

2007

# National Report

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## 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

# **ANR 2007 Chapter 1**

## **The context of Australian schooling**

### **Responsibilities for schooling in Australia**

During 2007, 3.441 million students (including part-time students) attended school in 9,581 institutions across Australia. The Constitution of Australia allocates primary responsibility for school education to State and Territory governments, all of which provide and manage government schools and support non-government schools.

Government schools operate under the direct responsibility of the relevant State or Territory Minister, while non-government schools are established and operate under conditions determined by government registration authorities. Many non-government schools have some religious affiliation, most with the Catholic Church: 20.2 per cent of all full-time students and 60.2 per cent of non-government full-time students were enrolled in Catholic schools in 2007.

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 2007, the Australian Government's policies and programs for schools were administered through the Department of Education, Science and Training (DEST). Through DEST, the Australian Government provides supplementary funding to both government and non-government school authorities to support agreed priorities and strategies. The overall result is that government schools receive the majority of their government funding from State and Territory governments, while non-government schools receive the majority of their government funding from the Australian Government.

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

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

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

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

## Functions

MCEETYA's areas of responsibility are pre-primary education, primary and secondary education, vocational education and training, higher education, employment and linkages between employment/labour market programs and education and training, adult and community education, youth policy and programs and cross-sectoral matters. This work takes place in close interaction with the Ministerial Council on Vocational and Technical Education (MCVTE), which holds a statutory responsibility in relation to certain aspects of vocational education and training. MCVTE replaced the Ministerial Council on the Australian National Training Authority, in November 2005.

MCEETYA's functions include:

- coordination of strategic policy at the national level
- negotiation and development of national agreements on shared objectives and interests (including principles for Australian Government–State and Territory relations) in the Council's areas of responsibility
- negotiations on the scope and format of national reporting on areas of responsibility
- sharing information and collaborative use of resources, including national research funds, towards agreed objectives and priorities
- coordination of communication with, and collaboration between, related national structures.

## MCEETYA advisory and support structures

MCEETYA is supported by a number of advisory and support structures and the Australian Education Systems Officials Committee (AESOC). AESOC 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 2007, the Northern Territory hosted the Council meeting and provided the Chair for both MCEETYA and AESOC. The Council is serviced by a small, independent secretariat, which is located in Melbourne and is funded by all member governments.

## The structure of Australian schooling

Schooling in Australia is compulsory for children from the ages of 6 to 15 (16 in Western Australia, South Australia and Tasmania). However, as indicated in Table 1.1, most children start school when they are younger than 6 and remain at school beyond the age of 15. It is usual for children to start full-time schooling nearing the age of 5, when they enrol in a class that is variously called 'kindergarten', 'preparatory', 'transition', 'reception' or 'pre-primary'. The majority of these students will have already had some part-time school or preschool experience.

In most cases, these students commence year 1 sometime between the ages of 5 and 6. Primary education then continues for either six or seven years, depending on the State or Territory concerned (see Table 1.1). Specific arrangements that apply in each State and Territory are discussed below.

**Table 1.1 Primary and secondary school structures, and ages of commencement for year 1, by State and Territory, 2007**

	<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	Preparatory (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(e)
Northern Territory	Preschool	Transition (f)	January, 5 years turning 6 by 30 June	Years 1–7	Years 8–12 (g)
Australian Capital Territory	Preschool	Kindergarten	January, 5 turning 6 by 30 April	Years 1–6	Years 7–12

Note:

- (a) From 2007, the preparatory year is offered in Queensland primary schools, replacing the current part-time State preschool year. Children enrolled in the preparatory year from 2007 must be at least 5 years and 6 months on 31 December of the proposed year of attendance at the school. From 2008, children enrolled in Year 1 must be at least 6 years and 6 months old on 31 December of the proposed year of attendance at the school.
- (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) Schooling in Tasmania is compulsory from the ages of 5 years (Preparatory year) to 16 years (Year 10). Whilst not compulsory, kindergartens are part of Tasmania's formal schooling structure and approximately 97 per cent of four year olds participate.
- (f) Staggered intake for each term. Several schools have participated in the Age of Entry Policy Trial. The trial provides a streamlined enrolment structure to enable consistency and equity for access to two years pre-compulsory early learning programs and a single intake into Transition at the start of the year for all children turning five on or by 30 June.
- (g) In some places, Northern Territory's secondary schooling begins at Year 7. From 2007, the structure of secondary schooling in the Northern Territory changed with Year 10 moving to form part of the senior years. This will be followed in 2008 by the implementation of middle years schooling for students in Years 7 to 9. However, in some parts of the Northern Territory, secondary schooling beginning at Year 7 is already current practice.

*Source:* State and Territory departments of education, Australian Government DEEWR, *Country Education Profiles: Australia 2007*

In 2007, there were approximately 1.971 million full-time equivalent primary school students in Australia, 70.1 per cent of whom were enrolled in government schools.

Secondary schooling is available for either five or six years according to States and Territories' arrangements, as shown in Table 1.1. Students normally commence secondary school at about age 12.

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

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



- reached 16 years-of-age or completed year 10 (Queensland) or
- completed the end of the year level in which they turned 16 years-of-age (Western Australia).

In 2007, there were approximately 1.456 million full-time equivalent Australian secondary school students, 61.5 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.

# National consistency in schooling in Australia

## Common school starting age and associated nomenclature

In 2004, MCEETYA agreed to implement a uniform national school starting age by 2010, subject to the Australian Government agreeing to discuss cost implications with affected States and Territories. The Common School Starting Age project commenced in February 2005, and was commissioned to investigate the costs, benefits, risks and opportunities associated with implementing a common school starting age. The project focused on gathering data and analysis, including the modelling of possible scenarios and analysis of required implementation phases.

A final report was made available for ministers' consideration in 2006 following jurisdictions' consideration of the findings of the report. Ministers agreed to further examine a common minimum school starting age of 4 years 6 months, including the educational and financial implications and associated nomenclature, having regard to the other minimum school starting ages currently in place.

In 2007, based on the results of this further examination, ministers decided that the implementation of a National Eligible School Starting Age should not yet proceed, given that:

- no educational benefit had been demonstrated
- affected States and Territories would incur significant costs, and
- funding arrangements have not been identified.

Ministers also undertook to confirm that their policies and practices ensure that no child moving interstate will be disadvantaged in his/her progress through the school system by different State and Territory school starting ages.

## Interstate Student Data Transfer Note

From 1 January 2006, all education authorities (including the non-government sector) implemented a national system for the transfer of student information between schools when children move from one state to another. This national system was designed to contribute to the student's positive adjustment to the new environment by enabling the new school to access timely information about a student's prior school experience. The national system is based on using a common Interstate Student Data Transfer Note (ISDTN) and set of protocols.

The ISDTN and associated documents for government and non-government schools can be found at the MCEETYA website,

[http://www.mceecdya.edu.au/mceecdya/isdtn\\_interstate\\_student\\_data\\_transfer\\_note,12095.html](http://www.mceecdya.edu.au/mceecdya/isdtn_interstate_student_data_transfer_note,12095.html)

## Statements of Learning

As a means of achieving greater national consistency in curriculum outcomes across the eight States and Territories, ministers at the July 2003 meeting of MCEETYA requested that Statements of Learning be developed in English, mathematics, science and civics and citizenship. It was agreed that Statements of Learning would

describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of years 3, 5, 7 and 9.

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

Ministers requested that the Statements of Learning for English be developed first, with other domains to follow, depending on the success of the work on English.

In 2005, ministers gave in-principle support for the Statements of Learning for English and agreed to proceed with the development of the additional areas as outlined above, and to add Information and Communication Technologies (ICT) as a further area in light of the Australian Government's quadrennium funding legislation, *Schools Assistance (Learning Together – achievement through choice and opportunity) Act 2004* (Schools Assistance Act).

The Schools Assistance Act required jurisdictions to develop Statements of Learning in five domains – English, Mathematics, Science, Civics and Citizenship, and ICT – by 1 January 2006, and to implement them by 1 January 2008. The Schools Assistance Act also required jurisdictions to implement common testing standards in the five domains by 1 January 2008.

As a consequence of the conditions outlined in this legislation, MCEETYA also requested AESOC to provide advice on the relationship between Statements of Learning and national standards and testing. While requesting this additional work MCEETYA did, however, endorse a position that testing would not be developed to match each of the junctures of the new Statements of Learning, and confirmed that the existing testing program would satisfy the relevant conditions of the new legislation. At this time, MCEETYA also added requirements for a year 9 cohort test for literacy and numeracy and for testing of the full range of abilities for literacy and numeracy, rather than only for the minimum benchmark standard.

In 2006, ministers approved the Statements of Learning for mathematics, science, civics and citizenship and ICT and agreed on a process for jurisdictions to comply with the relevant section of the Schools Assistance Act on the implementation of the Statements of Learning.

The statements can be found online at:

[http://www.mceecdya.edu.au/mceecdya/statements\\_of\\_learning.22835.html](http://www.mceecdya.edu.au/mceecdya/statements_of_learning.22835.html).

Through 2007, jurisdictions worked to implement the Statements of Learning by 1 January 2008. This process involved ensuring that syllabus and curriculum documents used to underpin learning programs in government and non-government schools addressed and incorporated the Statements of Learning.

By 1 January 2008, State and Territory ministers will provide to the Australian Government Minister for Education a detailed map, showing how the specific elements of the Statements of Learning are present in the relevant curriculum documents. Alternatively, jurisdictions have the ability, if they choose, to explicitly use Statements of Learning in the re-drafting of curriculum documents as a means of satisfying the mapping requirements for a domain. This option has suited those jurisdictions undergoing major curriculum/syllabus review planned prior to 1 January 2008.

## **Common National Tests: National Assessment Program – Literacy and Numeracy (NAPLAN)**

In 2005, MCEETYA decided to develop and conduct a trial of nationally common testing instruments in literacy and numeracy for years 3, 5, 7 and 9 in a sample of schools in all States and Territories in 2006.

The trial was conducted in May 2006 and an evaluation report prepared for ministers including details of:

- the rigour of the proposed tests
- the suitability of Statements of Learning for the development of national tests

- whether the tests provide sufficient diagnostic information
- development of new standards to cover the full range of student achievement, and
- revision of the benchmarks.

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

In December 2006, AESOC members agreed that Curriculum Corporation be commissioned to manage the delivery of the 2008 and 2009 tests and, in early 2007, appointed a Steering Group to oversee the introduction of the tests. The Steering Group was comprised of representatives of each jurisdiction at Secretary or Deputy Secretary level, and from the National Catholic Education Commission and the Independent Schools Council of Australia.

During 2007, the tests, known as the National Assessment Program — Literacy and Numeracy (NAPLAN), were developed for years 3, 5, 7, and 9 in reading, writing, language conventions (comprised of spelling, grammar and punctuation) and numeracy.

The tests were quality assured through Curriculum Corporation's processes, as well as by experts in curriculum and various relevant areas. An independent group of experts in measurement and assessment also provided advice on test development, reporting, data and quality assurance.

With national testing, a single (vertical) achievement scale is being developed for each assessed area across year 3 to year 9 (rather than a separate scale for each year level), which brings a number of advantages. This new scale will provide the capacity to measure and report the full range of performance, enabling monitoring of the progress of students' achievement throughout their schooling.

Parents across Australia will also receive the same reports, showing their child's achievement against the national average. Of the total ten bands on the achievement scale, the report will show the six bands relevant to each year level with the individual student's location and the national average for reading, writing, language conventions (comprising spelling and grammar and punctuation) and numeracy.

The first of the NAPLAN tests will take place from Tuesday to Thursday, 13 to 15 May 2008.

## Autonomy of school principals and school governing bodies

This report 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 in New South Wales government schools belong to a statewide system of public education that provides frameworks and shared values for the operation of schools, curriculum and assessment. Each school is

part of a system committed to the principles of inclusiveness, equity, social justice, ethical practice and excellence.

The role and responsibilities of the principal are described in key policy and legislation including the *Teaching Service Act 1980*, the *Teaching Service Regulation 2007* (Section 9: Management of Schools) and *Leading and Managing the School* (2000). *Leading and Managing the School* is a statement of the key accountabilities of principals in the effective educational leadership and management of New South Wales' government schools with reference to:

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

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

The balance between staffing all schools with quality teachers and providing principals, within statewide guidelines, flexibility to choose their staff is a critical issue. The workforce planning and staffing systems in New South Wales have external support. Lyndsay Connors in *Time and tide: a report on the need to invest in the renewal of the public school teaching service* (February 2007, available online at: [http://www.nswtf.org.au/media/latest\\_2007/files/20070212\\_time.pdf](http://www.nswtf.org.au/media/latest_2007/files/20070212_time.pdf)) noted that the New South Wales government school system benefits from a structure which allows system-wide monitoring of teacher supply and demand trends and analysis of the impact of changes to the system.

Principals in New South Wales have the discretion to allocate 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 that lead to significant efficiencies and economies of scale for the New South Wales government school education system.

## Victoria

Each Victorian government school 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 departmental guidelines and government policies. At the same time, the principal is the executive officer of the school council.

The principal and the school staff are employees of the Victorian Department of Education and Early Childhood Development. The school council also 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, the school council and the school community.

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

## Queensland

The Queensland Department of Education, Training and the Arts works closely with principals, school communities and teachers to ensure there is a match between student needs and teacher capabilities. The Queensland government supports employment security and the majority of government school teachers are appointed permanently.

A framework of broad systemic policies exists to support the school principal. These include:

- school communities
- health and safety
- financial resources
- schools management
- legal and legislation
- Human Resources
- Curriculum and studies.

Ongoing professional development of principals is a key element of the department's efforts to facilitate the effective implementation of policies including through the introduction of the *Leadership Matters – Leadership capabilities for Education Queensland principals* in 2007, to establish a shared understanding of the evolving roles of the principal in Education Queensland schools. Aspirational in nature, *Leadership Matters* emphasised the importance of the principal as a lifelong learner – and thus provided a clear focus for those who aspire to this position. It emphasised the principal's responsibility to provide leadership of the highest quality, to build leadership capabilities in others, and to recognise the tensions and complexities of leading in a variety of learning contexts.

State schools manage their own operational budget in line with the department's 2006–2008 *School Improvement and Accountability Framework*. This provides an integrated framework for Queensland State schools to achieve and sustain the vision of *Queensland State Education – 2010*, the Education and Training Reforms for the Future agenda and the outcomes and targets of *Destination 2010*. The framework assists schools to integrate effective planning, provide transparent reporting and quality assurance to enable principals to manage their school budgets according to localised strategies that align with each school's Strategic Plan.

## South Australia

The Department of Education and Children's Services (DECS) recruitment and selection staffing process enables schools to have direct involvement in the selection of teaching staff for the majority of their vacancies. This is achieved by establishing Local Selection Panels, comprising the principal or nominee, and an elected union representative. Many of the positions are advertised to a wide pool of applicants, including current permanent teachers, employable teachers and graduating students. Others are filled by selection from specific pools of teachers who have applied for employment or alternative placements.

From 2005, all DECS sites have been provided with financial resourcing on an entitlement basis rather than per capita, for locally determined use, but within the requirements of industrial and historical agreements. Governing

councils must approve site budgets and a council committee generally carries out budget preparation and monitoring, with the site leader as day-to-day manager of the process. Costs incurred centrally in providing the services required by sites e.g., staff salaries and utilities costs are deducted from the entitlement each month and the balance transferred to a site-controlled investment account.

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

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

- set the broad direction and vision of the school
- engage in strategic planning for the school
- determine policies for the school, including policies for the safety, welfare and discipline of students
- determine the application of the total financial resources available to the school, including the regular review of the budget
- monitor and review the Site Learning Plan and
- report to the school community and the Minister on the strategic plan, the finances of the school, and the council's operations.

## Western Australia

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

In Western Australia, the *Curriculum Assessment and Reporting K–10 Policy and Guidelines* mandates that schools are to provide a balanced curriculum that maximises the capacity of all students to achieve the outcomes of the *Curriculum Framework*. In addition, the *School Improvement and Accountability Policy* states that, 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. This enables schools to maximise the use of financial resources when planning for their desired educational outcomes. Schools are required to formulate a budget according to identified school needs and priorities.

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

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

The capacity of all schools to have the autonomy to locally select teaching staff was implemented in 2005. Local selection is a delegated responsibility that assists principals to match their staff profile with school needs and it was intended to phase-in to all schools over a three-year period. The nomination process for schools wishing to

access local selection was postponed at the beginning of 2007, pending the outcome of a review into teacher recruitment and workforce planning practices.

As a result, only new schools opened in 2007 and existing schools that nominated before 2007, were able to locally select teaching staff. In 2007, 442 schools had access to local selection.

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

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

## Tasmania

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

Through the *Student at the Centre Plan (2006–07)*, Tasmania has a system of increasing devolution of resources and management responsibility to schools through four Learning Services. Devolution of funding allows schools more choice about the types of resources acquired. There is also an extensive process of consultation with schools to satisfy, where possible, their individual needs in the allocation of non-devolved resources.

Learning Services support schools in each of the north, north-west, south and south-east areas of the State. In providing support, Learning Services work collaboratively with schools and through School Improvement Boards appointed by the Minister for Education. Support includes professional learning across teaching, curriculum and assessment, as well as human resource, finance and facilities support. Learning Services have a key role in facilitating the sharing of resources, knowledge, innovation and learning between schools and across the State, and responding to schools on the basis of their improvement needs.

Learning Services are also responsible for, and coordinate learning support, particularly for students with special and additional needs. Support teachers, guidance officers, social workers and speech and language pathologists, who are based in schools, provide support services for these students.

School-based Department of Education staff members are employed under the *State Service Act 2000*. Under this Act, principals have the delegated authority to recruit and select for fixed-term staffing appointments. While the delegation for authorising all permanent appointments rests with the Director, Human Resources Management Branch, merit selection is made at the local level with principals or their nominees involved in, and/or managing selection processes. Permanent principal level vacancies are filled through merit selection with community representation on local selection panels.

## Northern Territory

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

Most school councils are incorporated under Section 71 of the Northern Territory *Education Act 1979* 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.

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

- examining the manner in which the educational policies of the Territory are to be implemented at the school and advise the principal accordingly
- inquiring into, and identify the particular needs of the community and provide advice
- advising on initiatives for improving links between the school, parent organisations, other association and the community in general
- assessing the needs of the school in relation to buildings, facilities, equipment, needs of students and teachers and other staff and make recommendations to the Chief Executive
- within the scope allowed, determine the purposes for which moneys allocated by the Department of Employment, Education and Training (DEET) can be expended and expend the funds accordingly
- exercising general control of the buildings and grounds, and with consent of the Chief Executive, supervise the conduct of work carried out at the school
- controlling the manner in which prescribed services are rendered
- advising the Chief Executive in relation to job descriptions for the positions of principal
- advising the principal in relation to job descriptions for the teaching and school support staff
- employing such persons as the school council thinks fit under approved terms and conditions
- engaging in approved fundraising activities and expend funds accordingly and
- performing other functions conferred by the Northern Territory Minister for Employment, Education and Training in writing.

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

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

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

All schools in the Northern Territory are required to meet the requirements of the Northern Territory Curriculum Framework to year 10. For years 11 and 12, the requirements are those of the Senior Secondary Assessment Board of South Australia. A school council may advise the principal on the manner in which NTCF and SSABSA requirements will be implemented.

In 2007, DEET prepared the way for the uptake of principals' and school councils' responsibilities in relation to implementing and reporting against the DEET Accountability and Performance Improvement Framework (APIF). The APIF was developed to assist DEET to achieve improved standards and deliver its goals and priorities through high-quality, measurable service standards.

Under the APIF, principals facilitate the development of school Strategic Improvement Plans every four years, as well as Annual Operational Plans in consultation with school stakeholders. The Annual Operational Plans map the processes needed to achieve the goals and targets identified in the Strategic Improvement Plans. Both the Strategic Improvement Plans and Annual Operational Plans are endorsed by individual school councils. At the end of each school year, principals are responsible for providing an Annual Performance Report to their communities and their school councils that provides information on the school's performance against the Annual Operational Plan.



# Australian Capital Territory

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

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

The *Education Act 2004* requires the Chief Executive to establish the principles and framework of the curriculum to be implemented in all schools. Through extensive consultation, the principles were agreed and the framework was fully trialed during 2007. Implementation of the new curriculum framework will take place from the start of 2008. The curriculum framework is the core for what is essential learning for every student in government and non-government sector schools. In keeping with the school-based curriculum responsibility, the *Essential Learning Achievements* identify what is essential for all students to know (essential content), understand, value and achieve from preschool to year 10.

Australian Capital Territory government school principals are responsible for staffing based on enrolments. Principals work with the department's Staffing Office to determine global staffing. Principals chair panels to determine deputy principal, other executive and senior teaching positions. The department establishes panels to select principals that include school board chairs. School support staff may be appointed by a school panel for any new positions or by the department when a surplus of support staff exists.

Individual school principals, in collaboration with their school board, develop an operational budget minus the staffing component. As stipulated in the Australian Capital Territory *Education Act 2004*, the budget is determined by the department's School-Based Management guidelines and must be approved by the school board.

The department has developed a number of school policies and management manuals to support schools principals, including policies on health and safety; legal, school and financial management; human resources and curriculum. Each policy is updated on a calendar basis, or as regular as necessary.

## 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. Whilst the majority of independent schools have links to church organisations, principals and governors are largely free to make staffing, curriculum, financial and other operational and management decisions with little involvement from the church body. Some small independent school systems, such as Seventh-day Adventist schools, centralise some aspects of school operations such as industrial relations and staffing in order to achieve economies of scale. However, it is normal practice for individual school principals and/or members of school governing bodies to have a leading role in these processes.

Registration and accreditation of independent schools in New South Wales is the responsibility of the New South Wales Board of Studies, which conducts regular inspections to ensure independent schools' adherence 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. While there is some flexibility in the way schools are undertaking this reporting, the degree of autonomy that schools have in reporting to their communities has been diminished. The Board of Studies also determines curriculum for all schools, with independent schools provided with a reasonable degree of flexibility and autonomy with regard to curriculum delivery and implementation.

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

## **Victoria**

Victoria's independent schools are characterised by their individual governance structures. Each independent school is an individual organisational entity managed by a board of governors or management committee. 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 Regulation and Qualifications Authority.

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

## Queensland

Independent schools in Queensland have a high degree of autonomy in relation to their educational programs, staffing, finances and other aspects of their operations. Independent schools are incorporated entities under various State and federal laws with the majority being either incorporated associations or companies limited by guarantee. A number of independent schools are also statutory authorities under the Queensland *Education (Grammar Schools) Act 1860*.

Under these structures, each school is governed by a Board of Directors, Management Committee or governing body. Most boards follow accepted corporate governance principles, whereby the management and operational aspects of the school are the responsibility of the principal. The governing body, in association with school management, will establish the educational, strategic and financial directions of the school. Within these frameworks, principals have the autonomy to appoint the appropriate school staff, to decide the school's curriculum, programs and co-curricular activities and have responsibility for the school's budget. Generally, the same degree of autonomy exists for principals of independent schools in Queensland, which are part of a school system e.g., the Lutheran and Seventh-day Adventist systems or are owned by bodies such as the Presbyterian and Methodist Schools Association. These system authorities will assist schools with establishing common values and directions and operating guidelines. However, generally, the school board and principal are directly responsible for the management and operation of the school.

## South Australia

Most independent schools in South Australia implement a leadership model that clearly differentiates between governance and management. Key functions of school boards include determining the school's mission and purpose; selecting and assessing the performance of the principal; enhancing the school's public standing; ensuring legal and fiduciary duties are met and the development and monitoring of an overall risk-management strategy. School boards are subject to both State and Commonwealth legislation, in particular, the *Associations Incorporation Act 1985 (South Australia)*.

The relationship between the governing body and the principal is vitally important to the wellbeing and effective functioning of the school.

Each school board, along with the principal, establishes a strategic plan, which sets out the vision and ethos for the school (frequently based on a particular religious faith or educational philosophy) and the future directions for the school. The board is responsible for significant financial matters including long-term financial plans, annual budgets, and the plan for the ongoing development of the school in partnership with the school principal. The board is also responsible for the overall risk management plan for 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.

The principal selects the staff 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 and the compliance requirements of the *Schools Assistance (Learning Together: Achievement Through Choice and Opportunity) Act 2004*. The principal is the educational leader of the school and works within the parameters set by the board.

Some schools belong to a system e.g., Lutheran and Seventh-day Adventist and the system authority has involvement in establishing common values and directions and lines of accountability. The system authority also establishes some policy parameters within which each school operates. This model of local governance and management means that independent schools are able to generate community commitment to the school and to establish a strong link between decision making and accountability.

## Western Australia

In Western Australia, independent schools are required to be registered and are subject to periodic re-registration, as defined by the *Education Act 1999*. To meet the requirements of this Act, each school must have a governing body, the constitution of which must be satisfactory for the purposes of the 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 principal's responsibility. This is achieved through clearly defined delegations giving the principal autonomy in the appointment of school staff, the development of the curriculum, and of the co-curricular program, and the enrolment of students. While the governing body is responsible for all financial matters, this responsibility is undertaken in partnership with the school principal.

Some schools belong to a system e.g., the Anglican Schools Commission, and the system authority has involvement in establishing common values and policies within clear lines of accountability.

## Tasmania

In Tasmania, there are no groups of independent schools operating under the control of a central systemic authority. There are a small number of multi-campus schools for which economies of scale are derived from central control of financial and capital budgeting and planning. The majority of schools are single campus schools for which the board of governors or management committee is responsible for overseeing the strategic planning and compliance. However, 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, e.g., Steiner pedagogy or faith-based values.

## Northern Territory

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

## 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 have an accountability to their parent body, their members (often including parents), as well as to all regulatory authorities including the Australian Capital Territory Department of Education and the Australian Government Department of Education, Science and Training. By definition, Australian Capital Territory schools' principals and governing bodies are responsible for the day-to-day management of the schools and for their policies and procedures. These are developed in the context of each school's philosophy and educational approach, but always comply with Australian Capital Territory and Australian Government legislation and funding agreements, as well as corporate and related Industrial Relations and Human Resources law.

# Autonomy in Catholic sector schools

## New South Wales

Principals of New South Wales Catholic schools are responsible for the implementation of New South Wales Board of Studies education programs for the purposes of registration and accreditation.

Principals in schools that belong to a diocesan system have a range of delegated authorities to administer and manage the annual budget for their school, as well as to ensure that all compliance accountabilities are met. In addition, they have the delegated authority 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. 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 owns the school. For secondary schools, the governing bodies are established by a religious institute; a diocese; a parish or group of parishes; or a combination of any of these. For primary schools, the governing body is normally the parish priest, who 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 their schools.

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

- conduct of the school in accordance with the teachings of the Catholic church
- delivery of education programs, including religious education, which are relevant to student needs and in accordance with regulatory and diocesan requirements
- engagement, deployment, and termination of staff as necessary to conduct the school in accordance with the annual budget
- administration of the school in accordance with the school's vision and mission statement and the annual budget as approved by the governing body
- proper care and maintenance of school property within the limits set in the annual budget
- compliance with all legal obligations relevant to the conduct of the school
- facilitation of adequate planning to ensure appropriate development for the school and
- provision of appropriate pastoral care for staff and students at 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 sets direction and 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 SACCS policies, development of local policy and financial stewardship. The principal is responsible for:

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

## Western Australia

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

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

Principals are delegated responsibility, from either the Bishop of the diocese or a religious order, for the appointment of teaching staff and ancillary staff members. Apart from the principal, staff members in executive positions are appointed by the principal. School board members are involved in some of these appointments according to commission policy and guidelines.

School boards in diocesan accountable schools are responsible for setting and monitoring school budgets. The day-to-day monitoring of this is the responsibility of the principal.

Principals are responsible for meeting a range of compliance requirements from State government, Australian Government and system level requirements.

## Tasmania

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

Each college has a governing council that advises and assists the Archbishop in the exercise of his ecclesiastical, educational and legal authority. Working in association with the principal and the school board, the governing council has the responsibility to ensure that the college operates effectively as a Catholic school, meets legislative requirements and functions within appropriate financial, legal and industrial parameters.

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

- the educational, faith leadership and administration of the college
- the implementation of the policies and decisions of the governing council and with respect to financial matters and the board
- acting as the designated agent of the governing council with respect to the engagement, management and supervision of all staff within the college
- discerning and implementing, in collaboration with the board, the strategic priorities of the college
- administering the finances of the college or school within the limits set by the annual budget, and in accordance with the guidelines set by the governing council and the board
- providing regular reports to the board on the operations of the college.

Key elements of the board's role include:

- formulating policy for the conduct of the college in consultation with the staff, parents, students and friends of the college
- liaising with the Parish Priests and Parish Pastoral Councils within the area from which students at the college are drawn in matters of mutual concern
- planning, implementing and evaluating the strategic plan and financial and building programs necessary for the recurrent and long-term effective management of the college
- managing the finances of the college.

## Northern Territory

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

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

Principals are required to produce a detailed school budget each year that balances, within the current resourcing and outcomes parameters determined by the Catholic Education Council. School principals have the authority, power and responsibility to conduct, manage and lead the work of the school in all its detail. There is a formal review process in place for principals and a school review process under formulation.

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

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

## Australian Capital Territory

Catholic school principals in the Australian Capital Territory have significant discretion over the design and implementation of curricula and related education programs in their schools. During 2006, Australian Capital Territory Catholic schools were engaged in the development of the new Australian Capital Territory Curriculum Framework. A key principle of this framework is that schools should be responsible for their own curriculum. This highlights the autonomy of Australian Capital Territory principals in working with school communities in deciding

education programs suited to local needs. Such policies and guidelines are set by the Catholic Education Commission. 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.

The local principal and community are viewed as the best people to make decisions about issues that affect them.

The principal has full expression of the development of educational programs, including curriculum development, within the curriculum requirements of the Australian Capital Territory Curriculum Frameworks. The principal has autonomy over professional development decisions.

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

Principals have significant decision-making authority around budgets at the local school level, where the principal works with, and is responsible to, the school board.

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



## ANR 2007 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 2007
- 2 the enrolments of Australian school students in government and non-government school sectors, as well as student-teacher ratios and information on the number of graduates from teacher-education courses
- 3 funding arrangements for government schools and the level of this funding in 2006–07 compared with previous years
- 4 funding arrangements for non-government schools and the level of this funding in 2006–07
- 5 capital expenditure on all Australian schools in 2006–07 from both levels of government (the Australian Government and State and Territory governments).

The chapter also analyses funding arrangements for government and non-government schools, in terms of Australian Government and State and Territory government funding for each sector.

## Background

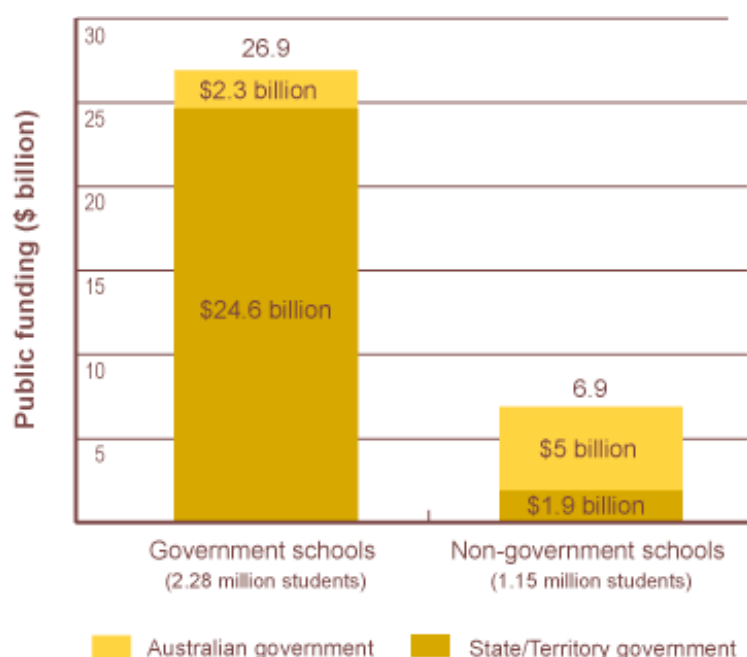
Australia's Constitution gives States and Territories regulatory and funding responsibility for government schooling. States and Territories also provide supplementary assistance to non-government schools. The Australian Government is the primary source of public funding for non-government schools and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

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

Operating government expenditure on school education from both the Australian Government and the State/Territory governments in 2006–07 was approximately \$33.8 billion. Expenditure on government schools was \$26.9 billion, or 80 per cent of the total. It is important to note that non-comparability between government and non-government school financial data makes the calculation of total government expenditure over both sectors imprecise. The total figure of \$33.8 billion comprises \$26.9 billion expenditure on government schools and \$6.9 billion expenditure on non-government schools from government sources over 2006–07. The \$26.9 billion total government expenditure on government schools is derived from Table 19 of the 2007 Statistical annex. The \$6.9 billion total government expenditure on non-government schools is a 50:50 weighted average of Table 23 from the 2006 and 2007 Statistical annexes. Both of these tables describe the income and expenditure per student of non-government schools for 2006 and 2007 respectively.

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, 2006–07 (accrual basis)**



**Notes:**

- Recurrent funding amounts in this table are reported for the financial year, 2006–07. Student numbers in this table are reported for the calendar year, 2007.
- 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 2007*, Appendix 1: Statistical annex, Tables 19, 23 and 28.

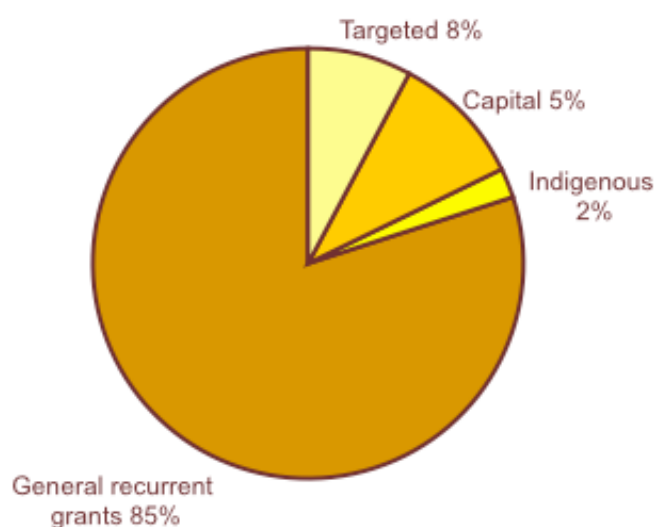
In 2007, the Australian Government provided Specific Purpose Payments (SPPs) of \$8.6 billion for Australian schools and students. This amount comprised:

- \$6.87 billion for general recurrent grants (representing 80 per cent of Australian Government SPPs for schools for the 2007 year)
- \$0.65 billion for targeted programs (8 per cent)
- \$0.88 billion for capital programs (10 per cent)
- \$0.16 billion for Indigenous programs (2 per cent).

Figure 2.2 illustrates this breakdown.

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



Source: Australian Government Department of Education, Employment and Workplace Relations (DEEWR), 2007

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## 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 '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 2007 were:

- Primary AGSRC                      \$7,614
- Secondary AGSRC                  \$9,724.

These amounts are based on expenditure by State and Territory governments on government schools in the 2005–06 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 2007

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

This Act provides Australian Government specific purpose funding for government and non-government schools for the 2005 to 2008 quadrennium. It succeeds the *States Grants (Primary and Secondary Education Assistance) Act 2000* which provided funding for the 2001 to 2004 quadrennium.

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

A major change 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) system, which was introduced in 2001. There are now four categories of funding under the SES system. Just under half of non-government schools (1,445) will be funded according to their SES scores. Because the remaining schools' (1,231) SES scores entitled them to less funding than is currently received, they will have their funding maintained either at their 2000 level with indexation (a continuation of arrangements under the previous Act), or at their 2004 level with indexation (for Catholic systemic schools). Those independent schools who moved onto a higher SES score in 2005, which entitled them to less funding, will have their funding held at their 2004 level without indexation (termed 'funding guaranteed') until such time as their funding under the new SES score exceeds their 2004 funding.

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 2007, 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 full-time student enrolments over the four-year period, 2004 to 2007.

**Table 2.1 School sector enrolments, Australia, 2004–07**

Sector	2004	2005	2006	2007
Government	2,250,026	2,246,087	2,248,229	2,268,377
Non-government	1,082,240	1,102,052	1,120,488 <sup>r</sup>	1,148,146
<b>All schools</b>	<b>3,332,266</b>	<b>3,348,139</b>	<b>3,368,717<sup>r</sup></b>	<b>3,416,523</b>

<sup>r</sup> revised

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2006 and 2007

In terms of staffing, approximately

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

**Table 2.2 Full-time equivalent (FTE) of teaching staff, Australia, 2004–07**

<i>Sector</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Government	156,156	156,564	158,194	160,791
Non-government	76,910	79,231	81,445	83,567
Catholic	43,151	43,971	44,870	45,717
Other	33,759	35,260	36,575	37,850
<b>All schools</b>	<b>233,065</b>	<b>235,794</b>	<b>239,639</b>	<b>244,358</b>

Note: Totals may not add due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2006 and 2007 and Australian Government DEEWR data, 2004–07

Total FTE teaching numbers increased by 4,719 in 2007, which constitutes an increase of 2.0 per cent. In 2007, there was a 0.4 per cent decrease in the number of graduates from initial teacher-education courses, from 16,004 graduates in 2006 to 15,938 graduates in 2007 (see Table 2.3). This is 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, 2003–07**

<i>Year</i>	<i>Number of graduates</i>
2003	14,053
2004	15,014
2005	15,565
2006	16,004
2007	15,938

Source: MCEETYA, *National Report on Schooling in Australia*, 2003–07, Appendix 1: Statistical annex, Table 18 (2003–07 data).

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, 2003–07**

<i>Sector and category</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Government primary	16.4	16.2	16.1	15.8	15.7
Government secondary	12.5	12.4	12.4	12.4	12.3
Catholic primary	18.3	18.2	17.9	17.7	17.8
Catholic secondary	13.1	13.1	13.1	12.9	12.8
Independent primary	15.1	14.9	14.6	14.4	14.7
Independent secondary	11.1	10.9	10.7	10.6	10.5
<b>All schools</b>	<b>14.5</b>	<b>14.3</b>	<b>14.2</b>	<b>14.1</b>	<b>14.0</b>

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*, 2003–07, Appendix 1: Statistical annex, Table 16; ABS, Cat. No. 4221.0, *Schools Australia*, 2005–07

# Funding for government schools

Government schools are funded mainly from public sources. Australian Government SPPs (excluding capital SPPs) represent about 8.93 per cent of total spending on government schools (\$2.2 billion from a total of \$25.4 billion), the balance being met by State and Territory governments and a portion from non-government sources such as parent contributions.

## Government schools

Table 2.5 illustrates accrual expenditure by government education systems in 2004–05, 2005–06 and 2006–07.

**Table 2.5 Operating expenditure by government education systems, Australia, 2004–05 to 2006–07 financial years (accrual basis) (\$'000)**

<i>Area of expenditure</i>	<i>2004–05</i>	<i>2005–06</i>	<i>2006–07</i>
<i>In-school expenditure</i>			
Salaries (teaching)	12,494,747	13,148,045	13,771,965
Salaries (non-teaching)	2,392,654	2,532,627	2,722,329
Redundancies	50,834	15,743	32,745
Non-salary costs	4,808,593	5,042,416	5,286,666
User cost of capital	3,259,103	3,322,198	3,725,413
<b>Sub-total</b>	<b>23,005,931</b>	<b>24,061,030</b>	<b>25,539,118</b>
<i>Out-of-school expenditure</i>			
Salaries (non-teaching)	693,194	777,046	740,375
Redundancies	10,138	5,732	9,360
Non-salary costs	426,511	506,808	613,954
User cost of capital	21,310	20,034	20,850
<b>Sub-total</b>	<b>1,151,154</b>	<b>1,309,620</b>	<b>1,384,539</b>
<b>Total</b>	<b>24,157,085</b>	<b>25,370,650</b>	<b>26,923,657</b>

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*, 2005–07, Appendix 1: Statistical annex, Table 19 (2004–05 to 2006–07 data)

State and Territory government accrual-based expenditure on government schools (including Australian Government contributions) has increased by 11.5 per cent in the three-year period from 2004–05 to 2006–07, from \$24.2 billion to \$26.9 billion.

## Recurrent per capita expenditure

Recurrent per capita expenditure in government schools has steadily increased over the past decade. In 2006–07, this expenditure reached \$10,938 for primary students and \$13,315 for secondary students. Table 2.6 shows a growth of 11 per cent in total per capita funding over the last two years, from \$10,699 to \$11,874.

**Table 2.6** Recurrent per capita expenditure on government schools, by level of education, Australia, 2004–05 to 2006–07 financial years (accrual basis) (\$)

<i>Financial year</i>	<i>Primary</i>	<i>Secondary</i>	<i>Total</i>
2004–05	9,732	12,205	10,699
2005–06	10,280	12,729	11,243
2006–07	10,938	13,315	11,874

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

**Source:** MCEETYA, *National Report on Schooling in Australia*, 2005–07, Appendix 1: Statistical annex, Table 20

Recurrent per capita funding for secondary schools increased by 4.6 per cent from 2005–06 to 2006–07, while funding for primary schools increased by 6.4 per cent over this same period. In terms of total per capita expenditure, secondary schools receive more, mainly because of the greater range of subject offerings and the smaller student–teacher ratios in the last two years of schooling.

## Australian Government funding of government schools

Australian Government SPPs (excluding capital SPPs) represent about 10.1 per cent of total spending on government schools (\$3.0 billion from a total of \$29.9 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 rates of general recurrent assistance for government schools in 2007 were \$678 per primary school student and \$973 per secondary school student. Additional recurrent funding of \$154 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 Arrivals (the per capita grant in 2007 was \$5,277 per eligible student); Strategic Assistance for Improving Student Outcomes; the Country Areas Program; and the Languages other than English and the Indigenous Education Strategic Initiative Programs.

As mentioned, the Australian Government provided SPPs of approximately \$8.6 billion for Australian schools and students, both government and non-government, in the 2006–07 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, 2006–07 financial year (accrual basis) (\$'000)**

<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>
<b>Government schools</b>									
General Recurrent	586,310	426,447	369,044	129,190	181,917	47,230	22,099	28,039	1,790,276
Capital	192,086	198,431	125,978	63,270	63,280	15,807	6,748	8,223	673,823
Country Areas	6,917	2,643	5,373	3,159	3,893	759	1,863	0	24,607
Strategic Assistance for Improving Student Outcomes Recurrent	115,415	68,095	51,397	28,046	26,638	8,910	5,552	2,841	306,895
ESL New Arrivals	25,672	21,138	7,017	5,828	4,073	470	465	309	64,972
Languages Other Than English	5,853	4,237	2,094	1,408	1,103	265	111	278	15,349
Indigenous Education Programs(a)	32,611	4,198	40,031	8,787	21,285	4,101	24,409	927	136,349
<b>Total government</b>	<b>964,865</b>	<b>725,189</b>	<b>600,934</b>	<b>239,688</b>	<b>302,188</b>	<b>77,541</b>	<b>61,247</b>	<b>40,617</b>	<b>3,012,270</b>
<b>Non-government schools</b>									
General Recurrent (including Distance Education)	1,635,869	1,294,602	995,061	400,461	499,581	105,005	40,693	101,652	5,072,924
General Recurrent Short Term Emergency Assistance	941	155	0	0	0	0	50	0	1,146
Establishment Grants	502	370	284	114	143	30	12	29	1,484
Capital	66,470	52,248	36,661	15,410	19,684	4,090	6,546	4,461	205,570
Country Areas	1,986	772	908	368	565	178	201	0	4,978
Strategic Assistance for Improving Student Outcomes Recurrent	62,579	45,457	21,691	12,098	13,828	2,654	1,807	2,261	162,373
ESL New Arrivals	2,399	2,304	788	382	495	317	-5	16	6,697
Centre Support	12,320	8,291	7,451	4,157	2,146	694	658	694	36,411
Student Hostels	222	10	536	0	601	0	0	0	1,369
Languages Other Than English	2,898	6,596	1,239	768	670	106	23	242	12,542
Indigenous Education Programs(a)	11,033	3,808	15,134	2,734	17,867	1,172	12,595	439	64,782
<b>Total non-government</b>	<b>1,797,219</b>	<b>1,414,613</b>	<b>1,079,753</b>	<b>436,492</b>	<b>555,580</b>	<b>114,246</b>	<b>62,580</b>	<b>109,794</b>	<b>5,570,277</b>
<b>Joint programs</b>									
National Literacy and Numeracy Strategies and Projects	3,920	3,838	5,704	236	82	75	154	1,028	15,035
National Asian Languages and Studies in Australian Schools(b)	225	288	0	0	0	0	0	0	513
<b>Total joint programs</b>	<b>4,144</b>	<b>4,126</b>	<b>5,704</b>	<b>236</b>	<b>82</b>	<b>75</b>	<b>154</b>	<b>1,028</b>	<b>15,548</b>
<b>Total all programs</b>	<b>2,766,228</b>	<b>2,143,928</b>	<b>1,686,391</b>	<b>676,416</b>	<b>857,850</b>	<b>191,862</b>	<b>123,981</b>	<b>151,439</b>	<b>8,598,095</b>

**Notes:**

- Some amounts may not add due to rounding.
  - Figures in this table relate to the 2006–07 financial year as at 30 June 2007.
  - 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.
- (b) The National Asian Languages and Studies in Australian Schools Programme terminated in 2002.
- Source:** Australian Government DEEWR, 2007, MCEETYA, *National Report on Schooling in Australia*, 2007, Appendix 1: Statistical annex, Table 28.



