreciation and notional user cost of capital. Notional user cost of capital is based on 8 per cent of each jurisdiction's total written down value of capital assets.
- (ii) Users wishing to publish this data should provide suitable explanatory notes and be aware that the data do not represent total government expenditure on school-level education.
They specifically exclude items such as:
 - Australian Government direct payments to parents and/or students, eg AUSTUDY
 - preschools and TAFE establishments
 - sinking fund payments and interest on Australian Government loans
 - teacher housing and student hostel provisions
 - funds raised by schools, school councils or community organisations.
- (a) From 1999–2000 MCEETYA moved from cash to accrual financial reporting. Government expenditure tables published in the *National Report on Schooling in Australia* prior to the 2000 report are therefore not comparable with this table.

Source: MCEETYA, *National Schools Statistics Collection*, 2008 (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 2007–08

Year	% of GDP
1989–1990	2.7
1990–1991	2.8
1991–1992	3.0
1992–1993	2.9
1993–1994	2.8
1994–1995	2.7
1995–1996	2.7
1996–1997	2.7
1997–1998	2.6
1998–1999(a)	2.9
1999–2000(a)	2.8
2000–2001(a)	2.8
2001–2002(a)	2.8
2002–2003(a)	2.9
2003–2004(a)	2.8
2004–2005(a)	2.9
2005–2006(a)	2.8
2006–2007(a)	2.8
2007–2008(a)	2.7

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 DEEWR 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, 2008 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT ^(a)	ACT	Aust. ^(b)
Primary schools									
Teaching staff salaries	577,185	453,571	284,657	120,769	143,748	23,362	9,773	35,023	1,648,092
Non teaching staff salaries	124,477	86,087	86,958	30,393	52,770	6,815	4,273	8,043	399,820
Other costs ^(c)	438,883	337,787	245,330	102,892	117,091	23,565	9,394	28,041	1,302,985
Sub-total^(b)	1,140,546	877,446	616,946	254,055	313,609	53,742	23,441	71,108	3,350,898
Secondary schools									
Teaching staff salaries	664,747	488,582	236,769	59,775	126,298	24,685	25,485	35,277	1,661,622
Non teaching staff salaries	155,595	145,854	82,218	18,186	40,008	7,972	9,486	9,914	469,236
Other costs ^(c)	577,960	455,596	262,610	68,589	135,028	32,659	28,037	34,525	1,595,006
Sub-total^(b)	1,398,302	1,090,033	581,598	146,551	301,335	65,317	63,009	79,717	3,725,865
Combined schools									
Teaching staff salaries	1,022,738	815,044	629,906	296,084	361,527	74,675	22,783	68,429	3,291,190
Non teaching staff salaries	254,715	251,459	224,929	87,431	116,534	21,962	10,755	18,231	986,020
Other costs ^(c)	967,658	935,517	785,808	299,773	416,147	79,907	39,476	66,804	3,591,094
Sub-total^(b)	2,245,112	2,002,022	1,640,643	683,289	894,209	176,546	73,014	153,465	7,868,304
Total schools									
Teaching staff salaries	2,264,671	1,757,199	1,151,333	476,629	631,574	122,723	58,042	138,730	6,600,904
Non teaching staff salaries	534,788	483,401	394,106	136,012	209,313	36,750	24,515	36,189	1,855,077
Other costs ^(c)	1,984,502	1,728,901	1,293,749	471,254	668,266	136,132	76,907	129,371	6,489,086
Total^(b)	4,783,961	3,969,502	2,839,189	1,083,897	1,509,154	295,606	159,465	304,291	14,945,068

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) In the Northern Territory, secondary education included year 7 from 2008.
- (b) Where figures have been rounded, discrepancies may occur between the sums of component items and totals.
- (c) For a breakdown of 'Other costs' see Table 22A.

Source: Australian Government DEEWR

Table 22A Breakdown of 'other costs' component of expenditure of non-government schools, by State and Territory, 2008 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
Primary schools									
Staff related expenditure	118,968	69,924	50,725	24,107	28,295	3,912	2,104	6,841	304,880
Debt servicing	26,131	11,238	9,496	7,125	2,003	1,278	145	286	57,707
Other operating expenditure	168,246	131,195	90,919	43,352	51,225	7,928	4,598	11,444	508,911
Capital expenditure	125,536	125,429	94,188	28,306	35,566	10,445	2,546	9,467	431,486
Total(a)	438,883	337,787	245,330	102,892	117,091	23,565	9,394	28,041	1,302,985
Secondary schools									
Staff related expenditure	134,562	91,452	46,410	12,756	22,652	4,051	3,983	7,136	323,005
Debt servicing	28,224	17,977	8,935	2,422	4,267	851	653	857	64,190
Other operating expenditure	247,495	214,132	108,110	28,950	59,436	10,165	11,569	13,046	692,907
Capital expenditure	167,677	132,033	99,153	24,459	48,671	17,591	11,830	13,485	514,903
Total(a)	577,960	455,596	262,610	68,589	135,028	32,659	28,037	34,525	1,595,006
Combined schools									
Staff related expenditure	184,368	152,295	121,799	55,816	63,070	13,355	4,642	13,502	608,851
Debt servicing	75,560	35,984	58,612	18,960	18,720	2,715	1,195	4,737	216,485
Other operating expenditure	430,531	424,653	307,108	134,800	165,048	31,445	13,633	33,248	1,540,470
Capital expenditure	277,197	322,584	298,288	90,195	169,308	32,392	20,004	15,315	1,225,286
Total(a)	967,658	935,517	785,808	299,773	416,147	79,907	39,476	66,804	3,591,094
Total schools									
Staff related expenditure	437,899	313,671	218,936	92,680	114,018	21,318	10,730	27,480	1,236,736
Debt servicing	129,916	65,200	77,044	28,508	24,991	4,845	1,994	5,881	338,383
Other operating expenditure	846,274	769,982	506,137	207,103	275,710	49,539	29,801	57,740	2,742,289
Capital expenditure	570,411	580,046	491,630	142,961	253,546	60,429	34,381	38,269	2,171,676
Total(a)	1,984,502	1,728,901	1,293,749	471,254	668,266	136,132	76,907	129,371	6,489,086

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 DEEWR

Table 23 Income and expenditure per student of non-government schools, by affiliation, State and Territory, 2008 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. (a)
Catholic schools									
Fees and charges	2,384	2,381	2,370	3,076	2,162	1,775	1,391	2,814	2,398
Private donations and income	812	567	555	572	549	881	994	770	661
Total private income	3,196	2,948	2,924	3,648	2,712	2,656	2,385	3,584	3,059
State government grants	2,176	1,694	2,248	1,634	2,203	1,867	2,685	1,707	2,012
Australian Government grants	5,659	5,723	5,666	5,687	5,439	5,682	9,097	5,291	5,673
Total income ^(a)	11,031	10,366	10,838	10,969	10,354	10,205	14,167	10,582	10,745
Recurrent expenditure	9,670	9,176	9,272	9,848	9,181	8,674	11,383	9,073	9,410
Capital expenditure	1,225	1,336	1,859	1,431	1,383	1,666	1,908	1,483	1,416
Total expenditure ^(a)	10,895	10,512	11,131	11,279	10,564	10,340	13,291	10,556	10,826
Loans at the end of the year	2,792	2,441	2,753	4,042	2,649	2,928	1,372	1,523	2,724
Loans at the start of the year	2,617	2,310	2,409	3,760	2,363	2,281	1,412	1,394	2,506
Annual movement in borrowing	175	131	344	282	286	647	-40	129	218
Independent schools									
Fees and charges	8,681	9,865	5,932	5,379	6,063	6,301	3,598	9,225	7,699
Private donations and income	1,260	973	881	659	1,450	1,463	1,265	895	1,074
Total private income	9,942	10,838	6,813	6,038	7,513	7,763	4,863	10,119	8,774
State government grants	1,906	1,123	1,978	1,422	1,947	1,649	2,876	1,393	1,684
Australian Government grants	4,308	4,304	4,931	5,110	4,558	5,989	8,322	3,568	4,604
Total income ^(a)	16,155	16,265	13,722	12,570	14,018	15,401	16,061	15,081	15,062
Recurrent expenditure	14,206	14,199	11,885	11,287	11,602	11,887	13,699	13,484	13,081
Capital expenditure	2,073	2,798	2,592	1,787	2,902	3,892	4,907	1,562	2,495
Total expenditure ^(a)	16,279	16,997	14,476	13,075	14,504	15,779	18,606	15,045	15,576
Loans at the end of the year	7,866	4,621	8,398	5,418	6,258	3,685	5,905	6,967	6,638
Loans at the start of the year	7,700	4,128	7,649	5,319	5,383	3,113	3,944	6,734	6,160
Annual movement in borrowing	166	493	749	99	875	572	1,961	234	478
All non-government schools									
Fees and charges	4,648	5,297	3,957	4,166	3,945	3,593	2,531	4,860	4,540
Private donations and income	973	725	700	613	961	1,115	1,134	810	828
Total private income	5,621	6,022	4,657	4,779	4,906	4,708	3,665	5,670	5,368
State government grants	2,079	1,472	2,128	1,533	2,086	1,779	2,784	1,607	1,880
Australian Government grants	5,173	5,170	5,339	5,414	5,037	5,806	8,697	4,741	5,241
Total income ^(a)	12,873	12,664	12,123	11,727	12,029	12,293	15,146	12,018	12,489
Recurrent expenditure	11,301	11,133	10,436	10,529	10,287	9,965	12,579	10,481	10,893
Capital expenditure	1,530	1,905	2,186	1,600	2,077	2,561	3,458	1,508	1,852
Total expenditure ^(a)	12,831	13,038	12,622	12,129	12,365	12,526	26,037	11,989	12,745
Loans at the end of the year	4,616	3,290	5,268	4,693	4,299	3,232	3,714	3,261	4,305
Loans at the start of the year	4,444	3,018	4,744	4,498	3,743	2,615	2,720	3,098	3,982
Annual movement in borrowing	172	272	524	195	555	617	993	162	323

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 DEEWR

Table 24 Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2008 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic									
Primary	8,728	8,288	8,665	8,985	8,254	8,988	10,556	8,356	8,565
Secondary	12,688	12,288	13,648	13,067	13,065	11,683	14,394	12,735	12,735
Combined	13,923	17,440	13,748	12,822	12,596	10,816	14,749	12,080	13,665
Total^(a)	10,895	10,512	11,131	11,279	10,564	10,340	13,291	10,556	10,826
Independent									
Primary	12,561	13,727	11,635	9,741	10,014	9,258	11,621	9,554	11,599
Secondary	23,886	19,759	18,438	17,288	16,931	(b)	21,653	-	20,383
Combined	16,293	17,024	14,492	13,462	14,724	14,476	17,630	15,253	15,644
Total^(a)	16,279	16,997	14,476	13,074	14,503	15,779	18,606	15,045	15,576
Total non-government									
Primary	9,054	8,602	8,912	9,211	8,446	9,002	10,846	8,397	8,853
Secondary	13,219	12,809	14,084	14,647	13,601	15,018	19,064	12,735	13,390
Combined	15,910	17,061	14,338	13,196	14,246	13,293	16,307	14,405	15,253
Total^(a)	12,830	13,038	12,622	12,129	12,364	12,525	16,037	11,989	12,745

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.
- (b) Due to a 'one-off' increase in capital expenditure for one of the schools included in Tasmania's data, inter-jurisdictional comparison cannot be made.

Source: Australian Government DEEWR

Recurrent funding

Table 25 Australian Government funding per capita rates for government schools, 2003 and 2008 (\$)