# Recurrent funding for non-government schools

In 2007, 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 this cost. Funding for schools with SES scores between 85 and 130 is payable on a continuum.

From 2005, all Catholic systemic schools are also covered by the SES system, which was first introduced in 2001.

## Per capita income

Non-government schools derive their income from fees and fundraising, including donations, and Australian Government and State/Territory government grants. Table 23 in the Statistical annex details this per capita income while Table 2.8 below provides a summary.

**Table 2.8 Non-government school per capita incomes, by source, Australia, 2007 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	5,352	53.2	4,252	29.9
State/Territory grants	1,889	18.8	1,612	11.3
<i>Total government grants</i>	<i>7,241</i>	<i>72.0</i>	<i>5,864</i>	<i>41.2</i>
<i>Private income</i>	<i>2,820</i>	<i>28.0</i>	<i>8,379</i>	<i>58.8</i>
Total	10,061	100.0	14,243	100.0

Note: Some amounts may not add due to rounding.

Source: MCEETYA, *National Report on Schooling in Australia*, 2007, Appendix 1: Statistical annex, Table 23

## Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 23 and 24 in the Statistical Annex, while Table 2.9 summarises the total per capita expenditure. Recurrent expenditure calculations are a mixture of cash- and accrual-based expenditures, including debt servicing of loans for capital and operating purposes. It excludes user cost of capital, loan principal payments, and government subsidies for transport related costs that are included in government school recurrent costs, but includes capital expenditure, which is not included in the government school recurrent costs.

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**Table 2.9 Non-government schools per capita expenditure, by affiliation, Australia, 2007 calendar year**

<i>Affiliation</i>	<i>Per capita expenditure (\$)</i>
<i>Catholic</i>	
Primary	7,864
Secondary	11,630
Combined	13,053
<i>Independent</i>	
Primary	11,247
Secondary	19,414
Combined	14,755

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*Source:* MCEETYA, *National Report on Schooling in Australia*, 2007, Appendix 1: Statistical annex, Table 24

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## State and Territory recurrent funding for non-government schools

As well as providing recurrent grants to government schools, all States and Territories fund non-government schools. State and Territory governments used a variety of mechanisms for allocating funding to non-government schools in 2005. New South Wales, Victoria, Western Australia and the Australian Capital Territory allocated funding based on the former Australian Government Education Resource Index (ERI). In 2006, the Victorian Government implemented a new funding model for their non-government schools. In Queensland, South Australia and Tasmania, the allocation mechanism included standard and needs-based components. In Queensland, need is assessed by reference to a variety of factors, including both the former Australian Government ERI and Australian Government SES scores. In Tasmania, need is assessed by exclusive reference to SES. In South Australia, both school and student-based measures of need are used, but there is no reference to either the former Australian Government ERI or current Australian Government SES scores. The Northern Territory has single funding rates for primary students, secondary students and students attending remote schools.

State and Territory per-capita recurrent funding to non-government schools is presented in Table 2.10.

**Table 2.10 State/Territory government per capita grants to non-government schools, by category, Australia, 2007 (\$)**

Former ERI funding category	NSW(a)	Vic.(b)	WA(c)	ACT(d)	Rates for other States/Territories	
<i>Primary</i>			<i>Cat</i>		<i>Tasmania(e)</i>	
1	730	– A	1,096	360	Primary	1,454
2	950	– A	1,096	479	Junior secondary	1,789
3	1,096	– A	1,096	593	Senior secondary	2,327
4	1,169	– B	1,262	722		
5	1,242	– B	1,262	837	<i>Northern Territory(f)</i>	
		– C	1,268		Primary	1,860
6	1,315	– D	1,308	926	Secondary	2,540
7	1,388	– D	1,308	1,017	Remote	2,611
8	1,461	– E	1,372	1,115	<i>South Australia(g)</i>	
9	1,534	– E	1,372	1,191	Primary	578
10	1,607	– F	1,430	1,265	Secondary	804
11	1,680	– F	1,430	1,341	<i>Queensland(h)</i>	
12	1,924	– G	1,476	1,420	Primary	1,036
Special assistance schools(i)	n.a.	n.a.	H	1,846	Secondary	1,554
Remote sole-provider schools(j)	n.a.	n.a.	I	2,926		
<i>Secondary</i>						
1	980	– A	1,664	520	<i>Victoria Core Per Capita Range (b)</i>	
2	1,274	– A	1,664	684	Primary	307 to 594
3	1,471	– A	1,664	795	Secondary	365 to 691
4	1,569	– B	2,046	1,035		
5	1,667	– B	2,046	1,107		
		– C	2,096			
6	1,765	– D	2,158	1,232		
7	1,863	– D	2,158	1,353		
8	1,961	– E	2,252	1,486		
9	2,059	– E	2,252	1,589		
10	2,157	– F	2,326	1,685		
11	2,255	– F	2,326	1,783		
12	2,459	– G	2,410	1,888		
Special assistance schools(i)	n.a.	n.a.	H	3,012		
Remote sole-provider schools(j)	n.a.	n.a.	I	4,710		

n.a. not applicable

Note: All amounts rounded to the nearest dollar. Rates are expressed in 2007 prices.

- (a) Apart from per capita funding, the New South Wales 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's 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 2007, the needs component of the model constituted 58.2 per cent of total State recurrent grants distributed in 2007. The needs element encompasses student family background (92.2 per cent); (53.7 per cent of the total state recurrent grant); students with disabilities (3.6 per cent); Aboriginal and Torres Strait islander (0.2 per cent); and rurality (0.7 per cent).
- (c) In Western Australia, a special per capita grant of \$23,712 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) The Australian Capital Territory figures represent the average of two distinct half-yearly payments, across financial years 2006–07 and 2007–08. 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 2007 rate for this scheme is \$2,613 per student. The non-government schools also received per capita funding under the Severely Disabled Students scheme, at the rate of \$4,762 per student.
- (g) 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](http://www.ngss.sa.edu.au/files/links/Annual_Report_2008_V2.pdf). South Australia also pays a needs component, which constituted 52.5 per cent of total grants available in 2007. Total amount of needs component is distributed among schools: for disadvantage (28 per cent); interest subsidy (4.5 per cent); rurality (2.5 per cent); school card (42 per cent); special needs (7 per cent); LBOTE/Aboriginality (6.5 per cent); fee remission (6.5 per cent) and boarding (3 per cent).
- (h) In addition to these rates, Queensland pays a needs component constituting 22.5 per cent of the total grants available in 2007. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2007, the 'needs components' were \$303 per primary student and \$455 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 in excess of \$1.9 billion in 2006–07. 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, 2003–04 to 2006–07 financial years**

<i>Financial year</i>	<i>Expenditure (\$m)</i>
2003–04	1,055.1
2004–05	1,112.2
2005–06	1,486.8
2006–07	1,950.5

Note: Figures include Australian Government capital grants contributions.

Source: MCEETYA, *National Report on Schooling in Australia*, 2007, Appendix 1: Statistical annex, Table 19

## Australian Government Capital Grants program

The Australian Government allocated approximately \$879 million in capital funding for Australian schools in 2006–07. This funding was made available through the Capital Grants program in the form of block grants for government and non-government schools. Of the \$879 million made available in 2006–07, \$673 million was provided for projects at government schools and \$205 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 2006–07, a number of projects funded by the Australian Government were completed both physically and financially in Catholic schools. The most common types of work in both primary and secondary schools were the construction or refurbishment of classrooms and specialist facilities such as art, performing arts, technology, library, science and music/drama areas.

In the independent sector, the capital projects completed physically and financially in 2006–07 included classrooms, computer rooms, students' amenities, boarding facilities, and staff administration areas.

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**Table 2.12 Summary of Australian Government capital expenditure, all schools, by State and Territory, 2006–07 (\$'000)**

<i>State/Territory</i>	<i>Government</i>	<i>Non-government</i>	<i>Total</i>
New South Wales	192,086	66,470	258,556
Victoria	198,431	52,248	250,679
Queensland	125,978	36,661	162,639
Western Australia	63,280	19,684	82,964
South Australia	63,270	15,410	78,680
Tasmania	15,807	4,090	19,897
Australian Capital Territory	8,223	4,461	12,684
Northern Territory	6,748	6,546	13,294
<b>Total</b>	<b>673,823</b>	<b>205,570</b>	<b>879,393</b>

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*Source:* Australian Government DEEWR, 2007

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## ANR 2007 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 *National Goals for Schooling in the Twenty-first Century* provides a foundation for collaborative action to improve the quality of schooling in Australia.

The preamble to the *Adelaide Declaration on the National Goals for Schooling in the Twenty-first Century* is reproduced below.

## Preamble to 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.

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

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

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

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

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

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

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

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

# The Measurement Framework for National Key Performance Measures

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

The framework sets out a basis for reporting progress towards the achievement of the national goals by Australian school students, drawing on the agreed definitions of key performance measures. The core of the framework is a schedule presenting the key performance measures and an agreed assessment and reporting cycle for the period 2004–12, as shown in Table 3.1.

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

- literacy (reading) in years 3, 5 and 7
- literacy (writing) in years 3, 5 and 7
- literacy (spelling) in years 3, 5 and 7
- numeracy in years 3, 5 and 7
- science in year 6
- civics and citizenship education in years 6 and 10
- information and communication technologies (ICT) in years 6 and 10

- vocational education and training in schools (VETiS)
- participation and attainment
- student attendance for years 1–10.

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

The set of key performance measures outlined in the Measurement Framework is reviewed annually in the context of MCEETYA's expectations that the measures will be few in number, strategic in orientation, adequately cover the priority areas outlined in the national goals, and include the additional measures required by MCEETYA.

## Progress in developing nationally comparable reporting of educational outcomes

In 2004, MCEETYA endorsed the following enhancements to national reporting and accountability systems:

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

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

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

## Nationally comparable reporting

### Literacy and numeracy

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

Ministers agreed to implement the tests in May 2008, with a focus in 2007 on refining the national tests and reporting scales, and establishing the model of operation to support full implementation of the national testing regime from 2008.

In December 2006, the Australian Education Systems Officials Committee appointed Curriculum Corporation to manage the implementation of the national tests for 2008 and subsequently in 2009.

In 2007, the State and Territory test administration authorities developed, administered and reported on the literacy and numeracy tests for years 3, 5 and 7 in their State/Territory. They also prepared for administering,



marking and reporting on the 2008 national literacy and numeracy testing for students in years 3, 5, 7 and 9. In 2007 and in previous years, some jurisdictions also conducted tests on year 9 students.

## **National sample assessments**

The national sample assessments test the skills and understanding of students in years 6 and 10 in civics and citizenship education and information and communication technologies (ICT) literacy, and students in year 6 science literacy, on a rolling three-yearly basis.

Student performance is described using proficiency levels. The proficient standard is described as a challenging level of performance at which students demonstrate more than minimal or elementary skills.

### **Science literacy**

Analysis of the second national sample assessment in science literacy, conducted in October 2006, for students in year 6, was carried out in 2007. The results will be equated with the results from the 2003 assessment to determine the extent of any changes in student performance over time.

### **Civics and citizenship education**

The second national assessment in civics and citizenship education for students in years 6 and 10 was conducted in October 2007. The results will be equated with the results from the 2004 assessment to establish changes in student performance over time.

Work also began on improving the structure of the assessment framework, and aligning it to the Statements of Learning in Civics and Citizenship, which were endorsed after the first civics and citizenship assessment in 2004.

### **ICT literacy**

The first ICT literacy assessment for students in years 6 and 10 was conducted in 2005. The report was published in 2007.

As the second national sample assessment in ICT literacy will be implemented in 2008, activity in 2007 focused on the test development and a trial was conducted with a sample of students in selected schools.

## **Vocational education and training in schools**

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

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

Reporting against these measures commenced in 2005. Chapter 8, 'Vocational education', includes an explanation of relevant concepts, an overview of current trends in educational provision and funding, and a discussion of issues for the future.

### **Participation and attainment**

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

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

Most of the data are derived from the Australian Bureau of Statistics' (ABS) *Survey of Education and Work*, which provides reliable estimates in any given year at State, Territory and national levels. The data are not appropriate for providing reliable estimates of small changes from one year to the next at the State, Territory or national level. However, as the measures may be more useful over a longer timeframe, the attainment data are reported at the national level for each year compared with the previous year, and at the State and Territory level for each year compared with the previous five years.

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

## **School attendance**

The *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, MCEETYA requires student attendance to be reported in a way that will allow information to be compared across the States and Territories.

MCEETYA has agreed that student attendance will be measured over a single consistent time period and that all systems will work towards collecting and reporting according to the agreed period, which is the first semester, as defined by each State and Territory's school calendar. As the current technological systems for collecting attendance data vary across States, Territories and sectors, there will be a period of transition until all government and non-government systems are able to report using the agreed standard. Meanwhile, each jurisdiction will provide explanatory notes with information about the methods used to collect and report on student attendance data.

The national attendance measure 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.

Data on the attendance of school students in 2007 is provided in the statistical appendix to Chapter 4 'Participation, attainment and attendance' of this report. The attendance data are reported by school sector, year level, sex and Indigenous status. Reporting by other student characteristics will be considered at a later stage.

# **The Key Performance Measures and Assessment Cycle**

Table 3.1 (available in pdf format [here](#)) provides an outline of the approved key performance measures included in the Measurement Framework for National Key Performance Measures that was approved by MCEETYA, in May 2007.

**Table 3.1 Current key performance measures and agreed assessment and data collection cycle, endorsed by MCEETYA in 2007**

	<i>Measure</i>	<i>Year level</i>	<i>Cycle</i>	<i>Type/source</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>
<i>Literacy</i>													
1a	% achieving reading benchmark <sup>(a)</sup>	Years 3, 5, 7 & 9 <sup>(b)</sup>	Annual	State & Territory full-cohort literacy test to 2007; common tests from 2008	✓	✓	✓	✓	✓	✓	✓	✓	✓
1b	% achieving at or above the proficient standard on the OECD PISA combined reading scale <sup>(c)</sup>	15-year-olds	Triennial	International test — national sample of students			PISA		PISA			PISA	
1c	% achieving writing benchmark <sup>(a)</sup>	Years 3, 5, 7 & 9 <sup>(d)</sup>	Annual	State & Territory full-cohort literacy test to 2007; common tests from 2008	✓	✓	✓	✓	✓	✓	✓	✓	✓
1d	% achieving spelling benchmark <sup>(e)</sup>	Years 3, 5, 7 & 9	Annual	National test to be developed from 2008					✓	✓	✓	✓	✓
<i>Numeracy</i>													
2a	% achieving numeracy benchmark <sup>(a)</sup>	Years 3, 5, 7 & 9 <sup>(f)</sup>	Annual	State & Territory full-cohort numeracy test to 2007; common tests from 2008	✓	✓	✓	✓	✓	✓	✓	✓	✓
2b	% achieving at or above proficient standard on the OECD PISA combined mathematics scale <sup>(g)</sup>	15-year-olds	Triennial	International test — national sample of students			PISA		PISA			PISA	
2c	% achieving at or above the proficient standard on the TIMSS mathematics scale <sup>(h)</sup>	Year 4 Year 8	Quadrennial	International test — national sample of students			TIMSS				TIMSS		
<i>Science</i>													
3a	% achieving at or above the proficient standard in scientific literacy <sup>(i)</sup>	Year 6	Triennial	National Assessment Program (NAP) — national sample of students			✓			✓			✓
3b	Interim measure: % achieving at or above the OECD mean score <sup>(j)</sup>	15-year-olds	Triennial	International test — national sample of students			PISA		PISA			PISA	
3c	% achieving at or above the proficient standard on the TIMSS science scale <sup>(k)</sup>	Year 4 Year 8	Quadrennial	International test — national sample of students			TIMSS				TIMSS		
<i>Civics and citizenship</i>													
4a	% achieving at or above the proficient standard in civic knowledge and understanding <sup>(l)</sup>	Years 6 and 10	Triennial	NAP — national sample of students	✓			✓			✓		
4b	% achieving at or above the proficient standard in citizenship participation skills and civic values	Years 6 and 10	Triennial	NAP — national sample of students	✓			✓			✓		
<i>Information and communication technologies</i>													
5	% achieving at or above the	Years 6 and	Triennial	NAP — national		✓			✓			✓	

Measure	Year level	Cycle	Type/source	2004	2005	2006	2007	2008	2009	2010	2011	2012
proficient standard in ICT <sup>(m)</sup>	10		sample of students									
<b>VET in Schools</b>												
6a Participation – school students undertaking VET (with New Apprenticeships & Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year	Senior secondary	Annual	Up to 2004 – State and Territory certification data  From 2005 – National Centre for Vocational Education Research (NCVER)	✓	✓	✓	✓	✓	✓	✓	✓	✓
6b Attainment – school students enrolled in a senior secondary certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking the senior secondary certificate in that year	Senior secondary	Annual	Up to 2004 – State and Territory certification data  From 2005 – NCVER	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Student participation</b>												
7a The proportion of 15–19-year-olds, by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training.		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓
7b The proportion of 20–24-year-olds by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training.		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Student attainment</b>												
8a The proportion of 20–24-year-olds who have completed year 12 or equivalent or gained a qualification at AQF Certificate II or above <sup>(n)</sup>		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓
8b The proportion of 25–29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above <sup>(o)</sup>		Annual	ABS, <i>Survey of Education and Work</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Student attendance</b>												
9 The number of actual full-time equivalent 'student days' attended over the period <sup>(p)</sup> as a percentage of the total number of possible student days attended over the period.	Years 1–10 <sup>(q)</sup>	Annual	Jurisdiction and sector data				✓	✓	✓	✓	✓	✓
(a)	For national benchmarks (years 3, 5 and 7) the agreed standard is 'a minimum standard without which a student would have difficulty progressing at school'.											
(b)	National assessment of reading in year 9 to start from 2008.											

- (c) For the PISA reading scale, the proficient standard is agreed to be Level 3.
- (d) National assessment of writing in year 9 to start from 2008.
- (e) Under discussion – reporting will be delayed pending the introduction of enhanced literacy and numeracy outcomes.
- (f) National assessment in numeracy in year 9 to start from 2008.
- (g) National standard under consideration.
- (h) National standard under consideration.
- (i) For year 6 science literacy, the proficient standard is set at Band 3.2 within the National Assessment Program (NAP).
- (j) Standard to be set following results of PISA 2006.
- (k) National standard under consideration.
- (l) For year 6 civics and citizenship, the proficient standard is set at Level 2, and for year 10 at Level 3. Refer to the report, *MCEETYA National Assessment Program – Civics and Citizenship Years 6 & 10 2004*, pp.42–3 (available online at: [http://www.mceetya.edu.au/verve/\\_resources/Civics\\_and\\_Citizenship\\_Years\\_6\\_10\\_Report.pdf](http://www.mceetya.edu.au/verve/_resources/Civics_and_Citizenship_Years_6_10_Report.pdf)).
- (m) For year 6 ICT literacy, the proficient standard is set at Level 2, and for year 10 at Level 3. Refer to the report, *MCEETYA National Assessment Program – ICT Literacy Years 6 & 10 2005*, pp.46–7 (available online at: [http://www.mceetya.edu.au/verve/\\_resources/NAP\\_ICTL\\_2005\\_Years\\_6\\_and\\_10\\_Report.pdf](http://www.mceetya.edu.au/verve/_resources/NAP_ICTL_2005_Years_6_and_10_Report.pdf)).
- (n) State and Territory data against the new measure will be reported from 2004 to 2006 using an Australian Bureau of Statistics Classification of Qualifications (ABSCQ)-based series for five-year movements for States and Territories for the 2004, 2005 and 2006 editions of the *National Report on Schooling in Australia*, and other national reports.
- (o) State and Territory data against the new measure will be reported from 2004 to 2006 using an ABSCQ-based series for five-year movements for States and Territories for the 2004, 2005 and 2006 editions of the *National Report on Schooling in Australia*, and other national reports. Data collected for this measure may include some persons who completed an AQF Certificate III or above qualification at secondary school.
- (p) The period will be the first semester as defined by each State and Territory's school calendar, although in the transitional phase the period will vary between States, Territories and sectors, but must include at least the last 20 days in May.
- (q) Year 1 being the first year of compulsory schooling.

## 2007 ANR Chapter 4

# Participation, attainment and attendance

## Development of performance measures

Goal 3.6 of the National Goals for Schooling in the Twenty-first Century requires that schooling be socially just so that:

all students have access to the high quality education necessary to enable the completion of school education to year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

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

### *Participation*

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

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

### *Attainment*

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

### *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 comparison 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 2007

### 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 4.1 show the full-time participation rates of 15–24-year-olds in each State and Territory and Australia as a whole for 2007. Table 4.2 shows full-time participation rates of 15–24-year-olds in Australia from 1998 to 2007. Nationally, as in previous years, the participation rates for 15–18-year-olds declined as the age increased, with the largest change between consecutive year groups occurring between 17-year-olds ( $88.3 \pm 1.8$  percentage points) and 18-year-olds ( $77.5 \pm 2.7$  percentage points).

Similar declines were not apparent in the 20–24-year-old age group. However, the overall participation rates of the 15–19 years age group for Australia were higher than those of the 20–24 year 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, 2007 (per cent)**

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
NSW	96.4 ±2.7	91.6 ±3.3	87.9 ±4.2	73.6 ±8.6	75.2 ±5.7	81.1 ±4.6	76.5 ±4.7	82.8 ±4.5	79.9 ±5.4	79.6 ±6.6	84.9 ±2.4	80.0 ±2.4	82.4 ±1.4
Vic.	98.4 ±1.7	97.9 ±2.0	93.8 ±3.8	87.0 ±4.7	79.7 ±6.2	78.8 ±3.8	85.6 ±4.7	77.9 ±5.1	83.3 ±4.8	82.3 ±4.8	91.2 ±1.9	81.6 ±1.9	86.2 ±1.3
Qld	97.4 ±2.6	95.3 ±2.8	84.3 ±6.4	77.5 ±6.9	81.4 ±5.8	79.4 ±7.2	81.2 ±5.6	77.6 ±6.9	83.1 ±5.7	75.6 ±6.0	87.2 ±2.4	79.4 ±3.0	83.2 ±2.0
SA	95.2 ±6.0	97.3 ±3.0	89.0 ±4.2	69.5 ±9.5	80.5 ±11.5	74.5 ±6.2	78.3 ±7.9	73.9 ±8.9	76.4 ±8.5	75.1 ±8.8	86.2 ±3.4	75.7 ±4.3	80.8 ±3.0
WA	95.9 ±3.6	96.2 ±3.9	84.3 ±5.4	75.0 ±6.8	80.3 ±8.2	83.3 ±6.3	82.8 ±6.4	82.3 ±6.3	73.0 ±10.2	80.9 ±8.4	86.1 ±2.5	80.5 ±4.4	83.3 ±2.8
Tas.	100.0 ±0.0	93.0 ±7.5	90.8 ±6.0	65.4 ±13.5	73.6 ±10.0	82.2 ±12.9	79.8 ±10.0	77.3 ±12.5	71.4 ±14.5	61.6 ±13.7	84.6 ±3.7	74.9 ±6.1	79.9 ±3.6
NT	86.9 ±17.9	84.2 ±20.0	67.4 ±30.5	73.0 ±37.2	80.0 ±25.8	44.3 ±21.4	81.5 ±25.3	76.8 ±35.9	100.0 ±0.0	75.6 ±26.1	79.7 ±10.5	78.4 ±11.7	79.1 ±9.3
ACT	97.9 ±4.3	92.8 5.9	93.0 ±10.4	82.4 ±11.2	93.7 ±8.3	94.0 ±6.5	90.4 ±8.4	83.2 ±9.6	89.9 ±7.9	86.2 ±9.6	91.8 ±4.3	88.6 ±5.5	90.1 ±4.2
Aust.	97.0 ±1.3	94.8 ±1.3	88.3 ±1.8	77.5 ±2.7	78.8 ±3.0	80.0 ±2.5	80.9 ±2.7	79.7 ±2.3	80.7 ±2.5	79.0 ±2.9	87.2 ±1.0	80.0 ±1.2	83.6 ±0.7

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

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

The figures 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.

The percentages for 17, 18 and 22-year-olds in the Northern Territory have confidence intervals of greater than  $\pm 30.0$  and should be used with caution.

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

Table 4.2 shows the full-time participation rates for 15–24-year-olds from 1998 to 2007. Participation rates for 15–19-year-olds were stable over this period. The rates increased for 20–24-year-olds.

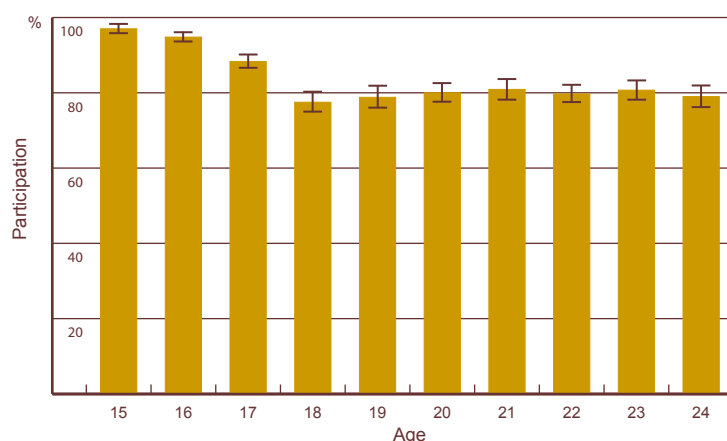
**Table 4.2 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, Australia, 1998–2007 (per cent)**

Age (years)	15	16	17	18	19	20	21	22	23	24
1998	96.1	92.2	84.6	77.1	77.0	75.2	75.3	73.1	75.1	73.7
1999	96.7	94.5	88.6	79.0	75.5	76.3	74.9	76.1	73.6	73.7
2000	97.8	92.8	89.8	76.5	80.5	78.0	79.1	77.2	75.5	76.5
2001	97.0	94.2	87.3	77.7	77.4	77.5	78.5	75.2	78.1	73.0
2002	97.7	93.9	88.0	77.1	79.2	80.0	77.9	78.5	77.1	72.2
2003	97.6	94.6	87.6	77.2	78.0	79.1	76.8	76.5	76.8	75.3
2004	97.1	94.1	87.6	74.2	77.1	79.5	78.5	77.7	76.3	75.2
2005	96.7	92.4	86.9	76.2	78.7	78.5	81.5	78.5	78.3	75.6
2006	97.9	93.2	87.6	77.3	78.4	80.3	80.2	76.9	77.9	79.4
2007	97.0	94.8	88.3	77.5	78.8	80.0	80.9	79.7	80.7	79.0
	±1.3	±1.3	±1.8	±2.7	±3.0	±2.5	±2.7	±2.3	±2.5	±2.9

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

**Source:** ABS, *Survey of Education and Work* (unpublished data), May 1998–2007

**Figure 4.1 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, Australia, 2007 (per cent)**



**Source:** ABS, *Survey of Education and Work* (unpublished data), May 2007

The full-time participation rates of males and females 15–24 years of age are provided in Table 4.3 and Figure 4.2. Table 4.3 shows that female participation rates were the same as those for males at 15 years of age, and higher than those for males at 16 years of age. However, from 17 years onward, the male participation rates exceeded the female rate. There was a 1.2 percentage point difference between males and females for the 15–19-year-old age group, which is not statistically significant, but for the 20–24-year-old age group the gap was 11.7 per cent, which is statistically significant.

For consecutive ages, the greatest difference in participation was between 17 and 18 years of age, with a significant drop for both males and females. These figures show a similar trend to the data for 2005 and 2006.



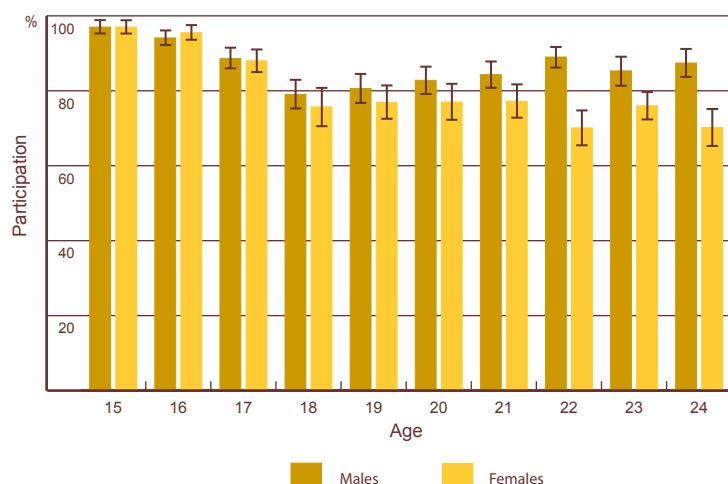
**Table 4.3 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by sex, Australia, 2007 (per cent)**

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
Males	97.0 ± 1.8	94.1 ± 1.9	88.6 ± 2.8	79.2 ± 3.8	80.6 ± 3.8	82.8 ± 3.6	84.3 ± 3.5	89.0 ± 2.7	85.3 ± 3.8	87.4 ± 3.7	87.8 ± 1.3	85.8 ± 1.7	86.8 ± 1.1
Females	97.0 ± 1.8	95.5 ± 1.9	88.0 ± 3.0	75.7 ± 5.0	76.9 ± 4.4	77.0 ± 4.8	77.2 ± 4.4	70.1 ± 4.6	76.0 ± 3.6	70.2 ± 4.9	86.6 ± 1.7	74.1 ± 2.0	80.2 ± 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  $\pm 2$  means that if the total population were surveyed rather than a sample, there is a 95 per cent chance that the result would lie between 78 and 82.

Source: ABS, *Survey of Education and Work* (unpublished data), May 2007

**Figure 4.2 Full-time participation rates of 15–24-year-olds in full-time education or training, in full-time work, or in both part-time work and part-time education or training, by sex, Australia, 2007 (per cent)**



Source: ABS, *Survey of Education and Work* (unpublished data), May 2007

## Indigenous participation rates

The source for Indigenous participation rates is the ABS *Census of Population and Housing*, published every five years. Participation, as defined in the Census, is the proportion of the population in education or employment, irrespective of whether it is on a part-time or full-time basis. The latest data available are those in the 2006 *Census of Population and Housing*. An additional response category, introduced in 2006, that specifically asked if the person was of Aboriginal or Torres Strait origin, may have captured a small number of people not previously identified in the 1996 and 2001 census data. 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 Age	1996		2001		2006	
	Indigenous	Non-Indig.	Indigenous	Non-Indig.	Indigenous	Non-Indig.
15	74.8	94.8	77.5	95.3	79.0	94.8
16	59.1	89.2	64.1	90.9	66.6	91.2
17	47.0	83.3	51.6	85.3	54.6	86.5
18	36.3	72.6	36.1	73.5	41.4	76.4
19	31.4	70.1	32.5	71.8	37.7	75.6
20	31.3	69.6	30.5	71.6	37.1	76.5
21	30.8	67.6	29.3	69.7	37.9	75.7
22	31.2	66.4	30.7	68.0	36.6	74.5
23	31.6	65.3	30.1	66.9	35.2	73.9
24	30.9	64.9	30.5	66.4	36.8	73.3
15–19	50.6	82.1	53.6	83.4	57.6	85.1
20–24	31.2	66.7	30.2	68.6	36.8	74.8
15–24	41.2	74.2	43.4	76.2	48.5	80.0

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

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 a decline until 19 or 20 years of age. 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. From 2001 to 2006, differences between the Indigenous and non-Indigenous participation rates decreased for all ages from 15 to 21.

## Attainment

This section of the report presents data for the two measures of attainment:

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

### Attainment of 20–24-year-olds

Table 4.5 shows the percentage of 20–24-year-olds who completed year 12 or equivalent, or gained a qualification at AQF Certificate II or above in each of the States and Territories in 2002 and 2007. Nationally, there has been 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. With the exception of Queensland and Tasmania, and taking into account the high confidence intervals for the Northern Territory, the attainment levels of 20–24 year olds in States and Territories did not change significantly from 2002 to 2007.

**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, 2002 and 2007**

<i>State/Territory</i>	<i>2002</i>	<i>2007</i>
New South Wales	80.7 ± 2.2	82.7 ± 1.9
Victoria	82.8 ± 2.1	86.1 ± 2.2
Queensland	79.1 ± 2.6	86.0 ± 2.6
South Australia	74.9 ± 3.6	78.2 ± 4.2
Western Australia	76.3 ± 3.2	79.7 ± 4.0
Tasmania	62.7 ± 5.7	75.1 ± 6.9
Northern Territory	80.7 ± 9.1	65.1 ± 15.8
Australian Capital Territory	93.2 ± 3.0	93.1 ± 3.6
Australia	80.0 ± 1.1	83.5 ± 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*, May 2002 and 2007

Table 4.6 and Figure 4.3 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 2003 and 2007, by sex. The attainment levels for females over this period were statistically higher than for males.

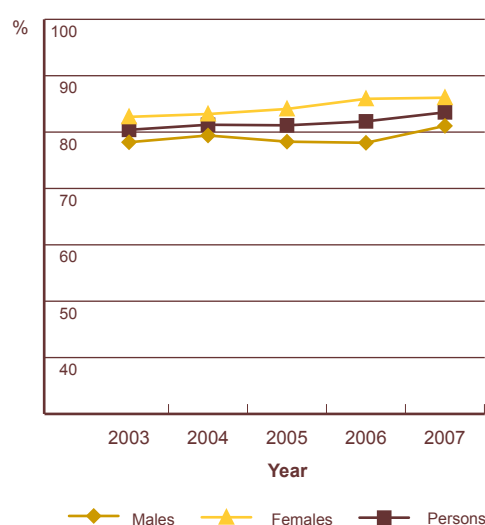
**Table 4.6 Percentage of 20–24-year-olds who completed year 12 or equivalent or gained a qualification at AQF Certificate II or above, by sex, Australia, 2003–07**

	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Males	78.2 ± 1.6	79.4 ± 2.6	78.3 ± 2.0	78.1 ± 1.7	81.1 ± 1.8
Females	82.7 ± 1.5	83.2 ± 2.0	84.1 ± 1.8	85.9 ± 1.6	86.1 ± 1.4
Persons	80.4 ± 1.1	81.3 ± 1.6	81.2 ± 1.6	81.9 ± 1.3	83.5 ± 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*, May 2003–07

**Figure 4.3 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, 2003–07**



Source: ABS, *Survey of Education and Work*, May 2003–07

## 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 2002 and 2007. All States and Territories showed an increase over this period, with statistically significant increases occurring in New South Wales, South Australia, Queensland and Victoria. The Australian average increase was 7.4 percentage points.

**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, 2002 and 2007**

State/Territory	2002	2007
New South Wales	53.0 ± 2.7	59.3 ± 3.0
Victoria	54.5 ± 2.7	63.2 ± 3.6
Queensland	48.4 ± 3.3	57.3 ± 3.6
South Australia	45.8 ± 4.2	55.6 ± 4.8
Western Australia	52.0 ± 3.8	55.0 ± 4.3
Tasmania	40.3 ± 6.1	47.2 ± 7.7
Northern Territory	43.6 ± 10.5	48.7 ± 19.5
Australian Capital Territory	55.3 ± 6.3	65.5 ± 6.0
Australia	51.6 ± 1.4	59.0 ± 1.5

Note: The percentages reported in this table include 95 per cent confidence intervals. Confidence intervals are a way of expressing the degree of sampling and measurement error associated with survey estimates. For example, an outcome of 80 with a confidence interval of  $\pm 2$  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*, May 2002 and 2007

Table 4.8 and Figure 4.4 show the percentage of 25–29-year-olds in Australia who gained a post-secondary qualification at AQF Certificate III or above, for each year between 2003 and 2007, 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 2003–07. During this period, the attainment levels for males, females and all persons increased appreciably.

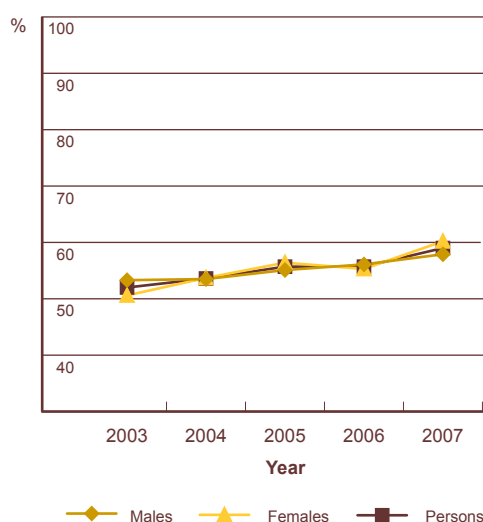
**Table 4.8 Percentage of 25–29-year-olds who gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2003–07**

	2003	2004	2005	2006	2007
Males	53.3 ± 2.0	53.5 ± 2.8	55.1 ± 2.7	56.1 ± 2.8	57.9 ± 2.0
Females	50.6 ± 2.0	53.7 ± 2.6	56.4 ± 2.0	55.3 ± 2.8	60.2 ± 2.3
Persons	52.0 ± 1.4	53.6 ± 1.9	55.7 ± 1.9	55.7 ± 2.4	59.0 ± 1.5

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

**Source:** ABS, *Survey of Education and Work* (unpublished data), May 2003–07

**Figure 4.4 Percentage of 25–29-year-olds who gained a post-secondary qualification at AQF Certificate III or above, by sex, Australia, 2003–07**



**Source:** ABS, *Survey of Education and Work* (unpublished data), May 2003–07

## Attendance

In 2007, 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 1–10.

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.

It was agreed that student attendance would be measured over the first semester of each State and Territory's school calendar. However, there will be a period of transition until all sectors have the capacity to report using the agreed standard. Therefore, in 2007, each jurisdiction and sector provided explanatory notes about the method used to collect and report on student attendance data.

This section provides indicative information on the attendance of school students in years 1–10. Variations by sector, State, Territory and year level may be partly explained by differences in data collection methodology.

Figures 4.5, 4.6 and 4.7 show the general pattern of student attendance across years 1–10, 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 and explanatory notes published in the Statistical Annex.

The data provided in the Statistical Annex are for each of the government, Catholic and independent school sectors, for students in years 1–10, disaggregated by the categories State and Territory, male and female and Indigenous and non-Indigenous. Care should be exercised in using the data for Indigenous students, particularly in some jurisdictions and in the non-government sectors, due to the small population size, as the data may represent regular attendance at school by a small number of students.

## **Government school sector**

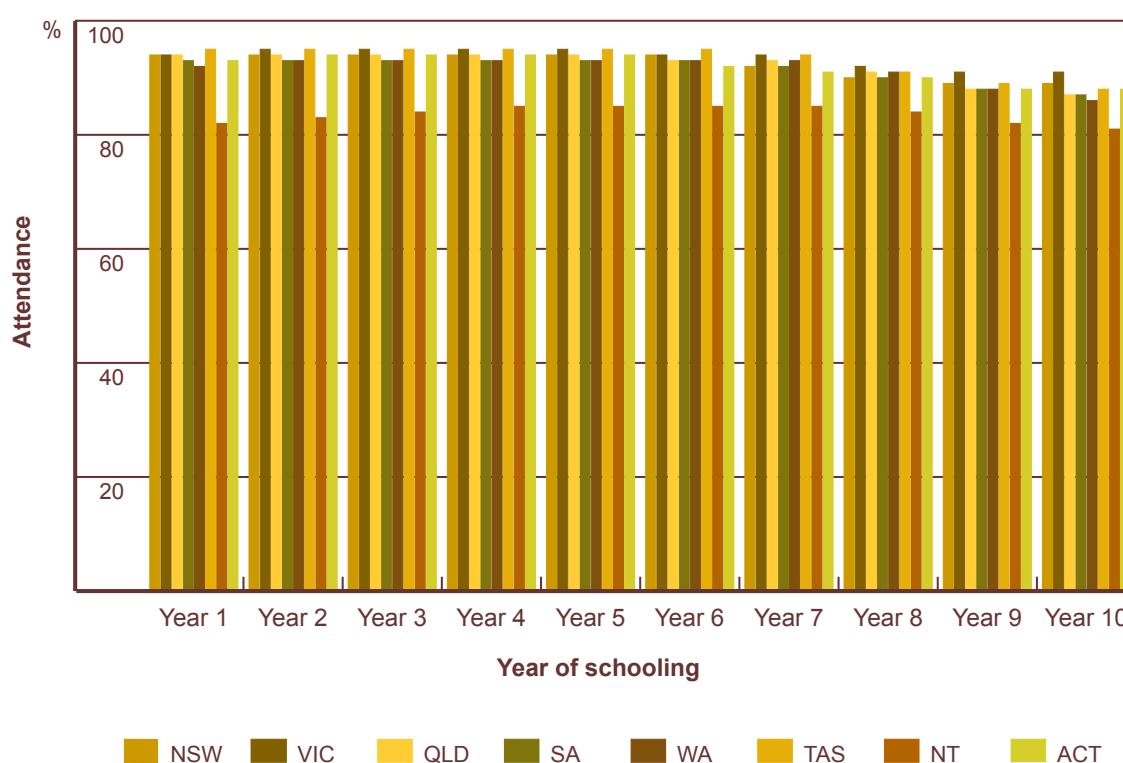
Figure 4.5 provides information on the average attendance rate of government school students in States and Territories across years 1 to 10. The pattern of results indicates that there was a marginal decline in attendance as schooling progressed, particularly from year 6 to year 10. In the Northern Territory, the attendance rate increased across years 5 and 6.

In general, attendance rates were similar across years 1 to 7. Student attendance in Victoria, Tasmania and New South Wales tended to be higher than the other States for most year levels. The Northern Territory attendance rates were lower than those of other States, for each year level. Attendance data in the Northern Territory reflect the high proportion of remote Indigenous students who have much lower attendance patterns than students attending schools in provincial cities and towns.

Data provided in the Statistical Annex indicate that Indigenous students attended school at lower rates than non-Indigenous students, with the variation in attendance more pronounced in the later years of schooling. For some States and Territories, there was a difference of more than ten percentage points in attendance rates between Indigenous and non-Indigenous students. In the Northern Territory, particularly from years 6 to 10, the difference was close to 20 percentage points.

Data provided in the Statistical Annex indicate that there were only very slight differences between the male and female attendance rates. Attendance rates of both males and females in all jurisdictions, except the Northern Territory, declined in years 8 to 10.