	2003	2008
Primary	539	716
Secondary	802	1,006

Source: Australian Government DEEWR

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, 2008

Systemic status	SES funding level as a % of AGSRC ^(d)	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic Catholic schools				
	35.0	1	0	153.0
	37.5	1	397	0.0
	42.5	1	211	0.0
	47.5	2	121	59.0
	48.7	1	112	0.0
	50.0	1	371	293.0
	51.2	27	8,167.9	4,807.6
	52.5	4	552	753.0
	53.7	2	456	0.0
	55.0	1	0	437.4
	56.2	942	239,611.5	194,461.9
	57.5	66	13,515.3	10,592.7
	58.7	88	18,173.4	15,788.6
	60.0	76	15,037	9,816.1
	61.2	82	17,071.4	7,702.5
	62.5	57	11,869.6	6,790.4
	63.7	59	9,920.5	4,882.5
	65.0	53	8,954.3	5,533.2
	66.2	41	6,483.2	1,903.0
	67.5	31	5,254.4	4,699.0
	68.7	19	4,553	0.0
	70.0	74	10,665.5	1,096.6
Total systemic Catholic schools		1,629	371,497	269,769.5
Non-systemic schools ^(e)				
	13.7	1	325.0	0.0
	15.0	1	572.0	808.0
	16.2	4	1,125.0	1,925.8
	17.5	2	1,234.0	1,318.0
	18.7	5	1853.0	4,179.7
	20.0	4	676.0	1,645.0
	21.2	8	2,481.0	4,792.0
	22.5	5	1,458.0	2,255.0
	23.7	8	3,038.0	4,731.5
	25.0	12	2,820.0	7,529.6
	26.2	10	2,316.4	3,940.7
	27.5	7	1,273.0	4,133.1
	28.7	8	2,844.0	5,119.1
	30.0	10	2,882.0	5,103.1
	31.2	8	2,125.8	3,603.0
	32.5	8	1,918.6	3,747.0
	33.7	12	3,464.0	5,251.0
	35.0	9	2,164.0	3,162.0
	36.2	9	2,585.0	5,811.1
	37.5	6	1,413.5	2,771.6
	38.7	15	3,220.0	5,307.9
	40.0	17	2,491.0	4,605.3
	41.2	7	1,930.0	3,425.6
	42.5	10	1,696.0	3,146.9
	43.7	16	3,768.8	4,752.3
	45.0	16	3,854.1	5,692.5
	46.2	10	2,391.0	2,068.0
	47.5	25	6,298.0	8,240.9
	48.7	18	4,639.3	4,026.4
	50.0	19	5,258.0	5,080.5
	51.2	18	3,710.0	4,455.1

...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, 2008

Systemic status	SES funding level as a % of AGSRC ^(d)	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Non-systemic schools ^(e)				
	52.5	32	8,928.4	9,748.6
	53.7	29	7,376.6	6,536.6
	55.0	35	6,146.4	5,832.5
	56.2	33	4,690.9	5,190.2
	57.5	38	7,043.6	5,597.4
	58.7	33	4,844.2	4,431.2
	60.0	31	3,831.8	2,767.5
	61.2	33	4,867.3	3,046.9
	62.5	14	3,862.6	1,963.6
	63.7	21	3,107.0	1,417.0
	65.0	14	3,655.0	2,441.4
	66.2	15	2,149.4	1,204.9
	67.5	11	3,545.7	1,934.1
	68.7	5	1,129.0	388.0
	70.0	95	4,709.6	4,673.8
Total non-systemic schools		747	147,712.0	179,801.4
Systemic non-Catholic schools				
	37.5	1	383.0	841.0
	40.0	1	318.0	854.0
	42.5	1	19.0	0.0
	43.7	1	98.0	61.0
	46.2	4	879.8	1,202.0
	47.5	1	123.0	0.0
	48.7	2	1,110.0	1,022.0
	50.0	6	1,678.0	1,273.4
	51.2	6	1,864.0	1,289.0
	52.5	12	3,385.0	3,948.0
	53.7	14	4,105.9	3,721.8
	55.0	8	1,809.0	1,681.3
	56.2	17	3,498.6	3,658.2
	57.5	11	2,326.0	982.0
	58.7	11	2,369.6	1,273.3
	60.0	7	1,040.2	218.0
	61.2	6	1,044.0	275.5
	62.5	9	1,416.0	770.8
	63.7	7	965.0	347.6
	65.0	1	145.0	0.0
	66.2	7	816.8	1,097.0
	67.5	4	445.8	106.0
	68.7	1	114.0	58.0
	70.0	3	126.0	72.0
Total systemic non-Catholic schools		141.0	30,079.7	24,751.9
Total schools with SES funding		2,517.0	549,288.7	474,322.8

(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 DEEWR

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, 2008

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	405.0	24.0
	43.8	48.8	6	2,382.0	3,082.7
	47.5	53.0	23	5,349.0	7,761.0
	51.6	57.5	5	609.0	493.8
	56.0	62.4	3	1,047.0	1,757.0
Total systemic schools			39	9,792.0	13,118.5
Non-systemic schools					
	15.7	18.9	2	864.0	2,015.7
	19.6	21.9	8	2,322.0	4,287.7
	23.9	28.7	2	312.0	0.0
	29.0	32.2	5	547.0	1,577.0
	32.0	35.7	11	2,154.0	4,570.0
	35.0	39.1	4	980.2	1,799.1
	38.7	43.2	12	2,738.0	5,387.1
	43.8	48.8	21	5,264.4	11,016.7
	47.5	53.0	56	15,937.5	27,960.1
	51.6	57.5	26	2,849.8	12,082.2
	56.0	62.4	17	1,828.6	2,569.6
Total non-systemic schools			164	35,797.5	73,265.2
Total non-government schools with year 2000 funding levels			203	45,589.5	86,383.7

(a) See [Glossary](#) for details of calculation of FTE.

(b) AGSRC – Average Government School Recurrent Costs.

Source: Australian Government DEEWR

Table 28 Australian Government grants for schools, by program and category of school, by State and Territory, 2007–08 financial year (accrual basis) (\$'000) (revised February 2010)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	620,978	447,975	393,673	135,697	186,232	49,980	24,525	29,095	1,888,155
Capital	152,722	107,832	79,676	39,991	50,681	15,227	10,830	7,681	464,640
Country Areas	7,100	2,704	5,518	2,745	3,918	773	1,913	0	24,671
Literacy, Numeracy and Special Learning Needs	118,520	69,686	52,770	24,097	26,862	8,962	5,701	2,936	309,533
English as a Second Language	31,913	28,521	13,129	13,619	7,519	1,488	671	1,062	97,922
Schools Languages Program (Languages Other Than English)	6,025	5,356	2,381	1,407	1,226	300	129	293	17,117
Indigenous Education Programs ^(a)	23,718	7,623	56,447	8,195	18,551	3,769	30,240	83	148,626
Total government	960,976	669,697	603,594	225,752	294,989	80,499	74,009	41,150	2,950,665
Non-government schools									
General Recurrent (including Distance Education)	1,670,579	1,364,869	1,038,271	416,048	529,896	111,744	48,166	103,533	5,283,106
General Recurrent Short Term Emergency Assistance	273	10	0	0	0	0	100	0	383
General Recurrent Establishment Grants	298	379	341	149	212	8	20	0	1,407
General Recurrent Remote	1,819	1,061	4,692	898	2,275	608	1,735	0	13,088
Capital	83,041	67,789	50,454	20,228	25,805	5,209	4,614	5,742	262,882
Country Areas	2,029	804	948	380	600	183	206	0	5,150
Literacy, Numeracy and Special Learning Needs	64,065	47,338	22,919	12,567	14,723	2,730	1,837	2,308	168,485
English as a Second Language	2,328	2,947	1,258	479	799	107	17	0	7,933
Centre Support	12,526	8,749	7,575	4,183	2,446	779	753	683	37,693
Student Hostels	346	14	364	0	653	0	0	0	1,376
Schools Languages Program (Languages Other Than English)	3,115	6,115	1,390	662	765	120	29	247	12,444
Total non-government	1,840,417	1,500,074	1,128,212	455,594	578,173	121,486	57,477	112,513	5,793,946
Joint programs									
National Literacy and Numeracy Strategies and Projects	2,040	3,921	1,709	297	130	101	194	237	9,629
National Asian Languages and Studies in Australian Schools ^(b)	23	148	0	0	0	0	0	0	171
Total joint programs	2,063	4,069	1,709	297	130	101	194	237	8,800
Total all programs	2,803,456	2,173,840	1,733,515	681,643	873,292	202,086	131,680	153,900	8,753,411