**Figure 4.5 Student attendance, years 1–10, government school sector, by State and Territory, 2007 (per cent)**



Source: MCEETYA, 2007

## Catholic school sector

Figure 4.6 provides information on the average attendance rate 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 7–10.

In general, the data for attendance rates are similar across years 1–7. The results for South Australia, followed by Queensland and New South Wales, tended to be higher than the other States for most year levels.

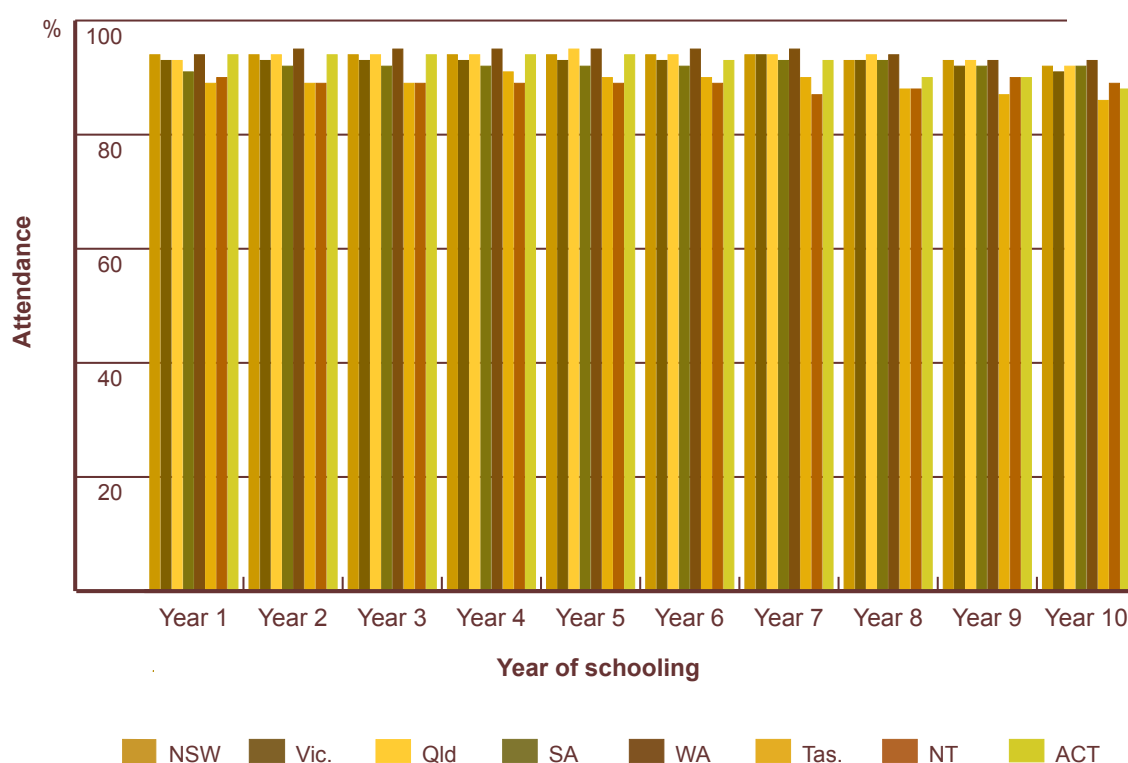
The attendance rates for Tasmania and the Northern Territory were lower than those of the other States for most year levels.

Data provided in the Statistical Annex show noticeable differences between Indigenous and non-Indigenous students, with Indigenous students attending school at lower rates than non-Indigenous students. 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 a ten percentage points for some States and Territories.

In Tasmania, in years 5–10, higher rates of attendance were observed for Indigenous students than for non-Indigenous students.

Data provided in the Statistical Annex indicate that there were only very slight differences between the male and female attendance rates across all year levels in all State and Territory Catholic schools, with the exception of Tasmania, where male attendance rates were higher than female attendance rates in years 7–10.

**Figure 4.6 Student attendance, years 1–10, Catholic school sector, by State and Territory, 2007 (per cent)**



Source: MCEETYA, 2007

## Independent school sector

Figure 4.7 provides information on the average attendance rate for students attending independent schools for the States and Territories, by year level.

In general, the data for attendance rates are similar across years 1–7. The results for Tasmania tended to be higher than the other States for most year levels, and the Northern Territory lower than the other States for most year levels.

There appeared 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.

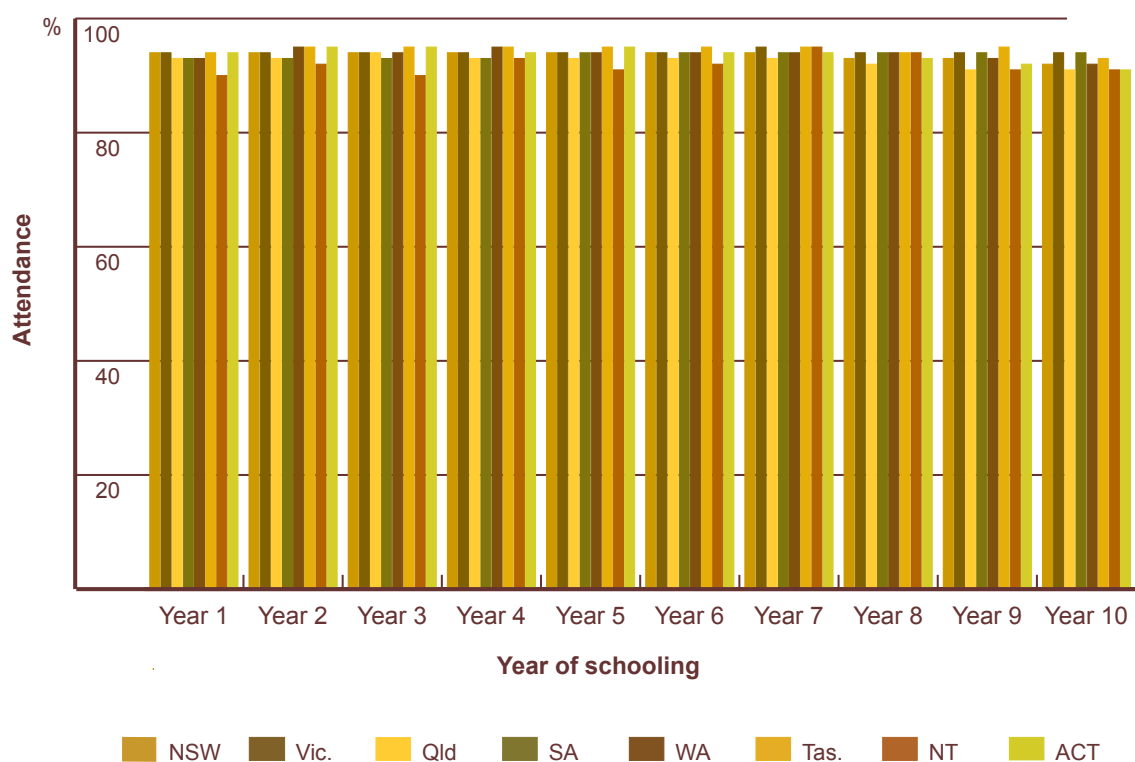
Data provided in the Statistical Annex show noticeable differences between the Indigenous and non-Indigenous student rates, with Indigenous students generally attending at lower rates. The variation in attendance between Indigenous and non-Indigenous students was more pronounced in the later years of schooling, where there was a difference of more than 10 percentage points for some States and Territories.

In Victoria and Tasmania, in some year levels, Indigenous students attended school at higher rates than non-Indigenous students.

Data provided in the Statistical Annex indicate that there were slight differences between the male and female attendance rates across all year levels in all State and Territory independent schools. Male participation rates were noticeably higher in most year levels in Tasmania, and in years 9 and 10 in the Australian Capital Territory and New South Wales. In the Northern Territory, female participation rates were higher for all year levels except years 5 and 7.



**Figure 4.7 Student attendance, years 1–10, independent school sector, by State and Territory, 2007 (per cent)**



Source: MCEETYA, 2007

# ANR 2007 Chapter 5

# Literacy and numeracy

## Overview

In 2007, 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. Under the national plan, education ministers agreed to support:

- assessment of all students by their teachers as early as possible in the first years of schooling
- early intervention strategies for those students identified as experiencing difficulty
- the development of agreed benchmarks for years 3, 5, and 7, against which all students' achievement in these years could be measured
- the measurement of students' progress against these benchmarks using rigorous State-based assessment procedures, with all year 3 students being assessed against the benchmarks from 1998 onwards, and all year 5 students as soon as possible
- progress towards national reporting on student achievement against the benchmarks, with reporting commencing in 1999 within the framework of the annual *National Report on Schooling in Australia*
- professional development for teachers to support the key elements of the plan.

Education ministers also agreed that benchmark standards should articulate nationally agreed minimum acceptable standards in literacy and numeracy at particular year levels, and should be used for reporting on performance in support of the national literacy and numeracy goal.

Student achievement in literacy and numeracy is tested through existing State-based assessment programs. School authorities use a nationally agreed equating process to locate the benchmark on the various tests, which enables nationally comparable reporting of aggregated performance data by States and Territories.

One strong argument for close monitoring of literacy levels in schools is the considerable body of research evidence linking low literacy levels to early school leaving. Early school leaving, in turn, appears to correlate strongly with the risk of prolonged unemployment among school leavers.

## Measuring student achievement

At the March 2000 meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), ministers approved the literacy and numeracy benchmarks for year 7 and the numeracy benchmarks for years 3 and 5, completing the development of nationally agreed performance standards for literacy and numeracy at years 3, 5 and 7.

At the May 2005 MCEETYA meeting, ministers agreed that the year 9 benchmarks be developed and endorsed by MCEETYA for introduction in 2007, and that the Performance Measurement and Reporting Taskforce conduct a trial of the new common instruments in literacy and numeracy for years 3, 5 and 7 in a sample of schools in all States and Territories in the first half of 2006.

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*.

In 2007, the State and Territory test administration authorities developed, administered and reported on the literacy and numeracy tests for years 3, 5 and 7 in their respective State or Territory, as well as preparing to administer and report on the 2008 national literacy and numeracy testing for students in years 3, 5, 7 and 9. In 2007, as in previous years, some jurisdictions also conducted tests for year 9 students.

## **Reading, writing and numeracy benchmark results**

The 2007 National Benchmark Results for Reading, Writing and Numeracy, Years 3, 5 and 7 are available online at:

<http://cms.curriculum.edu.au/anr2007/pdfs/2007benchmarks.pdf>.

## **Major initiatives supporting literacy and numeracy**

The following section provides information on national initiatives undertaken in 2007 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**

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

The Literacy, Numeracy and Special Learning Needs Program significantly contributes towards implementing the National Literacy and Numeracy Plan and is the main source of targeted Australian Government funding for educationally disadvantaged school students, including students with a disability. The program will provide an estimated \$2 billion over the 2005–08 quadrennium. Under the Schools Grants element of this program, the Australian Government will provide an estimated \$1.8 billion over the quadrennium. For 2007, the national allocation for the Schools Grants element was \$467,693,635.

#### **National Numeracy Review**

The National Numeracy Review was commissioned by the former Human Capital Working Group of the Council of Australian Governments (COAG), and undertaken by an independent panel chaired by Professor Gordon Stanley. The National Numeracy Review report offers advice in effective teaching, learning and assessment practices in mathematics and other areas of learning, which contribute to numeracy outcomes at the classroom level.

#### **Reading Assistance Vouchers**

The Reading Assistance Voucher program assisted students who did not meet the year 3 national reading benchmark and students formally exempted from year 3 reading benchmark testing in 2006. The program offered students the opportunity to access one-to-one reading tuition to the value of \$700.

In 2007, the budget for this program was \$20.6 million. Of the 18,736 eligible students, 14,572 (78 per cent) registered to receive tuition under the Reading Assistance Voucher program.

Data from the program indicated that the majority of students who received tuition had improved reading scores.

## National Literacy and Numeracy Week

National Literacy and Numeracy Week is an Australian Government initiative, conducted in collaboration with the States and Territories to celebrate and acknowledge the significant work that is undertaken across Australia to improve young people's literacy and numeracy skills. In 2007, National Literacy and Numeracy Week was held from 3 to 9 September.

The Excellence Awards give schools an opportunity to show the nation what they were doing to improve the literacy or numeracy outcomes of students. The awards offered a \$375,000 prize pool and the opportunity for schools to receive national recognition. All Australian government and non-government primary and secondary schools catering for students up to year 10 were eligible to apply.

Five Minister's Awards of \$10,000 each (\$50,000 in total) were available. Individuals nominated for the awards demonstrated an outstanding commitment and made a major contribution to the improvement of literacy and/or numeracy outcomes within their community over a significant period of time.

National Reading Day, a mass participation literacy activity developed by the Australian Association for the Teaching of English and the Australian Literacy Educators' Association, was introduced in 2007 and held on 5 September. Catering for students of all ages, National Reading Day brought the nation together to enjoy five wonderful Australian books. Excerpts from these books were made available on the National Reading Day website, together with a range of activities.

Reach for the Stars, the national mass participation numeracy event developed by the Australian Association of Mathematics Teachers, was held between 1 and 5 September 2007. Activities were divided into two distinct age groups: *Stepping Up with Maths* for primary and middle school students included hands-on measurement and data analysis activities using information contributed by students from all over Australia, and *Let's Be Fair* for secondary school students included activities exploring the vital role of mathematics in understanding and making decisions about 'fairness'.

Cross-promotion continued for the Dorothea Mackellar Poetry Awards, a national poetry competition for children and young adults in Australia. These awards encouraged the expression of young people's creativity through literature, whilst celebrating the writing of Dorothea Mackellar, author of the famous poem, 'My Country'. The 2007 awards constituted one of the most successful years in the competition's 23-year history. Just over 15,000 students submitted a poem on the (optional) theme of colour.

## New South Wales

### Government sector

#### Policies and programs

The focus for initiatives, strategies and programs implemented by 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*.

In 2007, development of the Best Start initiative commenced. The Best Start initiative is an assessment and teaching support program, conducted upon entry to school. The department designed a training program to support teachers in using information gathered through a consistent state-wide school entry literacy and numeracy assessment, to plan and implement teaching programs to meet the individual learning needs of students. The first cohort of schools to implement the Best Start initiative was identified, and funding provided to schools for teachers to participate in the training program in 2008.

#### Measures to support students with disabilities to participate in tests

To maximise the participation of students with disabilities in the 2007 literacy and numeracy 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 for schools to photocopy on coloured paper. 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 was provided. A scribe or computer was used where students had a specific disability, or unexpected injury, that prevented them from writing.

Separate supervision was provided for some disabled students, 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 2007, teachers engaged in professional development covering a suite of programs to support improved student literacy outcomes. These included the Literacy On Track program, targeted at Kindergarten to year 4 classroom teachers; the Literacy in the Middle Years program, and the Reading Recovery intervention program for students experiencing reading and writing difficulties in year 1.

Professional learning opportunities for the mathematics syllabus and numeracy included the Count Me In Too early years numeracy program and the Counting On numeracy program, which develop the professional knowledge of teachers of middle years (years 5 to 8) students, to achieve improved mathematics outcomes.

## **Catholic sector**

### **Policies and programs**

In 2007, New South Wales Catholic schools continued to implement policies and initiatives to support the National Literacy and Numeracy Plan. 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 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 2007, the New South Wales Catholic sector implemented a range of professional development initiatives. Reading Recovery and First Steps programs continued to be implemented and were supported by courses for classroom teachers.

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 supported Improving Measurement, Improving Writing and Spelling workshops and school-based Learning Community Projects, which developed the capacity of teachers to deliver quality literacy and/or numeracy programs in schools.

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 2007, the Association of Independent Schools New South Wales supported schools to focus on the identification of specific areas of student need in literacy and numeracy, through pre- and post-assessment, ongoing observation and teacher judgement. A structure to ensure effective, targeted program planning was the focus for consideration and implementation in schools. This included adjustments in the areas of content, teaching strategies and the learning environment.

Considerable advice was provided to schools in the area of early years literacy, in particular, on learning to read and the critical components of literacy. This included concepts about print; phonemic awareness; letter–sound correspondence; sight–word recognition; understanding of the alphabetic principle; decoding skills; fluency and comprehension, which underpin this skill. Ongoing consultancy support including discussion and feedback with individual teachers and school executives was also provided to support ongoing implementation of this advice in a range of independent schools.

### **Professional development**

A number of independent schools provided intensive, school-based professional development in Teaching English to Speakers of Other Languages (TESOL) methodology, and the use of the English as a Second Language (ESL) scales for all teaching staff. Some schools committed all staff to eight after-school sessions on the teaching of second language learners, while other schools sent up to four staff each to ten professional development sessions on ESL.

Teachers in many New South Wales independent schools continued to participate in the Learning in Early Numeracy and Learning in Numeracy programs. Each project consisted of 20 hours of professional development, together with classroom support. The projects were designed to support the school staff to understand, assess and develop the mathematical thinking of students.

During 2007, these projects were supplemented by the development of research-based growth points for measurement, fractions and decimals, and one-to-one interviews, to map the progress of individual students against the framework.

## **Victoria**

### **Government sector**

#### **Policies and programs**

The Victorian Department of Education and Early Childhood Development continued to develop curriculum advice and resources to support school planning, and build teacher capacity to implement students' learning initiatives.

The Mathematics Online Interview was published online, providing a central location of data for schools and teachers in 2007. The Interview is used to assess an individual student's understanding and strategies in the areas of number, measurement and space. The Interview provides information for teachers to use when planning to meet students' learning needs.

In 2007, the Literacy Improvement Teams initiative was implemented, providing 45 Equivalent Full-Time (EFT) Literacy Specialists to bring about changes in classroom practice and organisational culture and to accelerate the literacy performance of year 3 to year 8 students. The November 2007 interim evaluation report highlighted that years 3 to 5 students, taught by teachers coached by a Literacy Specialist, made greater progress than students in matched control classes. The progress made by students in years 6 to 8 was not significant, due to the smaller numbers of students involved at each of these year levels.

Enhancements to the English Developmental Continuum for Preparatory to year 10 students (published in 2006) included videos demonstrating student performance at selected levels. These are designed to support teachers to make consistent and accurate judgements of students' progress. The Literacy Professional Learning Resource was first published in 2007. The English Developmental Continuum and 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 offered for the third time, and generated an increasingly high level of interest. Information about the challenge is available online at: <http://www.education.vic.gov.au/prc/default.htm>.

Literacy and Numeracy Week was celebrated in September 2007, with many school-based, regional and state-wide activities. At the National Literacy and Numeracy Week Awards ceremony, one Victorian government school received an Excellence Award of \$10,000, six schools received Highly Commended Awards worth \$5,000 each, and eight schools received Achievement Awards of \$2,000. The department also promoted a state-wide Games Day across all schools, with a focus on Scrabble and Australia Post sponsored the 'My Dream Ambition' letter writing competition, which attracted more than 4,000 entries.

In 2007, 61 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 2007, to ensure equal access to literacy and numeracy testing for all Victorian students, a range of enhancements in relation to pre-enrolment and student registration were implemented to provide students in special education schools with the opportunity to participate in all literacy and numeracy tests.

## **Professional development**

During 2007, 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.

All regions offered three-day professional learning programs for mathematics leaders in secondary schools, to build pedagogical content knowledge, and support implementation of the Victorian Essential Learning Standards.

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.

In 2007, Reading Recovery teacher training centres continued to operate across Victoria. Regional Reading Recovery Tutors and state-wide trainers supported teachers in initial and ongoing Reading Recovery professional learning. Reading Recovery Tutors also conducted regional literacy intervention programs, which provided training and support for teachers to diagnose, plan for, and deliver targeted individual literacy support in small-group instructional settings.

## **Catholic sector**

### **Policies and programs**

In 2007, 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 guided 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 delivered remarkable improvement in reading outcomes of year 3 and 4 students. The significant commitment by schools to literacy in the early years was also broadened to build capacity and professional knowledge of year 4 teachers.

In 2007, the Reading Recovery program was provided to the lowest performing students in year one. The Reading to Learn project continued as a significant part of the Middle Years Strategy, with approximately 150 teachers from 70 Catholic schools receiving training in this strategy.

The principles of Maths Recovery and Number Intervention guided Catholic schools in the implementation of targeted intervention strategies for low attaining students in mathematics in the Archdiocese of Melbourne. Many country schools introduced 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 2007, 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 2007 was targeted at specific groups of teachers, such as Literacy Leaders, who participated in training on leadership and building a professional learning culture. New school 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.

In 2007, more teachers were supported to update their qualifications in mathematics and mathematics education. The Success in Numeracy (SINE) program continued to provide professional learning support for mathematics leaders. Many teachers attended professional learning in the SINE P-4 and SINE P-8 programs. School mathematics leaders were further supported through professional learning in mathematics content in the Regional Mathematics Leadership clusters.

## **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 2007, 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 2007, intervention programs supported 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 also participated in literacy and numeracy testing such as the Achievement Improvement Monitor (AIM) and AIM Online to assess and report student achievement against the national benchmarks.

### **Professional development**

In 2007, the association's Literacy, Numeracy and ESL Professional Learning Program, provided teachers with access to 28 workshops and seminars, focused on supporting literacy and numeracy learning.

Other literacy professional development programs focused on literacy planning, assessment and teaching in the early years, supporting students with language difficulties in the primary and secondary years, differentiating the curriculum for students with a disability, and scaffolding literacy through Learning to Read: Reading to Learn.

Teachers participated in professional learning on teaching and assessing counting, multiplication and division, place value, addition and subtraction, and using the Victorian Essential Learning Standards to improve and reinvigorate mathematics teaching.

The association also supported a Specialist Consultancy Program, involving 18 schools working with a consultant on an identified area of literacy or numeracy, and a Professional Learning in Residence program, where school teams were given the opportunity to plan, develop and implement their own classroom-based research on some aspect of teaching/learning improvement, supported on-site by consultants.

The Country Areas Cluster Project was implemented to explore the cluster group as a medium for promoting professional learning opportunities. Five 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

In 2007, the Queensland Department of Education, Training and the Arts implemented strategies and initiatives to improve literacy outcomes, through the implementation of *Literacy – the Key to Learning: Framework for Action 2006–2008*.

The department released a complementary strategy for numeracy, *Numeracy: Lifelong Confidence with Mathematics – Framework for Action 2007–2010* in 2007. Four areas for action are identified in this framework: understanding numeracy; teacher knowledge and pedagogy; numeracy across the curriculum and numeracy leadership. The framework is focused on extensive professional development for teachers of mathematics, and professional development for all teachers on numeracy in all key learning areas.

Through its state-wide projects, the department emphasised that all teachers are teachers of literacy and numeracy. In 2007, the Middle Phase Cluster Project focused on the alignment of assessment, curriculum and pedagogy, and the development of teachers' knowledge about literacy and numeracy across the curriculum.

Primary school students with difficulties in literacy and/or numeracy continued to benefit from programs that provided intervention and support such as: Reading Recovery, learning support teaching, school initiated support, and intervention based on the results of the year 2 Diagnostic Net and the year 5 component of the years 3, 5, and 7 testing program.

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

In 2007, the Interventions in Literacy and Numeracy research project, which formed part of the Australian Government funded Effective Teaching and Learning Practices for Students with Learning Difficulties initiative was completed and the report of the project submitted.

### Measures to support students with disabilities to participate in tests

The 2007 Test Preparation Handbook provided to all schools by the Queensland Studies Authority, described the special considerations and accommodations available to support as many students as possible to participate in the year 3, 5, 7 literacy and numeracy tests.

Only special considerations that the student received as part of their ongoing curriculum program were used during the tests. Accommodations available to students included: 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 or use of magnetised measuring equipment for the numeracy test; low vision aides; coloured overlays and masking to cover distracting material.

### Professional development

In 2007, as part of the implementation of the *Literacy-the Key to Learning: Framework for Action 2006–2008*, teachers of students in years 1 to 3 completed five-day professional development programs, focused on building their repertoire of skills for the teaching of literacy. Teacher aides working in the early phase of learning completed professional development programs, designed to assist staff to reflect on current approaches and practices in supporting students' literacy practices, and provide strategies to support students' oral language, reading and writing.

Numeracy professional development activities focused on developing a shared understanding of numeracy; identifying opportunities and numeracy demands across all key learning areas; analysing student performance data, and building teacher confidence and skills to implement productive pedagogies in mathematics.

Queensland National Literacy and Numeracy Week 2007 was a success in terms of student and teacher participation, the number of entries into the school awards and applications for grant applications. Schools across the State celebrated with their communities, and over 200 schools participated in regional conferences, to share professional development that identified and promoted excellence in literacy and numeracy education. Over 290 principals, teachers and school

leaders attended the 'Making a Difference' State conference, to share their experiences in effective practice in literacy and numeracy teaching.

The 2007 Online Literature Festival, co-ordinated by the department's Learning Place, ran for three weeks. Primary and secondary school students logged into chats with 84 Australian authors, illustrators, songwriters and playwrights, and asked questions about their work and careers. Students also participated in online writing workshops and book raps, and discovering the story behind the pictures by exploring visual literacy.

Teachers were provided with access to online teaching ideas and practices, and interactive projects and resources, to support literacy and numeracy professional learning, and the sharing of professional resources. The growing range of online resources is accessible (via a username login) through the Learning Place, at:

<http://education.qld.gov.au/learningplace/>.

## **Catholic sector**

### **Policies and programs**

During 2007, Queensland Catholic Education dioceses curriculum teams supported schools to develop school literacy and numeracy plans, which clearly outlined the goals, actions, timeframes, personnel and budget for the successful implementation of literacy and numeracy development over a three to five year timeframe.

Schools implemented a range of initiatives including the use of literacy mentors to support new teachers, collaborative planning by classroom teachers, and the use of Mysuite English, to promote continuity of learning and appropriate learning experiences. Schools also collated and analysed school-based data from the years 3, 5 and 7 literacy and numeracy tests, which informed their actions, and supported the development of coherent and consistent approaches to resourcing literacy and numeracy programs.

In 2007, three schools worked with the University of Queensland, on a project aimed at improving and sustaining literacy through pedagogical change. A diocesan project in partnership with the Queensland University of Technology and Independent Schools Queensland focused on early years oral language, literacy and numeracy development.

In 2007, a number of early intervention programs in literacy and numeracy were implemented across Dioceses. The First Steps program continued to support teachers in using effective teaching strategies aligned with researched methodologies and practices. The delivery of the First Steps course provided teachers with valuable resources for application across all key learning areas.

The 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 2007. This project developed the capacity of teachers in the early years to support numeracy learning, through using the probes to identify learning difficulties in mathematics, design practical assessment tasks, and plan appropriate learning experiences.

One diocese offered the Stepping Out: Tactical Teaching – Speaking, Listening and Thinking modules to secondary teachers, to support the use of effective teaching strategies to develop literacy in all key learning areas in the middle years of schooling.

### **Professional development**

Every diocese in Queensland 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.

Consistency of Teacher Judgment days provided opportunities for teachers to share and discuss student performance and achievement in the areas of literacy and numeracy. Intra- and inter-school moderation processes to assign phases to students on the year 2 Diagnostic Net, also provided opportunities for teachers to develop consistency of teacher judgment.

Professional learning in Support a Reader, Support a Writer and Support a Speaker, and in literacy strategies in the early years, including oral language development and links to mathematical concept development, and decoding written texts, supported teachers to provide intensive literacy learning experiences for students.

In 2007, dioceses offered a range of mathematics workshops on topics such as equivalence and fractions, patterns and functions, chance and data, measurement, effective mathematical pedagogy and assessment practices, problem solving tasks and financial literacy.

## **Independent sector**

In 2007, activities in Queensland independent schools that supported literacy and numeracy included a combination of ongoing, school based projects, and workshop-style presentations.

The Association of Independent Schools Queensland supported schools to develop a whole-school approach to the teaching of writing, using the First Steps materials developed through Edith Cowan University. Teachers analysed state-wide test results to effectively determine the areas of greatest need, and developed targeted strategies for students experiencing difficulty.

## **Professional development**

During 2007, the association provided a range of professional learning activities for independent schools. To support teachers in improving students' literacy skills, the association offered workshops on reading in the primary years, the explicit teaching of spelling, functional grammar, Primary Connections, and speaking and listening in the middle years.

Workshops with a numeracy and mathematics focus included Numeracy Across the Curriculum, writing diagnostic assessment tasks and tests, patterns and algebra, equivalence and fractions, and early number.

The Focus on Assessment project, initiated in 2005 and continued in 2007, assisted schools to reflect and improve on their assessment practices. Outcomes from this project, including a range of exemplar assessment items with completed student work and teacher commentaries, are available online at: <http://www.aisq.qld.edu.au>.

# **South Australia**

## **Government sector**

### **Policies and programs**

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

The Early Years Literacy Program (2005–07) targeted all children aged 4 to 9 years, as well as 3-year-old Indigenous children who are entitled to early entry in preschools. As a result of this strategy, a centrally-based team of early years curriculum officers has been created, each district has an Early Childhood Initiatives Coordinator, and more than 400 preschool to year 3 teachers are trained as specialised literacy teachers.

In 2007, the Premier's Reading Challenge was very successful, with 55 per cent of all South Australian students from Reception to year 9 completing the Challenge. There was a 28 per cent increase in the number of Indigenous students who completed the Challenge in 2007.

The Science and Mathematics Strategy supported action research projects, and the Premier's Industry Awards program facilitated short-term industry placements for teachers of science and mathematics. Facilitators were trained to support the implementation of the Australian Academy of Science Primary Connections program, which supports teachers to improve students' scientific literacy, as well as their learning outcomes in both science and literacy.

During National Literacy and Numeracy Week, schools participated in a variety of activities, including local promotion projects, regional sessions and a Literacy and Numeracy Expo.

Through the Early Years Literacy Program, baseline reading data was collected for children in years 1 and 2. Schools continued to assess children's reading progress through this state-wide monitoring and evaluation process.

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.

During 2007, the ESL Innovative Schools initiative facilitated the development of quality school and teacher practices, and the use of evidence based interventions in 14 schools. To build teacher capacity in supporting ESL students, 417 teachers engaged in accredited (nine modules, 25 hours) ESL professional learning courses.

## **Measures to support students with disabilities to participate in tests**

In 2007, 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.

## **Professional development**

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

Numeracy in the primary years continued to be addressed through the Mathematics for Learning Inclusion program, which supports schools in low socio-economic communities to improve maths teaching and learning. In 2007, extensive evaluation data for the program, including data from standardised testing of students, demonstrated improved mathematics outcomes for students. Some clusters narrowed the gap between students from low socio-economic backgrounds and the general cohort, and between Indigenous and non-Indigenous students. Qualitative data from the teacher and leader questionnaires and teacher narratives indicated more positive attitudes, and changed pedagogies by teachers, in relation to the learning of students from low socio-economic backgrounds and Indigenous students.

In 2007, the training of facilitators in First Steps in Mathematics was extended to include teachers from schools with significant enrolments of Indigenous students. These teachers delivered the teacher course to colleagues in their schools and supported them during implementation, including collecting and interpreting evidence of an individual student's mathematical knowledge, and then determining appropriate learning activities to extend their knowledge and skills.

Trained tutors delivered state-wide the professional development courses, Teaching ESL in Mainstream Classrooms and Language and Literacy. The courses enabled teachers and school leaders, including those working in Anangu schools, to understand and teach the literacy demands of the curriculum. The Teaching ESL New Arrivals program was delivered to a number of teachers.

## **Catholic sector**

### **Policies and programs**

In 2007, the South Australian Commission for Catholic Schools Literacy Strategy continued into its second year. Literacy and numeracy consultants worked on system-wide projects, such as the South Australian Curriculum Standards and Accountability Curriculum Software project, as well as supporting schools to implement literacy and numeracy plans through a range of models and strategies.

The Catholic Education Office organised National Literacy and Numeracy Week activities on the theme of digital and visual literacies and numeracies. One South Australian Catholic school was awarded a National Literacy and Numeracy Week award and two schools received State awards.

Reading Recovery continued to be 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 2007. Schools entered their data on the central web database, and used the information to guide decisions about teaching.

The report of the Boys' Literacies and Identities Research Project was published in term four of 2007. The report, which was the outcome of a collaborative action research project between schools and the University of South Australia, contains key insights and a set of resources to support other schools interested in literacy interventions for boys. The full research report is available at: <http://online.cesanet.adl.catholic.edu.au/docushare/dsweb/View/Collection-3286>.

## **Professional development**

In 2007, 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.

Numeracy consultants worked with teachers in metropolitan and country schools on a range of projects aimed at improving understanding of the mathematical and numeracy strands of the South Australian Curriculum Standards and Accountability Framework.

During 2007, numeracy projects and networks focused on the role of effective assessment in building positive identities within numeracy classrooms. Using action research, teachers investigated ways to develop a positive holistic model of assessment, which included assessment for learning, assessment of learning and assessment as learning.

## **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.

Support was provided to assist schools to analyse student benchmark data and explore strategies to improve the learning outcomes of students below or around the literacy and numeracy benchmarks. A number of schools involved in the year 9 state-wide assessment program used additional targeted grants to support school-based projects, contextualised to the identified needs of the students and school.

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. School leaders were provided with advice about the effective use of data to inform planning and

decision-making. Literacy and numeracy programs implemented during 2007 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

A key goal of the Western Australian Department of Education and Training's Plan for Government Schools in 2004–07 was improved literacy and numeracy. In 2007, the Ministerial Literacy and Numeracy Taskforce completed its review of literacy and numeracy learning in Western Australia, and released the *Literacy and Numeracy Review: Final Report*. The department analysed the recommendations of the report and used them to inform forward planning.

In 2007, the Assessment for Improvement program enabled schools to further develop the use of student performance information for improvement purposes. Schools and districts were provided with a range of tailored resources, technologies and professional support, which significantly contributed to evidence-based decision-making, diagnostic instruction, school reviews and program evaluation.

A range of metropolitan and rural public schools with varying populations and socioeconomic levels trialed Levels 1 and 2 of the Developmental Language and Literacy Profile during 2007. Modifications were made to these levels, and work continued on developing Levels 3 and 4, in consultation with academic colleagues from Curtin University.

In 2007, the trial version of the new Kindergarten to year 10 English as a Second Language/English as a Second Dialect (ESL/ESD) Progress Map was introduced to schools. This new monitoring and assessment tool for ESL/ESD students links to existing curriculum frameworks.

The Getting it Right Literacy and Numeracy Strategy supported specialist literacy and numeracy teachers to work in selected primary and high schools, to assist classroom colleagues to diagnose the needs of struggling students and provide programs to meet their needs.

The Australian Government's Literacy and Numeracy Program provided direct grants to schools that serve communities with a high proportion of students at risk of not achieving successful outcomes in literacy and numeracy. In 2007, funds totalling \$7.5 million were allocated directly to government schools in Western Australia.

In 2007, the Australian Government's Literacy, Numeracy and Special Learning Needs program financed other departmental literacy and numeracy initiatives including the implementation of the First Steps English and Mathematics materials; First Steps curriculum writers; the Aboriginal Literacy Strategy; the ESL program; the evaluation of middle schooling; effective teacher research, and District Retention and Participation Grants.

Intensive English Centres and mainstream schools provided ESL support programs and services to students. Specialist teachers provided services to Indigenous students in remote areas, whose first language or dialects are not Standard Australian English.

The department implemented the Australian Government's Reading Assistance Voucher initiative across the three education sectors during 2007. Seventy eight per cent of the 1,181 eligible students identified as performing below the national literacy and numeracy benchmarks received tutorial assistance.

In 2007, the Aboriginal Literacy Strategy continued to be implemented in remote schools. Schools implemented the major action of the strategy, a framework guiding a mandated daily two hours of targeted English language and literacy instruction for all students. Twenty of the schools implementing the Aboriginal Literacy Strategy received IBM KidSmart computers, to assist teachers to integrate Information and Communication Technologies (ICT) in a fun and playful way, appropriate for the early years of schooling.

## **Measures to support students with disabilities to participate in tests**

All students with disabilities are entitled to participate in the 2007 years 3, 5 and 7 Western Australian literacy and numeracy assessments. Students with disabilities who participated in the tests received the level of assistance that was normally available to them. Less than one per cent of eligible public school students were exempted from the 2007 Western Australian literacy and numeracy assessments program on the grounds of intellectual or functional disability, or impairment of either a temporary or permanent nature.

## **Professional development**

Service Area Curriculum Consultants delivered First Steps in Mathematics and English professional learning to schools. The consultants facilitated workshops and follow-up school visits, to support teachers to improve their literacy and numeracy teaching skills. In 2007, the department completed the First Steps Speaking and Listening Resources, and commenced writing the First Steps Viewing Resources.

The ABC of Two-Way Literacy and Learning program delivered professional development at state-wide and interstate forums. A new resource, *Tracks to Two-Way Learning*, which will facilitate roles of Two-Way team leaders in the delivery of professional learning to educators, was drafted during 2007.

In 2007, all specialist ESL and ESD teachers, specialist literacy teachers, and those working in regional and remote Indigenous communities, received training on how to use the new ESL/ESD Progress Map to assess, monitor and report to parents on student achievement.

## **Catholic sector**

### **Policies and programs**

In 2007, the Catholic Education Office of Western Australia maintained a 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.

All primary and composite schools administered the Performance Indicators in Primary School assessment device. This device is used to identify, within the first month of pre-primary education, students who may be at risk of later reading difficulty. At the end of the pre-primary year, students are re-assessed to evaluate program effect and to identify those students who may need ongoing monitoring during the first year of formal instruction.

Short-term second wave intervention and prevention programs were maintained and strengthened. In partnership with Edith Cowan University, the Reading Recovery program, for students identified as experiencing difficulty with literacy learning in years 1 and 2, was expanded. Implementation of the Extending Mathematics Understanding program continued as a support for students identified as at risk of not developing early numeracy skills. The Australian Catholic University provided training and support for this program.

### **Professional development**

School personnel accessed professional development designed to develop their 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.

The Raising Achievement in Schools initiative expanded to encompass both literacy and numeracy teaching and learning in 2007. This initiative provides 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.

The First Steps in Mathematics resource and associated school-based professional learning, designed to support strong pedagogical practice and a greater understanding of the use of diagnostic assessment, was made available to schools.

Professional development programs were provided for teachers of English and mathematics in secondary schools to ensure ongoing opportunities for the further development of literacy and numeracy teaching and learning in the secondary years. These included network days for Heads of Department and teachers, and targeted action learning projects.

## **Independent sector**

### **Policies and programs**

The Association of Independent Schools of Western Australia 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 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 standards. Schools accounted for these grants with data based on the outcomes of their school based projects.

In 2007, the association collaborated with Professor Robyn Zevenbergen of Griffith University, and Professor Peter Sullivan from Monash University, to obtain an Australian Research Council grant, to research and document the successful changes in pedagogy in mathematics classrooms, with the aim of sharing these with schools Australia-wide.

The Western Australian Online Mathematics Baseline Assessment Tool, an online diagnostic tool to efficiently ascertain areas of student error and misconception for the number strand of mathematics, was created in association with Associate Professor Alistair McIntosh. This web-based tool proved to be popular with students, particularly those who are disaffected (such as Indigenous youths) to engage in assessment procedures. The tool also provided robust information and direction for teachers.

### **Professional development**

A range of professional learning opportunities for teachers and other school staff was provided in 2007.

The association, in partnership with Murdoch University, provided professional learning for staff on how to more effectively use the Western Australia literacy and numeracy assessment 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.

## **Tasmania**

### **Government sector**

#### **Policies and programs**

The teaching of literacy and numeracy throughout all years of schooling remained a high priority for the Tasmanian Department of Education. In 2007, the department invested over \$16 million for literacy support in schools to improve literacy levels. In June 2007, the Education Minister, David Bartlett, hosted the Tasmanian Literacy Summit, which investigated ways to further improve Tasmanian literacy rates. As a result of this summit, every school developed an explicit literacy plan.

During 2007, the department focused on improved teaching approaches and used a range of strategies, rather than one off-the-shelf program, to support improved outcomes for students.

The department provided all teachers with syllabus documents in English–literacy, and mathematics–numeracy to support their teaching.

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

The Reading Recovery program continued as an intensive early literacy intervention strategy for year 1 students with low level literacy skills.



## **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 2007 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 sitting the tests.

### **Professional development**

A range of initiatives to assist schools in the achievement of their literacy targets was supported at the regional level. Initiatives included experienced and skilled teachers working as literacy coaches alongside teachers in schools, and sharing resources, ideas and strategies. Regional support staff provided professional learning for teachers in the effective use of both system and individual student monitoring data, to plan intervention strategies. The department also used external literacy experts to work in schools, or as a stimulus for professional learning.

The Reading Recovery early literacy intervention strategy provided intensive individual help for year 1 students with low-level literacy skills. Students involved in the program received one-on-one instruction on a daily basis from trained Reading Recovery tutors.

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.

## **Catholic sector**

### **Policies and programs**

In 2007, the Catholic Education Office of Tasmania supported schools to improve students' literacy and numeracy outcomes. Each school's annual plan identified a specific focus area for action and set goals for student improvement. The Catholic Education Office encouraged and supported schools to closely monitor benchmark testing results in years 3, 5 and 7, and to use the data for planning and teaching to improve student outcomes.

During 2007, a complete review of the programs offered to students with disadvantaged backgrounds was conducted. This review indicated areas of change required to ensure that the already sound program delivered to these students continued to meet their needs.

To ensure that maximum participation was reached in benchmark testing, students with a disability were provided with the level of assistance that was normally available to them in the classroom including scribes, the use of enlarged print and the reading aloud of numeracy tests.

Schools used the Performance Indicators in Primary Schools screener tool for all students in their first year of full time schooling to provide immediate support for those students identified at risk of having high learning needs, as well as those identified with advanced skills at this stage.

Low achieving Indigenous students received literacy and numeracy support through both in-class tuition and tutorial assistance. Students with English as a second language participated in intensive language courses and a program of support that continues for three years after arrival in Tasmania.

### **Professional development**

The Catholic Education Office learning and teaching team provided sustained support to teachers and principals at the school and system level. The main focus for 2007 continued to be on mathematics at all levels of schooling, with support given to schools by two Mathematics Education Officers.

Collaboration between the Catholic Education Office and the Australian Catholic University provided professional development for teachers in four schools, to support improving students' mathematical learning. Through this project, teachers gained a fuller understanding of their students' mathematical knowledge, and developed differentiated learning tasks to support students to reach mathematical growth points at each level of learning.

Professional development opportunities were offered in unpacking the strands of the Mathematics syllabus, First Steps in Mathematics and the Developing Mental Strategies Program developed by the University of Tasmania.

Literacy professional development opportunities included the Teaching Handwriting, Reading and Spelling Skills (THRASS) phonemic awareness program, the First Steps Project, and the use of the four resource models of teaching literacy used in primary schools. Education officers supported schools with direct instruction and modelling of good practice.

## **Independent sector**

### **Policies and programs**

During 2007, the Association of Independent Schools of Tasmania continued to work collaboratively on cross-sectoral projects and grants, including Literacy and Numeracy Week awards and activities, and the Primary Connections Program.

The association allocated funding to schools to support students' learning needs.

Individual schools undertook screening and assessment, and conducted early intervention if necessary. The association's consultants supported teachers and learning assistants in preparing individual educational plans, and curriculum modifications for students with disabilities and special needs in the areas of literacy and numeracy.

### **Professional development**

The association allocated supplementary grants of \$5,000 to ten schools, for school-based action research projects on differentiating core curriculum in areas such as year 8 science, literature circles for years 5 to 10, and cyclical teacher meetings to differentiate curriculum for individual educational plans. An association consultant directed all the projects that supported students at risk of difficulty with literacy and numeracy learning.

Teachers accessed a range of professional learning opportunities to increase their skills and knowledge including numeracy workshops in First Steps in Numeracy; First Steps in Writing and Reading; Assistive Technologies; Autism Spectrum Disorder and approaches to teaching literacy.