Notes:

- Some amounts may not add due to rounding.
 - Figures in this table relate to the 2007–08 financial year Final Budget Outcome as at 30 June 2008.
 - 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 Indigenous Education Strategic Initiatives Programme (IESIP) and the Indigenous Education Direct Assistance (IEDA) Programme terminated in 2004. They were replaced by the Indigenous Education Programs. Data provided are for grants to schools only, and do not include grants for pre-school, higher education or TAFE.
- (b) The National Asian Languages and Studies in Australian Schools Strategy (NALSAS) terminated in 2002.

Source: Australian Government DEEWR

Table 29 Australian Government expenditure on schools, annual appropriations, 2007–08 (\$'000)

Grants and awards	Actual expenditure
Grants in Aid	1,228
Australian Students Prize	1,000
Curriculum Corporation	116
Asia Education Foundation	1,378
Sub-total^(a)	3,722
Literacy and numeracy	
Projects to enhance literacy and numeracy outcomes	553
National literacy and numeracy reading vouchers	52,651
Sub-total^(a)	53,204
Values education and civics and citizenship education	
Values	4,717
Civics and citizenship	1,081
Values: Drugs	1,500
Sub-total^(a)	7,298
Quality Outcomes	
Boosting Innovation, Science, Technology and Mathematics Teaching	5,663
School Drug Education Strategy	3,207
Quality Outcomes – Other	14,665
National Action Plan for Social Cohesion, Harmony and Security Pilot Programs	487
Parliament and Civics Education Rebate	4,463
Australian History Prize	-7
Quality Teacher Program	35,639
National School Attendance Unit	951
Support for school students with Autism	2,718
Additional funding for orthodox Jewish schools	4,000
National School Chaplaincy Program	45,866
Drought assistance	24,042
National Teacher Training and Registration Standards	90
Sub-total^(a)	141,784
Realising Our Potential	
Improving Teacher Quality	120
National Curriculum Board	252
Summer Schools Program	15,312
National Student Aptitude Test for Tertiary Admission	627
Sub-total^(a)	16,311
Careers, Transitions and Partnerships	
Careers, Transitions and Partnerships	105,425
Community festivals	700
Career Counselling Service	1,859
Sub-total^(a)	107,984
Digital Education Revolution	
National Secondary School Computer Fund	100,000
Schools Online Curriculum Content Initiative	7,600
Sub-total^(a)	107,600
Indigenous education	
Aboriginal Education Direct Assistance^(b)	
ATAS ^(c)	-9
ASSPA ^(d)	50
Northern Territory Emergency Response	
Classroom	7,660
Curriculum	7,784
Nutrition	3,184
Sub-total^(a)	18,669
Total^(a)	456,572

Note:

Data is provided on a financial year basis and in accordance with the appropriations framework.

(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) ASSPA – Aboriginal Student Support and Parent Awareness Scheme.

Source: Australian Government DEEWR

Table 30 Australian Government student assistance for school-age students, 2007–08 (\$'000)

Program	Amount
Assistance for Isolated Children	61,339

Note: Data is provided on a financial year basis in accordance with the appropriations framework.

Source: Australian Government DEEWR

Capital expenditure

Table 31 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2007–08 (\$'000)

State/Territory	Government	Non-government	Total
New South Wales	152,722	83,041	235,763
Victoria	107,832	67,789	175,621
Queensland	79,676	50,454	130,130
South Australia	39,991	20,228	60,219
Western Australia	50,681	25,805	76,486
Tasmania	15,227	5,209	20,436
Northern Territory	10,830	4,614	15,444
Australian Capital Territory	7,681	5,742	13,423
Total	464,640	262,882	727,522

Notes:

- Some amounts may not add due to rounding.
- Expenditure in respect to a certain program year can be incurred in subsequent years.
- Non-government data is unable to be reported by Catholic and independent school sectors.

Source: Australian Government DEEWR

Equity

Student sub-group data

Table 32 Year 12 completion rates^(a), by locality^(b), and sex, by State and Territory, 2008 (per cent)

	Metropolitan zone			Provincial zone			Remote zone			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	64	74	69	52	68	60	52	82	66	61	72	67
Victoria	63	76	69	51	72	61	73	69	71	60	75	67
Queensland	59	70	65	54	71	62	49	68	58	58	70	64
South Australia	59	73	66	47	75	60	42	87	62	56	74	64
Western Australia	60	74	67	53	73	63	54	71	62	58	73	66
Tasmania	61	68	65	45	59	52	35	58	46	52	63	57
Northern Territory	(c)	(c)	(c)	38	46	42	19	22	21	29	34	32
Australian Capital Territory	76	79	78	(d)	(d)	(d)	(d)	(d)	(d)	76	79	78
Australia	62	74	68	51	69	60	43	60	51	59	72	66

- (a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State/Territory education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. It is important to note that there are variations in assessment, reporting and certification methods for year 12 across States and Territories.
- (b) Definitions are based on the agreed MCEETYA Geographic Location Classification.
- (c) There are no metropolitan areas in the NT. NT Provincial includes Darwin SD.
- (d) There are no Provincial or Remote areas in the ACT. ACT Metropolitan includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts of a population of 100,000 or more.