## **Northern Territory**

### **Government sector**

#### **Policies and programs**

The Northern Territory Department of Employment, Education and Training implemented a range of initiatives in 2007 to support the National Literacy and Numeracy Plan.

In 2007, schools linked their identified school literacy and numeracy plans to the analysis of data from system and school-based assessment. Schools also piloted the Accountability and Performance Improvement Framework, into which school literacy and numeracy plans will be embedded from 2008.

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 Multi-level Assessment Program achievement data. Examination of the data highlighted the link between attendance, the mobility of students and Multi-level Assessment Program test results, and informed ongoing development of related system policies and approaches.

The Multi-level Assessment Program Reporting and Evaluation Tool allowed schools to better access and utilise data obtained through the Program testing process. The department provided a training program for teachers and leaders in schools, which enabled them to perform more detailed analysis of student achievement around national benchmarks at the school, cluster and regional levels.

The Assessment of Student Competencies assessment tool collected baseline literacy and numeracy data, to support schools to develop suitable interventions for students identified at risk before they commenced in year 1. In 2007, the Assessment of Student Competencies was available to schools from Term 1 as an assessment for learning tool, in addition to being administered at the end of the year to identify students at risk of not achieving.

The QuickSmart Numeracy primary and middle-years intervention program was implemented in 20 schools. In 2007, sixty schools were subscribed to the Maths300 online resource and Working Mathematically workshops were provided to schools throughout the Territory.

The National Accelerated Literacy Program aims to bridge the educational divide between Indigenous and non-Indigenous students, by raising literacy levels using the accelerated literacy methodology. The program continued to be implemented in a number of Northern Territory schools.

Charles Darwin University, the department's main partner in the project, provided academic expertise related to the Accelerated Literacy methodology, professional development support for teachers, and accelerated literacy training and teaching materials. The considerable assessment data drawn from schools participating in the project enabled individual learner progress to be analysed and target setting for identified at risk learners to be ongoing.

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. Special Intensive English Units also provided new arrival students with intensive English language tuition.

### **Measures to support students with disabilities to participate in tests**

In 2007, all students were encouraged to participate in the Multi-level Assessment Program testing. The test guidelines provided advice on the participation of students with special needs. This advice included examples of special provisions available, eg, assessment papers prepared in large print, a scribe for recording short answer responses, the use of a computer for the writing task (with the spelling/grammar check disabled), and extra time for breaks during the testing period.

### **Professional development**

Aligning system-endorsed literacy and numeracy approaches is part of a long-term strategy to improve the Northern Territory's Multi-level Assessment Program results.

Literacy and English as a Second Language (ESL) professional development courses delivered by Literacy and ESL teams included First Steps and Stepping Out programs; Walking, Talking Texts workshops; ESL for Indigenous Language Speaking Students (ILSS); ESL Across the Curriculum; ESL for Indigenous Learners and Accelerated Literacy methodology and assessment.

First Steps and Stepping Out professional development also included the delivery of facilitator courses, to increase the number of expert practitioners in school and office-based positions, who are able to deliver professional development. Through the Specialist Support Program, teachers networked each term at central or regional meetings, and accessed targeted professional development on-site, including professional support related to assessment and reporting for ESL learners.

The Count Me in Too (Number) program provided professional learning opportunities for early years and primary teachers in a diverse range of schools across the Northern Territory.

Ten teachers participated in the Leadership Program for Teachers of Mathematics in Remote and Rural Schools project, developed by the Mathematics Teachers Association of the Northern Territory and the Australian Association of Mathematics Teachers.

The National Accelerated Literacy Program delivered extensive professional development to participating schools in 2007. Accelerated literacy teachers, school coordinators and support staff involved in the implementation of the program received training in mentoring, lesson analysis and feedback, and demonstration lessons and co-planning support.

Both Literacy/ESL and Numeracy officers played an active role in supporting a range of system-wide professional learning initiatives, such as the National Literacy and Numeracy Week; Group Schools' conferences; the Multi-level Assessment Program, and development of the Northern Territory Curriculum Framework Layer Two literacy and numeracy resources. In collaboration with the Mathematics Teachers' Association of the Northern Territory and Australian Association of Mathematics Teachers, professional learning activities and student activities were developed, most notably the Leadership Program for Teachers of Mathematics in Remote and Rural Schools.

## **Catholic sector**

### **Policies and programs**

During 2007, the Catholic Education Office continued to work on articulating a language teaching and learning policy for its Indigenous Catholic Community Schools. In term three, the first draft of a policy on language teaching and learning, and an accompanying set of guidelines for bilingual schools, were developed for consultation, with a final draft of the policy adopted in November 2007.

The Catholic Education Office actively promoted the adoption of English language programs that included well-established and rigorous implementation processes, sufficient resources for teachers, and a strong professional development component. Work continued in supporting each Indigenous Catholic Community School to develop a Language Policy, and build up a body of shared knowledge, skills and understanding about the language, and literacy programs used in the school.

Catholic schools in the Northern Territory used a range of intervention strategies to cater for the needs of their diverse student population. Four of the five Indigenous Catholic Community Schools began implementation of the National Accredited Literacy Program, an applied intervention approach, in which the teacher works with the whole class in scaffolded interactions of modelling language, and providing information to learners using age-appropriate texts.

Teachers were provided with an ESL tool developed using the ESL levels and indicators as described in the Northern Territory Curriculum Framework, to assist with the assessment of individual students, and planning for future teaching and learning needs of ESL learners.

In 2007, the Students with Special Needs: Implementation of Support Services and Funds guide was compiled for all Catholic Schools. The content included definitions, the enrolment processes and the Intervention First Process for students not achieving in the classroom.

The growing and vibrant network of Indigenous Education Workers continued throughout 2007, working with schools on literacy, numeracy and behaviour management strategies.

### **Professional development**

Schools were provided with quality professional learning and resources in the best practice pedagogy for teaching and learning in the middle years. Catholic Education Office curriculum consultants continued to conduct a program of school visits, and deliver a variety of literacy and numeracy professional development opportunities for teachers, teacher assistants and Indigenous education workers in schools.

Staff in Indigenous Catholic Community Schools participated in workshops on Walking Talking Texts, Accelerated Literacy, the Let's Start Program, and the Count Me In Too numeracy program. Urban school staff members were provided with professional learning on Accelerated Literacy.

In 2007, St Joseph's Katherine and Our Lady of the Sacred Heart participated in the Mathematics Teaching and Assessment Enrichment in the Middle Years of Schooling Project.

## **Independent sector**

### **Policies and programs**

During 2007, a range of new and ongoing literacy and numeracy initiatives was implemented in independent schools in the Northern Territory. This included screening, pedagogy, assessment and reporting procedures.

Independent schools in the Northern Territory were supported under the 2007 Literacy, Numeracy and Special Learning Needs Program. Intervention programs for students with learning delays were continued in all of the independent schools.

Students were assessed and their progress tracked using a variety of tools, including the Northern Territory Multi-level Assessment Program, the Northern Territory Curriculum Framework Profiles and various standardized and diagnostic testing tools.

Schools used a variety of specific programs and individually tailored programs to assist students who were identified as requiring assistance. The programs used included Accelerated Literacy; the Ann Morrice method of literacy tuition; Sound

Way; Accelerated Reader and the Yachad Accelerated Learning Project. In conjunction with these programs, schools developed and tailored programs to meet the specific needs of their identified students.

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

### **Professional development**

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

## **Australian Capital Territory**

### **Government sector**

#### **Policies and programs**

In 2007, the Australian Capital Territory Department of Education and Training continued to implement policies and programs to support the National Literacy and Numeracy Plan.

The Australian Capital Territory's *Every chance to learn* curriculum framework for preschool to year 10 was trialed during 2007. The framework outlines essential learning for all students and incorporates the National Statements of Learning. The curriculum framework is underpinned by principles that address inclusion and high expectations for all students, and it promotes balanced approaches to teaching that ensure all aspects of literacy and numeracy development are explicitly taught.

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

Early intervention was a key priority of the department in 2007. Early Literacy and Numeracy Officers worked in 12 schools to strengthen teachers' knowledge and skills, to effectively address the varied literacy and numeracy needs of students.

Reading Recovery programs continued to be delivered to year 1 students who had not achieved reading expectations at the end of their first year of schooling. The Indigenous Literacy and Numeracy officers worked for up to eight weeks with targeted year 4 students from schools across the Australian Capital Territory to build literacy and numeracy skills.

The department collaborated with the University of Canberra to implement the Parents as Tutors program. Students who had not attained age appropriate reading and writing skills after other interventions were supported with the Scaffolding Literacy program, and parents received training in providing ongoing support to their children.

The department provided support to schools, parents and tutors undertaking the Australian Government's Reading Assistance Voucher Scheme.

#### **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 the Australian Capital Territory Assessment Program. Maximising the participation of students with disabilities was encouraged in 2007, through the provision of individualised assessment materials for visually impaired students. This included large print, Braille and booklets on coloured paper. Students with a hearing or vision impairment, who regularly accessed additional support in the classroom, were eligible to be considered for reasonable accommodation when completing the assessment tasks. In the case of a specific disability, or an unexpected accident or injury where a student was unable to write, a scribe was usually assigned.

In certain circumstances, students were granted an exemption from the Australian Capital Territory Assessment Program. Principals discussed aspects of the assessment program that caused concern with parents or carers, with each case being considered on an individual basis.

### **Professional development**

In 2007, the department supported the literacy and numeracy learning of all students, with a focus on building teacher capacity in order to improve student outcomes.

The commitment to strengthening teachers' skills in literacy teaching continued through the training of teacher facilitators, to ensure a smooth roll-out of First Steps writing and reading programs across the system. During the year, 160 teachers undertook professional development in using these resources. Tactical Teaching facilitators provided training to 67 secondary teachers in the Stepping Out – Listening and Speaking program, which provides strategies to more effectively engage adolescent students in literacy across all disciplines. Facilitators were trained, and schools began implementing, the Brain, Eyes, Ears (BEE) Spelling professional development program.

Teacher capacity to support numeracy was developed through a number of initiatives, including the trialing in primary and secondary schools of Thinking Mathematically workshops to address gaps in students' mathematical understandings. Workshops, including Count Me In Too, were delivered to 101 teachers. Finance First provided resources to help implement Making Cents – a financial literacy education developed in New South Wales.

The needs of students with ESL backgrounds were supported with the delivery of workshops to teachers focusing on cultural awareness, and classroom strategies to support language acquisition. ESL in the Mainstream, and Language for Understanding Across the Curriculum workshops were conducted. Teachers of ESL students were also trained in the use of ESL Scales to determine individual student Language Performance Ratings.

## **Catholic sector**

### **Policies and programs**

In 2007, the Archdiocese of Canberra and Goulburn continued to contribute to the development of the National Literacy and Numeracy Plan through the provision of intervention initiatives and professional development for school staff. A system-wide numeracy policy was developed to provide a platform for the development of school literacy and numeracy plans.

Catholic schools conducted a Kindergarten assessment twice during the year. Data was collected and analysed centrally, and the results used to identify students requiring early intervention. The results of the assessment informed the written reports of student achievement that parents receive each semester.

Approaches utilised by Catholic schools to assist all students to enhance numeracy and literacy outcomes included the numeracy programs Count Me In Too, and Counting On. Literacy programs included a variety of Phonic and Phonemic Awareness Programs, Reading Recovery, Guided Reading and Writing (David Hornsby), Shared and Modelled Reading, Direct and Explicit Instruction and Marie Clay's strategies.

### **Professional development**

Teachers in Catholic schools attended a range of professional learning opportunities aimed at improving the literacy and numeracy outcomes of all students. Six staff trained as facilitators of the First Steps Reading and Writing professional learning programs, to support the implementation of these programs in schools. Teachers participated in Myread professional development and grammar focus days.

To support numeracy learning, classroom teachers participated in professional learning opportunities with Introduction to Count Me In Too, Counting On and Problem Solving, Counting On in Number, and Numeracy Strategies for the Secondary Classroom.

Primary and secondary school coordinators and primary teachers participated in Australian Capital Territory Assessment Program professional learning, on analysing and using student achievement data. Primary teachers participated in Enhancing Consistency of Teacher Judgement workshops, and Kindergarten teachers attended workshops on Reporting Student Achievement. Primary and secondary teachers participated in the Speech and Language Assessment program with a focus on phonemic awareness. Learning support assistants were offered the Special Needs Learning Support Assistance Certificate Course.

## **Independent sector**

### **Policies and programs**

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

Programs to support literacy learners included instructional support in literacy using the Macquarie University Program; Making up Lost Time in Literacy (MULTILIT); the Sounds-Write literacy program (a linguistic and phonics program designed to identify early difficulties with educationally disadvantaged students); Literature Circles (for students with low language or reading proficiency); Spelling Action Plans, and the Early Intervention and Remediation Program (screening tests for spelling and reading, followed by withdrawal and intervention strategies).

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

Schools purchased resources for students including the Little Ripper Reading Schemes (for reluctant readers); MULTILIT materials; Reading Recovery Resources; Sounds-Write support materials, and specialised equipment such as Braille resources and large print materials. Resources to enhance staff development included the Teaching Handwriting Reading and Spelling Skills materials, the Sails Diagnostic tracking kit for assessing reading progress, Neales and Probe Reading Assessments, Burt Word Analysis, and materials and literature to support best practice in the classroom.

## **Professional development**

Staff participated in a range of professional learning opportunities in 2007. For literacy, these included attending the Australian Literacy Educators' Association and the Australian School Library Association conferences, which focused on investigating the critical factors for success in literacy teaching and learning; Guided Reading courses for junior primary staff focussing on struggling or reticent readers; Stepping Out workshops in Writing, Spelling and Reading, and training in Sounds Write, and other related writing skills courses.

Opportunities relating to numeracy included attendance at workshops in Mathematics Problem Solving Skills; Numero Maths; Maths Plus, and Count Me In Too courses.

Teachers working with students who have learning difficulties and special needs accessed a range of professional development opportunities. These included training in the use of the Waddington reading test; the Neale Analysis of Reading test; the Woodcock Reading Mastering Test; the Tests of Reading Comprehension reading screen, and training in special educational needs, including Autism Spectrum Disorders and ESL.

# ANR 2007 Chapter 6

## Science, information and communication technologies and civics and citizenship education

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

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

National sample assessments 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 sample assessment conducted in 2007 was for civics and citizenship.

## 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 can be found online at: [http://www.mceecdya.edu.au/mceecdya/nap\\_science,12181.html](http://www.mceecdya.edu.au/mceecdya/nap_science,12181.html).

During 2007, preparation commenced for the next cycle of science literacy testing in 2009, with a procurement process for the development and trialling of assessment instruments.

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 domains 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.

## Information and communication technologies 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, with the second scheduled for 2008.

For the first national sample assessment, it was decided to focus 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. It was also decided to maintain a 'futures perspective' to ensure that the currency of knowledge and skills assessed keeps pace with technological advances in ICT, and with the delivery of ICT changes in schools. The 2008 assessment will maintain the focus on general skills and the 'futures perspective', and will include a similar survey of students' access to ICT.

During 2007, work was undertaken to develop and prepare items to trial for the 2008 ICT literacy test. 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.

This work included developing items with new software required to deliver individual assessment modules. The new software delivery system—known as SoNET— aims to make maximum possible use of computer facilities in schools and allow the use of low-cost and low-specification laptop computers where schools do not have a sufficient number of co-located computers. If successful, it would completely remove 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.

Both the new software delivery system and the assessment modules were piloted in late 2007. After any necessary refinements, a field trial will be undertaken, from 10 March to 22 March 2008, with the sample assessment scheduled to take place between September and November 2008.

Further information on the 2008 assessment and the results of previous assessments can be found online at:

[http://www.mceecdya.edu.au/mceecdya/nap\\_ict\\_literacy,12183.html](http://www.mceecdya.edu.au/mceecdya/nap_ict_literacy,12183.html).

## **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 National Assessment Program (NAP) – civics and citizenship assessment measures and reports on student achievement using proficiency levels on a civics and citizenship assessment scale and against an agreed standard of proficiency for each of years 6 and 10. It also reports on achievement according to selected background characteristics of students, that is, 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 level of performance and to give parents, educators and the community a clear picture of the proficiency students are expected to demonstrate by the end of years 6 and 10. The proficiency standards will be the main reference point for monitoring civics and citizenship in Australian schools over time.

## **National Assessment Program – Civics and Citizenship Years 6 and 10 Report 2007**

The 2007 National Civics and Citizenship Sample Assessment was the second to be conducted on civics and citizenship in the cycle of three-yearly sample assessments conducted by MCEETYA as part of its NAP. The assessment measured students' civic knowledge and understanding and their citizenship participation skills and dispositions.

The assessment was conducted in October 2007 with 7,059 year 6 students from 349 schools and 5,506 year 10 students from 269 schools participating. The participating students were from both government and non-government schools.

Results of the assessment show that nationally, 54 per cent of year 6 students achieved or bettered the year 6 proficient standard and 41 per cent of year 10 students achieved or bettered the year 10 proficient standard. This represents a slight improvement on the 2004 assessment of 3 per cent for year 6 students and 2 per cent for year 10 students.

The proficiency 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 students performed better where their schools provided them with opportunities to participate in civics and citizenship activities and also in school governance activities such as voting and decision-making at school.

The full report of the 2007 assessment is available online at: [http://www.mceecdya.edu.au/verve/\\_resources/NAP-CC\\_2007\\_Report\\_16Feb07.pdf](http://www.mceecdya.edu.au/verve/_resources/NAP-CC_2007_Report_16Feb07.pdf).

To enable teachers to administer the assessment tasks under similar conditions and to gauge their own students' proficiency in relation to the national standards, a selection of items used in the National Civics and Citizenship School Assessment materials have been released from the 2007 NAP and are available online at:  
[http://www.mceecdya.edu.au/verve/\\_resources/FINAL\\_Yr6\\_SRM\\_NAPCC\\_Feb09.pdf](http://www.mceecdya.edu.au/verve/_resources/FINAL_Yr6_SRM_NAPCC_Feb09.pdf) (for year 6 assessment)  
and [http://www.mceecdya.edu.au/verve/\\_resources/FINAL\\_Yr10\\_SRM\\_NAPCC\\_Feb09.pdf](http://www.mceecdya.edu.au/verve/_resources/FINAL_Yr10_SRM_NAPCC_Feb09.pdf) (for year 10 assessment).

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.

# ANR 2007 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, conducted every three years by the Organisation for Economic Co-operation and Development (OECD), assesses the reading, mathematical and scientific literacy of 15-year-old students in years 9, 10, or 11. First administered in 2000, the internationally standardised assessments were jointly developed by participating countries. Forty-three countries participated in the first assessment, 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.

Further information about PISA and detailed reports on assessments are available on the [OECD PISA website](#). Results for Australian students, who undertook PISA testing in 2006, were released in 2007 on the [Australian Council for Educational Research \(ACER\) website](#).

TIMSS, conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA), 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. In Australia, a nationally representative sample of around 4,000 year 4 students from 229 primary schools, and 4,000 year 8 students from 228 secondary schools took part in the TIMSS testing. Northern Hemisphere testing occurred between March and June 2007. The next TIMSS assessment will occur in 2010–2011. 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](#). 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> and <http://www.acer.edu.au/timss/datarep.html>.

Results from the 2007 TIMSS indicate that Australia's average score for year 4 mathematics has increased significantly by 17 points since 2002–03. At the same time, the performance of Hungary, Scotland and New Zealand has fallen relative to Australia, and there are no countries whose performance has improved relative to Australia.

Australia's score in year 8 mathematics was unchanged from 2003, but several countries (including England, the United States and the Russian Federation) improved their scores and have overtaken, or caught up with Australia.

Australia's performance in year 4 science was stable between 2003 and 2007.

The average Australian student's score for year 8 science has slightly declined since 2003 and is now at the international average. This has resulted in a slight decrease in Australia's international position.

Indigenous students did not perform as well as non-Indigenous students. In year 4, Indigenous students' average score for both mathematics and science was around 90 score points lower than that of non-Indigenous students. Similar results were found for Indigenous year 8 students, achieving an average score 70 points less than the average score for non-Indigenous students.

On the basis of gender, Australian year 4 and 8 males outperformed females, in contrast to the international trend for females to outperform males. In mathematics, Australian year 4 males scored, on average, six score points higher than females, but there was no statistically significant gender difference. Australian year 8 males outperformed females by 15 score points, which is a statistically significant difference. In science, Australian year 4 males scored, on average, five score points higher than females, but this difference was not statistically significant. Australian year 8 males outperformed females in science by 18 score points, which is a statistically significant difference.

## **Progress in developing nationally comparable reporting of educational outcomes**

### **Key performance measures**

The 2007 *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 a '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 has been set for the PISA reading scale at Level 3, while a standard will be set for PISA science literacy following the results of PISA 2006. A national standard for the TIMSS science literacy is currently under consideration.

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 such time as a suitable standards-setting procedure could be agreed. The percentage of students achieving the OECD PISA mean score has been used as an interim measure.

In 2007, the PMRT commenced work to review the PISA level descriptors in light of other evidence, to determine the suitability of PISA Level 3 as the proficient standard in mathematical literacy for 15-year-olds.

## ANR 2007 Chapter 8

# Vocational education

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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 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.

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 delivered by a Registered Training Organisation (RTO) or by a school in partnership with an RTO. 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 the States and Territories, reflecting different policy directions.

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 practise industry competencies in real or simulated workplace settings. A wide range of employers in industry, commerce, government and the community provide opportunities for skills development. VET in Schools programs allow students to combine vocational studies with their general education curriculum. Students retain the option to pursue further full-time or part-time vocational training, or undertake tertiary studies.

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, be employed and attend work for part of the time, and attend a place of training for the off-the-job component
- be paid a pro-rata wage for the on-the-job component of the apprenticeship.

## 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 cooperating 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 2007 school year are:

- Key Performance Measure 1 (participation): school students undertaking VET (with New Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year.
- 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 2007 key indicators are reported by the National Centre for Vocational Education Research (NCVER). Data are collected and supplied by the senior secondary assessment authority in each State and Territory, and reported through State training authorities to the national VET database compiled by NCVER. To the extent necessary for reporting against the nationally agreed performance measures, the data are compliant with the Australian Vocational Education and Training Management Information Statistical Standard.

In 2007, a total of 174,800 students were enrolled in VET in Schools programs including school-based apprenticeships and traineeships. This represented 33.4 per cent of school students undertaking a senior secondary certificate.

Across Australia, 149,300 VET in Schools students completed at least one VET unit of competency or module in 2007. This represented 28.6 per cent of school students undertaking a senior secondary certificate.

There were 15,000 school-based apprentices and trainees in 2007. This represented 2.9 per cent of the total number of school students undertaking a senior secondary certificate.

The NCVER *2007 VET in Schools Statistics* report is available on the MCEETYA website at:

[http://www.mceecdya.edu.au/verve/\\_resources/NCVER\\_2007\\_VET\\_in\\_Schools\\_Report.pdf](http://www.mceecdya.edu.au/verve/_resources/NCVER_2007_VET_in_Schools_Report.pdf).

## VET in Schools initiatives

In 2007, all secondary schools in each State and Territory were involved in a wide range of VET in Schools initiatives. These built on strong links with business, industry and RTOs.

### New South Wales

The New South Wales schools are involved in a wide range of vocational education and training initiatives built on strong links with business, industry, TAFE NSW and the community. These include the delivery of industry-specific vocational education and training (VET) courses, career and work education, enterprise education, workplace learning programs and the promotion of partnerships between education and business.

The New South Wales Higher School Certificate (HSC) prioritises high quality stand-alone VET courses, which are based on national training packages. Of these, nine Industry Curriculum Framework courses also include mandatory structured workplace learning and are recognised both for the HSC and university entrance. During 2007, two more Industry Curriculum Framework courses were developed, so that from 2008 there will be a total of eleven such courses. New South Wales VET in Schools students can also access a wide and expanding range of other AQF qualifications, with the majority of qualifications being at the Certificate II level.



New South Wales government school regions, Catholic dioceses and the independent school sector operate as RTOs for their schools, where the majority of VET delivery occurs. Some 26 per cent of delivery is by TAFE NSW institutes and a small proportion by private RTOs.

All school VET teachers undergo training to gain industry specific and workplace assessor qualifications.

In line with recommendations made by a Strategic Evaluation of VET in Schools in New South Wales in 2005, New South Wales has now established school-based apprenticeships at AQF Certificate III, to further extend the opportunities already afforded by school-based traineeships. Students undertaking either school-based traineeships or school-based apprenticeships are also eligible to undertake the Industry-based Learning HSC course, which provides them with recognition for their workplace learning.

2007 marked the second year of conducting pilot programs in New South Wales in the provision of accredited VET to students, prior to year 11.

New South Wales is also establishing Trade Schools to cater, in particular, for school-based apprentices.

## **Enterprise and vocational learning**

In New South Wales, all year 7 to 10 syllabuses include Work, Employment and Enterprise cross-curriculum content, through which, knowledge, skills and values about work, employment and the workplace are embedded into teaching and learning in all subjects. New South Wales schools also deliver Work Education as an elective in years 7 to 10.

Building Bridges: Enterprise Learning across the Middle Years, is the NSW Enterprise Learning in the 21st Century project (August 2005 to June 2007) which uses the K–6 Science and Technology syllabus and the years 7–10 Technology (Mandatory) syllabus in years 9 and 10 to promote a more enterprising culture in New South Wales schools. The New South Wales Teachers in Business Program allows teachers to gain experience in different workplace settings outside the classroom, developing stronger links with the community and informing teaching practice.

## **Student support services**

In 2006, the NSW Department of Education and Training launched [\*Our 15 to 19 Year Olds – Opportunities & Choice – An Education and Training Strategy for 15 to 19 Year Olds in NSW 2006 – 2009\*](#), which draws together existing programs and new initiatives across schools and TAFE to create an overall strategy for improved engagement, retention and transition for this group. The strategy incorporates programs for literacy and numeracy; Priority Schools; technology support; credit transfer; School to Work and VET in Schools, as well as new initiatives such as New South Wales Trade Schools.

The New South Wales School to Work Program provides high quality career development initiatives and enables all teachers to play a key role in delivering vocational and enterprise learning across curriculum areas. The program supports all government students in years 9 to 12 to become active managers of their career and transition plans. The Employment Related Skills Logbook is the 'flagship' resource for the School to Work Program. The logbook is the key career pathways planning and transition tool used by students in years 9 to 12 to collect evidence, develop plans and document their individual learning of employment related skills and work-related experiences. Some schools have extended the School to Work Program to support students in years 7 and 8. The online Student Pathways Survey allows individual students to measure their sense of self-efficacy and identify the support they need for career development. Built into the survey is an individualised electronic feedback report, which provides students with career planning advice and which can form the basis for quality career counselling by school Careers Advisers.

Students in all New South Wales government secondary schools have access to professional, trained Careers Advisers employed in each school. In addition, teachers appointed as Transition Advisers work closely with the Careers Adviser in their school to provide more targeted and individualised support to students identified as being at risk of disengaging from school and who have particular needs to be addressed in their transition from school to post-school options. This role also strengthens and promotes links between school, employers and local communities.

[\*Career Moves: Longitudinal Survey of Destinations, Pathways and Satisfaction of 2005 Government School HSC Students in New South Wales\*](#) (conducted by the University of Melbourne) reported on 2005 HSC students' pathways over two years up to 2007. This survey not only tracks initial post-school destinations but also examines student satisfaction with senior schooling and, in particular, with VET in Schools and structured workplace learning.

## Victoria

In Victoria, students can undertake VET in Schools (including School Based Apprenticeships and Traineeships) as part of their Victorian Certificate of Education (VCE) or their Victorian Certificate of Applied Learning (VCAL). The VCAL, which was introduced in 2002 as an additional senior secondary certificate, is suitable for those young people aiming for vocational pathways. Within the VCAL, students study a range of subjects, including VET in Schools. VET is compulsory at the Intermediate and Senior levels of VCAL. The number of VCAL students increased from 12,326 in 2006 to 14,093 in 2007, up from a base of 546 in 2002. Evaluations indicate that VCAL has been successful in increasing student retention at school until year 12.

Within the VCE, vocational pathways have been strengthened and expanded. VET in Schools subjects have achieved parity with other subjects in the contribution they make to the completion of a VCE. There is no limit on the number of VET units that may contribute to the satisfactory completion of the VCE and any nationally accredited VET unit can contribute towards completion of the VCE or VCAL. The availability of Block Credit recognition continues to increase the breadth of VET programs that VCAL and VCE students may undertake. To increase participation in skill shortage areas, Victoria has extended pre-apprenticeship programs, which are industry approved VET certificates at Level II undertaken as part of the VCE or VCAL, that give students time credit in a full-time traineeship or apprenticeship after completing school. In 2007, pre-apprenticeships were available in the following industry areas: automotive; engineering studies; furnishing; building and construction; printing and graphic arts; community services and hairdressing.

In 2007, Victoria commenced implementation of a strategic planning project for VCAL and VET in Schools programs and a review of school-based apprenticeships and traineeships. These projects will enhance the linkages between schools, training and education providers and industry to support improved transitions for Victorian secondary students.

### Enterprise and vocational learning

In Victoria, trialing of the assessment and reporting of employability skills tool expanded into TAFE and Adult Community Education (ACE) providers of senior secondary certificates. Consultations continued with employer groups across Victoria as to how reports generated through the use of the tool could assist in student transition into employment. Further work linking the employability skills to key elements of the Victorian Essential Learning Standards continued.

A review of the VCAL Work Related Skills units was completed in 2007. The learning outcomes in Work Related Skills Unit 2 were revised to reflect the employability skills.

### Student support services

In Victoria, all students in years 10, 11 and 12 in government schools undertake pathways planning and career guidance activities through the Managed Individual Pathways (MIPs) program, which assists them in planning and implementing their career development and transitions pathways in accordance with their interests and needs. The MIPs program also supports schools to have a framework to support the careers and transitions needs of all students, at all stages of senior secondary education.

The Student Mapping Tool (previously known as the Students at Risk Mapping Tool) was developed to assist government schools to identify students who may be at risk of early leaving. The tool also helps schools to monitor, track and evaluation the efficacy of intervention programs. In 2007, the Student Mapping Tool was rolled out across the State through regional briefings. The Local Learning and Employment Networks (LLENs) continued to play an important role in improving the education, training and employment outcomes of young people through local planning and the creation and further development of sustainable relationships, partnerships and brokering of initiatives between local education providers, industry and community.

The Victorian Essential Learning Standards offer schools the opportunity to embed key elements of career and pathway planning in the years 7–10 curriculum. There is a focus in the standards on vocational pathways and educational and training requirements, as well as identification of possible career pathways and opportunities. Schools also have a responsibility through the Schools Accountability and Improvement Framework to improve outcomes for students, including student pathways and transitions, and student engagement and wellbeing.

A web-based Careers and Transition Resource was developed in 2006 that provides comprehensive and integrated educational, occupational and labour market information that can be accessed by students, careers coordinators and

teachers, parents and community agencies. Statewide professional development supported the implementation of the new resources in schools across Victoria. Guidelines for using the resources with targeted groups were developed in 2007. Groups included Koorie young people, English as a Second Language (ESL) and Culturally and Linguistically Diverse (CALD) young people, young people with disabilities, rural and remote young people, and young people not in employment, education or training.

In 2007, two new professional development initiatives for teachers in government schools commenced. The Career Education Scholarships program and the Industry Placements program are designed to enhance the capacity of careers coordinators/teachers in government schools to provide quality, up to date and accurate information and assistance to students.

The On Track survey identifies the further education, training and employment destinations of students who have completed year 12 and early school leavers from government and non-government schools six months after leaving. On Track data documents the full range of successful post-school destinations and informs the planning of provision and intervention programs by schools, TAFE Institutes and the Department of Education and Early Childhood Development regional offices to achieve improved education and training outcomes for young people aged 15–19. The On Track Connect component of the destinations survey offers assistance to school leavers who are not in education, training or employment to re-engage in learning activities. Since the inception of the On Track Connect program, over 10,500 young people have been assisted. The On Track four year longitudinal surveys of 2003 and 2004 school leavers' destinations provide a more comprehensive picture of post-school transitions and pathways to further education, training and employment to support further policy development and future planning. The 2008 four year longitudinal study will continue this work.

## Queensland

Queensland is continuing to build on recent innovations and reform to expand senior level learning options for students.

The year 11 cohort in 2007 will be the first students eligible to receive the new senior level qualification for school students, the Queensland Certificate of Education (QCE), when they complete year 12. Vocational education and training is recognised as one of the core contributing studies that attracts credits towards the QCE, in addition to school subjects, achievement at university, workplaces and the community.

Student participation in VET has been high, with almost four in every ten year 12 graduates leaving school in 2007 with a VET qualification (39.8 per cent).

There has also been a 33 per cent growth in VET certificates awarded to Queensland State school students, from 13,409 in 2006 to 17,891 in 2007. This includes a growth of 32 per cent in Certificate III level qualifications.

Based on research undertaken by the National Centre for Vocational Education Research (NCVER), commencements of school-based apprentices and trainees accounted for 12.6 per cent of all apprentice and trainee commencements in Queensland in 2007 – almost double the national average of 6.9 per cent. Queensland accounted for 41.7 per cent of all school-based commencements across the nation in 2007. NCVER data show that Queensland recorded a growth of 14.6 per cent in the take-up of school-based apprenticeships and traineeships from 2006 to 2007.

School-based apprenticeships and traineeships have also been shown to be highly effective in supporting young people to make the transition from school to further education and training. Almost one in ten year 12 graduates in 2007 (8.7 per cent) undertook a school-based apprenticeship or traineeship.

The Next Step survey, an annual survey of every student who completed year 12 in the previous year in Queensland, in State and non-government schools, shows the initial study and work destinations of young people after completing school.

The survey showed that school-based apprentices and trainees were three times more likely to undertake apprenticeships and traineeships after leaving school than other year 12 graduates (37.6 per cent compared to 12.8 per cent). They were also more likely to be working full-time (21.3 per cent compared to 17.0 per cent) and less likely to be seeking work than other year 12 graduates (3.9 per cent compared to 6.0 per cent).

The survey found a link between VET studies at school and destinations after school. In 2007, the 39.8 per cent of school leavers with a VET qualification had higher rates of transition to employment-based training (21.1 per cent compared to 10.8 per cent). They were also more likely to enter employment with no further education or training (38.0 per cent compared to 28.2 per cent). School-based trainees were three times more likely to undertake apprenticeships and traineeships after leaving school than other year 12 completers (37.6 per cent compared to 12.8 per cent).

The release of the Queensland Skills Plan marked a significant overhaul of the vocational education and training system in Queensland, including a focus in 2007 on expanding initiatives designed to prepare young people for work.

Skilling Solutions Queensland, Queensland's one-stop shop for people seeking transition or career information, opened 10 additional centres, taking the total Skilling Solutions Queensland network to 16 centres across the State during 2007. Operation of a mobile customer service centre, which will offer increased access to Skilling Solutions Queensland services to Queenslanders living in rural and remote areas of the Darling Downs and South-West regions, also commenced in October 2007. These services are increasingly tailoring their services to enable students to more effectively utilise career information services, and to provide interested employers information on how to engage with prospective school-based apprentices or trainees. Queensland's Industry School Engagement Strategy, through direct partnerships with industry and education and training providers, ensures that young people will acquire the knowledge, skills and attributes to participate effectively in society and employment in the globalised economy. This collaboration has seen an increase in industry, education and training investing together to support opportunities for young people to undertake vocational education and training. As part of this strategy, schools involved in the gateway schools project have developed strong partnerships with industry.

Each of Queensland's gateway schools works with training providers, universities and local industry to deliver a curriculum that offers a seamless and accelerated pathway from school to tertiary study or employment. Industry practice is replicated as closely as possible within the school environment, while curriculum is shared with other schools through a variety of forums, including a web portal specifically designed for sharing resources. Students also gain on-site industry experience through a combination of school-based apprenticeships and traineeships and work experience. In 2007, the focus was on preparing students with skills and knowledge for careers in information and communication technologies, wine tourism, mining and energy and aviation.

In 2007, Australian Technical Colleges operated in four areas of Queensland for years 11 and 12 students who studied for their Queensland Certificate of Education and started an apprenticeship while at school. The colleges support students through both academic and trade training; with mentoring, career advice and business and employability skills. These courses are all developed with industry input to ensure that the training offered will be relevant for local needs.

## **Enterprise and vocational learning**

The number of Queensland schools registered to deliver one or more of the suite of three Work Education Certificate courses continues to increase. These nationally-accredited courses were developed and are jointly owned by the State and non-government education sectors in Queensland. They form a significant component of the career education program in many schools as they incorporate core units of competence in developing a career and learning development plan, and applying job search and interview skills, as well as participating in structured workplace learning. Registered training organisations with current scope of registration for these courses also include 80 TAFE institutes and private training providers from across Australia.

Work experience programs are provided for students to assist in their transition from school to work and to help them make informed career decisions. In 2007, around 18,000 State school students in years 9 – 12 spent 158,946 days in work experience placements, while a further 9,611 State school students undertook 534,365 hours of structured workplace learning as part of a school vocational education and training course.

Queensland schools access a variety of federal and State enterprise education programs that provide opportunities for students to have hands-on learning experiences of the business world. These programs are conducted with the support of large and small enterprises and include the Australian Business Week program, Young Achievement Australia and Ecoman.

## Student support services

In addition to career and transition advice provided by guidance officers, all year 10 students in Queensland have the opportunity to develop senior education and training plans with the support of their school and parents/carers. This process maps out a student's plan of action for his or her education and training through the senior level of learning.

In Queensland, students can access Youth Support Coordinators, as a point of engagement to provide support for young people at risk of disengaging from learning.

Queensland State law also requires all young people to be registered with the Queensland Studies Authority in Year 10 (or prior to turning 16 years). A learning account is generated for each student once they are fully registered. Learning results are then recorded in their account, which students can then access through an online careers information service. Generally, a student's learning account will remain open until the student is awarded their Queensland Certificate of Education.

## South Australia

In South Australia, VET in Schools programs are a key part of the South Australian government's Futures Connect strategy. Senior secondary students undertake nationally accredited training that counts towards their South Australian Certificate of Education (SACE) and towards a nationally recognised VET qualification.

Through Futures Connect, government schools work in clusters across the State and share resources and infrastructure to ensure that a broad range of VET programs are available to students. For example, in the north-eastern suburbs of Adelaide, students from eight collaborating schools (seven government schools and one Catholic school) participate in 12 courses that are offered across the district. These are in addition to courses offered by individual schools to their own students.

The Engineering Pathways program allows students to study and develop vocational skills in the metals manufacturing and engineering industry. There are 13 schools in the program and are distributed across the State, with seven metropolitan and six regional.

The South Australian government established three special Trade Schools for the Future, with seven more to follow in 2008. They were set up within existing government secondary schools and will deliver and broker training programs to students across a network of neighbouring schools and encourage students into school-based apprenticeships at Certificate III level in industry areas experiencing skills shortages.

Special vocational programs, called Industry Pathway Programs, are being developed in automotive, electrotechnology and community services. These build on the success of other programs such as Doorways to Construction, which has grown strongly across the three schooling sectors and involves many hundreds of senior secondary students. Other Industry Pathway Programs will follow in 2008 and beyond, and will count towards the senior secondary certificate, the new 'Future SACE' that will commence in 2009. The programs are being designed collaboratively by schools, training providers and key industry personnel. They comprise an industry endorsed set of learning strategies, career resources and nationally accredited VET competencies or qualifications that can be delivered by schools under an auspiced arrangement and that articulate into apprenticeships, traineeships, further education or training and direct employment. Work is underway to ensure middle school curriculum appropriately prepares students for these programs without limiting student pathways choices.

Increasing employment opportunities due to the expansion of the minerals sector in South Australia resulted in a partnership between the Department of Education and Children's Services, schools in outback South Australia, TAFESA and the South Australian Chamber of Mines and Energy, to develop a program aimed at introducing students to career opportunities with the resources industries. A group of academically and socially at risk Indigenous students completed a Certificate I in Manufacturing, as well as their SACE, and progressed on to apprenticeships, employment or returned to further study. The program resulted in a 91 per cent increase in attendance at school.

Teachers have been assisted to access a range of VET training programs including Certificate IV in Training and Assessment, industry-specific programs to increase their own technical skills, and work experience programs to assist them to develop first-hand knowledge of enterprises.

A program to deliver Certificate I in Animal Studies for Indigenous students was developed in collaboration with the Monarto Zoo.

## **Enterprise and vocational learning**

Enterprise and vocational learning is a 'cross-curriculum perspective' in the compulsory years of education in government schools, and it is considered to be a methodology for teaching and learning, rather than a body of knowledge to be learned. Students engage in activities that allow them to develop a range of 'enterprise' skills that they document in Transition Portfolios.

In the senior years, students participate in a range of local and national enterprise learning initiatives including Australian Business Week and Young Achievement Australia. Students can also elect to study Work Education as part of their SACE, which gives them opportunities to build on their Transition Portfolios and enhance their generic employability skills.

A VET Certificate II in Entrepreneurship and Enterprise Skills was trialed in seven schools to assist at risk students to improve employment-related skills and career options. This involved training a group of 20 teachers in the underpinning methodology and assisting them to gain the qualification themselves. The course involves students developing a business concept proposal from a hobby and 'selling' the concept to an external audience. Some students chose 'not for profit' service delivery business concepts.

## **Career and transition services (including monitoring and tracking)**

A partnership was established in metropolitan Adelaide between schools from the three sectors; Disability Employment Networks; training providers; employers; the South Australian government's Futures Connect program and the Australian Government's Local Community Partnerships to support young people with disabilities to make successful transitions from school into employment and training pathways. Students participated in Certificate I Employment Skills Training and then a VET certificate in an industry area such as construction, automotive, photography, business or hospitality. They were supported to undertake a two-week structured work placement. Each student was case-managed through a transition planning process and linked with a local Disability Employment Network for ongoing support before leaving school.

The Department of Education and Children's Services implemented web-based Intended and Post-school Destination Surveys for secondary school students. Schools use the results to inform ongoing curriculum development and the data supplements information derived from individual student learning plans that are used in many schools.

All year 10 students in government schools received a Transition Portfolio to support their capacity to identify, gather evidence of and articulate their skills, knowledge and experiences to assist their transition planning. The portfolio focuses on the three areas of the Australian Blueprint for Career Development.

Developing school staff understanding of the Australian Blueprint for Career Development and mapping the competencies to the curriculum has been undertaken in many government secondary schools.

Each school district delivered at least one Parents as Career Partners workshop in collaboration with other agencies such as Local Community Partnerships. Training workshops were also provided in the use of computer-based career development tools such as the [Myfuture](#) website and various vocational interest surveys and questionnaires.

The South Australian government's Social Inclusion Board provided funding to implement a web-based tool to help career advisors keep abreast of career information and other resources that can be used with students, and to facilitate networking among advisors.

The Student Mentoring Program was established to support students returning or remaining at school as a result of the school leaving age being raised to 16 years. Mentors were identified to provide one-on-one and small group mentoring to students to assist them to overcome barriers to learning, and to plan for successful transitions from school.

Teachers and other school personnel have been assisted to access a range of career development training programs including Australian Career Development Studies (Component 2) and VET Steps literacy training.

An industry-based Career Development program was developed in collaboration with the Smith Family for disadvantaged students.

## **Western Australia**

In Western Australia, VET is delivered through a range of models: by a Registered Training Organisation (RTO), by the school as an RTO, or by the school in an auspicing arrangement with an RTO. Significant changes have been made to the structure of the senior secondary certificate (the Western Australian Certificate of Education – WACE). The new Courses of Study offers greater flexibility for young people who are at risk of disengaging, or have disengaged from school. The new courses contain, where relevant, the knowledge and skills underpinning embedded VET units of competency. Students may also enrol in stand-alone VET programs, which also provide credit towards the WACE.

Workplace Learning (WPL) has been identified by both schools and employers as significant component of a VET in Schools program in Western Australia. It is used to enhance the skills and knowledge development undertaken as part of a VET program and has enabled students to apply these into a workplace context, making them more employable. In Western Australia, there are high participation rates in WPL as traditionally it has been a Curriculum Council subject which gives students a grade and credit towards the WACE. New models for WPL have been developed and will incorporate employability skills.