Sources: Australian Government DEEWR, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0 *Schools Australia*, 2008

Table 33 Year 12 completion rates^(a), by locality^(b), and sex, Australia, 1997–2008 (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	42	60	50	62	74	68
2002	66	75	71	59	76	67	44	60	51	64	75	69
2003r	67	75	71	58	74	66	45	58	51	64	74	69
2004	65	74	70	55	71	63	45	58	51	62	73	68
2005	64	74	69	53	71	62	43	58	50	61	73	67
2006	64	74	69	53	71	61	43	60	51	60	73	67
2007	63	74	68	53	70	61	43	62	52	60	73	66
2008	62	74	68	51	69	60	43	60	51	59	72	66

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 DEEWR, derived from data supplied by State/Territory secondary accreditation authorities; ABS Cat No. 4221.0, *Schools Australia*, 2008

Table 34 Year 12 completion rates^(a), by socioeconomic status^(b) and sex, by State and Territory, 2008 (per cent)

State/Territory	Low socioeconomic status deciles			Medium socioeconomic status deciles			High socioeconomic status deciles			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	56	69	62	57	68	63	74	82	78	61	72	67
Victoria	49	66	57	54	71	62	75	88	81	60	75	67
Queensland	48	65	57	58	71	65	68	74	71	58	70	64
South Australia	44	65	55	56	77	66	77	85	81	56	74	64
Western Australia	48	64	55	54	70	62	68	81	74	58	73	66
Tasmania	42	56	49	61	70	65	73	75	74	52	63	57
Northern Territory	14	18	16	46	50	48	(c)	(c)	(c)	30	35	32
Australian Capital Territory	(c)	(c)	(c)	(c)	(c)	(c)	77	79	78	76	79	78
Australia	50	66	58	56	70	63	72	82	77	59	72	66

- (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 DEEWR, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat No. 4221.0 *Schools Australia*, 2008

Table 35 Year 12 completion rates^(a), by socioeconomic status^(b) and sex, Australia, 1997–2008 (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	57	71	64	60	73	66	71	79	75	62	74	68
2002	57	72	64	62	74	68	74	81	77	64	75	69
2003 ^r	57	71	64	62	72	67	74	81	78	64	74	69
2004	55	67	61	60	72	66	73	81	77	62	73	68
2005	53	67	60	58	71	64	74	81	77	61	73	67
2006	52	67	59	57	71	64	74	82	77	60	73	67
2007	52	66	59	57	71	64	72	82	77	60	73	66
2008	50	66	58	56	70	63	72	82	77	59	72	66

^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 DEEWR, derived from data supplied by State/Territory secondary accreditation authorities; ABS Cat No. 4221.0, *Schools Australia*, 2008

Student attendance

Table 36 Student attendance rates, government schools, by sex and State and Territory, 2008 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Male	94	94	94	94	94	94	92	90	89	89	91	83
Female	94	94	94	94	94	94	93	91	89	89	91	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Victoria												
Male	94	94	94	94	94	94	93	91	90	90	90	90
Female	94	94	94	94	94	94	94	91	90	90	89	89
Total	94	94	94	94	94	94	93	91	90	90	89	89
Queensland												
Male	92	93	93	93	93	93	92	90	87	86	86	92
Female	92	93	93	93	94	93	93	91	88	86	88	92
Total	92	93	93	93	93	93	93	90	88	86	86	92
South Australia												
Male	92	93	93	93	93	92	92	90	87	86	92	89
Female	92	93	93	93	93	93	93	90	87	85	92	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Western Australia												
Male	92	92	93	93	93	93	92	90	88	86	n/a	n/a
Female	92	92	93	93	93	93	93	91	88	85	n/a	n/a
Total	92	92	93	93	93	93	93	90	88	86	n/a	n/a
Tasmania												
Male	94	95	95	95	95	94	93	91	90	88	n/a	n/a
Female	94	95	95	95	95	95	93	91	88	86	n/a	n/a
Total	94	95	95	95	95	95	93	91	89	87	n/a	n/a
Northern Territory												
Male	81	82	83	85	84	84	82	81	82	82	81	91
Female	82	84	84	85	85	85	82	81	81	81	82	80
Total	82	83	84	85	84	85	82	81	81	82	81	86
Australian Capital Territory												
Male	93	94	94	94	94	93	90	88	88	88	n/a	n/a
Female	93	94	94	94	94	94	91	89	88	87	n/a	n/a
Total	93	94	94	94	94	93	91	89	88	87	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2008 student attendance data.

Source: MCEETYA

Table 37 Student attendance rates, government schools, by Indigenous status and State and Territory, 2008 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Indigenous	89	89	89	89	89	89	84	81	78	81	87	76
Non-Indigenous	94	94	95	94	94	94	93	91	90	89	92	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Victoria												
Indigenous	88	89	89	89	89	89	86	85	82	82	83	83
Non-Indigenous	94	94	94	94	94	94	94	91	90	90	90	90
Total	94	94	94	94	94	94	93	91	90	90	89	89
Queensland												
Indigenous	85	87	87	87	88	88	87	82	78	76	70	95
Non-Indigenous	93	94	94	94	94	94	93	91	88	87	89	91
Total	92	93	93	93	93	93	93	90	88	86	86	92
South Australia												
Indigenous	80	83	84	83	84	83	83	77	70	70	81	69
Non-Indigenous	93	93	94	94	93	93	93	91	88	86	93	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Western Australia												
Indigenous	78	81	80	82	82	81	81	74	68	64	n/a	n/a
Non-Indigenous	93	94	94	94	94	94	94	92	90	87	n/a	n/a
Total	92	92	93	93	93	93	93	90	88	86	n/a	n/a
Tasmania												
Indigenous	93	94	93	93	93	92	90	86	83	81	n/a	n/a
Non-Indigenous	94	95	95	95	95	95	93	91	89	88	n/a	n/a
Total	94	95	95	95	95	95	93	91	89	87	n/a	n/a
Northern Territory												
Indigenous	70	73	73	74	74	74	73	70	70	69	81	52
Non-Indigenous	92	93	93	93	93	93	92	91	90	89	83	93
Total	82	83	84	85	84	85	82	81	81	82	81	86
Australian Capital Territory												
Indigenous	87	90	90	90	88	90	85	79	76	80	n/a	n/a
Non-Indigenous	94	94	94	94	94	93	91	89	88	87	n/a	n/a
Total	93	94	94	94	94	93	91	89	88	87	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2008 student attendance data.