In 2007, the School Apprenticeship Link (SAL) program was offered to schools in a limited range of industry areas, introducing apprenticeship training into schools. Traineeships for school students were offered in a wide range of industries whilst School Based Apprenticeships were also offered in a limited range of industry areas for the first time in 2007.

### **Enterprise and vocational learning**

In Western Australia, enterprise education continues to be promoted as a vehicle to deliver VET in a meaningful context, particularly where there is a lack of industry and/or infrastructure such as in remote communities. Certificate I in Industry Pathways is seen as a key to the engagement of young people in VET through an enterprise or project-based approach, as well as the Certificate II in Entrepreneurship and Enterprise Skills.

### **Career and transition services**

In Western Australia, a cross-sectoral program for improving career education and career development programs for students has been very successful and was continued in 2007. It was funded under the Australian Government Quality Teacher programme.

In Western Australia, the State funded Employment Directions Network comprises 24 community-based agencies across the State. These provide one-to-one advice, career development tools and career workshops in schools and other community locations. In addition to career guidance, they provide employability training, labour market information and assist students make the transition from school to work. The network also provides Parents as Career Partners workshops to assist parents to support their children in the career development process.

In Western Australia, the Post-School Intentions and Student Satisfaction surveys are used to gather intended destination and satisfaction information from enrolled students in years 10, 11 and 12 during Term 3. In Term 1 of the following year, Employment Directions Network staff conduct a telephone survey to record the actual destinations of year 12 school leavers. Through the collection of this data, those school leavers who are not placed in further education, training or employment are identified and offered a follow-up careers support service by the Employment Directions Network.

In Western Australia, year 8 to 12 students in all schools have access to a variety of programs and services guided by the implementation of the Western Australian Guidelines for Career Development and Transition Support Services. These guidelines are a cross-sectoral initiative involving government, Catholic and independent schools providing a common language for all schools in delivering programs and ensuring that students are able to develop Individual Pathway Plans, Career Development and Transition Portfolios and Exit Plans. Professional development opportunities have been provided for teachers throughout the State, which has provided a methodology for incorporating career development along with resource materials and ongoing support. Feedback has been extremely positive. It was funded under the Australian Government Quality Teacher programme and supported by the Department of Education, Employment and Workplace Relations (DEEWR) through Local Community Partnerships (LCPs).

## Tasmania

School-based apprenticeships and traineeships are a component of the VET in Schools environment. These school-based employment-based training arrangements are developed in conjunction with specific enterprise partners. The newly created statutory authority, Skills Tasmania, continues to lead the expansion and promotion of these opportunities for young people. As part of the post-year 10 Education and Training strategy, *Tasmania: A State of Learning*, targeted State effort has increased both the number of pathways available and students commencing school-based apprenticeships and traineeships. These initiatives have included the allocation of staff to enhance the capacity of the system to develop school-based arrangements on an industry-wide basis. They also include an increase in commencements in areas of skills shortage identified by working with the State's employers and supported by group training organisations, unions, schools, industry associations and the community.

Government, Catholic and independent schools jointly participate by supporting their students combining work, training and education in VET in Schools programs and as school-based apprentices and trainees.

As the diversity of pathways and provision of VET and vocationally related learning continues, it was expected that principal future VET growth would occur in the area of school-based apprenticeships and traineeships and vocational pathways developing from years 9 and 10. During 2007, the Tasmanian Training Agreements Committee approved the use of school-based traineeships for students in year 10. The State government has an ongoing commitment to ensure that the opportunities for young Tasmanians and employers to participate in this employment and training pathway are maximised.

Skills Tasmania and the schools sectors work with the Tasmanian Qualifications Authority (TQA) to jointly plan approaches to the inclusion of VET achievements as an integral part of the recognised assessments on the Tasmanian Certificate of Education (TCE). During 2007, this included planning for the incorporation of students' VET awards as part of the requirements for the achievement of the new Tasmanian Certificate of Education.

The place of vocational education is also being reviewed through the post-year 10 Curriculum Review, as part of more extensive K–12 curriculum reform, and the purpose and nature of VET is being considered as part of more coherent and integrated curriculum frameworks, including where appropriate, recognition of literacy, numeracy and information and communication technologies (ICT) skills, as well as the development of employability skills by all students.

The provisions of the *Youth Participation in Education and Training (Guaranteeing Futures) Act*, being fully implemented in 2008, requires young Tasmanians, who have completed year 10 or have turned 16, to participate in education and training for a further two years, or until they have turned 17, or until they have gained a Certificate III vocational qualification or approved employment.

### Enterprise and vocational learning

During 2007, there has been increasing participation by years 9 and 10 students in a range of vocational programs, run in partnership with business, industry and TAFE Tasmania. The number and diversity of these programs, through which secondary school students are involved in vocational learning activity that prepares them for VET programs in senior secondary years, is continuing to expand in number and variety. This development forms part of the implementation of the State government's Guaranteeing Futures initiatives.

### Student support services

Guaranteeing Futures initiatives provide a phased-in development of support for young people which will enable them to comply with the legislative requirement to participate for another year post-year 10. The implementation of Pathway Planning; the establishment of regional Youth Transition Taskforces and the continuation of the Youth Learning Officers and Vocational Education and Learning Development Officers networks are initiatives for that support system.

Funding for this group of initiatives facilitated:

- The ongoing provision of individual pathway planning and transition support for students starting in year 8 and continuing on for years 9 and 10. The new TCE requires a student 'to have developed and reviewed plans for education and training'. Most students will meet this standard by developing a plan during year 10 and reviewing their progress at some time before they finish their senior secondary education. Principals are required to lodge with the Tasmanian Qualifications Authority by the end of the year, a Participation Record for each student leaving year



10. This indicates each student's destination and their intentions in regards to the education and training they will be undertaking in the following year.

- The continuation of the Youth Learning Officer network to work intensively with young people who are identified as needing additional support to effect a successful transition post-year 10.
- The establishment and funding for three years, of three regionally-based Youth Transition Taskforces to work with local communities to identify, co-ordinate and improve service delivery for young Tasmanians, as they move from school to further education, training and employment.

## **Northern Territory**

In the Northern Territory, there has been an increase in the amount of VET being undertaken by students that contributes towards their senior secondary certificate, the Northern Territory Certificate of Education (NTCE). In 2007, 57 per cent of students completed at least one unit of VET, compared to 47 per cent in 2006 and 43 per cent of students in 2005. The number of students participating in senior years vocational courses has increased from 124 in 2005, 306 in 2006 to 347 in 2007. The Department of Education and Training provides Project Managers to support School VET Coordinators, Career Advisers and teachers. These positions provide central as well as individual professional development for schools and RTO staff to ensure that the range of VET and vocational programs and that uptake in schools is maximised, including the promotion of School Based Apprenticeships and Traineeships (SBAT). There were 86 students involved in a SBAT in 2007, compared with 130 in 2006 and 52 in 2005.

All VET programs taken by students in years 10 to 12 can contribute towards their NTCE. Students can undertake stand-alone VET programs, courses that have embedded VET competencies and VET courses that can contribute to entrance into university or VET courses. Structured Workplace Learning (SWL) continues to be integral to VETiS programs. A number of secondary schools and senior colleges are RTOs, as are the Catholic Education Office and the Northern Territory Christians Schools Association. The Charles Darwin University and private RTOs also deliver VET in Schools programs to urban, regional and remote students. The Northern Territory has also initiated a number of Work Ready programs for students in years 10 to 12, which prepare and support them for participation in VET courses and School-based Apprenticeships and traineeships in years 11 and 12.

DEEWR funded Local Community Partnerships (LCPs) are coming online to interface between schools and employers and in 2007 will assist VET in Schools students and schools in SWL and SBA placements.

## **Northern Territory Youth Business Awards**

In the Northern Territory, Youth Business Awards promote the involvement of senior secondary students in small business education. They recognise student achievement in small business activity and provide opportunities for business and industry to work with schools in the delivery of small business education.

In 2006, there were 89 students, in 20 teams from five schools involved. In 2007, there were 70 students, in 26 teams from three schools. A brand new category of award, for Innovation, was introduced in 2006 and is now annually being sponsored by the Northern Territory Research and Innovation Board.

## **Enterprise and vocational learning**

There has been a reduction in take-up of enterprise grants to schools in the Northern Territory in 2007 compared to 2006. In 2007, 62 per cent of the 39 applications were funded; that is, 24 applications were granted. In 2007, while the number of applicants dropped to 29, 66 per cent (19) of these were funded. It is planned to increase promotion of this project in 2008 to increase applications for community development projects. However, the breadth of community enterprises funded, especially in remote communities, is encouraging.

## **Australian Capital Territory**

In the Australian Capital Territory, most colleges operate as Registered Training Organisations (RTOs), while many ACT high schools offer vocational courses under a partnering arrangement with an RTO. Vocational courses are recognised on ACT year 10 and year 12 certificates and all vocational students are encouraged to participate in Structured Workplace Learning. In 2007:

- 1,432 students received a vocational certificate

- 1,506 vocational certificates were issued
- 2,692 statements of attainment were issued.

The number of vocational certificates issued is greater than the number of students receiving vocational certificates because students can receive multiple vocational certificates.

High school and college students can also access vocational courses through the Canberra Institute of Technology (CIT) and private RTOs.

There is continued interest and growth in vocational learning in the ACT and the 2007 release of the ACT curriculum framework, *Every Chance to Learn*, has provided a focus for aligning career and transition programs in high schools into the broader curriculum.

The ACT Work Experience program saw 2,987 students from public schools placed in work experience. The ACT conducts a 'Day Out' program, through which, groups of students visit workplaces and hear about the variety of jobs and careers in different industry sectors. In 2007, 'Day Out' programs included:

- ACT Health/Canberra Hospital
- Kapooka Army Base
- Blue Mountains Hotel School
- Wagga Wagga Air Force Base
- ACT Emergency Services
- Australian Federal Police.

There continues to be strong interest from students in participating in Certificate III qualifications as an Australian School-based Apprenticeships (ASBA) pathway. Three hundred and fifty-nine ASBAs commenced in the ACT in 2007, compared with 321 in 2006.

A major initiative in 2007 was the Directions '08 conference. The conference was designed to promote vocational learning and career education in schools and highlight and encourage synergies between the two areas. It was part of an overall strategy for professional development of vocational learning teachers and career educators across the system. The conference is planned as an annual event to enhance and promote vocational education and training and career education as integral components of school and college curricula.

## **Enterprise and vocational learning**

Australian Business Week (AWB) successfully operated in a number of ACT high schools throughout 2007, with two schools participating in the Leading Enterprise Education Partnerships (LEEP) program. The LEEP program, offered by Australian Business Week, is an innovative approach to building sustainable partnerships between business and education. It involves local business leaders working in partnership with principals and teachers to produce models for effective and sustainable local partnerships.

A number of vocational programs have been introduced in the ACT as a result of effective collaboration between schools, business, industry and the community. The active support and engagement of businesses and communities provide students with the opportunity to put enterprise education into practice.

The Australian Network of Practice Firms (ANPF) is located at the CIT and offers an online educational business simulation to support schools, TAFE institutes, universities and private training organisations in presenting their courses in a realistic work environment. A number of ACT schools operate practice firms.

## **Student support services**

All year 9-12 students in ACT government schools are required to develop and maintain a Student Pathways Plan based on their abilities, interests and career goals.

Two programs that were piloted in 2006 to support student transitions from year 10 to year 11 were extended in 2007. One of these programs aimed to support students at risk as they transitioned from year 10 to year 11. The other program

was a 'Transition Officer' program. This program enabled a teacher from the high school to spend time in the college to support students as they transitioned to the college environment.

## **Issues for the future**

### **Collaboration**

- closer partnerships between business and the community
- closer collaboration between schools and CIT
- the development of the ACT Career and Transition Framework
- accessing sufficient employees for the number of students interested in undertaking ASBAs
- providing flexible vocational programs for disengaged youth
- increasing the availability of employers for structured workplace learning.

### **Vocational learning**

- growth of ASBAs, particularly at the Certificate III level
- increased uptake of Recognition of Prior Learning
- synergies of students' work-based employment and vocational certificates at school
- use of technology
- the impact of Trade Training Centres in schools upon VET program delivery.

### **Other**

- teacher workloads.

## 2007 ANR Chapter 9

# Indigenous education

## Introduction

This chapter summarises progress by States and Territories in implementing the recommendations of the *Australian Directions in Indigenous Education 2005–2008* (Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA), 2006) and highlights some major initiatives against the five domains for action, listed below. The chapter also reports on school attendance by Indigenous students and provides an overview of outcomes achieved under Indigenous education programme agreements between the Australian Government and education providers.

## Directions in Indigenous education

The report, [\*Australian Directions in Indigenous Education 2005–2008\*](#) was released in late 2006. It contains recommendations in five domains where action is needed to improve Indigenous student outcomes. Additional recommendations provide an enabling process. The five domains are:

- 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 rests with individual education systems. The Australian Government has responsibility for a number of associated recommendations. A national reference group was established by MCEETYA in late 2006 to progress enabling recommendations and those that will benefit from a strategic collaborative approach.

In 2007, jurisdictions made preliminary progress in implementing the recommendations both through Indigenous-specific and mainstream initiatives. Highlights of major initiatives against key recommendations of the five domains are provided below.

### Domain 1: Early childhood education

Providing Indigenous children with two years of high quality early childhood education prior to participation in the first year of formal schooling.

Jurisdictions made progress in increasing early childhood education provision in 2007.

South Australia, Western Australia, Tasmania and the Australian Capital Territory provide universal access to publicly funded education programs for two years prior to compulsory schooling, while the New South Wales Department of Education and Training provides free access in the 100 preschools for which it carries responsibility (11 are located in communities with significant Indigenous populations and 13 in additional locations servicing Indigenous communities).

The Victorian government announced additional funding in the 2007–08 State Budget to provide effectively free Kindergarten for 3- and 4-year-old Aboriginal children whose parents or care-givers are concession card holders. It also contributed to the establishment of an Aboriginal Children's Centre in Shepparton and made a commitment to contribute funding to at least one more centre as part of its Children's Centre Capital Initiative.

Queensland introduced a full-time universal preparatory year of schooling for all children, with promotional material for Indigenous parents emphasising the value of attendance. Queensland also announced funding of \$23.1 million over four years to improve and expand pre-preparatory services in 35 Indigenous communities, which span across the following

areas: Torres Strait, Cape York, Cherbourg, Doomadgee, Mornington Island, Palm Island, Worrabinda and Yarrabah. This included \$9.2 million in capital funding to ensure that services are delivered in appropriate facilities.

The Northern Territory identified gaps in service delivery and made a commitment to expand its mobile early childhood services to 3- to 5-year-olds in remote sites. In response, the first of six new sites will be established in early 2008, with additional services provided on the completion of an independent evaluation.

All jurisdictions implemented a range of initiatives to engage Indigenous parents and care-givers to support the increased participation of Indigenous children in early childhood education and to ensure that early childhood education programs are culturally inclusive.

## **Domain 2: School and community educational partnerships**

Developing and phasing-in agreements between schools with significant Indigenous student cohorts and local Indigenous communities.

In New South Wales, 20 additional schools joined the Schools in Partnership Initiative, which assists schools with significant Aboriginal student populations to build their capacity and strengthen partnerships with communities and other agencies.

The Victorian government continued to develop and implement regional Koorie education action plans to improve student outcomes. The plans are developed in negotiation with regional Koorie education committees comprised of members of the Koorie community, regional Koorie education workers, school staff and principals and regional departmental staff. The committees provide progress reports on the implementation of the plans at the regional level.

Queensland considered the development of agreements between schools and communities within the context of its existing school compacts and an overarching shift to establish whole-of-government local Indigenous partnerships agreements, the first of which was signed in Mornington Island in late 2007. Queensland also worked with the Australian Government and the Cape York Institute of Policy and Leadership on the Institute's welfare reform proposals, which were released in June 2007. The proposals included community agreements in four trial communities to make school attendance a condition of welfare payments.

South Australia, through the [\*Department of Education and Children's Services \(DECS\) Aboriginal Strategy 2005–2010\*](#), committed to increasing the active engagement of Aboriginal communities in the planning and delivery of programs and services in children's services and schools. As a result, all DECS regions began the process of establishing Aboriginal parent/community forums to work with schools and preschools to ensure that an Aboriginal perspective is embedded in school functions and classroom teaching practices.

Western Australia undertook preparatory work on the development of agreements for implementation in designated schools in 2008. The preparatory work included trials in six urban and regional schools and an extensive consultation process with Indigenous communities and key Indigenous stakeholders.

The Northern Territory began the process of developing local school and community partnership agreements with 14 large remote communities for completion by the end of 2008. A community engagement team worked with all communities, several of which were preparing to negotiate an agreement in early 2008. An agreement was signed with Yirrkala. Small schools and homelands with established relationships with one of the 14 larger communities will be included in the agreements.

The Australian Capital Territory made a commitment to support school communities with significant Indigenous student cohorts (over 20 students) to establish a process for developing agreements with parents and care-givers with the assistance of Indigenous support staff.

The MCEETYA Reference Group on Indigenous Education developed a template to support the development of school–community partnership agreements. The template was circulated for use by education systems and published on the MCEETYA website:

[http://www.mceecdya.edu.au/mceecdya/agreement\\_template\\_for\\_school\\_community\\_partnershi,22086.html](http://www.mceecdya.edu.au/mceecdya/agreement_template_for_school_community_partnershi,22086.html). It will be incorporated into a package on exemplary practice in community consultation to be produced under the *What Works*

Program. The Australian Government has commissioned *What Works* to develop materials for community members, families and schools that put student learning at the centre of school–community partnerships.

## Domain 3: School leadership

Providing accredited school leadership programs that equip school leaders with the knowledge and skills to improve the academic achievement of Indigenous students.

All States and Territories continued to be active participants in the *Dare to Lead* program, and Australian Government funded initiative (\$8 million over the 2005–08 quadrennium), engaging principals from across the country in an ongoing coalition of schools committed to improving Indigenous student outcomes. New South Wales, Victoria, Queensland, Western Australia and Tasmania appointed full-time coordinators to maximise the benefits of the program for their school principals. South Australia and the Australian Capital Territory appointed part-time coordinators.

Victoria supported school principals to participate the Stronger, Smarter Leadership Program at the Indigenous Education Leadership Institute in Queensland.

In Queensland, the Indigenous Education Leadership Institute provided courses, such as Stronger, Smarter Leadership, for principals and two-day workshops for principals of under-performing schools on how to lift their schools' performance.

South Australia aligned Aboriginal resources with regional support structures to assist local leaders' executive groups, school and preschool leaders and government and non-government service providers to develop relationships with Aboriginal communities to improve the engagement, retention and educational achievement of Aboriginal children and students.

Western Australia continued to support the Leading from the Front program, which builds the capacity of principals to provide leadership in improving Indigenous student outcomes. The program, which will be expanded in 2008, operates in partnership with the Western Australian Primary Principals' Association. A secondary school focus was incorporated into one of the 2007 symposiums. The Leadership Centre of Western Australia, a collaborative initiative of professional associations representing school leaders, the Department of Education and Training and the Australian Education Union of Western Australia, premised its future leadership training for aspirant and newly appointed principals on improving Indigenous student outcomes.

The Northern Territory developed a leadership plan with new directions and priorities for 2008–09. The plan will ensure that principals and leadership teams have intensive professional learning to enhance their use of data and assessment to improve Indigenous student outcomes.

The Australian Capital Territory held discussions with the University of Canberra regarding the content and focus of leadership programs. As a result, the university developed a Graduate Certificate in Professional Development with a focus on Indigenous education. The course will be available to all school principals and executives in the ACT and surrounding areas from January 2008. The ACT also examined leadership programs in other jurisdictions and will develop a sustainable program for delivery in 2008 and beyond.

## Domain 4: Quality teaching

Developing strategies to attract and retain high quality teachers, especially in regional and remote communities with high Indigenous student enrolments.

New South Wales offered scholarships to prepare graduates for teaching Aboriginal students. Scholarships were awarded to 20 undergraduates from four participating universities offering an enhanced preparatory program for teaching Aboriginal students. The program provides Aboriginal mentors immersion in the mentor's community and an intensive internship in a school with Aboriginal students. New South Wales also implemented the Teacher Education Scholarship Program, in which scholarships are offered to Aboriginal or Torres Strait Islander students to train as school teachers. For the 2007 program, 54 scholarships were taken up. Up to 60 scholarships will be awarded for the 2008 program.

Victoria implemented a range of teacher supply initiatives to attract and retain teachers in hard to staff schools and subject areas. The focus was on rural and remote areas of Victoria and schools with high Koorie enrolments. These initiatives included teaching scholarships; the Career Change Program; Rural Retraining Program; Graduate Recruitment

Program and the Rural Teacher Practicum Scheme. Consideration was given on how best to facilitate a framework for undergraduates on teaching rounds to work in schools with high Koorie enrolments.

In Queensland, the [\*Rural and Remote Framework for Action 2006–2008\*](#) commits to develop a range of improved incentives to attract and retain teachers in remote areas, including increasing the number of flights available each year to teachers in some locations, and improving the incentive cash benefit. The Partners for Success Strategy identified aimed to attract interested teachers and experienced educators to 39 identified Indigenous schools, while the Remote Area Teacher Education Program continued to train Indigenous teachers from remote communities who are likely to have stronger cultural understandings and higher retention than other teachers. The [\*Aboriginal and Torres Strait Islander Employment Framework for Action 2007–2010\*](#) includes piloting an orientation induction program for teachers in urban schools with high Indigenous enrolments.

South Australia continued a range of programs to attract and retain teachers to regional and remote schools. The programs are targeted to a range of audiences from pre-service teaching students, scientists and mathematicians, to experienced teacher leaders. As from 2007, all final year Aboriginal teaching students will be offered an employment guarantee on successful completion of their studies.

In February 2007, the Western Australian Minister for Education and Training, the Hon. Mark McGowan MLA, established a taskforce to address long-term supply and demand issues in the education and training workforce. The taskforce provided a preliminary report to the Minister in late 2007 on issues relating to attraction and retention, leadership and status, workforce diversity and alternative delivery models. In October 2007, the Minister announced an expanded scholarship program worth more than \$19 million to attract graduates to teaching in rural and remote government schools. Commencement salaries for graduate teachers were also increased. Incentives available under the Remote Teaching Service were increased to ensure that quality teachers are attracted and retained in remote locations.

Tasmania examined incentive and support packages to attract and retain outstanding teachers for the newly established Cape Barren Island District High School.

The Northern Territory offered a range of incentives to attract and retain high quality teachers, particularly in remote areas, as well as ongoing opportunities to develop skills and leadership capabilities. The More Indigenous Teachers in DEET Program provided a range of cadetships, fellowships and scholarships to support the employment and career development of Indigenous Territorians seeking to become teachers. In 2007, the program was supporting 35 participants with an average study support allocation of approximately \$30,000 per annum, per participant.

## **Domain 5: Pathways to training, employment and higher education**

Providing Indigenous students with mentoring, counselling and work readiness strategies from the beginning of secondary school into post-school pathways.

In New South Wales, the Youth Excel program continued to operate in nine high schools with significant issues in early school disengagement and poor school outcomes. The initiative helps almost 800 Aboriginal students aged between 13 to 18 years to improve their educational outcomes. \$4.596 million has been allocated to this initiative over four years to provide services such as student learning centres, student mentoring and links to employment and further education. The New South Wales School to Work Program also helps young people aged between 14 to 19 years, who are in years 9 to 12, to develop employment skills that can be applied to a range of jobs and careers. Over ten per cent of participation in years 7 to 8 is by Aboriginal students.

Victoria continued to fund mentoring for Koorie students, with provision facilitated through the Victorian Aboriginal Education Association Incorporated. Students in years 10 to 12 also benefit from managed individual pathways plans, which are developed with the assistance of coordinators and careers teachers. The plans are reviewed regularly and determine the support provided to each student.

In Queensland, Indigenous students continued to access mainstream services such as mentoring and youth support coordinators. Students in the senior phase of learning on Palm Island benefited from an additional \$2.7 million investment in strategies that will improve their vocational learning pathways and employment opportunities. The Cape

York student transition program for students moving from remote primary schools to rural/urban secondary schools was expanded to include students from the Torres Strait and Palm Island, a \$5.5 million program over four years. In Queensland, all students in years 10 to 12 have a senior education and training plan.

In South Australia, the Futures Connect curriculum and services strategy continued to lead the planning, development, monitoring and evaluation of initiatives such as VET in Schools, structured workplace learning and Trade Schools for the Future. While not exclusively developed for Aboriginal young people, these initiatives focus on attracting and retaining this cohort through mentoring programs, career development and information, transition services, individual learning plans and innovative funding models for youth learning entitlements.

Western Australia began developing individual pathway plans and transition portfolios for high school students, with participation coordinators available to provide individual support for 'at risk' students. Follow the Dream, a tertiary aspirations program providing academic and mentoring support to high achieving Indigenous students, was consolidated and delivered to around 500 students from years 6 to 12 in 24 metropolitan and regional centres, helping them to complete year 12 and graduate with tertiary entrance rankings that enabled direct entry to university. Western Australia also undertook preparatory work on program development and implementation in readiness for increasing the school leaving age from 16 to 17 years, in 2008. A review of the Aboriginal School-based Traineeship Program was completed and additional funds allocated to a revised program that commenced in 2007. A high level of student mentoring and intensive career development and employability training are key features. The program is contributing to improving retention rates for students progressing to higher-level VET industry-specific qualifications in years 11 and 12.

In Tasmania, the Office of Post-Compulsory Education and Training was invited to participate in the MCEETYA Directions Implementation Committee to engage with and coordinate appropriate initiatives.

The Northern Territory released the [School to Work Transition Strategic Plan 2007–2008](#) to assist students in their transition from school to work, training or higher education. A manager was appointed to develop strategies and processes to support the successful transition of all Indigenous students who have completed the year 12 Northern Territory Certificate of Education (NTCE) since 2005. The Department also entered into a partnership agreement with the Smith Family to provide mentoring for Indigenous students in years 11 and 12. Indigenous students in year 10 are increasingly receiving support to develop personal transition plans. These plans will be a compulsory component for all students in the future NTCE.

In the Australian Capital Territory, all students in years 9 to 12 develop a pathway plan with a focus on their particular attributes and interests. The plans are regularly revised to ensure that agreed targets are met.

## Indigenous student attendance

In 2007, aggregated student attendance data was reported for Indigenous and non-Indigenous students in years 1 to 10, by school sector, by State and Territory.

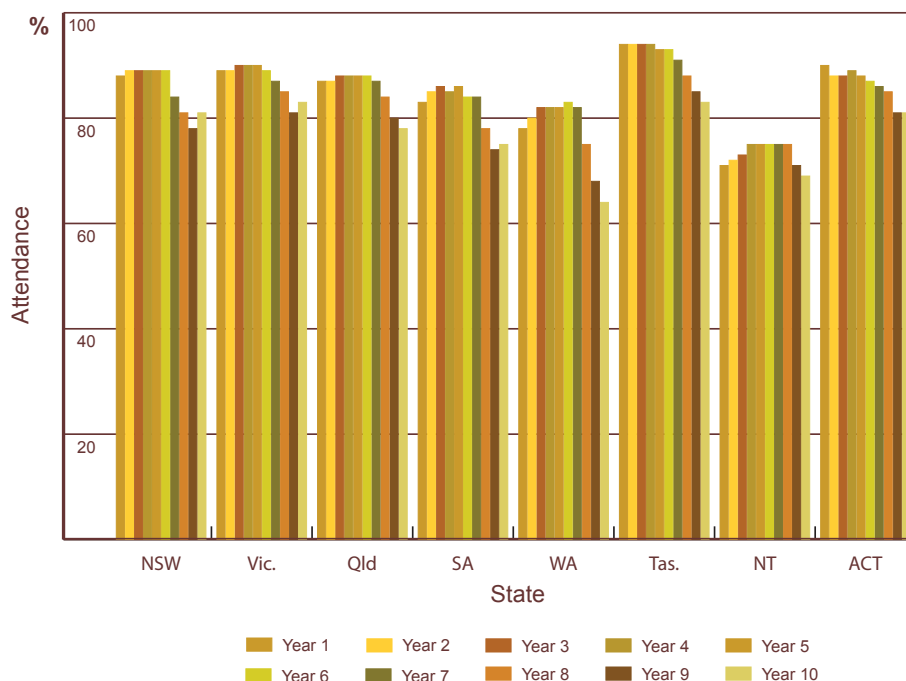
This was the first collection of attendance data on a national basis and care needs to be exercised in using the data. As collection periods and methodologies varied between jurisdictions and sectors, the data are only directly comparable within a jurisdiction and sector. The figures should be viewed in conjunction with the data and explanatory notes published in the [Appendix 1: Statistical annex](#). 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

The 2007 attendance rates for Indigenous students in government schools showed slight increases through the early years of schooling in several States and Territories, but there were marked declines in the later years, typically from year 7 through to year 10.



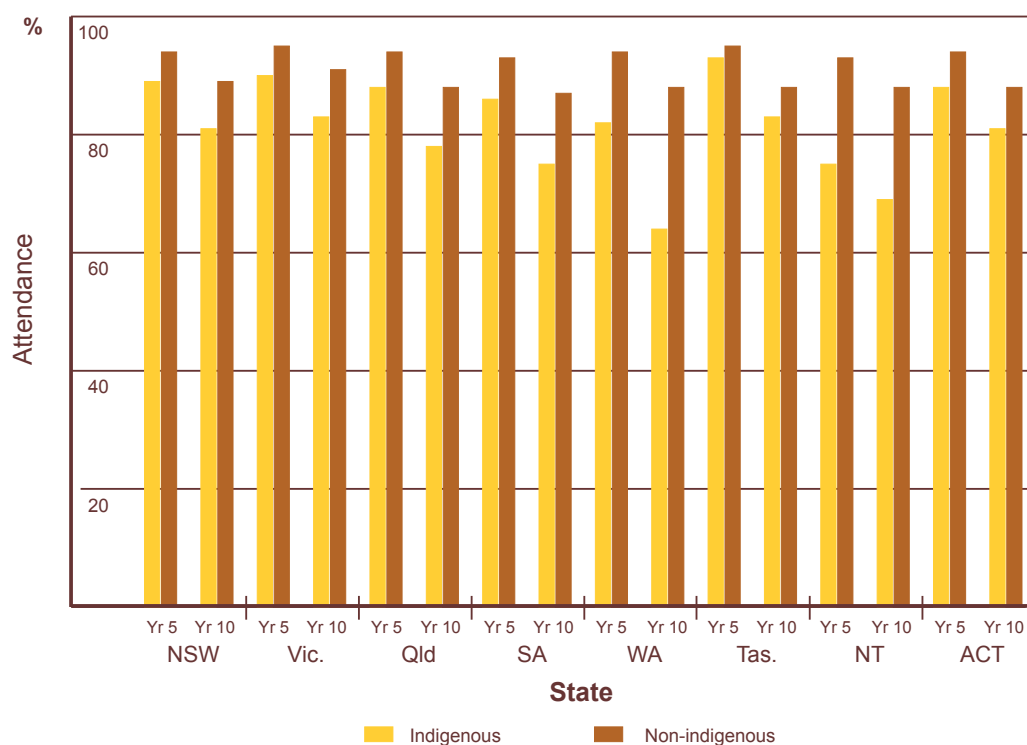
**Figure 9.1 Indigenous student attendance, years 1–10, government schools, 2007 (per cent)**



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 9.2 shows the differences in attendance rates for government schools at years 5 and 10.

**Figure 9.2 Student attendance, years 5 and 10, government schools, by Indigenous and non-Indigenous status, 2007 (per cent)**

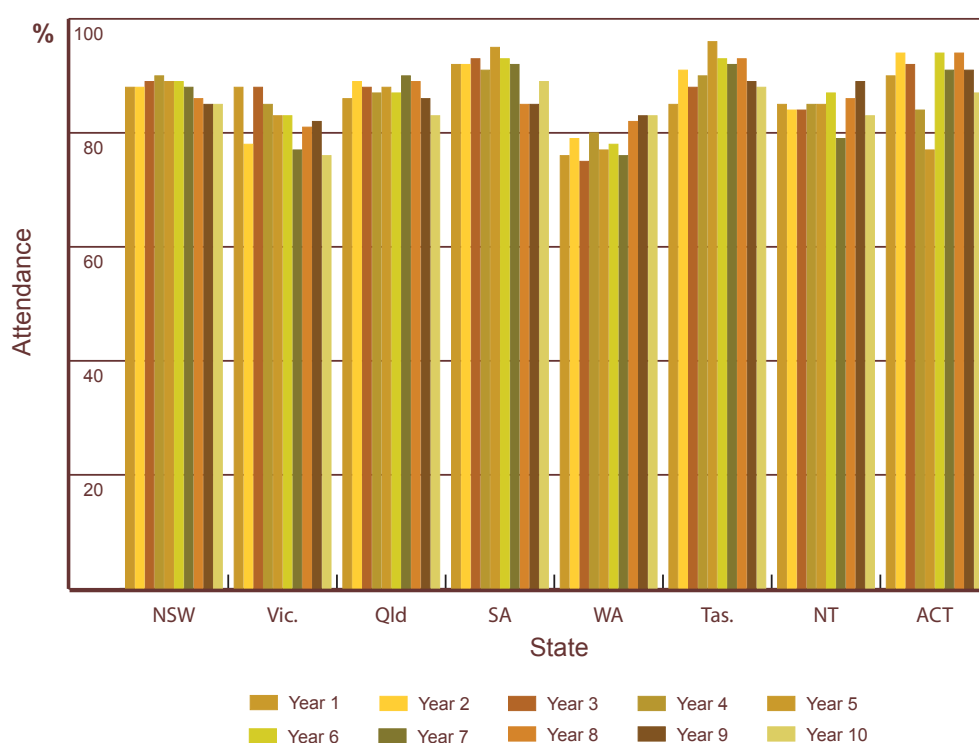


## Non-government schools

The 2007 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 9.3 and 9.4 provide the Catholic and independent schools' Indigenous student attendance rates for years 1 to 10.

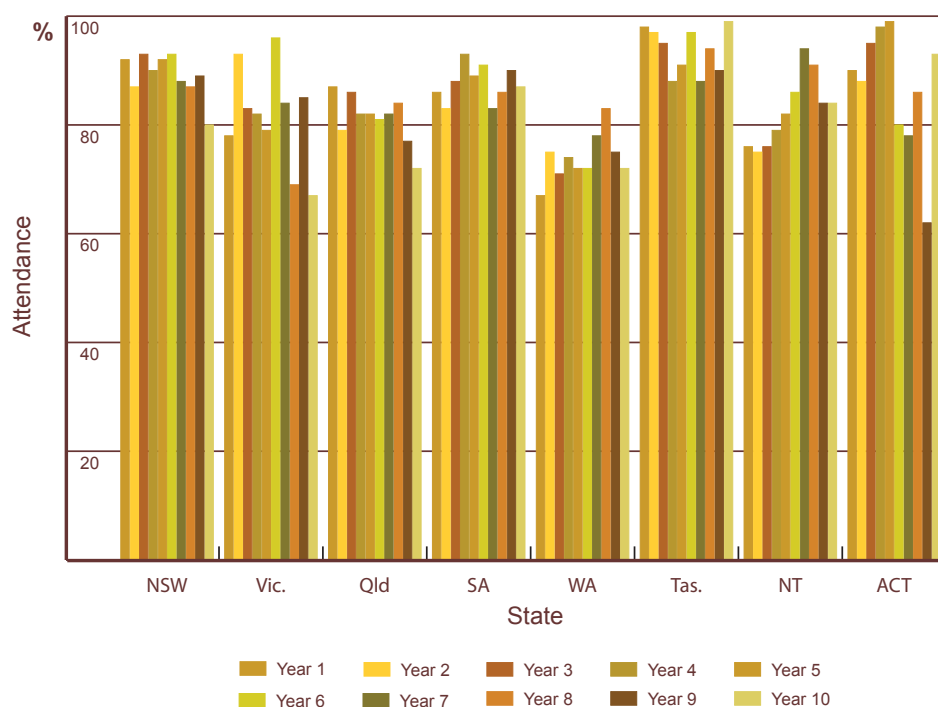
Indigenous student attendance rates in Catholic and independent schools were generally lower than non-Indigenous student attendance rates across years 1 to 10. There were large variations in the gaps between Indigenous and non-Indigenous attendance rates across States and Territories, with the largest gaps being reported in Western Australia and Victoria. 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 provided in the [Appendix 1: Statistical annex](#).

**Figure 9.3 Indigenous student attendance, years 1–10, Catholic schools, 2007 (per cent)**



Source: MCEETYA

Figure 9.4 Indigenous student attendance, years 1–10, independent schools, 2007 (per cent)



Source: MCEETYA

# Overview of Indigenous Education Programme 2005–08 agreements

## Context

In 1989, the Australian Government introduced the National Aboriginal and Torres Strait Islander Education Policy (AEP), which built on initiatives previously in place across States and Territories. Within the context of the AEP, State and Territory governments actively formulate policy and are the primary providers of education and training services for all Australians, including Indigenous people, in government schools (preschool, primary and secondary) and vocational and technical education institutes.

The Australian Government develops national policies and supports agreed priorities and strategies by supplementing the fiscal capacity of the States and Territories to provide mainstream and specific education and training services for Indigenous people. It also contributes to the funding of non-government bodies to provide services.

In April 2004, a significant restructure of Australian Government programs for Indigenous education was announced. For the 2005–2008 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 2006 can be found in the *National Report to Parliament on Indigenous Education and Training, 2007*, which is available online at:

[http://www.deewr.gov.au/sectors/indigenous\\_education/publications\\_resources/](http://www.deewr.gov.au/sectors/indigenous_education/publications_resources/).

## Literacy and numeracy

Indigenous students' results in the 2007 national benchmark testing for years 3, 5 and 7 reading, writing and numeracy were lower than those of their non-Indigenous peers. Table 9.1 provides the results for Indigenous and all students in these three areas for the period 2004–07.

**Table 9.1 Year 3, 5 and 7 benchmark results<sup>(a)</sup> in reading, writing and numeracy, Indigenous and all students, Australia, 2004–07 (per cent)**

	Year 3				Year 5				Year 7			
	2004	2005	2006	2007	2004	2005	2006	2007	2003	2004	2005	2006
<i>Reading</i>												
Indigenous students	82.9 ±3.6	78.0 ±4.3	79.7 ±4.3	80.7 ±4.1	69.4 ±3.8	62.8 ±4.1	66.3 ±4.4	67.6 ±4.2	71.0 ±2.8	63.8 ±2.9	63.2 ±3.0	64.7 ±2.8
All students	93.0 ±1.5	92.7 ±1.6	93.0 ±1.7	93.4 ±1.5	88.7 ±1.6	87.5 ±1.8	88.4 ±1.6	89.2 ±1.6	91.0 ±0.7	89.8 ±0.8	89.2 ±0.8	89.3 ±0.8
<i>Writing</i>												
Indigenous students	76.8 ±4.3	74.0 ±4.7	77.9 ±3.8	76.6 ±3.8	81.7 ±3.5	74.3 ±4.3	77.0 ±4.0	79.5 ±3.2	78.8 ±3.8	72.3 ±4.3	73.8 ±3.9	74.5 ±3.8
All students	92.9 ±1.5	92.8 ±1.6	93.9 ±1.3	93.0 ±1.4	94.2 ±1.1	93.3 ±1.3	93.8 ±1.3	94.1 ±0.9	93.6 ±1.3	92.2 ±1.5	92.4 ±1.5	92.5 ±1.3
<i>Numeracy</i>												
Indigenous students	79.2 ±4.1	80.4 ±3.8	76.2 ±4.3	78.8 ±4.1	69.4 ±3.9	66.5 ±3.9	66.0 ±3.8	65.5 ±3.4	51.9 ±2.8	48.8 ±2.9	47.5 ±2.9	46.0 ±2.7
All students	93.7 ±1.2	94.1 ±1.1	93.0 ±1.4	93.2 ±1.4	91.2 ±1.2	90.8 ±1.3	90.8 ±1.3	90.3 ±1.3	82.1 ±0.8	81.8 ±0.9	79.7 ±1.1	80.2 ±0.9

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

Source: MCEETYA, *National Benchmark Results: Reading, Writing and Numeracy Years 3, 5 and 7, 2004–07*

These data are estimated with 95 per cent confidence intervals. The publication of confidence intervals with the benchmark results reflects the uncertainty associated with the measurement of student achievement and provides a way of making improved inferences about the achievement of students. The smaller numbers of Indigenous students, when compared with the total number of students, means that the 95 per cent confidence intervals associated with results for Indigenous students can be quite large. This provides a challenge for monitoring performance over time, as annual changes usually fall within the 95 per cent confidence interval range.

Table 9.1 indicates that the Indigenous scores in 2007 tend to be in the same range as the results from the other years. With up to nine years of this data now available, there is little evidence of any substantive improvement in any of the Indigenous results.

While the benchmarks are set independently for each year level, there appears to be a downward movement in numeracy achievement in the later year levels. This is particularly pronounced for year 7 Indigenous students, where less than half met the numeracy benchmark in 2007.

# Retention and grade progression

## Grade progression rates

National grade progression rates for Indigenous and non-Indigenous students for the period 1999–2007 are shown in Table 9.2, 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 2007, all four indicators were down on the 2006 results and the gaps between Indigenous and non-Indigenous outcomes increased.

**Table 9.2 Indigenous apparent grade progression ratios<sup>(a)(b)</sup> and the percentage point gap between these and non-Indigenous ratios, Australia, 1999–2006 (per cent)**

Year	Year 8 to year 9		Year 9 to year 10		Year 10 to year 11		Year 11 to year 12	
	Indigenous	% point gap with non-Indigenous	Indigenous	% point gap with non-Indigenous	Indigenous	% point gap with non-Indigenous	Indigenous	% point gap with non-Indigenous
1999	92.7	7.1	86.3	11.9	67.3	21.3	66.4	19.3
2000	94.2	5.6	88.4	9.7	65.4	22.7	65.0	19.8
2001	96.1	3.7	89.7	8.9	67.6	21.8	66.6	19.9
2002	97.5	2.2	89.6	9.0	68.8	21.2	67.8	19.3
2003	95.1	4.9	89.2	9.8	71.1	19.8	66.4	19.9
2004	97.5	2.4	88.7	10.0	70.1	19.9	64.7	21.3
2005	98.4	1.6	90.9	7.8	72.6	17.0	64.7	21.4
2006	97.8	2.3	92.1	6.9	76.7	13.4	64.4	21.6
2007	97.1	3.4	92.0	7.3	76.4	14.0	63.3	21.7

(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*, 1999–2007

## Year 8 to year 9

The 2007 rate of 97.1 per cent is a slight reduction on the 2006 result of 97.8 per cent. Above average results occurred in Queensland, South Australia, Western Australia, Tasmania and Victoria. There were falls in the rates in New South Wales, Victoria and the Northern Territory.

## Year 9 to year 10

The 2007 results of 92.0 per cent and a gap of 7.3 percentage points are very similar to the 2006 results. The main improvements occurred in South Australia, where the rate increased by nine percentage points to 96 per cent and in the Northern Territory, where the rate increased by seven points to 89 per cent. In Western Australia, there was a drop of five percentage points, while in other States and Territories, there was little change.

## Year 10 to year 11

The 2007 rate of 76.4 per cent maintained the very good result of 2006, which resulted from a sharp increase in the ratio in Western Australia. In 2007, Western Australia maintained that level. The main positive influence in 2007 occurred in South Australia, which increased its rate by about eight percentage points, while the main negative influences occurred in the Northern Territory, Tasmania and the Australian Capital Territory.