Source: MCEETYA

Table 38 Student attendance rates, Catholic schools, by sex and State and Territory, 2008 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary ungraded	Secondary ungraded
New South Wales												
Male	94	94	95	94	94	95	94	93	93	92	94	n/a
Female	94	94	94	94	95	94	95	94	93	92	95	n/a
Total	94	94	95	94	95	94	94	93	93	92	95	n/a
Victoria												
Male	93	93	93	93	93	92	94	92	92	91	n/a	n/a
Female	92	93	93	93	93	94	94	92	91	91	n/a	n/a
Total	92	93	93	93	93	93	94	92	92	91	n/a	n/a
Queensland												
Male	93	94	94	95	95	95	94	94	93	92	86	62
Female	93	94	94	94	94	94	94	93	92	90	91	80
Total	93	94	94	95	95	95	94	93	93	91	89	66
South Australia												
Male	94	95	95	95	95	95	94	94	93	92	94	89
Female	94	94	95	94	95	94	94	94	92	92	92	86
Total	94	94	95	94	95	94	94	94	92	92	93	88
Western Australia												
Male	92	92	92	92	93	92	94	94	93	92	92	n/a
Female	91	91	92	92	93	91	93	93	91	92	92	n/a
Total	91	91	92	92	93	91	93	93	92	92	92	n/a
Tasmania												
Male	92	92	95	94	94	94	94	94	92	92	84	92
Female	93	93	93	94	93	94	94	92	92	90	89	89
Total	93	93	94	94	93	94	94	93	92	91	85	90
Northern Territory												
Male	83	83	84	84	86	85	84	84	83	84	n/a	n/a
Female	81	85	83	89	86	86	87	80	84	81	n/a	n/a
Total	82	84	84	86	86	85	85	82	84	83	n/a	n/a
Australian Capital Territory												
Male	95	95	94	93	93	92	92	90	89	88	93	n/a
Female	93	91	94	94	93	92	94	93	90	89	95	n/a
Total	94	93	94	93	93	92	93	91	90	89	94	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2008 student attendance data.

Source: MCEETYA

Table 39 Student attendance rates, Catholic schools, by Indigenous status and State and Territory, 2008 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
New South Wales												
Indigenous	89	90	90	90	90	91	91	87	87	85	90	n/a
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	95	n/a
Total	94	94	95	94	95	94	94	93	93	92	95	n/a
Victoria												
Indigenous	89	90	90	88	88	87	88	84	79	84	n/a	n/a
Non-Indigenous	92	93	93	93	93	93	94	92	92	91	n/a	n/a
Total	92	93	93	93	93	93	94	92	92	91	n/a	n/a
Queensland												
Indigenous	87	89	87	88	88	88	89	90	88	84	96	81
Non-Indigenous	93	94	94	95	95	95	94	93	93	91	88	46
Total	93	94	94	95	95	95	94	93	93	91	89	66
South Australia												
Indigenous	89	95	92	89	88	90	92	82	89	85	n/a	45
Non-Indigenous	94	94	95	94	95	94	94	94	92	92	93	88
Total	94	94	95	94	95	94	94	94	92	92	93	88
Western Australia												
Indigenous	73	71	77	75	76	76	81	77	79	76	n/a	n/a
Non-Indigenous	92	92	93	93	94	92	94	94	92	93	93	n/a
Total	91	91	92	92	93	91	93	93	92	92	92	n/a
Tasmania												
Indigenous	91	94	94	92	93	93	96	92	94	87	93	90
Non-Indigenous	93	93	94	94	93	94	94	93	92	91	85	90
Total	93	93	94	94	93	94	94	93	92	91	85	90
Northern Territory												
Indigenous	67	72	72	75	77	71	72	69	71	69	n/a	n/a
Non-Indigenous	91	91	90	91	90	90	90	89	89	88	n/a	n/a
Total	82	84	84	86	86	85	85	82	84	83	n/a	n/a
Australian Capital Territory												
Indigenous	92	92	87	88	91	87	92	86	87	88	n/a	n/a
Non-Indigenous	94	93	94	93	93	92	93	92	90	89	94	n/a
Total	94	93	94	93	93	92	93	91	90	89	94	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2008 student attendance data.

Source: MCEETYA

Table 40 Student attendance rates, independent schools, by sex and State and Territory, 2008 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
New South Wales												
Male	95	95	95	95	95	95	95	94	95	94	94	93
Female	94	94	95	95	95	94	95	94	94	93	96	89
Total	95	94	95	95	95	95	95	94	94	93	95	91
Victoria												
Male	93	94	95	95	94	94	95	94	93	94	88	83
Female	94	93	95	94	94	93	94	94	93	92	92	79
Total	93	94	95	94	94	94	94	94	93	93	91	82
Queensland												
Male	93	93	94	93	94	94	94	93	93	93	96	88
Female	93	93	93	94	94	94	93	93	93	92	97	100
Total	93	93	93	93	94	94	93	93	93	92	96	92
South Australia												
Male	92	95	95	95	95	94	94	95	94	94	91	96
Female	94	94	95	95	95	95	93	94	93	93	93	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Western Australia												
Male	93	93	94	94	94	94	95	94	95	93	85	65
Female	93	93	94	94	94	94	95	94	92	92	86	65
Total	93	93	94	94	94	94	95	94	93	93	85	65
Tasmania												
Male	92	92	94	94	94	95	95	94	93	93	93	99
Female	92	92	93	92	93	92	93	93	93	92	n/a	100
Total	92	92	94	93	94	94	94	93	93	93	93	99
Northern Territory												
Male	89	89	92	94	92	90	91	90	86	89	n/a	73
Female	88	92	94	92	93	91	91	90	88	89	n/a	60
Total	88	91	93	93	92	91	91	90	87	89	n/a	66
Australian Capital Territory												
Male	95	94	94	94	95	94	94	94	95	95	n/a	n/a
Female	94	94	94	94	94	93	91	95	94	92	n/a	n/a
Total	95	94	94	94	95	94	93	95	94	94	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2008 student attendance data.

Source: MCEETYA

Table 41 Student attendance rates, independent schools, by Indigenous status and State and Territory, 2008 (per cent)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
New South Wales												
Indigenous	91	91	92	91	93	94	92	88	84	76	88	98
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	95	91
Total	95	94	95	95	95	95	95	94	94	93	95	91
Victoria												
Indigenous	91	93	93	86	95	91	85	93	89	87	100	79
Non-Indigenous	94	94	95	94	94	94	94	94	93	93	90	82
Total	93	94	95	94	94	94	94	94	93	93	91	82
Queensland												
Indigenous	83	86	86	87	88	89	88	89	85	84	92	81
Non-Indigenous	94	93	93	94	94	94	94	94	93	93	97	92
Total	93	93	93	93	94	94	93	93	93	92	96	92
South Australia												
Indigenous	88	89	88	86	91	94	82	88	84	89	98	79
Non-Indigenous	93	94	95	95	95	95	94	94	94	93	92	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Western Australia												
Indigenous	74	75	75	76	85	83	80	85	85	81	72	53
Non-Indigenous	94	94	95	94	94	94	95	95	94	93	97	73
Total	93	93	94	94	94	94	95	94	93	93	85	65
Tasmania												
Indigenous	94	95	97	92	94	95	95	91	91	90	n/a	n/a
Non-Indigenous	92	92	93	93	94	94	94	93	93	93	93	99
Total	92	92	94	93	94	94	94	93	93	93	93	99
Northern Territory												
Indigenous	64	71	77	73	67	71	84	84	75	82	n/a	66
Non-Indigenous	92	94	96	96	95	94	92	92	91	91	n/a	n/a
Total	88	91	93	93	92	91	91	90	87	89	n/a	66
Australian Capital Territory												
Indigenous	90	89	95	91	90	86	80	93	75	86	n/a	n/a
Non-Indigenous	95	94	94	94	95	94	93	95	94	94	n/a	n/a
Total	95	94	94	94	95	94	93	95	94	94	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2008 student attendance data.

Source: MCEETYA

Explanatory notes for the 2008 student attendance data

 [List of Tables and Figures](#)

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The agreed key performance measure for collecting student attendance data is:

the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period.

Student attendance data is reported for full time students in years 1–10. This is a new performance measure and currently student attendance data is not collected uniformly across jurisdictions and schooling sectors. The differences between the data collections are outlined below.

Collection period

The Australian Education Systems Officials Committee (AESOC) agreed that student attendance be measured over the first semester in the school calendar year. The data is not nationally comparable in its present form due to variability in the collection methodologies used across the schooling sectors.

Under the transitional arrangements endorsed by AESOC, the collection period is the full first semester, as defined by each State/Territory's school calendar (and including the month of May).

The non-government sectors agreed to collect the data over a period including the last 20 days in May 2008. Both the Catholic and independent school sectors collected the data during the period 5 May to 30 May 2008.

Collection methodology

In New South Wales the data were for full-time, years 1–10 students only. All government school students in years 1 to 10 were regarded as full-time.

In Victoria, attendance data were collected through the CASES21 system.

In Queensland, the average student attendance rates for government schools were based on the attendance information for individual students in years 1–10 recorded on each school's School Management System (SMS). Absence details were recorded on the SMS against student records for each full-day or half-day of absence. Absence data for students with an active enrolment for any part of Semester 1 at each school were collected centrally from each school's SMS.

In South Australia, absence data held in government school administrative systems at the student unit record level is centrally collected through the Central EDSAS Data Store. A snapshot of whole and half day absences for Semester 1 (ie, Term 1 and Term 2) is taken and held in the department's Student Census System as part of the Term 3 census collection annually.

In Western Australia, the data were for all full-time students in years 1–10. Attendance data held in school systems was centrally accessed and stored through the School Attendance and Management System. Attendance/absence data in primary schools was recorded on a half-day basis. For secondary schools, the data was initially recorded on a 'period' basis and then converted to half-days.

For Tasmanian government schools, absence data were collected at individual student record level via the Schools Administration Computer System (SACS) for each school. These data were collected centrally in a data warehouse. For the National Attendance Measures Project, data on whole-day absences for Tasmanian government primary, high, district high and special schools students in years 1–10 were extracted for the term encompassing the month of May (Term 1 for schools in Tasmania).

In the Northern Territory, enrolment and attendance data were collected for individual students through the Schools Administration and Management system. The data were collected at most government schools on a weekly basis, processed centrally and stored in a data warehouse. Attendance data were reported for students in year/grade levels 1–10 attending a government school at any time during Semester 1. Most students in years 1–10 in government schools were regarded as full-time. Where attendance/absence data was not initially recorded on a half-day basis, such as in primary schools, it was converted to half-days, e.g. secondary schools recording period attendance.

In the Australian Capital Territory, enrolment and attendance data were collected through the electronic school management system at the school. For primary school attendance data, teachers recorded student attendance daily (to the level of half day attendance), and the absence data was aggregated at the end of each term, entered in the school management system and swept into the central database. Secondary school attendance data was recorded at each teaching period, entered into the school electronic system and then swept into the central database.

Data for the Catholic and independent school sectors were collected through the Australian Government's online data collection system, known as the Student Attendance System. Individual non-government schools entered 2008 student attendance information directly into this system. The non-government sector was also able to add data for all of their system schools. The system does not impose any limitations on the collection methodology used by the non-government school sectors.

Inclusion/exclusion (includes students enrolled at more than one school during the collection period)

In New South Wales, data were for full-time, years 1–10 students only. All government school students in years 1–10 are regarded as full-time.

In Victoria, year 1 is the second year of compulsory schooling, with Prep being the first year. Prep data was not provided in the attendance rates. The figures for years 1–10 include students in primary, secondary and primary/secondary schools.

In Queensland, absences were collected from each school at which the student had an active enrolment. Attendance was calculated on full-time students only, therefore students enrolled at multiple schools were excluded from the calculation.

In South Australia, the data included students who were enrolled during Semester 1, regardless of school, and who were active or left at the time of the Term 3 census. The calculated 2008 attendance rate included full-time students in years 1–10, and year 1–10 ungraded students in all South Australian government schools.

In Western Australia, students attending all or part of the collection period were included. Students who moved schools during the collection period were included.

In Tasmania, students in Ashley School, a residential school located within the Ashley Youth Detention Centre, were excluded.

In the Northern Territory, students attending all or part of the collection period (Semester 1) were included, as were students who moved between government schools during the collection period. Students enrolled at two schools with an FTE of 0 at the second school were counted only once. Students who attended the Northern Territory School of Music or the Northern Territory Language Centre were not included (dual enrolments). Transition students (pre-year 1) were excluded. Remand students were excluded, as remand schools cannot provide identifiable student level information due to the privacy principles of the *Juvenile Justice Act 1987*.

In the Australian Capital Territory, absences were collected from each school at which the student had an active enrolment. There were no students enrolled at more than one Territory public school during the collection period.

Ungraded students

There was variation in the treatment of ungraded students across the jurisdictions.

In New South Wales, ungraded students in mainstream schools were classified as either primary or secondary according to their level of education. Students enrolled in schools for specific purposes were not included in the absence collections.

In Victoria, the ungraded attendance rate included both primary and secondary students. The ungraded figure included students in special schools only. Victoria was unable to report ungraded students separately for primary and secondary schooling, therefore, the same data appears in both the Primary Ungraded and Secondary Ungraded columns in the data tables.