## Year 11 to year 12

The 2007 result of 63.3 per cent is the lowest point indicated in Table 9.2. The main contributing factor was a fall of 12 percentage points in the rate in Western Australia. Alternatively, there were good increases in the rates in Victoria (up by eight percentage points), South Australia (six percentage points) and Tasmania (seven percentage points). New South Wales also had its best result to date.

## Apparent retention rates

Comparative Indigenous and non-Indigenous apparent retention rates are a useful measure for monitoring the level of Indigenous educational disadvantage. Table 9.3 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, 2000–2007.

**Table 9.3 Comparative apparent Indigenous and non-Indigenous retention rates<sup>(a)(b)(c)</sup>, Australia, 2000–2007**  
(per cent)

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

(a) The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group. Data are reported for the proportion of students commencing secondary school (at year 7 or 8) and continuing to 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.

Source: Australian Government DEEWR, derived from MCEETYA, *National Schools Statistics Collection*, 2000–2007

The data show that during the period 2001–07 there was gradual improvement on the four apparent retention rates so that, in 2007, three of the four were at their highest point to date. Only the year 10 rate declined and the fall was not significant. Of importance is the continuing increase in the Indigenous year 11 rate, which has improved between 2001

and 2007 by more than 13 percentage points. The upward trends in both the year 12 and year 10 to 12 rates are similarly encouraging. In both cases the rates have increased while the gaps with non-Indigenous outcomes have decreased.

The main improvements occurred in South Australia and New South Wales where all four rates increased, and in Victoria, where three of the four increased. The major falls occurred in the Northern Territory, where three of the rates dropped significantly, and in Western Australia, which had sharp improvements in the previous year on all four rates.

The national year 10 rate fell slightly, with five of the eight States and Territories experiencing a fall. The year 11 rate increased by two percentage points largely as a result of an increase in Queensland of six percentage points.

Every State and Territory other than Western Australia improved its year 12 rate in 2007 and most achieved a best ever result. Another positive outcome was that all States and Territories reported record numbers of students in their senior years of schooling in 2007.

## Year 10 to year 12 retention

The apparent retention rate from year 10 to year 12 is a key measure of the transition from junior secondary to senior secondary schooling, and from compulsory to post-compulsory schooling. Because the progress of a cohort of students is reported over two years, the impact of factors such as interstate migration is reduced and the rate can be seen as a more reliable measure than the longer-term rates. Table 9.4 shows the apparent retention rate from year 10 to year 12, by State and Territory, and nationally for 2007.

The national Indigenous rate improved by five percentage points during the period 2001–2007, and the gap between Indigenous and non-Indigenous outcomes has reduced by more than four percentage points. The 2007 rates were generally up on 2006, with most of the States and Territories indicating increases in the rate and reductions in the gap.

**Table 9.4 Apparent retention rate from year 10 to year 12(a)(b)(c)(d) for Indigenous and non-Indigenous students, by State/Territory, 2007 (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>
New South Wales	42.4	73.3	36.3	36.2	36.2	30.9
Victoria	56.7	82.0	38.5	27.0	34.9	25.3
Queensland	61.5	79.5	21.0	23.3	19.3	18.0
South Australia	50.6	73.9	28.0	32.9	27.7	23.3
Western Australia	31.8	71.8	44.4	43.8	38.8	40.0
Tasmania	44.1	66.7	23.0	24.0	29.4	22.6
Northern Territory	50.3	71.5	32.7	9.0	12.1	21.2
Australian Capital Territory	59.0	86.4	14.0	22.3	29.3	27.4
<b>Australia</b>	48.5	76.6	32.1	32.2	30.4	28.1

(a) Caution should be taken in interpreting the data from individual States and Territories. Small numbers of Indigenous students can affect these results and may produce apparent variations from year to year that may not accurately reflect the long-term trend.

(b) Apparent retention rates at the State and Territory level 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*, 2004–07, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2004–07

## Attendance

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

levels of English language and literacy skills. Under IEP reporting arrangements for the 2005–08 quadrennium, all education providers in the schooling sector report average attendance rates.

## **Government primary schools**

The 2007 results for government school systems are similar to the rates for 2005 and 2006, with average attendance rates ranging from 71 per cent to 92 per cent, and a median rate of 87.4 per cent (compared to a non-Indigenous median of 93.4 per cent). Within the eight government systems Indigenous and non-Indigenous attendance rates varied by an average of eight percentage points within a range of two to 23 percentage points.

## **Catholic sector\* primary schools**

\* In this overview of IEP outcomes in 2007, the term 'Catholic sector' refers to information provided by the eight States and Territories' Catholic education systems, which, in some cases, also included non-systemic Catholic schools.

The results for Catholic systemic schools in 2007 were also similar to the 2006 results, with rates ranging from 75 per cent to 93 per cent, and a median rate of 89 per cent (compared to a non-Indigenous median of 94.0 per cent), while the differences between Indigenous and non-Indigenous rates ranged from one to 21 percentage points, with an average of eight percentage points.

## **Government secondary schools**

The 2007 Indigenous attendance rates in government secondary schools were also similar to the 2006 results. Rates ranged from 72 per cent to 84 per cent, with a median of 78.7 per cent, compared to a non-Indigenous median of 89.0 per cent. The gaps between Indigenous and non-Indigenous rates ranged from five to 21 percentage points.

## **Catholic sector secondary schools**

In Catholic systemic secondary schools Indigenous rates ranged from 70 per cent to 91 per cent, with a median of 88.2 per cent, which was not far below the non-Indigenous median of 93.2 per cent. In seven of the eight Catholic systems, there was little difference between Indigenous and non-Indigenous outcomes, with differences in the rates ranging from two to seven percentage points.

# **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 who achieved a year 12 certificate has decreased from 51 per cent in 2001 to 44 per cent in 2007. At the same time, the proportion of non-Indigenous students has increased from 80 per cent in 2001 to almost 86 per cent in 2007, and during that period the gap between Indigenous and non-Indigenous outcomes has grown from 29 to 41 percentage points.

In 2007, there were record numbers of year 12 completers in all States and Territories other than Western Australia. As was the case in both 2005 and 2006, Tasmania had the best results in 2007, both in terms of the rate of attainment for Indigenous students (65 per cent) and in the gap between Indigenous and non-Indigenous outcomes (eight percentage points).

In the case of the four largest States, only Queensland improved on its 2006 result when its completion rate increased and the gap decreased. This was largely as a result of an increase of almost 200 completers in the Queensland government system between 2006 and 2007. Despite an increase of almost 100 completers in New South Wales, the rate fell slightly to 60 per cent, as did the rate in Northern Territory (to 17 per cent). In Western Australia, the rate has fallen from 35 per cent in 2005, to 28 per cent in 2006, to 21 per cent in 2007.

In 2007, more than one third of Indigenous students (35 per cent) undertook a year 11 or year 12 course aimed at gaining university entrance, compared to 76 per cent of non-Indigenous students. Of these students, 12 per cent attained a UAI (Universities Admission Index) score that would gain them university entrance, compared to 46 per cent of non-Indigenous students. The Indigenous results are similar to 2005, but slightly better than 2006, while the non-Indigenous results have declined over the period.



Indigenous students continued to participate strongly in VET in Schools activities in 2007. More than 36 per cent of Indigenous students gained a VET Certificate (up from 30 per cent in 2006), compared to 27 per cent of non-Indigenous students. Additionally, more than half of the Indigenous students (56 per cent) gained a VET Statement of Attainment compared to 31 per cent of non-Indigenous students.

## Indigenous employment in schools

Table 9.5 shows that between 2006 and 2007, the total number of Indigenous employees working in government schools increased by 232, or 5.3 per cent. The greatest single influence on this outcome was an increase of 213 staff reported by Education Queensland, of whom, 132 were in the Administrative and Clerical staff category. While most of the government systems reported slight increases in Indigenous staff numbers, there was a fall in the Northern Territory numbers.

As a proportion of all employees in government schooling systems, the Indigenous rate reached 1.9 per cent in 2007, up from 1.8 per cent in 2006.

In Catholic sector schools there was a sharp increase of 60 employees, or 11 per cent, between 2005 and 2006, following a stable situation in the total number of Indigenous staff during the period 2002 to 2005. In 2007, that higher level of Indigenous employment was maintained, with a total of 613 employees. The main contributing factor to the overall increase was the employment of an additional 25 staff in the Northern Territory Catholic system (mainly Administrative and Clerical staff), while the main negative influence was a loss of 31 staff in the Western Australian system.

The increase in the employment of Indigenous teachers in Catholic systemic schools, noted in previous editions of the *National Report on Schooling in Australia*, continued in 2007, to 126 teachers.

**Table 9.5 Number of Indigenous staff employed in government and Catholic systemic schools, by employment category, Australia, 2002–07**

<i>Government schools</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Indigenous teaching staff	1,350	1,473	1,493	1,459	1,649	1,691
Indigenous specialist support staff(a)	448	557	512	128	141	150
Indigenous administrative and clerical staff(a)(b)	1,441	1,477	1,613	2,337 (c)	2,605	2,786
<b>Total Indigenous employees</b>	<b>3,239</b>	<b>3,507</b>	<b>3,618</b>	<b>3,924 (c)</b>	<b>4,395</b>	<b>4,627</b>
<i>Catholic systemic schools</i>						
Indigenous teaching staff	66	72	73	106	110	126
Indigenous specialist support staff	163	182	185	43	44	62
Indigenous administrative and clerical staff	306	298	304	399	454	425
<b>Total Indigenous employees</b>	<b>535</b>	<b>552</b>	<b>562</b>	<b>548</b>	<b>608</b>	<b>613</b>

(a) Previously published totals in this series of reports for 2002, 2003 and 2004 have been adjusted to accommodate changes in employment numbers in Northern Territory government schools.

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

(c) Previously published figures for 2005 have been revised to reflect updates in New South Wales.

Source: Australian Government DEEWR, Indigenous Education Programme (IEP) performance reports, 2002–07

The third broad area of IEP employment statistics is the employment of Aboriginal and Torres Strait Islander Education Workers (AIEWs). Table 9.6 shows that between 2006 and 2007, there was a fall in the number of AIEWs employed in government systems. The main contributing factor was a fall of 64 positions in the New South Wales system: from 530 in 2006, to 466 in 2007. Note that the word ‘positions’ in this report is used to reflect the number of people employed, rather than the number of actual jobs available. In New South Wales, this will lead to fluctuations from year to year as more than one person can be employed to fill a position. For example, two or more people may share a position if that meets the needs of the school and the person/people involved.

There was also a substantial decrease in the Catholic sector schools, where there was a decline of 56 positions between 2006 and 2007. Of these, most occurred in the Western Australian system, where numbers declined from 128 in 2006, to 85 in 2007.

**Table 9.6 Number of Aboriginal and Torres Strait Islander Education Workers (AIEWs) employed in government and Catholic sector schools(a), Australia, 2002–07**

	2002	2003	2004	2005	2006	2007
Government systems	1,441	1,435	1,459	1,570	1,745	1,699
Catholic systems	477	495	523	461	463	407
Total AIEWs	1,918	1,930	1,982	2,031	2,208	2,056

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

Source: Australian Government DEST, IEP performance reports: 2002–07

## 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 9.7 shows a slight increase in 2007 in the number of AIEWs employed in government systems who were undertaking, or who had completed further study towards a qualification. Between 2006 and 2007, the number of AIEWs with qualifications increased marginally from 644 to 652, with little variation between the four qualification categories.

Similarly, the changes in the Catholic sector were small but positive overall, with an increase between 2006 and 2007 of 19 qualified employees.

**Table 9.7 Number of AIEWs undertaking professional development leading to formal qualifications, by government/Catholic sector, Australia, 2001–07**

	2001	2002	2003	2004	2005	2006	2007
<i>Government sector</i>							
Degree	64	67	106	143	146	281	295
Diploma	49	75	93	80	165	66	77
Certificate	327	345	357	369	235	227	220
Other qualifications					35	70	60
<b>Sub-total</b>	440	487	556	592	581(a)	644(a)	652(a)
<i>Catholic sector</i>							
Degree	68	85	80	82	114	111	99
Diploma	63	66	77	82	59	74	87
Certificate	77	103	95	83	92	108	134
Other qualifications					34	38	30
<b>Sub-total</b>	208	254	252	247	299	331	350
<b>Total government and Catholic</b>	648	741	808	839	880	975	1,002

(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 DEST, IEP performance reports, 2001–07

More detailed information on Indigenous education in 2007, including information covering Indigenous involvement in schooling and culturally inclusive curriculum, is available in the *National Report to Parliament on Indigenous Education and Training, 2007*. This report will be tabled in the Australian Parliament by the Hon. Julia Gillard, Minister for Education, Employment and Workplace Relations, in 2009.

# National Report on Schooling in Australia 2007

## Appendix 1: Statistical annex

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## Glossary

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	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total <sup>(b)</sup>
NSW	439,789	893,349	464,616	952,233	993,033	990,505	862,270	1,292,219	6,888,014
Vic.	323,304	657,983	352,964	741,490	768,650	751,497	647,508	961,430	5,204,826
Qld	273,762	571,179	292,467	584,914	601,795	603,518	527,833	725,963	4,181,431
SA	91,141	196,301	106,055	209,374	213,002	230,680	210,238	327,406	1,584,197
WA	135,058	281,328	149,326	296,899	305,270	312,738	271,955	353,545	2,106,119
Tas.	30,826	65,693	34,020	59,180	62,718	71,434	67,896	101,604	493,371
NT	17,796	33,969	16,109	35,782	36,063	31,860	25,067	18,283	214,929
ACT	21,520	41,772	24,582	58,415	52,314	49,289	43,091	48,778	339,761
<b>Total 2007<sup>(b)</sup></b>	<b>1,333,340</b>	<b>2,741,971</b>	<b>1,440,281</b>	<b>2,938,597</b>	<b>3,033,192</b>	<b>3,041,942</b>	<b>2,656,238</b>	<b>3,829,481</b>	<b>21,015,042</b>

(a) Estimated resident population figures at 30 June 2007 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*, June Quarter, 2007**Table 2** Estimated resident population by age group, selected years, Australia

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
2007	1,333,340	2,741,971	1,440,281	2,938,597	3,033,192	3,041,942	2,656,238	3,829,481	21,015,042
2006	1,275,165	2,710,160	1,405,419	2,845,393	2,995,355	3,014,289	2,637,534	3,722,173	20,605,488
2005	1,264,507	2,713,714	1,388,471	2,792,622	2,980,378	2,995,696	2,580,278	3,612,943	20,328,609
2004	1,261,247	2,717,504	1,370,457	2,748,592	2,982,139	2,976,245	2,525,527	3,509,571	20,091,504
2003	1,264,617	2,716,921	1,364,134	2,725,960	2,981,268	2,936,518	2,466,405	3,416,823	19,872,646
2001 <sup>(a)</sup>	1,282,357	2,704,841	1,352,745	2,709,493	2,958,819	2,837,851	2,309,576	3,257,558	19,413,240
1996	1,297,049	2,614,266	1,279,119	2,814,881	2,900,508	2,649,021	1,842,331	2,913,539	18,310,714
1991	1,271,703	2,513,827	1,364,074	2,796,427	2,754,122	2,323,416	1,572,884	2,687,583	17,284,036
1986	1,208,485	2,491,033	1,347,222	2,685,176	2,535,899	1,856,604	1,492,387	2,401,544	16,018,350

(a) Revised estimates of the resident populations based on the 2001 *Census of Population and Housing*.Sources: ABS, Cat. No. 3201.0, *Australian Demographic Statistics*, June Quarter, 2007 and earlier publications

## Schools

**Table 3** Number of schools by category (and non-government affiliation) and level of education, by State and Territory, 2007

	Government	Non-government			All schools	
		Catholic	Independent	Total	Total	Per cent <sup>(a)</sup>
<b>New South Wales</b>						
Primary	1,643	418	89	507	2,150	22.4
Secondary	369	131	31	162	531	5.5
Combined prim/sec	66	30	191	221	287	3.0
Special	112	6	21	27	139	1.5
<b>Total</b>	<b>2,190</b>	<b>585</b>	<b>332</b>	<b>917</b>	<b>3,107</b>	<b>32.4</b>
<b>Victoria</b>						
Primary	1,204	380	53	433	1,637	17.1
Secondary	258	86	26	112	370	3.9
Combined prim/sec	55	17	132	149	204	2.1
Special	76	2	3	5	81	0.8
<b>Total</b>	<b>1,593</b>	<b>485</b>	<b>214</b>	<b>699</b>	<b>2,292</b>	<b>23.9</b>
<b>Queensland</b>						
Primary	936	195	42	237	1,173	12.2
Secondary	176	70	14	84	260	2.7
Combined prim/sec	91	23	119	142	233	2.4
Special	47	0	2	2	49	0.5
<b>Total</b>	<b>1,250</b>	<b>288</b>	<b>177</b>	<b>465</b>	<b>1,715</b>	<b>17.9</b>
<b>South Australia</b>						
Primary	433	70	39	109	542	5.7
Secondary	72	11	12	23	95	1.0
Combined prim/sec	77	21	45	66	143	1.5
Special	20	2	1	3	23	0.2
<b>Total</b>	<b>602</b>	<b>104</b>	<b>97</b>	<b>201</b>	<b>803</b>	<b>8.4</b>
<b>Western Australia</b>						
Primary	510	111	42	153	663	6.9
Secondary	98	28	14	42	140	1.5
Combined prim/sec	92	20	83	103	195	2.0
Special	69	0	1	1	70	0.7
<b>Total</b>	<b>769</b>	<b>159</b>	<b>140</b>	<b>299</b>	<b>1,068</b>	<b>11.1</b>
<b>Tasmania</b>						
Primary	139	25	4	29	169	1.8
Secondary	39	5	2	7	46	0.5
Combined prim/sec	27	7	23	30	56	0.6
Special	5	0	1	1	6	0.1
<b>Total</b>	<b>210</b>	<b>37</b>	<b>30</b>	<b>67</b>	<b>277</b>	<b>2.9</b>
<b>Northern Territory</b>						
Primary	84	7	7	14	98	1.0
Secondary	11	2	5	7	18	0.2
Combined prim/sec	49	6	9	15	64	0.7
Special	5	0	0	0	5	0.1
<b>Total</b>	<b>149</b>	<b>15</b>	<b>21</b>	<b>36</b>	<b>185</b>	<b>1.9</b>
<b>Australian Capital Territory</b>						
Primary	59	23	3	26	85	0.9
Secondary	21	4	2	6	27	0.3
Combined prim/sec	4	0	12	12	16	0.2
Special	4	0	0	0	4	0.0
<b>Total</b>	<b>88</b>	<b>27</b>	<b>17</b>	<b>44</b>	<b>132</b>	<b>1.4</b>
<b>Australia</b>						
Primary	5,009	1,229	279	1,508	6,517	68.0
Secondary	1,043	338	105	443	1,486	15.5
Combined prim/sec	461	126	612	738	1,199	12.5
Special	338	10	29	39	377	3.9
<b>Total all schools</b>						
<b>2007</b>	<b>6,851</b>	<b>1,703</b>	<b>1,025</b>	<b>2,728</b>	<b>9,579</b>	<b>100.0</b>
<b>2001</b>	<b>6,941</b>	<b>1,697</b>	<b>957</b>	<b>2,654</b>	<b>9,595</b>	<b>100.0</b>
<b>1996</b>	<b>7,088</b>	<b>1,694</b>	<b>848</b>	<b>2,542</b>	<b>9,630</b>	

np not available for publication but included in totals where applicable, unless otherwise indicated.

(a) Components may not add to totals due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2007

## Students

**Table 4 Proportion of full-time equivalent (FTE)<sup>(a)</sup> of students enrolled in government and non-government schools by level of education<sup>(b)(c)(d)</sup>, by State and Territory, selected years (per cent)**

	1996			2001			2007		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.	Govt	Catholic	Indep.
<b>New South Wales</b>									
Primary	73.9	19.7	6.4	71.8	19.8	8.4	69.8	20.2	10.0
Junior secondary <sup>(e)</sup>	68.0	21.9	10.1	63.1	24.1	12.8	62.2	23.6	14.2
Senior secondary	64.9	23.1	12.0	63.3	23.7	13.0	59.9	24.3	15.8
Total secondary	67.9	21.7	10.4	64.6	23.0	12.4	62.4	23.3	14.3
<b>Total</b>	71.4	20.5	8.1	68.7	21.2	10.1	66.5	21.6	11.9
<b>Victoria</b>									
Primary	69.7	23.2	7.1	69.4	22.4	8.2	68.7	21.8	9.6
Junior secondary <sup>(e)</sup>	62.7	23.0	14.3	61.1	22.5	16.4	58.7	23.4	17.9
Senior secondary	60.8	21.8	17.4	59.7	21.8	18.5	57.2	22.1	20.7
Total secondary	62.7	21.9	15.4	61.3	21.9	16.9	59.1	22.3	18.6
<b>Total</b>	66.6	22.7	10.7	65.8	22.2	12.0	64.3	22.0	13.7
<b>Queensland</b>									
Primary	77.2	15.7	7.1	75.8	15.4	8.8	72.1	16.6	11.2
Junior secondary <sup>(e)</sup>	66.2	18.4	15.4	64.6	18.5	16.8	63.7	18.8	17.5
Senior secondary	63.9	18.8	17.3	62.7	19.1	18.2	61.2	19.1	19.7
Total secondary	65.8	18.2	16.0	64.4	18.4	17.2	63.2	18.5	18.2
<b>Total</b>	72.7	16.7	10.6	71.3	16.6	12.1	68.7	17.4	13.9
<b>South Australia</b>									
Primary	74.8	15	10.2	71.7	16.3	12.0	67.7	17.8	14.5
Junior secondary <sup>(e)</sup>	68.2	17.4	14.4	66.2	18.2	15.6	61.1	20.4	18.5
Senior secondary	65.6	17.4	16.9	64.5	17.8	17.7	60.3	19.0	20.6
Total secondary	67.8	17.1	15.1	66.2	17.7	16.2	62.0	19.2	18.9
<b>Total</b>	72.3	15.7	11.9	69.6	16.8	13.6	65.5	18.3	16.2
<b>Western Australia</b>									
Primary	77.1	16.1	6.7	74.4	16.8	8.8	71.3	17.2	11.5
Junior secondary <sup>(e)</sup>	67.9	18.7	13.4	64.2	19.0	16.8	58.2	21.1	20.7
Senior secondary	66.1	18.5	15.4	64.0	19.1	16.9	59.0	20.5	20.4
Total secondary	67.3	18.4	14.3	64.6	18.9	16.5	59.4	20.3	20.2
<b>Total</b>	73.3	17.0	9.7	70.4	17.6	11.9	66.6	18.5	14.9
<b>Tasmania</b>									
Primary	76.5	15.9	7.7	77.6	14.7	7.6	75.3	16.2	8.5
Junior secondary <sup>(e)</sup>	72.3	15.6	12.1	70.6	17.4	12.0	67.5	19.1	13.4
Senior secondary	73.5	14.7	11.8	75.9	13.3	10.8	70.2	15.2	14.6
Total secondary	72.8	15.3	11.9	72.2	15.8	12.0	68.7	17.4	13.8
<b>Total</b>	74.8	15.6	9.5	75.2	15.2	9.6	72.3	16.8	10.9
<b>Northern Territory</b>									
Primary	80.5	14	5.5	79.8	13.8	6.4	79.0	11.8	9.2
Junior secondary <sup>(e)</sup>	67.2	15.1	17.7	65.0	14.8	20.3	65.1	15.3	19.5
Senior secondary	80.4	8.8	10.8	78.8	8.7	13.6	78.2	10.9	10.9
Total secondary	73.7	12.0	14.3	71.9	12.2	16.1	69.1	12.9	18.0
<b>Total</b>	78.4	13.4	8.2	77.3	13.3	9.3	75.7	12.2	12.1
<b>Australian Capital Territory</b>									
Primary	68.1	26.0	5.9	65.9	26.8	7.3	61.1	28.6	10.3
Junior secondary <sup>(e)</sup>	56.5	30.6	13.0	52.8	33.0	14.2	51.4	32.1	16.5
Senior secondary	69.4	20.7	9.9	66.6	23.7	9.8	62.3	25.1	12.6
Total secondary	61.7	26.7	11.6	58.7	29.0	12.3	55.1	29.6	15.3
<b>Total</b>	65.1	26.3	8.5	62.6	27.8	9.7	58.2	29.1	12.7
<b>Australia</b>									
Primary	74.0	18.9	7.1	72.4	18.9	8.7	70.1	19.2	10.7
Junior secondary <sup>(e)</sup>	65.8	22.3	11.9	62.3	23.5	14.2	60.7	23.6	15.7
Senior secondary	64.3	20.6	15.1	63.0	20.9	16.1	59.9	21.5	18.6
Total secondary	66.2	20.4	13.4	64.0	21.0	15.0	61.5	21.5	17.1
<b>Total</b>	70.8	19.5	9.7	68.9	19.8	11.3	66.5	20.2	13.4

Note: Components may not add to totals due to rounding.

(a) See [Glossary](#) for details of calculation of FTE.

(b) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See [Glossary](#) for definition of special schools.

(c) Primary education comprises a pre-year 1 grade followed by years 1 to 6 in NSW, Vic., Tas. and the ACT. In SA, WA and the NT primary education comprises a pre-year 1 grade followed by years 1 to 7. In Qld, primary education comprises years 1 to 7.

(d) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(e) Includes ungraded secondary.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2007 (unpublished data) and earlier related publications



**Table 5 Full-time equivalent (FTE)<sup>(a)</sup> of students, by level of education<sup>(b)(c)(d)</sup>, category of school and non-government affiliation, and sex, by State and Territory, 2007**

	Primary <sup>(b)</sup>	Junior secondary <sup>(d)(e)</sup>	Senior secondary yr 11–12	Total secondary	Total
<b>Government</b>					
New South Wales	431,618	227,177	79,841	307,018	738,636
Victoria	311,660	161,145	64,338	225,483	537,142
Queensland	309,481	113,439	57,909	171,348	480,829
South Australia	106,396	38,942	21,558	60,500	166,896
Western Australia	150,227	52,608	27,355	79,962	230,189
Tasmania	33,886	18,632	7,347	25,979	59,865
Northern Territory	20,423	5,708	3,105	8,814	29,237
Australian Capital Territory	18,863	10,119	5,658	15,777	34,640
<b>Australia</b>	<b>1,382,554</b>	<b>627,771</b>	<b>267,110</b>	<b>894,881</b>	<b>2,277,435</b>
<i>Males</i>	715,242	326,603	128,531	455,134	1,170,376
<i>Females</i>	667,312	301,168	138,579	439,747	1,107,060
<b>Catholic</b>					
New South Wales	124,898	82,258	32,308	114,566	239,464
Victoria	98,710	60,244	24,867	85,111	183,821
Queensland	71,374	32,190	18,065	50,255	121,629
South Australia	27,986	11,929	6,801	18,730	46,716
Western Australia	36,351	17,876	9,511	27,387	63,738
Tasmania	7,292	5,002	1,590	6,592	13,884
Northern Territory	3,047	1,215	431	1,646	4,693
Australian Capital Territory	8,827	6,186	2,285	8,471	17,298
<b>Australia</b>	<b>378,483</b>	<b>216,900</b>	<b>95,859</b>	<b>312,759</b>	<b>691,242</b>
<i>Males</i>	191,657	108,576	45,665	154,241	345,898
<i>Females</i>	186,826	108,324	50,195	158,519	345,344
<b>Independent</b>					
New South Wales	61,980	49,299	21,078	70,377	132,358
Victoria	43,464	47,655	23,318	70,972	114,437
Queensland	48,115	30,779	18,668	49,447	97,562
South Australia	22,776	11,027	7,378	18,405	41,182
Western Australia	24,261	17,769	9,475	27,244	51,505
Tasmania	3,841	3,698	1,524	5,222	9,063
Northern Territory	2,383	1,864	433	2,297	4,679
Australian Capital Territory	3,179	3,231	1,143	4,374	7,553
<b>Australia</b>	<b>209,999</b>	<b>165,324</b>	<b>83,016</b>	<b>248,339</b>	<b>458,339</b>
<i>Males</i>	105,838	82,539	40,631	123,170	229,008
<i>Females</i>	104,161	82,785	42,385	125,170	229,331
<b>Total non-government</b>					
New South Wales	186,878	131,557	53,386	184,944	371,822
Victoria	142,174	107,899	48,185	156,083	298,257
Queensland	119,489	62,969	36,733	99,702	219,191
South Australia	50,762	22,956	14,179	37,136	87,897
Western Australia	60,612	35,645	18,986	54,632	115,243
Tasmania	11,132	8,700	3,114	11,814	22,946
Northern Territory	5,430	3,079	864	3,943	9,373
Australian Capital Territory	12,006	9,417	3,428	12,845	24,851
<b>Australia</b>	<b>588,482</b>	<b>382,223</b>	<b>178,875</b>	<b>561,098</b>	<b>1,149,581</b>
<i>Males</i>	297,495	191,115	86,296	277,410	574,905
<i>Females</i>	290,987	191,109	92,580	283,688	574,675
<b>All schools</b>					
New South Wales	618,496	358,734	133,227	491,961	1,110,458
Victoria	453,833	269,044	112,522	381,566	835,399
Queensland	428,970	176,409	94,642	271,050	700,020
South Australia	157,158	61,899	35,737	97,636	254,793
Western Australia	210,839	88,253	46,341	134,594	345,432
Tasmania	45,019	27,332	10,461	37,793	82,812
Northern Territory	25,853	8,788	3,969	12,757	38,610
Australian Capital Territory	30,869	19,536	9,086	28,622	59,492
<b>Australia</b>	<b>1,971,037</b>	<b>1,009,994</b>	<b>445,985</b>	<b>1,455,979</b>	<b>3,427,016</b>
<i>Males</i>	1,012,737	517,717	214,826	732,544	1,745,281
<i>Females</i>	958,299	492,277	231,159	723,436	1,681,735

Note: Components may not add to totals due to rounding.

- (a) See [Glossary](#) for details of calculation of FTE.
- (b) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See [Glossary](#) for definition of special schools.
- (c) Primary education comprises a pre-year 1 grade followed by years 1 to 6 in NSW, Vic., Tas. and the ACT. In SA, WA and the NT primary education comprises a pre-year 1 grade followed by years 1 to 7. In Qld, primary education comprises years 1 to 7.
- (d) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.
- (e) Includes ungraded secondary.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2007 (unpublished data)

**Table 6 Proportion of full-time equivalent (FTE)<sup>(a)</sup> Indigenous students enrolled in government and non-government schools by level of education<sup>(b)(c)</sup>, by State and Territory, 2007 (per cent)**

	% of State/ Territory <sup>(d)</sup>			% of Australia <sup>(e)</sup>		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.
<b>New South Wales</b>						
Primary	88.9	8.9	2.2	24.7	2.5	0.6
Junior secondary <sup>(f)</sup>	88.2	8.5	3.3	30.5	2.9	1.1
Senior secondary	83.3	13.2	3.5	17.9	2.8	0.7
Total secondary	87.5	9.2	3.3	27.7	2.9	1.0
<b>Total</b>	88.3	9.0	2.6	25.7	2.6	0.8
<b>Victoria</b>						
Primary	91.7	7.1	1.2	4.9	0.4	0.1
Junior secondary <sup>(f)</sup>	86.4	9.2	4.5	5.8	0.6	0.3
Senior secondary	81.0	12.7	6.3	4.6	0.7	0.4
Total secondary	85.3	9.9	4.8	5.5	0.6	0.3
<b>Total</b>	89.2	8.2	2.6	5.1	0.5	0.2
<b>Queensland</b>						
Primary	90.4	6.1	3.5	27.0	1.8	1.1
Junior secondary <sup>(f)</sup>	81.1	10.1	8.8	21.4	2.6	2.3
Senior secondary	76.8	11.9	11.3	27.5	4.3	4.1
Total secondary	79.9	10.6	9.5	22.7	3.0	2.7
<b>Total</b>	86.8	7.6	5.6	25.5	2.2	1.6
<b>South Australia</b>						
Primary	90.0	4.6	5.4	5.5	0.3	0.3
Junior secondary <sup>(f)</sup>	89.6	5.8	4.6	4.3	0.3	0.2
Senior secondary	85.7	8.9	5.4	5.6	0.6	0.4
Total secondary	88.5	6.7	4.9	4.6	0.3	0.3
<b>Total</b>	89.5	5.3	5.3	5.1	0.3	0.3
<b>Western Australia</b>						
Primary	85.1	10.4	4.5	13.4	1.6	0.7
Junior secondary <sup>(f)</sup>	82.7	9.0	8.4	11.1	1.2	1.1
Senior secondary	78.3	12.3	9.5	12.6	2.0	1.5
Total secondary	81.5	9.8	8.7	11.4	1.4	1.2
<b>Total</b>	83.9	10.2	5.9	12.7	1.5	0.9
<b>Tasmania</b>						
Primary	87.3	10.0	2.7	2.6	0.3	0.1
Junior secondary <sup>(f)</sup>	86.3	10.3	3.3	3.9	0.5	0.2
Senior secondary	87.0	9.0	4.0	3.5	0.4	0.2
Total secondary	86.5	10.0	3.5	3.8	0.4	0.2
<b>Total</b>	86.9	10.0	3.0	3.1	0.4	0.1
<b>Northern Territory</b>						
Primary	87.6	9.4	3.0	10.0	1.1	0.3
Junior secondary <sup>(f)</sup>	66.6	10.9	22.5	5.8	1.0	2.0
Senior secondary	77.6	14.6	7.8	7.4	1.4	0.7
Total secondary	69.3	11.8	18.9	6.2	1.1	1.7
<b>Total</b>	82.1	10.1	7.8	8.6	1.1	0.8
<b>Australian Capital Territory</b>						
Primary	81.7	16.0	2.3	0.6	0.1	0.0
Junior secondary <sup>(f)</sup>	68.7	21.5	9.8	0.6	0.2	0.1
Senior secondary	80.8	19.2	0.0	0.7	0.2	0.0
Total secondary	71.3	21.0	7.7	0.7	0.2	0.1
<b>Total</b>	77.4	18.1	4.5	0.6	0.1	0.0
<b>Australia</b>						
Primary	88.7	8.1	3.2	88.7	8.1	3.2
Junior secondary <sup>(f)</sup>	83.4	9.3	7.3	83.4	9.3	7.3
Senior secondary	79.8	12.3	7.9	79.8	12.3	7.9
Total secondary	82.6	10.0	7.5	82.6	10.0	7.5
<b>Total</b>	86.5	8.8	4.7	86.5	8.8	4.7

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 and the ACT and years 8–10 in Queensland, South Australia, Western Australia and the Northern Territory. In 2007, the Northern Territory undertook an initial stage of re-classifying junior and senior secondary education. Junior secondary comprises years 7–9 and senior secondary 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*, 2007 (unpublished data) and earlier related publications

**Table 7** Number of full-time equivalent (FTE)<sup>(a)</sup> of Indigenous students, by level of education<sup>(b)(c)</sup>, category of school and non-government affiliation, and sex, by State and Territory, 2007

	Primary	Junior secondary <sup>(b)(c)</sup>	Senior secondary yr 11–12	Total secondary	Total
<b>Government</b>					
New South Wales	23,486	12,421	2,108.2	14,529.2	38,015
Victoria	4,696.3	2,361	537.8	2,898.8	7,595.1
Queensland	25,762.6	8,693.6	3,240.9	11,934.5	37,697.1
South Australia	5,203.1	1,741.1	656.1	2,397.2	7,600.3
Western Australia	12,795	4,517.9	1,482.6	6,000.5	18,795.5
Tasmania	2,494	1,599	414.6	2,013.6	4,507.6
Northern Territory	9,491.5	2,361.7	871.7	3,233.4	12,724.9
Australian Capital Territory	561	259	84	343	904
<b>Australia</b>	<b>84,489.5</b>	<b>33,954.3</b>	<b>9,395.9</b>	<b>43,350.2</b>	<b>127,840</b>
<i>Males</i>	43,480.2	17,650.6	4,425.8	22,076.4	65,556.6
<i>Females</i>	41,009.3	16,303.7	4,970.1	21,273.8	62,283.1
<b>Catholic</b>					
New South Wales	2,363	1,196	335.1	1,531.1	3,894.1
Victoria	363	251	84	335	698
Queensland	1,741	1,079	502	1,581	3,322
South Australia	266	112	68.4	180.4	446.4
Western Australia	1,557	490	232	722	2,279
Tasmania	287	191	43	234	521
Northern Territory	1,020	388	164	552	1,572
Australian Capital Territory	110	81	20	101	211
<b>Australia</b>	<b>7,707</b>	<b>3,788</b>	<b>1,448.5</b>	<b>5,236.5</b>	<b>12,943.5</b>
<i>Males</i>	3,772	1,954	760.2	2,714.2	6,486.2
<i>Females</i>	3,935	1,834	688.3	2,522.3	6,457.3
<b>Independent</b>					
New South Wales	574	463	88	551	1,125
Victoria	61	122	42	164	225
Queensland	1,006	948	479	1,427	2,433
South Australia	314.6	90	41.5	131.5	446.1
Western Australia	683.8	458	179	637	1,320.8
Tasmania	77	62	19	81	158
Northern Territory	320	796.3	87.4	883.7	1,203.7
Australian Capital Territory	16	36.9	0.0	36.9	52.9
<b>Australia</b>	<b>3,052.4</b>	<b>2,976.2</b>	<b>935.9</b>	<b>3,912.1</b>	<b>6,964.5</b>
<i>Males</i>	1,528.8	1,409.8	442.9	1,852.7	3,381.5
<i>Females</i>	1,523.6	1,566.4	493	2,059.4	3,583
<b>Total non-government</b>					
New South Wales	2,937	1,659	423.1	2,082.1	5,019.1
Victoria	424	373	126	499	923
Queensland	2,747	2,027	981	3,008	5,755
South Australia	580.6	202	109.9	311.9	892.5
Western Australia	2,240.8	948	411	1,359	3,599.8
Tasmania	364	253	62	315	679
Northern Territory	1,340	1,184.3	251.4	1,435.7	2,775.7
Australian Capital Territory	126	117.9	20	137.9	263.9
<b>Australia</b>	<b>10,759.4</b>	<b>6,764.2</b>	<b>2,384.4</b>	<b>9,148.6</b>	<b>19,908</b>
<i>Males</i>	5,300.8	3,363.8	1,203.1	4,566.9	9,867.7
<i>Females</i>	5,458.6	3,400.4	1,181.3	4,581.7	10,040.3
<b>All schools</b>					
New South Wales	26,423	14,080	2,531.3	16,611.3	43,034.3
Victoria	5,120.3	2,734	663.8	3,397.8	8,518.1
Queensland	28,509.6	10,720.6	4,221.9	14,942.5	43,452.1
South Australia	5,783.7	1,943.1	766	2,709.1	8,492.8
Western Australia	15,035.8	5,465.9	1,893.6	7,359.5	22,395.3
Tasmania	2,858	1,852	476.6	2,328.6	5,186.6
Northern Territory	10,831.5	3,546	1,123.1	4,669.1	15,500.6
Australian Capital Territory	687	376.9	104	480.9	1,167.9
<b>Australia</b>	<b>95,248.9</b>	<b>40,718.5</b>	<b>11,780.3</b>	<b>52,498.8</b>	<b>147,748</b>
<i>Males</i>	48,781	21,014.4	5,628.9	26,643.3	75,424.3
<i>Females</i>	46,467.9	19,704.1	6,151.4	25,855.5	72,323.4

Note: Components may not add to totals due to rounding.

(a) See [Glossary](#) for details of calculation of FTE.

(b) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See [Glossary](#) for definition of special schools.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2007 (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 <sup>(b)(c)(d)</sup>			Secondary <sup>(c)</sup>			Total		
	Govt	Non-govt	Total <sup>(e)</sup>	Govt	Non-govt	Total <sup>(e)</sup>	Govt	Non-govt	Total <sup>(e)</sup>
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
<b>2007</b>	1,382	588	1,969	887	560	1,447	2,268	1,148	3,417
2008 <sup>(a)</sup>	1,372	592	1,964	891	572	1,463	2,263	1,164	3,427
2009 <sup>(a)</sup>	1,372	600	1,973	889	581	1,469	2,261	1,181	3,442
2010 <sup>(a)</sup>	1,385	612	1,997	878	586	1,464	2,263	1,198	3,461
2011 <sup>(a)</sup>	1,399	623	2,022	872	596	1,468	2,271	1,219	3,490
2012 <sup>(a)</sup>	1,414	634	2,048	869	606	1,476	2,283	1,240	3,524
2013 <sup>(a)</sup>	1,431	644	2,075	868	619	1,486	2,298	1,262	3,561
2014 <sup>(a)</sup>	1,453	653	2,107	866	632	1,499	2,320	1,286	3,605
2015 <sup>(a)</sup>	1,494	671	2,164	854	637	1,492	2,348	1,308	3,656
2016 <sup>(a)</sup>	1,520	682	2,202	852	647	1,500	2,372	1,330	3,702

- (a) Figures for 2008 and beyond are projections based on 2006 and 2005 actual enrolments and the maintenance of 2006–2007 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)<sup>(a)</sup> of part-time students, by level of education<sup>(b)</sup>, category of school, and sex, by State and Territory, 2007

	Primary		Junior secondary <sup>(c)</sup>		Senior secondary		Ungraded secondary		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
<b>Government</b>												
New South Wales	0	0.0	0	0.0	2,243	998.7			2,243	998.7	2,243	998.7
Victoria	313	156.5	138	77.5	2,120	1,004.6	34	20.6	2,292	1,102.7	2,605	1,259.2
Queensland	2,477	783.1	1,135	423.6	2,059	725.0	32	14.7	3,226	1,163.3	5,703	1,946.4
South Australia	23	12.0	168	93.7	4,824	2,347.6	1,724	538.7	6,716	2,980.0	6,739	2,992.0
Western Australia	0	0	128	50.9	620	286.9	1,567	240.6	2,315	578.4	2,315	578.4
Tasmania	6	4.4	17	7.1	1,603	927.8		0.0	1,620	935.9	1,626	939.3
Northern Territory	42	20.1	307	121.9	418	164.3	18	14.4	743	300.6	785	320.7
Australian Capital Territory	47	22.2	0	0.0	3	1.1			3	1.1	50	23.3
<b>Australia</b>	2,908	997.3	1,896	776.3	13,890	6,457.0	3,372	827.4	19,158	8,060.7	22,066	9,058.0
<i>Males</i>	2,004	693	941	394.1	5,403	2,603.9	1,072	274.5	7,416	3,272.5	9,420	3,965.5
<i>Females</i>	904	304.3	955	382.2	8,487	3,853.1	2,300	552.9	11,742	4,788.2	12,646	5,092.5
<b>Non-government</b>												
New South Wales	140	102.4	18	10	149	85.1	73	58.4	240	153.5	380	255.9
Victoria	310	165.9	47	21.1	170	97.7	6	2.4	223	121.2	533	287.1
Queensland	212	112.8	13	7.1	64	34.7	42	16.2	119	58.0	331	170.8
South Australia	44	27.9	6	2.1	523	322.4		0.0	529	324.5	573	352.4
Western Australia	399	263.5	5	1.4	4	1.1			9	2.5	408	266.0
Tasmania	15	9.2	3	2.4	0	0.0	4	1.8	7	4.2	22	13.4
Northern Territory	3	0.6	11	2.3	57	14.9			68	17.2	71	17.8
Australian Capital Territory	83	54.0	20	8.2	16	9.1			36	17.3	119	71.3
<b>Australia</b>	1,206	736.3	123	54.6	983	565.0	125	78.8	1,231	698.4	2,437	1,434.7
<i>Males</i>	753	450.3	65	29.0	512	277.5	85	50.6	662	357.1	1,415	807.4
<i>Females</i>	453	286.0	58	25.6	471	287.5	40	28.2	569	341.3	1,022	627.3
<b>All schools</b>												
New South Wales	140	102.4	18	10.0	2,392	1,083.8	73	58.4	2,483	1,152.2	2,623	1,254.6
Victoria	623	322.4	185	98.6	2,290	1,102.3	40	23.0	2,515	1,223.9	3,138	1,546.3
Queensland	2,689	895.9	1,151	432.3	2,123	759.7	71	29.3	3,345	1,221.3	6,034	2,117.2
South Australia	67	39.9	174	95.8	5,347	2,670.0	1,724	538.7	7,245	3,304.5	7,312	3,344.4
Western Australia	399	263.5	133	52.3	624	288.0	1,567	240.6	2,324	580.9	2,723	844.4
Tasmania	21	12.6	20	9.5	1,603	928.8	4	1.8	1,627	940.1	1,648	952.7
Northern Territory	45	20.7	318	124.2	475	179.2	18	14.4	811	317.8	856	338.5
Australian Capital Territory	130	76.2	20	8.2	19	10.2	0	0.0	39	18.4	169	94.6
<b>Australia</b>	4,114	1,733.6	2,019	830.9	14,873	7,022.0	3,497	906.2	20,389	8,759.1	24,503	10,492.7
<i>Males</i>	2,757	1,143.3	1,006	423.1	5,915	2,881.4	1,157	325.1	8,078	3,629.6	10,835	4,772.9
<i>Females</i>	1,357	590.3	1,013	407.8	8,958	4,140.6	2,340	581.1	12,311	5,129.5	13,668	5,719.8

(a) See [Glossary](#) for details of calculation of FTE.