In Queensland, ungraded students were excluded from the year level attendance rates and from the school attendance rate.

In South Australia, ungraded included full-time years 1–10 students in special classes on the basis of disability, personal and other health care needs, or due to intensive English support needs.

In Western Australia, there were no ungraded primary students and very few ungraded secondary students. Any ungraded secondary students are excluded from the year level attendance rates.

In Tasmanian government schools, there were no ungraded students.

In the Northern Territory, students were allocated to a grade by the school, based on a student's age or current level of schooling. In situations where a student had recently enrolled and a grade had not yet been determined, or the school was unable to allocate a specific year level, eg, the student had special needs or participated in an Intensive English program, they were allocated to ungraded primary or ungraded secondary by the school. The attendance for these students was reported under Ungraded Primary or Ungraded Secondary based on this identifier.

In the Australian Capital Territory, Special Needs students were assigned a year level and their attendance data was included in the year level calculation, ie, there were no ungraded students in the public school system.

Part-day attendance

In New South Wales, for statistical purposes, students who attended school for less than three hours a day were regarded as a partial absence (0.5 of a day), and students who attended for more than three hours were regarded as having attended for the full day. Partial absences were not included as absences.

In Queensland, full-day and half-day absences were included in the attendance rate. Schools were required to mark students on the roll as either present or absent from their educational program at least twice daily, once in the morning and once in the afternoon, which directly informed how a student's attendance was recorded in the School Management System (SMS). Days absent were recorded in SMS as morning, afternoon, or all day absences.

In South Australia, full- and half-day absences counted towards absence rates. Part-day absences, ie, late arrivals, early departures, were not included as absences and therefore counted as attendance.

In Western Australia, attendance/absence data in primary schools was recorded on a half-day basis. In secondary schools it was initially recorded on a period basis and this was converted to half-days. All attendance rate calculations were based on half-days. As a general guide, a student needed to attend for at least 75 per cent of the time to be considered 'present', therefore it was possible for students to arrive late and leave early without being shown as absent for a half-day.

In Tasmanian government schools, part-day attendance was counted as attendance.

In the Northern Territory, if a student attended school for 50 per cent of the day or more (a day being a minimum of two half-day sessions), they were classified as present for the day, eg, at a primary school where they attended one session out of the two. If the student attended less than half a day, eg, at a secondary school where they attended two periods out of a possible six periods, they were classified as absent. Primary schools marked attendance twice daily in the morning and afternoon. Some remote schools marked attendance three times a day, eg, early morning, late morning and afternoon. Secondary schools using a timetable recorded attendance for every period, eg, four to eight periods per day. All variations were converted to half-day attendance.

In the Australian Capital Territory, primary school students were recorded in the class roll as either present or absent from their educational program at least twice daily, once in the morning and once in the afternoon. Half-day absences were either morning or afternoon. In high school (years 7–10) student attendance was recorded for every teaching session during the day in the school management system.

Methodology for calculation

In New South Wales, the attendance rate is calculated as 1 minus the absence rate. The absence rate is calculated as the total number of days absent in the period for a group of students (ie, girls in year 7 in Term 1 in a school), divided by the total number of days on which the group might be expected to attend for the term, expressed as a percentage. The denominator does not consider actual days enrolled per student, but assumes all students were enrolled for the total number of days.

In Victoria, the data represents the number of actual full time equivalent 'student days' attended in Semester 1 2008 as a percentage of the total number of possible student days attended over that period.

In Queensland, the attendance data (from SMS) were used to determine for each student the number of days it was possible for the student to attend in Semester 1. This calculation was based on analysis of the school calendar together with the student's enrolment and exit dates. Only school days were counted, with local holidays, public holidays, etc., being removed. The total of the full- and half-day absences for each student were calculated and then subtracted from the days possible to arrive at the number of days in attendance at each school. The attendance rate calculation was based on information for all full-time students enrolled in years 1–10 at a government school.

In South Australia, an absence rate is calculated by aggregating the number of days of absence (including aggregating half-days) and dividing by the aggregated number of 'potential days of attendance', based on the student enrolled days.

In Western Australia, the attendance data were aggregated from individual student data using the enrolment commencement and cessation dates and based on available half-days minus half-day absences, multiplied by 100 and divided by the available half-days.

For Tasmanian government school students, the attendance rate was calculated by subtracting the total number of whole-day student absences from the potential number of days at school and then dividing by the potential number of days at school. Term 1 was from 14 February to 30 May 2008, resulting in a total of 69 student days.

In the Northern Territory, the formula used was, the attendance rate was calculated as follows:

Each student was examined to determine whether they attended 50 per cent or more of the periods they were expected to attend on a day. For each group of students, eg, year 3 girls, the number of students who attended according to this rule is summed as 'Attending Students'. For each group of students, the average number of 'Attending Students' per day is calculated across the semester as 'Average Attending Students'. For each group of students, the average number of students expected to attend on a day is calculated as 'Average Expected'. For each group of students, 'Average Attending Students' is divided by 'Average Expected' to calculate an attendance rate. Only school days were counted, ie, public holidays were not included.

In Australian Capital Territory primary schools, the number of days attended by each student was calculated as the difference between the total number of days possible to attend, and the aggregate number of full-day (1.0) and half-day (0.5) absences. In high schools, the aggregate number of days absent for each student was generated by dividing the number of sessions absent by the number of teaching sessions per day and totalling the days possible to attend in Semester 1. The number of days attended by each student was calculated as the difference between the total number of days possible to attend and the aggregate number of days absent (or part thereof). The average student attendance rate for each year level was generated by dividing the total number of days attended by all students within the year level by the total number of days possible expressed as a percentage.

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.

Full-Time Equivalent (FTE) of students

Please note that for Tables 6 and 7, where FTE is stipulated, the FTE of part-time students is added to the number of full-time students.

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

A student is considered to be Indigenous if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. The term 'origin' is considered to relate to people's Australian Aboriginal or Torres Strait Islander descent and for some, but not all, their cultural identity.

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, the Australian Capital Territory (and the Northern Territory from the start of 2008), 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, the Australian Capital Territory and the Northern Territory, secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, Western Australia and South Australia 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, the Australian Capital Territory and the Northern Territory from the start of 2008, and years 8 to 10 in Queensland, South Australia and Western Australia. 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, the Northern Territory and the Australian Capital Territory, primary education may extend from pre-year 1 to year 6 (or equivalent). In South Australia 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, the Northern Territory and the Australian Capital Territory, secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, South Australia and Western Australia, 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*.