(b) Primary school is years 1–6 in NSW, Vic, Tas. and the ACT, and years 1–7 in other jurisdictions.

(c) Junior secondary is the years from commencement of secondary school to year 10.

Source: MCEETYA, *National Schools Statistics Collection*, 2007, ABS, Cat. No. 4221.0, *Schools Australia*, 2007 (unpublished data)

**Table 10** Number of year 12 students enrolled<sup>(a)</sup> in tertiary-accredited subjects, by key learning area<sup>(b)</sup>, by sex, Australia, 2007

Key learning area	Males		Females		Total	
	Students	%	Students	%	Students	%
English	79,426	84	93,541	90	172,967	87
Mathematics	72,236	77	72,326	69	144,562	73
Studies of society and environment	56,224	60	71,603	69	127,827	64
Science	49,033	52	56,566	54	105,599	53
Arts	22,478	24	38,866	37	61,344	31
LOTE	8,948	10	15,474	15	24,422	12
Technology	39,168	42	30,066	29	69,234	35
Health and physical education	22,784	24	30,658	29	53,442	27
<b>Total subject enrolment</b>	350,297		409,100		759,397	
<b>Total year 12 full-time students</b>	94,015		104,201		198,216	
<b>Total year 12 FTE<sup>(c)</sup></b>	95,737		106,701		202,438	

(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*, 2007

**Table 11 Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 2001–07 (per cent)**

Language	2001	2002	2003	2004	2005	2006	2007
Japanese	21	20	19	19	20	20	19
French	17	16	16	16	17	18	19
German	11	10	10	10	10	9	9
Chinese	14	16	19	21	20	19	19
Italian	8	8	9	8	8	10	9
Indonesian	9	8	7	7	7	6	6
Greek	4	4	3	3	3	2	3
Vietnamese	2	2	2	2	2	2	3
Spanish	3	3	3	3	3	3	3
Arabic	3	2	2	2	2	2	2
Other	10	10	9	9	10	9	10
<b>Total</b>	100	100	100	100	100	100	100
<b>Year 12 full-time students</b>	188,110	193,672	193,616	193,275	194,165	196,431	198,216

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*, 2007

**Table 12 Destinations of school leavers<sup>(a)</sup> aged 15–19 years, by category of school last attended and sex, May 2007, Australia (per cent)**

Category of school last attended	Government			Non-government			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
<b>Enrolled to study at May 2007</b>	44.8 ± 5.9	55.0 ± 6.2	49.6 ± 4.2	61.6 ± 7.0	69.9 ± 6.4	65.9 ± 4.7	50.3 ± 5.4	60.6 ± 4.5	55.3 ± 3.3
Higher education	20.2 ± 4.9	24.1 ± 4.5	22.0 ± 3.2	36.2 ± 9.3	50.3 ± 8.1	43.5 ± 6.7	25.4 ± 5.1	34.0 ± 5.0	29.6 ± 3.8
TAFE	20.9 ± 4.9	24.0 ± 5.3	22.3 ± 3.8	24.1 ± 7.6	15.2 ± 4.7	19.5 ± 4.6	21.9 ± 4.7	20.7 ± 3.7	21.3 ± 3.1
Other institutions	3.7 <sup>(b)</sup> ± 2.2	6.9 ± 3.2	5.2 ± 2.0	1.3 <sup>(c)</sup> ± 1.9	4.3 <sup>(b)</sup> ± 3.8	2.9 <sup>(b)</sup> ± 2.1	3.0 <sup>(b)</sup> ± 1.6	5.9 ± 2.6	4.4 ± 1.6
<b>Not enrolled to study at May 2007</b>	55.2 ± 6.0	45.0 ± 6.2	50.4 ± 4.2	38.4 ± 6.9	30.1 ± 6.4	34.1 ± 4.6	49.7 ± 5.4	39.4 ± 4.5	44.7 ± 3.2
Employed	36.5 ± 5.7	27.3 ± 5.1	32.2 ± 3.7	29.4 ± 7.3	25.5 ± 5.2	27.4 ± 4.5	34.2 ± 5.1	26.6 ± 3.4	30.5 ± 3.0
Not employed <sup>(d)</sup>	18.7 ± 3.8	17.6 ± 5.0	18.2 ± 2.8	8.9 <sup>(b)</sup> ± 4.5	4.6 <sup>(b)</sup> ± 3.0	6.7 ± 2.7	15.5 ± 3.4	12.7 ± 3.2	14.1 ± 2.0
<b>Total %</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Total ('000)</b>	103.8	91.2	195.0	51.1	55.4	106.5	155.0	146.5	301.5

(a) Persons aged 15–19 years who attended school in 2004–06 but were not attending in May 2007.

(b) estimate has a relative standard error of 25% to 50% and should be used with caution.

(c) estimate has a relative standard error greater than 50% and is considered too unreliable for general use.

(d) 'Not employed' includes both unemployed persons and those not in the labour force.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2007, (unpublished data)



**Table 13 Destinations of school leavers<sup>(a)</sup>, aged 15–19 years, 2001–07, Australia (per cent)**

	2001	2002	2003	2004	2005	2006	2007
<b>Enrolled to study at May of year</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
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
TAFE	25	22.4 ± 2.9	25.5 ± 2.6	23.3 ± 2.8	22.8 + 2.2	20.2 ± 3.2	21.3 ± 3.1
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
<b>Not enrolled to study at May of year</b>	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
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
Not employed <sup>(b)</sup>	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
<b>Total %</b>	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<b>Total ('000)</b>	269.6	287.1	291.0	287.6	306.1	300.1	301.5

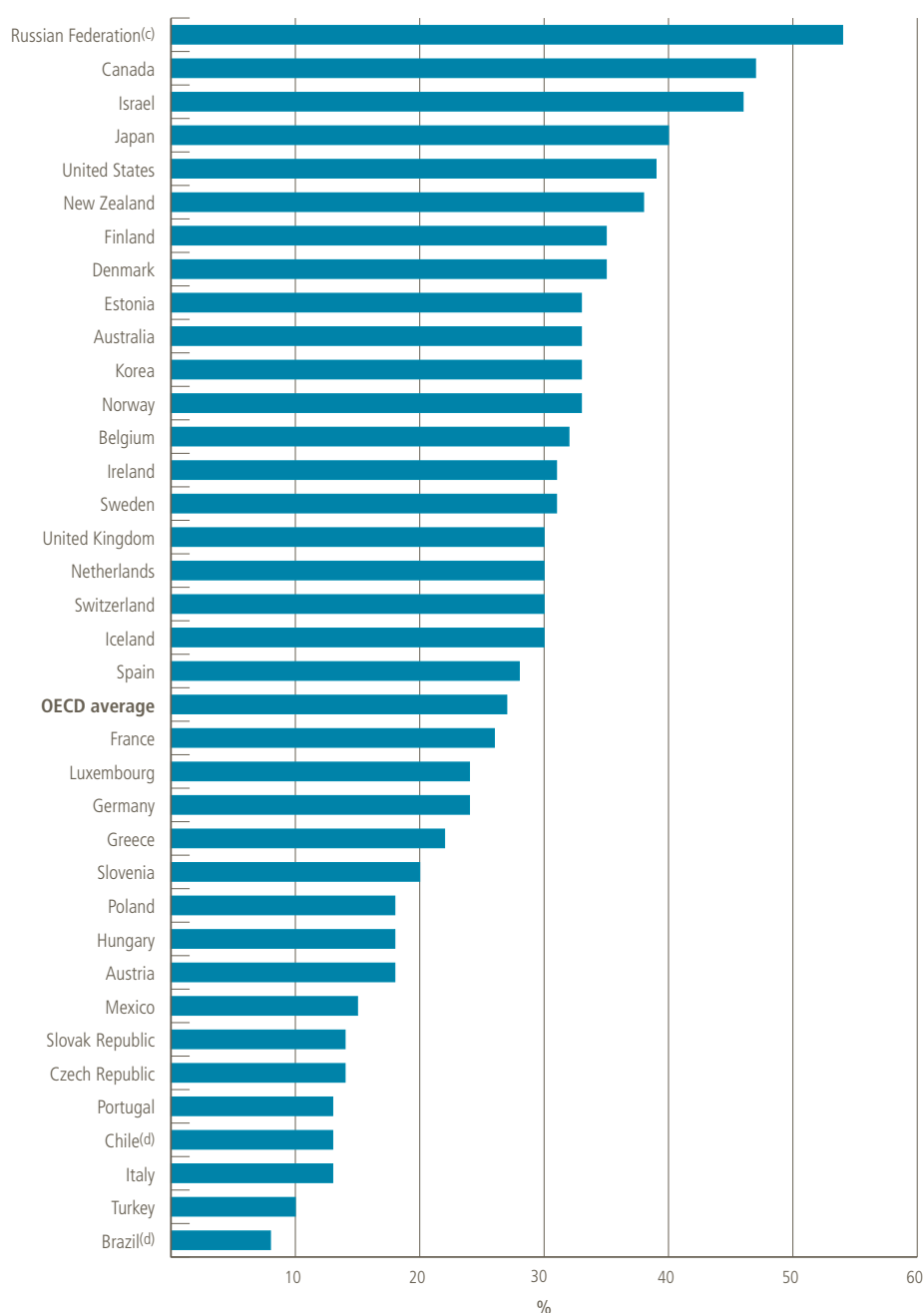
(a) Persons aged 15–19 years who were not attending school in the survey year but had attended school in the year before

(b) 'Not employed' includes both unemployed persons and those not in the labour force.

Source: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2007 (unpublished data) and earlier publications

## International comparisons

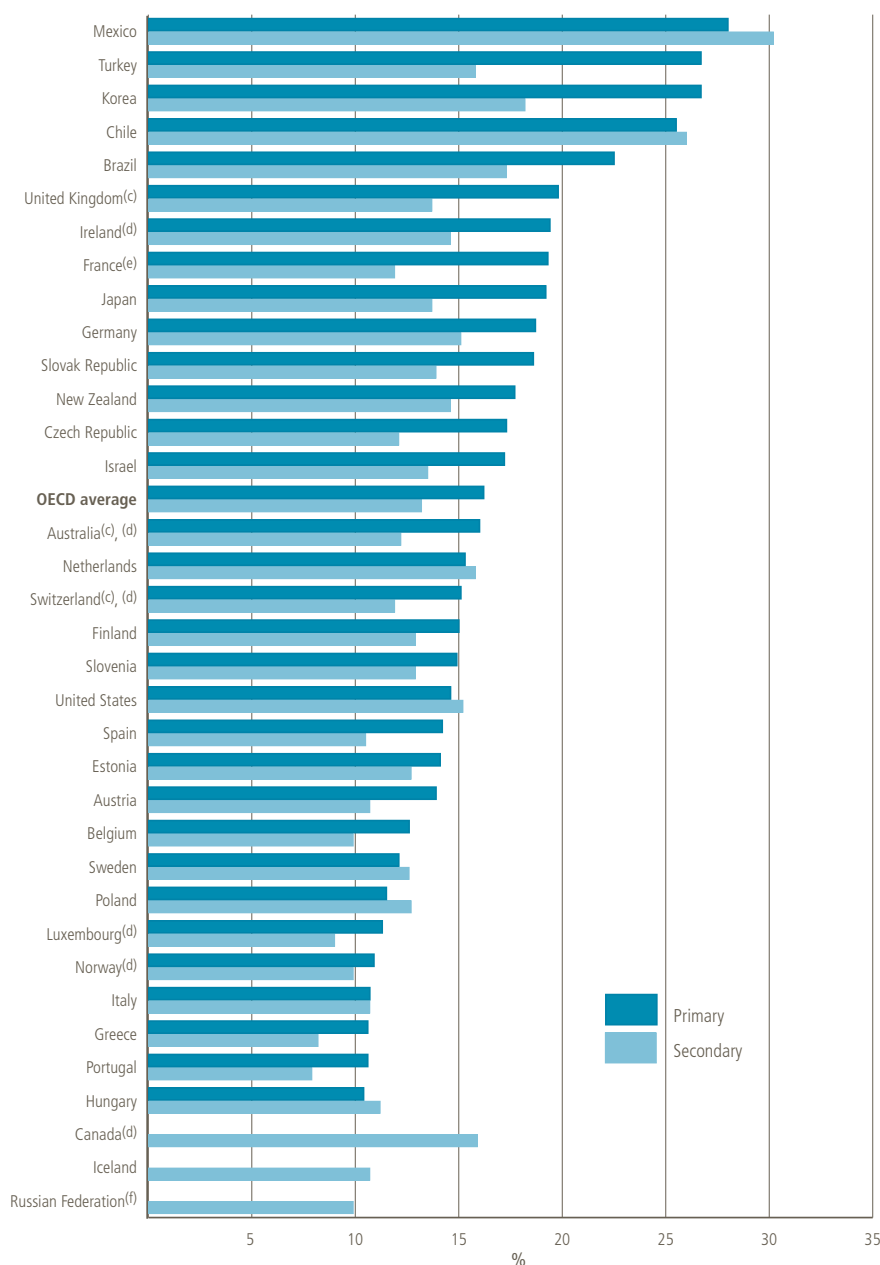
**Figure 1 Educational attainment of the population aged 25–64 in OECD countries<sup>(a)(b)</sup>, 2006**



- (a) Percentage of the population 25 to 64 years of age that has attained tertiary education (2006) (non-university and university).  
 (b) Some countries may have also included vocational education.  
 (c) Year of reference, 2003.  
 (d) Year of reference, 2004.

Source: Organisation for Economic Co-operation and Development (OECD), *Education at a Glance*, 2008, Table A1.3a

**Figure 2 Ratio of primary and secondary students to teaching staff, government and non-government education, OECD countries<sup>(a)(b)</sup>, 2006**



- (a) Teaching staff refers to professional personnel directly involved in teaching students. The classification includes classroom teachers; special education teachers; and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside the regular classroom. Teaching staff also includes department chairpersons whose duties include some teaching, but excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel. (Teachers' aides and teaching/research assistants are not included.)
- (b) Some countries did not provide information for this figure.
- (c) Includes only general programs in upper secondary education.
- (d) The ratio of students to contact staff refers to public institutions only.
- (e) Public institutions only at International Standard of Classification of Education (ISCED) level 5A/6 only.
- (f) Public institutions only.

Source: OECD, *Education at a Glance*, 2008, Table D2.2

# Teachers and teaching

## Staff

**Table 14 Full-time equivalent (FTE)<sup>(a)</sup> of school staff<sup>(b)</sup>, by area of activity, sex, category of school and major function, Australia, 2007**

Major function	Primary			Secondary			Total <sup>(c)</sup>		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
<b>Government</b>									
Teaching <sup>(d)</sup>	17,293	70,848	88,142	30,920	41,730	72,649	48,213	112,578	160,791
Specialist support	575	2,175	2,750	789	1,928	2,717	1,364	4,103	5,467
Administrative & clerical (including teacher aides)	1,391	26,517	27,908	2,132	16,201	18,333	3,523	42,718	46,241
Building operations, general maintenance & other	2,265	225	2,490	1,551	142	1,693	3,816	367	4,183
<b>Total<sup>(c)</sup></b>	<b>21,525</b>	<b>99,765</b>	<b>121,289</b>	<b>35,391</b>	<b>60,001</b>	<b>95,392</b>	<b>56,916</b>	<b>159,766</b>	<b>216,682</b>
<b>Catholic</b>									
Teaching <sup>(d)</sup>	3,818	17,497	21,315	10,405	13,997	24,402	14,223	31,494	45,716
Specialist support	109	281	390	243	463	705	352	743	1,095
Administrative & clerical (including teacher aides)	222	5,215	5,436	1,229	5,254	6,483	1,451	10,468	11,919
Building operations, general maintenance & other	455	296	750	1,114	501	1,615	1,568	797	2,365
<b>Total<sup>(c)</sup></b>	<b>4,603</b>	<b>23,288</b>	<b>27,891</b>	<b>12,990</b>	<b>20,214</b>	<b>33,205</b>	<b>17,593</b>	<b>43,502</b>	<b>61,096</b>
<b>Independent</b>									
Teaching <sup>(d)</sup>	3,314	10,995	14,309	10,739	12,803	23,541	14,053	23,798	37,850
Specialist support	122	420	541	356	568	924	477	987	1,465
Administrative & clerical (including teacher aides)	768	4,320	5,089	1,663	5,351	7,014	2,431	9,671	12,102
Building operations, general maintenance & other	900	322	1,223	1,598	542	2,140	2,499	864	3,363
<b>Total<sup>(c)</sup></b>	<b>5,104</b>	<b>16,057</b>	<b>21,161</b>	<b>14,355</b>	<b>19,263</b>	<b>33,618</b>	<b>19,459</b>	<b>35,320</b>	<b>54,780</b>
<b>Non-government</b>									
Teaching <sup>(d)</sup>	7,132	28,492	35,624	21,144	26,800	47,943	28,276	55,292	83,567
Specialist support	231	700	931	599	1,030	1,629	829	1,731	2,560
Administrative & clerical (including teacher aides)	990	9,535	10,525	2,892	10,605	13,497	3,882	20,140	24,021
Building operations, general maintenance & other	1,355	618	1,973	2,712	1,043	3,755	4,067	1,661	5,728
<b>Total<sup>(c)</sup></b>	<b>9,708</b>	<b>39,345</b>	<b>49,052</b>	<b>27,345</b>	<b>39,478</b>	<b>66,823</b>	<b>37,053</b>	<b>78,822</b>	<b>115,875</b>
<b>All schools</b>									
Teaching <sup>(d)</sup>	24,426	99,340	123,766	52,063	68,529	120,592	76,489	167,869	244,358
Specialist support	806	2,875	3,681	1,388	2,959	4,346	2,193	5,833	8,027
Administrative & clerical (including teacher aides)	2,381	36,052	38,433	5,024	26,806	31,829	7,404	62,858	70,262
Building operations, general maintenance & other	3,620	843	4,463	4,262	1,185	5,448	7,882	2,028	9,910
<b>Total 2007</b>	<b>31,232</b>	<b>139,110</b>	<b>170,342</b>	<b>62,736</b>	<b>99,479</b>	<b>162,215</b>	<b>93,968</b>	<b>238,588</b>	<b>332,557</b>
<b>Total 2006</b>	<b>31,121</b>	<b>134,232</b>	<b>165,353</b>	<b>61,675</b>	<b>96,621</b>	<b>158,296</b>	<b>92,796</b>	<b>230,853</b>	<b>323,649</b>
<b>Total 2005</b>	<b>30,694</b>	<b>131,354</b>	<b>162,047</b>	<b>61,322</b>	<b>93,644</b>	<b>154,967</b>	<b>92,016</b>	<b>224,998</b>	<b>317,014</b>
<b>Total 2004</b>	<b>30,301</b>	<b>128,650</b>	<b>158,951</b>	<b>60,817</b>	<b>91,526</b>	<b>152,343</b>	<b>91,118</b>	<b>220,176</b>	<b>311,294</b>
<b>Total 2001</b>	<b>29,398</b>	<b>118,615</b>	<b>148,013</b>	<b>57,724</b>	<b>84,866</b>	<b>142,590</b>	<b>87,122</b>	<b>203,480</b>	<b>290,603</b>

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*, 2007 and earlier publications

**Table 15 Full-time equivalent FTE<sup>(a)</sup> of school staff (teaching and non-teaching)<sup>(b)(c)</sup>, by category of school and level of education, by State and Territory, 2007**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia <sup>(c)</sup>	Males	Females
<b>Government</b>											
<b>Teaching</b>											
Primary	26,710	19,822	19,943	6,834	9,792	2,169	1,488	1,385	88,142	17,293	70,848
Secondary	24,576	19,121	13,260	4,775	6,844	1,980	805	1,288	72,649	30,920	41,730
<b>Total(c)</b>	51,286	38,943	33,203	11,609	16,636	4,148	2,293	2,673	160,791	48,213	112,578
<b>Non-teaching</b>											
Primary	8,924	6,095	7,980	2,876	5,126	993	743	412	33,148	4,231	28,917
Secondary	6,812	5,261	4,556	1,811	2,816	812	325	350	22,743	4,472	18,271
<b>Total(c)</b>	15,736	11,357	12,536	4,687	7,942	1,805	1,067	761	55,890	8,703	47,188
<b>Total(c)</b>	67,022	50,300	45,739	16,296	24,577	5,953	3,360	3,434	216,682	56,916	159,766
<b>Catholic</b>											
<b>Teaching</b>											
Primary	6,779	5,941	3,964	1,618	1,983	384	174	473	21,315	3,818	17,497
Secondary	8,886	6,745	3,890	1,523	2,115	490	144	609	24,402	10,405	13,997
<b>Total(c)</b>	15,665	12,686	7,853	3,141	4,098	874	317	1,081	45,716	14,223	31,494
<b>Non-teaching</b>											
Primary	1,638	1,365	1,519	628	1,033	151	141	101	6,576	785	5,791
Secondary	2,619	2,533	1,745	572	859	206	66	204	8,803	2,586	6,218
<b>Total(c)</b>	4,257	3,897	3,265	1,201	1,892	357	207	305	15,379	3,371	12,009
<b>Total(c)</b>	19,922	16,583	11,118	4,341	5,990	1,231	524	1,386	61,095	17,594	43,503
<b>Independent</b>											
<b>Teaching</b>											
Primary	4,318	3,415	2,895	1,460	1,565	289	145	222	14,309	3,314	10,995
Secondary	6,966	7,093	4,274	1,649	2,450	489	229	392	23,541	10,739	12,803
<b>Total(c)</b>	11,284	10,508	7,169	3,109	4,015	778	374	614	37,850	14,053	23,798
<b>Non-teaching</b>											
Primary	1,765	1,483	1,816	510	989	139	81	68	6,852	1,790	5,062
Secondary	2,570	2,963	2,167	730	1,074	220	170	185	10,077	3,617	6,460
<b>Total(c)</b>	4,336	4,446	3,983	1,240	2,063	359	251	253	16,929	5,407	11,523
<b>Total(c)</b>	15,620	14,954	11,152	4,349	6,078	1,137	625	867	54,779	19,460	35,321
<b>Total non-government</b>											
<b>Teaching</b>											
Primary	11,097	9,356	6,859	3,078	3,549	673	319	695	35,624	7,132	28,492
Secondary	15,852	13,838	8,164	3,172	4,565	980	373	1,000	47,943	21,144	26,800
<b>Total(c)</b>	26,950	23,193	15,023	6,250	8,113	1,652	691	1,695	83,567	28,276	55,292
<b>Non-teaching</b>											
Primary	3,404	2,847	3,336	1,138	2,022	290	222	169	13,428	2,575	10,853
Secondary	5,189	5,495	3,912	1,302	1,933	426	236	389	18,880	6,203	12,678
<b>Total(c)</b>	8,593	8,343	7,248	2,440	3,955	716	458	558	32,308	8,777	23,531
<b>Total(c)</b>	35,542	31,536	22,270	8,691	12,068	2,368	1,149	2,253	115,875	37,053	78,822
<b>All schools</b>											
<b>Teaching</b>											
Primary	37,807	29,178	26,802	9,911	13,340	2,841	1,807	2,080	123,766	24,426	99,340
Secondary	40,429	32,959	21,424	7,947	11,409	2,959	1,178	2,289	120,592	52,063	68,529
<b>Total(c)</b>	78,236	62,137	48,226	17,859	24,749	5,800	2,984	4,368	244,358	76,489	167,869
<b>Non-teaching</b>											
Primary	12,327	8,943	11,316	4,014	7,148	1,283	965	581	46,576	6,806	39,770
Secondary	12,001	10,757	8,468	3,113	4,749	1,238	560	738	41,623	10,674	30,949
<b>Total(c)</b>	24,329	19,700	19,783	7,127	11,896	2,520	1,525	1,319	88,199	17,480	70,719
<b>Total all schools<sup>(c)</sup></b>											
<b>2007</b>	102,564	81,836	68,009	24,986	36,645	8,321	4,509	5,687	332,557	93,968	238,588
<b>2006</b>	101,980	79,494	64,600	24,602	34,713	8,222	4,333	5,706	323,649	92,796	230,853
<b>2005</b>	99,200	78,081	63,149	24,058	34,502	8,060	4,284	5,683	317,014	92,016	224,998
<b>2001</b>	91,813	70,968	59,239	22,503	29,421	7,633	3,826	5,199	290,603	87,122	203,481
<b>1999</b>	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*, 2007 (unpublished data) and earlier publications

## Student–teaching staff ratios

**Table 16** Full-time equivalent (FTE)<sup>(a)</sup> student–teaching staff ratios, by level of education, category of school (and non-government affiliation), by State and Territory, 2007 (per cent)

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>Government</b>									
Primary	16.2	15.7	15.5	15.6	15.3	15.6	13.7	13.6	15.7
Secondary	12.5	11.8	12.9	12.7	11.7	13.1	10.9	12.2	12.3
<b>Total</b>	14.4	13.8	14.2	14.2	13.5	14.4	12.3	12.9	14.0
<b>Non-government</b>									
Primary	16.8	15.2	17.4	16.5	17.1	16.6	17.0	17.3	16.5
Secondary	11.7	11.3	12.2	11.7	12.0	12.1	10.6	12.8	11.7
<b>Total</b>	14.3	13.3	14.8	14.1	14.6	14.4	13.8	15.1	14.1
<b>Catholic</b>									
Primary	18.4	16.6	18.0	17.3	18.3	19.0	17.5	18.7	17.8
Secondary	12.9	12.6	12.9	12.3	12.9	13.4	11.5	13.9	12.8
<b>Total</b>	15.7	14.6	15.5	14.8	15.6	16.2	14.5	16.3	15.3
<b>Independent</b>									
Primary	14.4	12.7	16.6	15.6	15.5	13.3	16.4	14.3	14.7
Secondary	10.1	10.0	11.6	11.2	11.1	10.7	10.0	11.2	10.5
<b>Total</b>	12.3	11.4	14.1	13.4	13.3	12.0	13.2	12.8	12.6
<b>All schools</b>									
Primary	16.4	15.6	16.0	15.9	15.8	15.8	14.3	14.8	15.9
Secondary	12.2	11.6	12.7	12.3	11.8	12.8	10.8	12.5	12.1
<b>Total</b>									
<b>2007</b>	14.3	13.6	14.4	14.1	13.8	14.3	12.6	13.7	14.0
<b>2006</b>	14.3	13.8	14.2	14.1	14.4	14.5	12.5	13.7	14.1
<b>2005</b>	14.5	14.0	14.3	14.3	14.3	14.6	12.7	13.7	14.2
<b>2004</b>	14.7	14.2	14.3	14.4	14.2	14.6	12.4	13.8	14.4
<b>2001</b>	15.1	14.7	14.4	14.7	14.8	14.8	12.9	15.1	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*, 2007 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<sup>(a)</sup>, Australia, 2007

Field of education	Higher degree <sup>(b)</sup>	Other Postgraduate <sup>(c)</sup>	Bachelor <sup>(d)</sup>	Other <sup>(e)</sup>	Total
<b>Initial teacher training<sup>(f)</sup></b>					
Not a combined course	0	0	58	0	58
Teacher education	34	1,571	12,338	0	13,943
Teacher education: early childhood	127	170	7,371	94	7,762
Teacher education: primary	673	1,277	22,844	34	24,828
Teacher education: secondary	311	3,761	11,653	0	15,725
Teacher education: vocational education and training	0	188	762	53	1,003
Teacher education: higher education	0	2	144	0	146
Teacher education: special education	0	0	327	0	327
English as a second language teaching	46	58	0	0	104
Teacher education not elsewhere classified	75	211	2,300	0	2,586
<b>Total</b>	<b>1,265</b>	<b>7,238</b>	<b>57,757</b>	<b>181</b>	<b>66,441</b>
<b>Other than initial teacher training</b>					
Teacher education	1,413	1,118	498	15	3,044
Teacher education: early childhood	95	154	1,470	0	1,719
Teacher education: primary	8	214	324	0	546
Teacher education: secondary	10	782	779	0	1,571
Teacher-librarianship	0	98	0	0	98
Teacher education: vocational education and training	121	278	221	22	642
Teacher education: higher education	98	495	0	0	593
Teacher education: special education	742	665	138	20	1,565
English as a second language teaching	428	627	18	0	1,073
Teacher education not elsewhere classified	2,623	1,471	913	195	5,202
<b>Total</b>	<b>5,538</b>	<b>5,902</b>	<b>4,361</b>	<b>252</b>	<b>16,053</b>
<b>All teacher courses</b>					
Not a combined course	0	0	58	0	58
Teacher education	1,447	2,689	12,836	15	16,987
Teacher education: early childhood	222	324	8,841	94	9,481
Teacher education: primary	681	1,491	23,168	34	25,374
Teacher education: secondary	321	4,543	12,432	0	17,296
Teacher-librarianship	0	98	0	0	98
Teacher education: vocational education and training	121	466	983	75	1,645
Teacher education: higher education	98	497	144	0	739
Teacher education: special education	742	665	465	20	1,892
English as a second language teaching	474	685	18	0	1,177
Teacher education not elsewhere classified	2,698	1,682	3,213	195	7,788
<b>Total</b>	<b>6,803</b>	<b>13,140</b>	<b>62,118</b>	<b>433</b>	<b>82,494</b>

- (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<sup>(a)</sup>, Australia, 2007**

Field of education	Higher degree <sup>(b)</sup>	Other Postgraduate <sup>(c)</sup>	Bachelor <sup>(d)</sup>	Other <sup>(e)</sup>	Total
<b>Initial teacher training<sup>(f)</sup></b>					
Not a combined course	0	0	10	0	10
Teacher education	13	849	2,300	3	3,165
Teacher education: early childhood	60	76	1,349	11	1,496
Teacher education: primary	232	817	4,578	9	5,636
Teacher education: secondary	212	2,362	2,126	0	4,700
Teacher education: vocational education and training	0	87	202	25	314
Teacher education: higher education	0	5	49	0	54
Teacher education: special education	0	0	106	0	106
English as a second language teaching	21	24	0	0	45
Teacher education not elsewhere classified	14	104	307	0	425
<b>Total</b>	<b>552</b>	<b>4,324</b>	<b>11,014</b>	<b>48</b>	<b>15,938</b>
<b>Other than initial teacher training</b>					
Teacher education	208	433	131	5	777
Teacher education: early childhood	22	63	284	0	369
Teacher education: primary	1	144	96	1	242
Teacher education: secondary	3	504	132	0	639
Teacher-librarianship	0	72	0	0	72
Teacher education: vocational education and training	22	97	54	8	181
Teacher education: higher education	17	218	1	0	236
Teacher education: special education	272	296	42	7	617
English as a second language teaching	144	348	2	0	494
Teacher education not elsewhere classified	661	753	275	26	1,715
<b>Total</b>	<b>1,350</b>	<b>2,928</b>	<b>1,017</b>	<b>47</b>	<b>5,342</b>
<b>All teacher courses</b>					
Not a combined course	0	0	10	0	10
Teacher education	221	1,282	2,431	8	3,942
Teacher education: early childhood	82	139	1,633	11	1,865
Teacher education: primary	233	961	4,674	10	5,878
Teacher education: secondary	215	2,866	2,258	0	5,339
Teacher-librarianship	0	72	0	0	72
Teacher education: vocational education and training	22	184	256	33	495
Teacher education: higher education	17	223	50	0	290
Teacher education: special education	272	296	148	7	723
English as a second language teaching	165	372	2	0	539
Teacher education not elsewhere classified	675	857	582	26	2,140
<b>Total</b>	<b>1,902</b>	<b>7,252</b>	<b>12,031</b>	<b>95</b>	<b>21,280</b>

- (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, 2006–07 financial year (accrual<sup>(a)</sup> basis) (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
<b>In-school, primary education</b>									
Teaching staff salaries	2,547,064	1,589,004	1,528,769	605,021	802,049	186,103	118,497	136,064	7,512,571
Non-teaching staff salaries	445,534	217,182	368,196	153,213	257,489	46,571	57,676	30,524	1,576,386
Redundancy payments	0	0	17,063	5,225	175	0	46	2,242	24,751
Non-salary costs	829,885	600,395	628,761	236,315	389,602	86,160	74,034	44,092	2,889,245
Recurrent costs excluding notional user cost of capital	3,822,484	2,406,582	2,542,789	999,774	1,449,315	318,834	250,254	212,922	12,002,953
Notional user cost of capital	604,135	427,652	613,039	98,719	380,227	26,834	24,445	19,229	2,194,281
Recurrent costs including notional user cost of capital	4,426,618	2,834,234	3,155,828	1,098,493	1,829,542	345,668	274,699	232,151	14,197,234
Capital/investing costs	273,483	277,829	232,535	32,725	141,379	5,915	5,768	23,797	993,432
<b>In-school, secondary education</b>									
Teaching staff salaries	2,369,226	1,507,275	1,038,443	422,778	555,507	168,994	68,641	128,529	6,259,394
Non-teaching staff salaries	362,238	209,176	231,321	101,675	147,915	40,249	24,536	28,834	1,145,943
Redundancy payments	0	0	117	4,410	474	0	30	2,963	7,994
Non-salary costs	755,301	583,543	453,253	143,357	288,067	77,590	53,090	43,220	2,397,421
Recurrent costs excluding notional user cost of capital	3,486,765	2,299,994	1,723,134	672,220	991,963	286,833	146,297	203,546	9,810,752
Notional user cost of capital	470,400	305,339	365,025	66,768	244,720	32,852	20,727	25,300	1,531,132
Recurrent costs including notional user cost of capital	3,957,164	2,605,333	2,088,159	738,988	1,236,683	319,685	167,025	228,846	11,341,883
Capital/investing costs	182,542	246,455	237,379	12,480	179,717	7,254	22,769	16,595	905,192
<b>Out-of-school</b>									
Teaching staff salaries	0	0	0	0	0	0	0	0	0
Non-teaching staff salaries	187,739	127,840	159,043	85,318	106,946	30,471	30,440	12,578	740,375
Redundancy payments	4,574	472	137	2,800	1,377	0	30	0	9,360
Non-salary costs	110,774	183,439	164,717	41,228	63,358	18,981	21,673	9,783	613,954
Recurrent costs excluding notional user cost of capital	303,088	311,751	323,897	129,345	171,681	49,452	52,114	22,361	1,363,690
Notional user cost of capital	7,219	7,404	1,749	2,502	1,672	293	10	n.a.	20,850
Recurrent costs including notional user cost of capital	310,307	319,155	325,646	131,847	173,353	49,745	52,124	22,361	1,384,539
Capital/investing costs	6,821	28,283	14,533	1,256	602	318	41	0	51,853
<b>Total – primary, secondary and out-of-school</b>									
Recurrent costs excluding notional user cost of capital	7,612,336	5,018,327	4,589,820	1,801,339	2,612,960	655,119	448,664	438,830	23,177,394
Recurrent costs including notional user cost of capital	8,694,090	5,758,722	5,569,633	1,969,328	3,239,579	715,098	493,847	483,359	26,923,656
Capital/investing costs	462,846	552,567	484,447	46,461	321,698	13,487	28,579	40,392	1,950,477

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 2007' 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*, 2007 (Draft – unpublished)

**Table 20 Per capita expenditure on government schools by level of education, by State and Territory, 2006–07 (\$/full-time equivalent student – accrual<sup>(a)</sup> basis)**

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	10,643	13,329	11,756
Victoria	9,669	12,169	10,716
Queensland	11,245	13,003	11,881
South Australia	11,094	13,056	11,802
Western Australia	12,941	16,129	14,053
Tasmania	10,882	13,092	11,835
Northern Territory	15,409	20,499	16,971
Australian Capital Territory	12,836	15,091	13,860
<b>Australia</b>	<b>10,938</b>	<b>13,315</b>	<b>11,874</b>
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	641	605	626
Victoria	942	1,148	1,028
Queensland	808	1,430	1,033
South Australia	314	215	278
Western Australia	945	2,237	1,396
Tasmania	177	284	223
Northern Territory	287	2,552	982
Australian Capital Territory	1,250	1,048	1,158
<b>Australia</b>	<b>746</b>	<b>1,037</b>	<b>860</b>
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	11,756	626	
Victoria	10,716	1,028	
Queensland	11,881	1,033	
South Australia	11,802	278	
Western Australia	14,053	1,396	
Tasmania	11,835	223	
Northern Territory	16,971	982	
Australian Capital Territory	13,860	1,158	
<b>Australia</b>	<b>11,874</b>	<b>860</b>	

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*, 2007 (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 2006–07**

Year	% of GDP
1989–1990	2.7
1990–1991	2.8
1991–1992	3.0
1992–1993	2.9
1993–1994	2.8
1994–1995	2.7
1995–1996	2.7
1996–1997	2.7
1997–1998	2.6
1998–1999(a)	2.8
1999–2000(a)	2.8
2000–2001(a)	2.8
2001–2002(a)	2.9
2002–2003(a)	2.9
2003–2004(a)	2.8
2004–2005(a)	2.9
2005–2006(a)	2.8
2006–2007(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, 2007 calendar year (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. <sup>(b)</sup>
<b>Primary schools</b>									
Teaching staff salaries	557,060	407,558	268,852	115,182	132,379	22,211	10,478	33,120	1,546,844
Non teaching staff salaries	114,077	76,103	80,663	28,783	48,608	6,175	4,755	7,883	367,051
Other costs <sup>(a)</sup>	399,912	284,911	234,312	107,367	99,580	19,374	9,677	21,713	1,176,850
<b>Sub-total<sup>(b)</sup></b>	<b>1,071,050</b>	<b>768,573</b>	<b>583,829</b>	<b>251,333</b>	<b>280,568</b>	<b>47,761</b>	<b>24,911</b>	<b>62,717</b>	<b>3,090,746</b>
<b>Secondary schools</b>									
Teaching staff salaries	634,504	434,058	235,457	57,982	121,669	22,602	11,767	34,620	1,552,663
Non teaching staff salaries	136,212	126,968	79,398	17,539	35,134	7,164	4,036	9,490	415,946
Other costs <sup>(a)</sup>	503,782	431,475	244,733	58,807	116,043	22,175	7,858	23,597	1,408,473
<b>Sub-total<sup>(b)</sup></b>	<b>1,274,499</b>	<b>992,503</b>	<b>559,589</b>	<b>134,330</b>	<b>272,848</b>	<b>51,942</b>	<b>23,662</b>	<b>67,708</b>	<b>3,377,083</b>
<b>Combined schools</b>									
Teaching staff salaries	958,067	748,321	552,817	269,186	312,931	69,753	29,224	63,437	3,003,739
Non teaching staff salaries	229,585	225,453	191,357	77,297	99,243	20,155	13,404	15,951	872,449
Other costs <sup>(a)</sup>	910,174	873,430	664,561	294,485	348,213	67,080	31,698	59,944	3,249,588
<b>Sub-total<sup>(b)</sup></b>	<b>2,097,827</b>	<b>1,847,206</b>	<b>1,408,735</b>	<b>640,969</b>	<b>760,388</b>	<b>156,989</b>	<b>74,327</b>	<b>139,333</b>	<b>7,125,777</b>
<b>Total schools</b>									
Teaching staff salaries	2,149,631	1,589,938	1,057,127	442,351	566,980	114,567	51,469	131,178	6,103,246
Non teaching staff salaries	479,875	428,526	351,419	123,620	182,986	33,495	22,196	33,325	1,655,447
Other costs <sup>(a)</sup>	1,813,869	1,589,818	1,143,606	460,660	563,837	108,629	49,234	105,255	5,834,913
<b>Total<sup>(b)</sup></b>	<b>4,443,376</b>	<b>3,608,283</b>	<b>2,552,154</b>	<b>1,026,633</b>	<b>1,313,804</b>	<b>256,693</b>	<b>122,901</b>	<b>269,759</b>	<b>13,593,607</b>

Notes:

- Excludes amounts related to boarding facilities, and direct payments by the Australian Government to students and/or parents.
  - Includes debt servicing of loans for capital and operating purposes.
  - Capital expenditure excludes loan principal repayments.
  - Expenditure of system offices is allocated across the schools in proportion to enrolments.
- (a) For a breakdown of 'Other costs' see Table 22A.
- (b) Where figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: Australian Government DEEWR

**Table 22A Breakdown of 'other costs' component of expenditure of non-government schools, by State and Territory, 2007 calendar year (\$'000)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.(a)
<b>Primary schools</b>									
Staff related expenditure	108,807	61,964	47,172	23,652	26,341	3,810	2,055	5,840	279,645
Debt servicing	21,478	9,247	8,095	6,670	2,066	1,048	156	254	49,018
Other operating expenditure	150,560	111,659	78,340	40,178	45,179	7,182	4,182	9,242	446,525
Capital expenditure	119,066	102,039	100,703	36,865	25,992	7,332	3,283	6,376	401,659
<b>Total(a)</b>	<b>399,912</b>	<b>284,911</b>	<b>234,312</b>	<b>107,367</b>	<b>99,580</b>	<b>19,374</b>	<b>9,677</b>	<b>21,713</b>	<b>1,176,850</b>
<b>Secondary schools</b>									
Staff related expenditure	121,631	81,270	45,093	12,227	21,286	3,910	1,647	6,438	293,506
Debt servicing	23,254	15,747	8,727	2,651	4,019	790	232	688	56,112
Other operating expenditure	216,868	187,116	99,085	25,312	54,031	9,884	4,661	12,468	609,427
Capital expenditure	142,028	147,340	91,827	18,616	36,705	7,590	1,317	4,001	449,427
<b>Total(a)</b>	<b>503,782</b>	<b>431,475</b>	<b>244,733</b>	<b>58,807</b>	<b>116,043</b>	<b>22,175</b>	<b>7,858</b>	<b>23,597</b>	<b>1,408,473</b>
<b>Combined schools</b>									
Staff related expenditure	166,832	132,386	106,769	52,040	54,760	12,553	5,053	12,852	543,248
Debt servicing	70,683	30,104	48,805	16,140	14,021	2,143	1,296	4,272	187,466
Other operating expenditure	394,185	372,963	258,404	121,117	138,001	28,834	12,830	27,685	1,354,022
Capital expenditure	278,472	337,976	250,582	105,187	141,429	23,549	12,517	15,134	1,164,850
<b>Total(a)</b>	<b>910,174</b>	<b>873,430</b>	<b>664,561</b>	<b>294,485</b>	<b>348,213</b>	<b>67,080</b>	<b>31,698</b>	<b>59,944</b>	<b>3,249,588</b>
<b>Total schools</b>									
Staff related expenditure	397,271	275,621	199,035	87,919	102,389	20,274	8,756	25,131	1,116,400
Debt servicing	115,416	55,100	65,628	25,462	20,107	3,982	1,685	5,215	292,598
Other operating expenditure	761,614	671,739	435,830	186,608	237,212	45,900	21,674	49,395	2,409,975
Capital expenditure	539,567	587,356	443,112	160,669	204,127	38,471	17,118	25,512	2,015,937
<b>Total(a)</b>	<b>1,813,869</b>	<b>1,589,818</b>	<b>1,143,606</b>	<b>460,660</b>	<b>563,837</b>	<b>108,629</b>	<b>49,234</b>	<b>105,255</b>	<b>5,834,913</b>

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, 2007 calendar year (\$ per student)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. <sup>(a)</sup>
<b>Catholic schools</b>									
Fees and charges	2,252	2,222	2,239	2,280	1,925	1,666	1,359	2,617	2,240
Private donations and income	722	492	496	632	434	371	851	636	580
Total private income	2,973	2,714	2,735	3,452	2,359	2,037	2,210	3,253	2,820
State government grants	2,026	1,457	2,186	1,573	2,105	1,826	5,546	1,601	1,889
Australian Government grants	5,346	5,448	5,311	5,459	5,157	5,495	6,388	4,762	5,352
Total income <sup>(a)</sup>	10,345	9,619	10,232	10,484	9,621	9,358	14,144	9,616	10,061
Recurrent expenditure	9,023	8,293	8,661	9,279	8,500	8,263	10,253	8,563	8,715
Capital expenditure	1,079	1,257	1,650	1,855	899	1,262	1,213	662	1,256
Total expenditure <sup>(a)</sup>	10,102	9,550	10,311	11,134	9,399	9,525	11,466	9,225	9,971
Loans at the end of the year	2,616	2,336	2,452	3,772	2,407	2,329	1,431	1,393	2,527
Loans at the start of the year	2,505	2,149	2,190	3,192	2,541	2,150	1,455	1,430	2,364
Annual movement in borrowing	111	187	262	579	-134	180	-24	-37	163
<b>Independent schools</b>									
Fees and charges	8,284	9,370	5,628	5,075	5,621	5,904	3,114	8,841	7,312
Private donations and income	1,403	1,106	798	794	968	882	756	662	1,067
Total private income	9,687	10,476	6,427	5,870	6,589	6,786	3,870	9,503	8,379
State government grants	1,832	1,048	1,892	1,397	1,846	1,624	3,296	1,304	1,612
Australian Government grants	3,992	3,986	4,593	4,727	4,235	4,767	7,413	3,403	4,252
Total income <sup>(a)</sup>	15,511	15,510	12,911	11,994	12,670	13,177	14,579	14,210	14,243
Recurrent expenditure	13,421	13,123	11,049	10,633	10,681	11,388	12,379	12,805	12,220
Capital expenditure	2,142	3,089	2,508	1,797	2,757	2,266	2,423	1,837	2,497
Total expenditure <sup>(a)</sup>	15,563	16,212	13,557	12,431	13,439	13,654	14,802	14,643	14,717
Loans at the end of the year	7,911	4,228	8,043	5,457	5,667	3,157	4,299	7,130	6,389
Loans at the start of the year	7,483	3,860	7,276	4,975	5,125	2,640	3,723	6,705	5,883
Annual movement in borrowing	427	368	767	482	542	517	575	425	505
<b>All non-government schools</b>									
Fees and charges	4,388	4,978	3,740	3,875	3,572	3,356	2,239	4,526	4,260
Private donations and income	963	728	630	708	672	575	803	644	774
Total private income	5,351	5,706	4,370	4,583	4,244	3,932	3,042	5,170	5,034
State government grants	1,957	1,299	2,056	1,491	1,990	1,745	4,419	1,510	1,779
Australian Government grants	4,866	4,884	4,993	5,117	4,746	5,205	6,901	4,345	4,914
Total income <sup>(a)</sup>	12,175	11,890	11,419	11,191	10,980	10,881	14,362	11,025	11,727
Recurrent expenditure	10,580	10,155	9,719	9,913	9,472	9,510	11,319	9,864	10,111
Capital expenditure	1,455	1,963	2,030	1,828	1,727	1,663	1,819	1,023	1,750
Total expenditure <sup>(a)</sup>	12,036	12,118	11,748	11,741	11,200	11,172	13,138	10,886	11,861
Loans at the end of the year	4,491	3,065	4,928	4,560	3,860	2,659	2,869	3,152	4,065
Loans at the start of the year	4,268	2,808	4,442	4,027	3,693	2,345	2,592	3,048	3,766
Annual movement in borrowing	223	257	485	534	167	314	276	104	299

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, 2007 calendar year (\$ per student)**

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. <sup>(a)</sup>
<b>Catholic</b>									
Primary	8,144	7,183	8,184	8,939	7,556	8,004	9,956	7,441	7,864
Secondary	11,647	11,451	12,328	11,410	11,272	11,337	11,410	10,856	11,630
Combined	13,201	16,459	13,023	13,217	11,203	9,798	12,568	10,758	13,053
<b>Total<sup>(a)</sup></b>	<b>10,102</b>	<b>9,550</b>	<b>10,311</b>	<b>11,134</b>	<b>9,399</b>	<b>9,525</b>	<b>11,466</b>	<b>9,225</b>	<b>9,971</b>
<b>Independent</b>									
Primary	11,796	14,215	11,891	9,161	8,917	9,507	9,887	11,192	11,247
Secondary	21,701	20,633	20,679	16,993	14,712	43,119	16,451		19,414
Combined	15,629	16,087	13,307	12,791	13,746	13,328	15,501	14,744	14,755
<b>Total<sup>(a)</sup></b>	<b>15,563</b>	<b>16,212</b>	<b>13,557</b>	<b>12,431</b>	<b>13,439</b>	<b>13,654</b>	<b>14,802</b>	<b>14,643</b>	<b>14,717</b>
<b>Total non-government</b>									
Primary	8,460	7,605	8,515	9,003	7,706	8,085	9,935	7,539	8,191
Secondary	12,174	12,081	13,203	13,333	11,802	12,405	14,800	10,856	12,305
Combined	15,214	16,125	13,252	12,964	13,174	12,182	14,158	13,641	14,417
<b>Total<sup>(a)</sup></b>	<b>12,036</b>	<b>12,118</b>	<b>11,748</b>	<b>11,741</b>	<b>11,199</b>	<b>11,172</b>	<b>13,138</b>	<b>10,886</b>	<b>11,861</b>

Notes:

- Break in series. From 2002, excludes the 'out-of-school component' for distance education.
- Excludes amounts related to boarding facilities, and direct payments by the Australian Government to students and/or parents.
- Includes debt servicing of loans for capital and operating purposes.
- Capital expenditure excludes loan principal repayments.
- Expenditure of system offices is allocated across the schools in proportion to enrolments.

(a) Where figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: Australian Government DEEWR

## Recurrent funding

**Table 25** Australian Government funding per capita rates for government schools, 2002 and 2007 (\$)

	2002	2007
Primary	504	678
Secondary	747	973

Source: Australian Government DEEWR



**Table 26** Non-government schools funded by the Australian Government through the SES model<sup>(a)</sup>: number of schools and students full-time equivalent (FTE)<sup>(b)</sup> by level of education, percentage AGSRC<sup>(c)</sup> funding and whether systemic, or non-systemic for the school year, 2007

Systemic status	SES funding level as a % of AGSRC <sup>(d)</sup>	Number of schools	Number of funded students (FTE) <sup>(b)</sup>	
			Primary	Secondary
Systemic Catholic schools				
	35.0	1	0.0	60.0
	37.5	1	290.0	0.0
	42.5	1	168.0	0.0
	47.5	1	84.0	51.0
	48.7	1	93.0	0.0
	50.0	1	261.0	202.0
	51.2	27	8,175.7	4,860.3
	52.5	3	328.0	423.0
	53.7	2	389.0	0.0
	56.2	942	238,403.0	192,770.5
	57.5	68	13,458.6	11,496.9
	58.7	87	18,325.7	15,002.7
	60.0	75	14,428.3	9,187.6
	61.2	82	16,780.5	7,452.7
	62.5	57	11,928.0	6,705.8
	63.7	60	10,198.8	4,799.0
	65.0	53	9,068.8	5,485.4
	66.2	41	6,432.2	1,903.0
	67.5	31	5,237.8	4,868.2
	68.7	19	4,655.2	0.0
	70.0	74	10,780.1	905.2
Total systemic Catholic schools		1,627	369,485.7	266,173.3
Non-systemic schools <sup>(e)</sup>				
	13.7	1	324.0	0.0
	15.0	1	510.0	823.0
	16.2	4	1,116.0	1,924.1
	17.5	2	1,241.0	1,298.0
	18.7	5	1,808.0	4,182.0
	20.0	4	674.0	1,658.4
	21.2	8	2,369.0	4,822.0
	22.5	5	1,434.0	2,218.0
	23.7	8	2,943.0	4,624.2
	25.0	12	2,639.0	7,475.8
	26.2	10	2,303.5	3,914.6
	27.5	6	1,097.0	4,129.2
	28.7	8	2,714.0	5,103.3
	30.0	10	2,851.0	5,128.2
	31.2	8	2,073.6	3,657.6
	32.5	8	1,935.6	3,638.0
	33.7	12	3,395.0	5,225.2
	35.0	9	2,127.3	3,141.7
	36.2	8	2,445.0	5,848.8
	37.5	6	1,348.2	2,747.6
	38.7	15	3,217.3	5,304.3
	40.0	17	2,406.4	4,627.4
	41.2	6	1,840.0	3,231.4
	42.5	10	1,689.0	3,123.1
	43.7	14	3,627.5	4,495.7
	45.0	16	3,716.2	5,620.0
	46.2	11	2,346.5	2,014.6
	47.5	26	6,238.2	8,129.2
	48.7	19	4,473.5	3,888.5
	50.0	18	5,132.0	4,931.0
	51.2	18	3,317.8	4,204.6

...Cont.

**Table 26** Non-government schools funded by the Australian Government through the SES model<sup>(a)</sup>: number of schools and students full-time equivalent (FTE)<sup>(b)</sup> by level of education, percentage AGSRC<sup>(c)</sup> funding and whether systemic, or non-systemic for the school year, 2007

Systemic status	SES funding level as a % of AGSRC	Number of schools	Number of funded students (FTE) <sup>(b)</sup>	
			Primary	Secondary
Non-systemic schools <sup>(e)</sup>				
	52.5	32	8,742.0	9,299.1
	53.7	29	7,199.4	6,036.1
	55.0	36	5,880.3	5,591.4
	56.2	31	4,927.6	4,697.9
	57.5	37	6,744.2	5,489.2
	58.7	32	4,380.8	4,081.8
	60.0	31	3,608.1	2,486.5
	61.2	31	4,446.0	2,956.0
	62.5	15	3,766.8	1,897.6
	63.7	19	2,734.6	1,138.8
	65.0	14	3,574.0	2,265.0
	66.2	16	2,273.0	1,130.9
	67.5	10	2,734.5	1,472.2
	68.7	5	1,107.2	370.0
	70.0	91	4,086.4	3,967.3
Total non-systemic schools		734	141,557.5	174,009.3
Systemic non-Catholic schools				
	37.5	1	392.0	836.0
	40.0	1	318.0	852.8
	42.5	1	11.0	0.0
	43.7	1	20.0	13.0
	46.2	3	764.0	1,136.3
	47.5	1	114.0	0.0
	48.7	3	1,190.0	1,003.6
	50.0	7	1,527.0	1,382.0
	51.2	5	1,679.0	1,210.0
	52.5	12	3,238.8	3,878.4
	53.7	13	3,726.0	3,363.2
	55.0	8	1,677.0	1,621.8
	56.2	17	3,416.2	3,550.6
	57.5	12	2,267.6	867.0
	58.7	12	2,325.6	1,257.0
	60.0	7	1,028.0	183.6
	61.2	6	1,032.6	274.0
	62.5	11	1,522.0	688.6
	63.7	7	962.5	314.7
	65.0	1	148.0	0.0
	66.2	7	834.0	1,071.0
	67.5	4	379.0	78.0
	68.7	1	100.0	39.0
	70.0	3	116.2	69.0
Total systemic non-Catholic schools		144	28,788.5	23,689.6
Total schools with SES funding		2,505	539,831.7	463,872.2

(a) From 2001, the Australian Government introduced new funding arrangements for non-government schools which are based on the socioeconomic status (SES) of their school community.

(b) See [Glossary](#) for details of calculation of FTE.

(c) AGSRC – Average Government School Recurrent Costs.

(d) SES guaranteed schools are included in SES funding level of a percent of AGSRC at their 2004 levels.

(e) Includes non-systemic Catholic schools.

Source: Australian Government DEEWR

**Table 27 Australian Government funded non-government schools maintaining year 2000 funding levels: number of schools and students full-time equivalent (FTE)<sup>(a)</sup> by level of education, year 2000 funding level as a percentage of AGSRC<sup>(b)</sup> and whether systemic or non-systemic for school year, 2007**

Systemic status	Year 2000 funding levels		Number of schools	Number of funded students (FTE)	
	Primary % of AGSRC	Secondary % of AGSRC		Primary	Secondary
Systemic schools					
	35.0	39.1	2.0	368.0	0.0
	43.8	48.8	6.0	2,239.9	3,042.0
	47.5	53.0	23.0	5,169.0	7,607.1
	51.6	57.5	5.0	663.6	361.0
	56.0	62.4	3.0	1,081.0	1,644.0
Total systemic schools			39.0	9,521.5	12,654.1
Non-systemic schools					
	15.7	18.9	2.0	867.0	1,998.0
	19.6	21.9	8.0	2,331.8	4,285.7
	23.9	28.7	2.0	305.6	0.0
	29.0	32.2	5.0	517.0	1,633.0
	32.0	35.7	11.0	1,971.5	4,558.0
	35.0	39.1	4.0	942.2	1,837.2
	38.7	43.2	12.0	2,653.9	5,296.0
	43.8	48.8	22.0	5,465.6	11,234.0
	47.5	53.0	58.0	16,351.5	28,067.4
	51.6	57.5	26.0	2,796.9	12,108.3
	56.0	62.4	18.0	1,935.1	2,469.9
Total non-systemic schools			168.0	36,138.1	73,487.5
Total non-government schools with year 2000 funding levels			207.0	45,659.6	86,141.6

(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, 2006–07 financial year (accrual basis) (\$'000)**

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
<b>Government schools</b>									
General Recurrent	586,310	426,447	369,044	129,190	181,917	47,230	22,099	28,039	1,790,276
Capital	192,086	198,431	125,978	63,270	63,280	15,807	6,748	8,223	673,823
Country Areas	6,917	2,643	5,373	3,159	3,893	759	1,863	0	24,607
Strategic Assistance for Improving Student Outcomes Recurrent	115,415	68,095	51,397	28,046	26,638	8,910	5,552	2,841	306,895
ESL New Arrivals	25,672	21,138	7,017	5,828	4,073	470	465	309	64,972
Languages Other Than English	5,853	4,237	2,094	1,408	1,103	265	111	278	15,349
Indigenous Education Programs <sup>(a)</sup>	32,611	4,198	40,031	8,787	21,285	4,101	24,409	927	136,349
<b>Total government</b>	<b>964,865</b>	<b>725,189</b>	<b>600,934</b>	<b>239,688</b>	<b>302,188</b>	<b>77,541</b>	<b>61,247</b>	<b>40,617</b>	<b>3,012,270</b>
<b>Non-government schools</b>									
General Recurrent (including Distance Education)	1,635,869	1,294,602	995,061	400,461	499,581	105,005	40,693	101,652	5,072,924
General Recurrent Short Term Emergency Assistance	941	155	0	0	0	0	50	0	1,146
Establishment Grants	502	370	284	114	143	30	12	29	1,484
Capital	66,470	52,248	36,661	15,410	19,684	4,090	6,546	4,461	205,570
Country Areas	1,986	772	908	368	565	178	201	0	4,978
Strategic Assistance for Improving Student Outcomes Recurrent	62,579	45,457	21,691	12,098	13,828	2,654	1,807	2,261	162,373
ESL New Arrivals	2,399	2,304	788	382	495	317	-5	16	6,697
Centre Support	12,320	8,291	7,451	4,157	2,146	694	658	694	36,411
Student Hostels	222	10	536	0	601	0	0	0	1,369
Languages Other Than English	2,898	6,596	1,239	768	670	106	23	242	12,542
Indigenous Education Programs <sup>(a)</sup>	11,033	3,808	15,134	2,734	17,867	1,172	12,595	439	64,782
<b>Total non-government</b>	<b>1,797,219</b>	<b>1,414,613</b>	<b>1,079,753</b>	<b>436,492</b>	<b>555,580</b>	<b>114,246</b>	<b>50,424</b>	<b>121,950</b>	<b>5,570,277</b>
<b>Joint programs</b>									
National Literacy and Numeracy Strategies and Projects	3,920	3,838	5,704	236	82	75	154	1,028	15,035
National Asian Languages and Studies in Australian Schools <sup>(b)</sup>	225	288	0	0	0	0	0	0	513
<b>Total joint programs</b>	<b>4,144</b>	<b>4,126</b>	<b>5,704</b>	<b>236</b>	<b>82</b>	<b>75</b>	<b>154</b>	<b>1,028</b>	<b>15,548</b>
<b>Total all programs</b>	<b>2,766,228</b>	<b>2,143,928</b>	<b>1,686,391</b>	<b>676,416</b>	<b>857,850</b>	<b>191,862</b>	<b>123,981</b>	<b>151,439</b>	<b>8,598,095</b>

Notes:

- Some amounts may not add due to rounding.
  - Figures in this table relate to the 2006–07 financial year as at 30 June 2007.
  - 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.
- (b) The National Asian Languages and Studies in Australian Schools Programme terminated in 2002.

Source: Australian Government DEEWR

**Table 29 Australian Government expenditure on schools, annual appropriations, 2006–07 (\$'000)**

Grants and awards	Actual expenditure
Grants in Aid	945
Australian Students Prize	1,000
Curriculum Corporation	116
Asia Education Foundation	1,355
<b>Sub-total(a)</b>	<b>3,416</b>
<b>Literacy</b>	
Projects to enhance literacy and numeracy outcomes	529
<b>Quality Outcomes</b>	
Boosting, Innovation, Science, Technology and Mathematics Teaching	5,064
Civics and Citizenship Education(b)	8,257
School Drug Education Strategy	4,396
Quality Outcomes – Other	23,720
Quality Teacher Programme	34,441
<b>Sub-total(a)</b>	<b>75,878</b>
Australian Book Industry Assistance Plan	0
Careers, Transitions and Partnerships	96,500
<b>Career Information Service</b>	
Career Counselling Service	3,627
<b>Indigenous education</b>	
<b>Aboriginal Education Direct Assistance(b)</b>	
ATAS(c)	-12
VEGAS(d)	-3
ASSPA(e)	4
Tiwi Islands	0
<b>Sub-total(a)</b>	<b>-11</b>
<b>Framework for Open Learning(b)</b>	
Schools Online Curriculum Content Initiative	7,600
<b>Total(a)</b>	<b>79,391</b>

(a) Components may not add to totals due to rounding.

(b) Cross-sectoral programs – not all funding is provided in respect of school education.

(c) ATAS – Aboriginal Tutorial Assistance Scheme.

(d) VEGAS – Vocational and Educational Guidance for Aboriginals Scheme.

(e) ASSPA – Aboriginal Student Support and Parent Awareness Scheme.

Source: Australian Government DEEWR

**Table 30 Australian Government student assistance for school-age students, 2006–07 (\$'000)**

Program	Amount
Assistance for Isolated Children	54,526

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, 2006–07 (\$'000)**

State/Territory	Government	Non-government	Total
New South Wales	192,086	66,470	258,556
Victoria	198,431	52,248	250,679
Queensland	125,978	36,661	162,639
South Australia	63,270	15,410	78,680
Western Australia	63,280	19,684	82,964
Tasmania	15,807	4,090	19,897
Northern Territory	6,748	6,546	13,294
Australian Capital Territory	8,223	4,461	12,684
<b>Total</b>	<b>673,823</b>	<b>205,570</b>	<b>879,393</b>

Source: Australian Government DEEWR

# Equity

## Student sub-group data

**Table 32** Year 12 completion rates<sup>(a)</sup>, by locality<sup>(b)</sup>, and sex, by State and Territory, 2007 (per cent)

	Metropolitan zone			Provincial zone			Remote zone			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	65	74	69	54	69	61	57	79	67	62	73	67
Victoria	61	74	67	52	70	61	61	94	77	59	73	66
Queensland	63	71	67	57	72	64	54	71	62	61	72	66
South Australia	61	76	68	47	74	59	41	82	60	57	76	66
Western Australia	63	77	70	58	79	68	51	81	65	62	77	69
Tasmania	56	64	60	44	56	50	33	59	45	49	60	54
Northern Territory	(c)	(c)	(c)	39	48	43	17	22	19	28	35	31
Australian Capital Territory	73	78	76	(d)	(d)	(d)	(d)	(d)	(d)	73	78	76
<b>Australia</b>	63	74	68	53	70	61	43	62	52	60	73	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 (See [Glossary](#)).

(c) Includes Darwin SD, Statistical Districts of population less than 100,000 and other non-remote areas.

(d) Includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts of population 100,000 or more.

Sources: Australian Government DEEWR, derived from data supplied by State/Territory secondary accreditation authorities; ABS, Cat. No. 4221.0 *Schools Australia*, 2007



**Table 33 Year 12 completion rates<sup>(a)</sup>, by locality<sup>(b)</sup>, and sex, Australia, 1997–2007 (per cent)**

Year	Metropolitan <sup>(c)</sup>			Provincial <sup>(d)</sup>			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
<b>2007</b>	63	74	68	53	70	61	43	62	52	60	73	66

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(a) These figures are estimates only. They express the number of year 12 completions (year 12 certificates issued by State/Territory education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. It is important to note that there are variations in assessment, reporting and certification methods for year 12 across States and Territories.

(b) Definitions are based on the agreed MCEETYA Geographic Location Classification (See [Glossary](#)).

(c) Includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts of population 100,000 or more.

(d) Includes Darwin SD, Statistical Districts of population less than 100,000 and other non-remote areas.

Sources: Australian Government DEEWR, derived from data supplied by State/Territory secondary accreditation authorities; ABS Cat No. 4221.0, *Schools Australia*, 2007

**Table 34 Year 12 completion rates<sup>(a)</sup>, by socioeconomic status<sup>(b)</sup> and sex, by State and Territory, 2007 (per cent)**

State/Territory	Low socioeconomic status deciles			Medium socioeconomic status deciles			High socioeconomic status deciles			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	57	69	63	58	69	63	74	82	78	62	73	67
Victoria	50	65	57	54	70	61	73	83	78	59	73	66
Queensland	55	68	61	60	71	66	69	76	73	61	72	66
South Australia	46	68	57	59	78	68	76	87	81	57	76	66
Western Australia	52	68	60	56	74	65	71	85	78	62	77	69
Tasmania	41	53	47	56	67	61	68	74	71	49	60	54
Northern Territory	13	18	15	45	50	47	(c)	(c)	(c)	28	35	31
Australian Capital Territory	(c)	(c)	(c)	(c)	(c)	(c)	73	78	76	73	78	76
<b>Australia</b>	52	66	59	57	71	64	72	82	77	60	73	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*, 2007

**Table 35 Year 12 completion rates<sup>(a)</sup>, by socioeconomic status<sup>(b)</sup> and sex, Australia, 1997–2007 (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 <sup>r</sup>	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
<b>2007</b>	52	66	59	57	71	64	72	82	77	60	73	66

<sup>r</sup> 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*, 2007

# Student attendance

**Table 36** Student attendance rates, government schools, by sex and State and Territory, 2007 (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
<b>New South Wales</b>												
Male	94	94	94	94	94	94	92	90	89	89	91	84
Female	94	94	94	94	94	94	93	91	89	89	92	85
<b>Total</b>	94	94	94	94	94	94	92	90	89	89	91	84
<b>Victoria</b>												
Male	94	95	95	95	95	94	94	92	91	92	91	91
Female	94	95	95	95	95	95	94	92	91	91	90	90
<b>Total</b>	94	95	95	95	95	94	94	92	91	91	90	90
<b>Queensland</b>												
Male	93	94	94	94	94	93	93	90	88	87	89	91
Female	94	94	94	94	94	94	94	92	89	87	90	88
<b>Total</b>	94	94	94	94	94	93	93	91	88	87	89	90
<b>South Australia</b>												
Male	93	93	93	93	93	93	92	90	88	87	93	90
Female	92	93	93	93	93	93	93	91	88	86	93	91
<b>Total</b>	93	93	93	93	93	93	92	90	88	87	93	90
<b>Western Australia</b>												
Male	92	93	93	93	93	93	93	90	88	87	n/a	97
Female	92	93	93	93	94	94	93	91	88	86	n/a	96
<b>Total</b>	92	93	93	93	93	93	93	91	88	86	n/a	96
<b>Tasmania</b>												
Male	95	95	95	95	95	95	93	92	90	89	n/a	n/a
Female	95	95	96	95	95	95	94	91	89	87	n/a	n/a
<b>Total</b>	95	95	95	95	95	95	94	91	89	88	n/a	n/a
<b>Northern Territory</b>												
Male	82	83	85	85	84	85	84	84	82	81	70	87
Female	82	83	83	86	86	85	85	85	82	82	84	89
<b>Total</b>	82	83	84	85	85	85	85	84	82	81	75	87
<b>Australian Capital Territory</b>												
Male	93	94	94	94	93	92	91	90	88	89	n/a	n/a
Female	93	94	94	94	94	92	92	90	87	87	n/a	n/a
<b>Total</b>	93	94	94	94	94	92	91	90	88	88	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2007 student attendance data.

Source: MCEETYA

**Table 37 Student attendance rates, government schools, by Indigenous status and State and Territory, 2007 (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
<b>New South Wales</b>												
Indigenous	88	89	89	89	89	89	84	81	78	81	85	76
Non-Indigenous	94	94	95	95	94	94	93	91	90	89	92	86
<b>Total</b>	94	94	94	94	94	94	92	90	89	89	91	84
<b>Victoria</b>												
Indigenous	89	89	90	90	90	89	87	85	81	83	84	84
Non-Indigenous	94	95	95	95	95	95	94	92	91	91	90	90
<b>Total</b>	94	95	95	95	95	94	94	92	91	91	90	90
<b>Queensland</b>												
Indigenous	87	87	88	88	88	88	87	84	80	78	84	94
Non-Indigenous	94	94	94	94	94	94	94	92	89	88	90	88
<b>Total</b>	94	94	94	94	94	93	93	91	88	87	89	90
<b>South Australia</b>												
Indigenous	83	85	86	85	86	84	84	78	74	75	81	74
Non-Indigenous	93	94	94	94	93	93	93	91	89	87	93	91
<b>Total</b>	93	93	93	93	93	93	92	90	88	87	93	90
<b>Western Australia</b>												
Indigenous	78	80	82	82	82	83	82	75	68	64	n/a	n/a
Non-Indigenous	93	94	94	94	94	94	94	92	90	88	n/a	96
<b>Total</b>	92	93	93	93	93	93	93	91	88	86	n/a	96
<b>Tasmania</b>												
Indigenous	94	94	94	94	93	93	91	88	85	83	n/a	n/a
Non-Indigenous	95	95	96	96	95	95	94	92	90	88	n/a	n/a
<b>Total</b>	95	95	95	95	95	95	94	91	89	88	n/a	n/a
<b>Northern Territory</b>												
Indigenous	71	72	73	75	75	75	75	75	71	69	74	69
Non-Indigenous	91	93	93	93	93	93	92	92	89	88	n/a	95
<b>Total</b>	82	83	84	85	85	85	85	84	82	81	75	87
<b>Australian Capital Territory</b>												
Indigenous	90	88	88	89	88	87	86	85	81	81	n/a	n/a
Non-Indigenous	94	94	94	94	94	92	92	90	88	88	n/a	n/a
<b>Total</b>	93	94	94	94	94	92	91	90	88	88	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2007 student attendance data.

Source: MCEETYA

**Table 38 Student attendance rates, Catholic schools, by sex and State and Territory, 2007 (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
<b>New South Wales</b>												
Male	94	94	95	94	94	94	94	93	93	93	94	n/a
Female	94	94	94	94	95	94	94	93	92	92	94	55
<b>Total</b>	94	94	94	94	94	94	94	93	93	92	94	55
<b>Victoria</b>												
Male	93	93	93	93	94	93	94	93	93	92	87	68
Female	93	93	93	94	93	93	94	93	92	91	86	68
<b>Total</b>	93	93	93	93	93	93	94	93	92	91	87	68
<b>Queensland</b>												
Male	94	94	94	93	95	94	94	94	93	92	94	80
Female	93	94	94	94	94	94	94	94	93	92	88	87
<b>Total</b>	93	94	94	94	95	94	94	94	93	92	91	82
<b>South Australia</b>												
Male	94	95	95	95	95	95	95	94	93	93	94	96
Female	94	95	94	95	95	95	95	94	92	92	96	93
<b>Total</b>	94	95	95	95	95	95	95	94	93	93	95	95
<b>Western Australia</b>												
Male	91	92	91	93	93	93	93	94	93	93	86	n/a
Female	92	92	92	92	92	92	93	92	91	91	86	n/a
<b>Total</b>	91	92	92	92	92	92	93	93	92	92	86	n/a
<b>Tasmania</b>												
Male	89	90	89	90	90	91	91	90	88	89	n/a	n/a
Female	89	89	90	91	90	89	88	86	85	83	n/a	n/a
<b>Total</b>	89	89	89	91	90	90	90	88	87	86	n/a	n/a
<b>Northern Territory</b>												
Male	90	89	89	89	89	90	88	89	90	90	n/a	n/a
Female	91	89	90	88	90	88	87	87	90	87	n/a	n/a
<b>Total</b>	90	89	89	89	89	89	87	88	90	89	n/a	n/a
<b>Australian Capital Territory</b>												
Male	94	95	94	95	94	94	93	90	91	89	96	n/a
Female	94	94	94	94	93	93	93	90	89	87	95	n/a
<b>Total</b>	94	94	94	94	94	93	93	90	90	88	96	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2007 student attendance data.

Source: MCEETYA

**Table 39 Student attendance rates, Catholic schools, by Indigenous status and State and Territory, 2007 (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
<b>New South Wales</b>												
Indigenous	88	88	89	90	89	89	88	86	85	85	89	n/a
Non-Indigenous	94	94	94	94	95	94	94	93	93	93	94	55
<b>Total</b>	94	94	94	94	94	94	94	93	93	92	94	55
<b>Victoria</b>												
Indigenous	88	78	88	85	83	83	77	81	82	76	65	76
Non-Indigenous	93	93	93	94	93	93	94	93	92	91	87	68
<b>Total</b>	93	93	93	93	93	93	94	93	92	91	87	68
<b>Queensland</b>												
Indigenous	86	89	88	87	88	87	90	89	86	83	100	60
Non-Indigenous	94	94	94	94	95	94	94	94	93	92	91	90
<b>Total</b>	93	94	94	94	95	94	94	94	93	92	91	82
<b>South Australia</b>												
Indigenous	92	92	93	91	95	93	92	85	85	89	n/a	n/a
Non-Indigenous	94	95	95	95	95	95	95	94	93	93	95	95
<b>Total</b>	94	95	95	95	95	95	95	94	93	93	95	95
<b>Western Australia</b>												
Indigenous	76	79	75	80	77	78	76	82	83	83	n/a	n/a
Non-Indigenous	92	92	92	93	93	93	93	93	92	92	92	n/a
<b>Total</b>	91	92	92	92	92	92	93	93	92	92	86	n/a
<b>Tasmania</b>												
Indigenous	85	91	88	90	96	93	92	93	89	88	n/a	n/a
Non-Indigenous	89	89	89	91	90	90	89	88	87	86	n/a	n/a
<b>Total</b>	89	89	89	91	90	90	90	88	87	86	n/a	n/a
<b>Northern Territory</b>												
Indigenous	85	84	84	85	85	87	79	86	89	83	n/a	n/a
Non-Indigenous	91	89	91	89	90	89	89	89	90	90	n/a	n/a
<b>Total</b>	90	89	89	89	89	89	87	88	90	89	n/a	n/a
<b>Australian Capital Territory</b>												
Indigenous	90	94	92	84	77	94	91	94	91	87	n/a	n/a
Non-Indigenous	94	94	94	94	94	93	93	90	90	88	96	n/a
<b>Total</b>	94	94	94	94	94	93	93	90	90	88	96	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2007 student attendance data.

Source: MCEETYA

**Table 40 Student attendance rates, independent schools, by sex and State and Territory, 2007 (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
<b>New South Wales</b>												
Male	95	95	95	95	95	95	94	94	94	93	94	93
Female	94	94	94	94	93	93	93	92	91	91	93	91
<b>Total</b>	94	94	94	94	94	94	94	93	93	92	94	92
<b>Victoria</b>												
Male	94	94	94	94	94	95	95	94	94	94	82	81
Female	94	94	94	94	94	94	95	94	93	93	75	71
<b>Total</b>	94	94	94	94	94	94	95	94	94	94	79	79
<b>Queensland</b>												
Male	93	93	93	93	93	93	92	91	91	90	94	71
Female	93	93	94	94	94	94	94	93	92	92	93	89
<b>Total</b>	93	93	94	93	93	93	93	92	91	91	94	79
<b>South Australia</b>												
Male	94	95	95	95	93	94	94	94	93	93	94	96
Female	93	94	94	94	94	94	93	94	93	92	95	94
<b>Total</b>	93	95	94	95	94	94	94	94	93	92	95	95
<b>Western Australia</b>												
Male	93	93	93	93	94	94	94	94	94	94	96	48
Female	93	93	94	94	94	93	94	94	93	93	93	38
<b>Total</b>	93	93	93	93	94	94	94	94	94	94	94	44
<b>Tasmania</b>												
Male	95	96	96	96	96	97	96	96	97	95	96	99
Female	94	94	94	94	95	94	94	93	92	91	n/a	100
<b>Total</b>	94	95	95	95	95	95	95	94	95	93	96	99
<b>Northern Territory</b>												
Male	88	91	88	94	93	92	95	93	90	89	95	58
Female	93	93	91	92	89	93	94	94	91	92	n/a	68
<b>Total</b>	90	92	90	93	91	92	95	94	91	91	95	63
<b>Australian Capital Territory</b>												
Male	94	96	95	95	94	94	95	94	94	94	n/a	n/a
Female	94	93	95	93	95	95	92	93	91	89	n/a	n/a
<b>Total</b>	94	95	95	94	95	94	94	93	92	91	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2007 student attendance data.

Source: MCEETYA



**Table 41 Student attendance rates, independent schools, by Indigenous status and State and Territory, 2007 (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
<b>New South Wales</b>												
Indigenous	92	87	93	90	92	93	88	87	89	80	95	100
Non-Indigenous	94	94	94	94	94	94	94	93	93	92	94	92
<b>Total</b>	94	94	94	94	94	94	94	93	93	92	94	92
<b>Victoria</b>												
Indigenous	78	93	83	82	79	96	84	69	85	67	n/a	53
Non-Indigenous	94	94	94	94	94	94	95	94	94	94	79	80
<b>Total</b>	94	94	94	94	94	94	95	94	94	94	79	79
<b>Queensland</b>												
Indigenous	87	79	86	82	82	81	82	84	77	72	81	71
Non-Indigenous	93	93	94	93	94	94	93	92	92	92	94	81
<b>Total</b>	93	93	94	93	93	93	93	92	91	91	94	79
<b>South Australia</b>												
Indigenous	86	83	88	93	89	91	83	86	90	87	75	100
Non-Indigenous	93	95	95	95	94	94	94	94	93	92	95	95
<b>Total</b>	93	95	94	95	94	94	94	94	93	92	95	95
<b>Western Australia</b>												
Indigenous	67	75	71	74	72	72	78	83	75	72	n/a	33
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	94	48
<b>Total</b>	93	93	93	93	94	94	94	94	94	94	94	44
<b>Tasmania</b>												
Indigenous	98	97	95	88	91	97	88	94	90	99	n/a	65
Non-Indigenous	94	95	95	95	95	95	95	94	95	93	96	99
<b>Total</b>	94	95	95	95	95	95	95	94	95	93	96	99
<b>Northern Territory</b>												
Indigenous	76	75	76	79	82	86	94	91	84	84	n/a	63
Non-Indigenous	93	95	92	94	92	93	95	94	94	93	95	n/a
<b>Total</b>	90	92	90	93	91	92	95	94	91	91	95	63
<b>Australian Capital Territory</b>												
Indigenous	90	88	95	98	99	80	78	86	62	93	n/a	n/a
Non-Indigenous	94	95	95	94	95	95	94	93	92	91	n/a	n/a
<b>Total</b>	94	95	95	94	95	94	94	93	92	91	n/a	n/a

Notes:

n/a Data not available.

- For further information, see [Explanatory notes](#) for the 2007 student attendance data.

Source: MCEETYA

# Explanatory notes for the 2007 student attendance data

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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 over the first semester, as defined by each State and Territory's school calendar, 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. However, due to variance in the systems in place for collecting student attendance data across the sectors and jurisdictions it is not yet possible to collect the data consistently across Australia in all jurisdictions/sectors.

All States and Territories, with the exception of South Australia, collected the data over Semester 1, 2007. South Australia collected the data in Term 2, 2007.

The non-government sectors agreed to collect the data over a period including the last 20 days in May 2007. Both the Catholic and independent school sectors collected the data during the period 7 May to 1 June 2007.

## 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 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, the attendance rate included full-time students in years 1-10, and year 1-10 ungraded students, enrolled in only one school for the entire duration of Term 2, and actively enrolled during the Term 3 census.

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.

In the Australian Capital Territory, enrolment and attendance data were collected through the electronic school management system at the school. Enrolment data was collected daily in the Department's central database. 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. High 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 2007 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 those students enrolled in only one school for the entire duration of Term 2, that were active enrolments during the Term 3 census.

In Western Australia, students attending in 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 enrolled at two schools with an FTE of 0 at the second school were excluded. Students who attended an Open Education Centre, the Northern Territory School of Music or the Northern Territory Language Centre were excluded to avoid 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, these students were classified as either primary or 'secondary support' according to their level of education.

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. Ungraded secondary students are typically students in Intensive English Centres attached to secondary schools, or older students undertaking programs in senior campus/college situations.

In Tasmanian government schools, there were no ungraded students.

In the Northern Territory, students were allocated to a grade by the school, based on age or on the current level of schooling. In situations where a student had recently enrolled and a grade had not yet been determined, they were allocated to ungraded. Special Needs students were included in the year level reported by the school. Where this was not possible, they were classified as ungraded. The attendance for these students was reported under Ungraded Primary or Ungraded Secondary based on the school type (Primary or Secondary).

In the Australian Capital Territory, Special Needs students were assigned a year level and their attendance data was included in the year level calculation, i.e. 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.

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, part day absences were counted as attendance, i.e. only whole day absences were excluded.

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. If the student attended less than half a day, e.g. 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 Community Education Centres marked attendance three times a day, i.e. early morning, late morning and afternoon. Secondary schools using a time table record attendance for every period, i.e. 4 - 8 periods per day.

In the Australian Capital Territory, primary schools 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, therefore it was possible to disaggregate attendance to the level of teaching session.

## Methodology for calculation

In NSW, 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 (i.e. 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 2007 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. 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. The number of days attended and the number of days possible for all students were totaled for each year level. 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.

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. The potential number of days at school was based on:

- numbers of Full-Time-Equivalent Students in each school from School Census Data gathered in August, and
- dates for which the school was open, based on published school term dates excluding school closures due to public holidays or student-free days.

It is acknowledged that this method assumed that the August Census enrolment reflected the average enrolment at a school throughout the year.

In the Northern Territory, the formula used was, the attendance rate equals the number of student days attended divided by the total number of 'student days'. This was calculated as a total for each year level using student level data. The definition of a 'student day' is a day on which a student has attended 50 per cent or more of his/her classes or sessions. Only school days were counted, i.e. 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 totaling 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 number of days attended and the number of days possible to attend were totaled for each student for each year level. 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

An Indigenous student is a student of Aboriginal or Torres Strait Islander origin. At present, the way in which Indigenous status is determined varies across States and Territories.

### Level of education

This can be defined as follows:

- (a) Primary education is that full-time education which typically commences at around age 5 and lasts for seven to eight years. It does not include sessional education such as pre-school education. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, primary education may extend from pre-year 1 to year 6 (or equivalent). In Queensland and Western Australia it may extend from year 1 to year 7 (or equivalent).
- (b) Secondary education is that education which typically commences at around age 12 after completion of primary education and lasts for five or six years. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, Western Australia, South Australia and the Northern Territory it may extend from year 8 to year 12 (or equivalent). Junior secondary education comprises years 7 to 10 in New South Wales, Victoria, Tasmania, and the Australian Capital Territory and years 8 to 10 in Queensland, South Australia, Western Australia and the Northern Territory. Senior secondary education comprises years 11 and 12 in all States and Territories.
- (c) Combined education refers to those schools which offer both primary and secondary education.

## Major function (of staff)

Staff have been categorised according to their major function, which is based on the duties in which they spend the majority of their time. The functional categories for school staff are as follows:

- (a) Teaching staff are staff who spend the majority of their time in contact with students, ie support students either by direct class contact or on an individual basis, and have teaching duties, ie are engaged to impart the school curriculum. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties.
- (b) Specialist support staff are staff who perform functions that are of special benefit to students or teaching staff in the development of the school curriculum. While these staff may spend the majority of their time in contact with students, they are not engaged to impart the school curriculum. Instead they generally undertake such duties as providing advice on appropriate courses of study or careers advice.
- (c) Administrative and clerical staff are staff whose main duties are generally of a clerical/administrative nature. Teacher aides and assistants are included in this category, as they are seen to provide services to teaching staff rather than directly to students.
- (d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

The functional categories for staff not generally active in schools are as follows:

- (a) Executive staff are staff generally undertaking senior administrative functions which are broader than those of a secondary school principal. Executive staff salaries generally exceed those of a secondary school principal.
- (b) Specialist support staff are staff who manage or are engaged in curriculum development and research activities, assisting with teaching resources, staff development, student support services and teacher support services.
- (c) Administrative and clerical staff are staff whose main duties are of a clerical/administrative nature. Includes office staff, publicity staff and information technology staff in State and regional offices.
- (d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings, grounds etc. Also included are staff providing associated technical services and janitorial staff.

## MCEETYA Classification of Geographical Location

In July, 2001, ministers agreed to report secondary student outcomes by geographic location, according to students' home location. The MCEETYA Classification of Geographical Location incorporates the Australian Bureau of Statistics' (ABS) Accessibility/Remoteness Index of Australia (ARIA) and maintains comparability with the Rural, Remote and Metropolitan areas Classification (Department of Primary Industries and Energy/Department of Human Affairs and Health, 1994), which utilises Census data to identify statistical local areas of population density.

The revised definition of geographic location divides Australia into three broad zones: Metropolitan, Provincial and Remote. These three zones may be subdivided further with the main classification comprising five categories: two Metropolitan categories, two Provincial categories and one Remote category. A further category, Very Remote, enables reporting at a more detailed level.

See also, *Metropolitan zone*, *Provincial zone*, *Remote zone*, *Very Remote zone*.

## Metropolitan zone

The Metropolitan zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, forms one of three broad zones for determining the geolocation of students: Metropolitan, Provincial and Remote.

The geographical classification of a Metropolitan zone includes the Mainland State Capital City regions (ABS Statistical Divisions) and major urban Statistical Districts with populations of 100,000 or more.

See also, *MCEETYA Classification of Geographical Location; Provincial zone; Remote zone; Very Remote zone.*

## Primary education

Primary education typically commences at around age 5 and lasts for seven to eight years. It does not include sessional education such as preschool education. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, primary education may extend from pre-year 1 to year 6 (or equivalent). In South Australia and the Northern Territory it may extend from pre-year 1 to year 7 (or equivalent). In Queensland and Western Australia it may extend from year 1 to year 7 (or equivalent).

## Provincial zone

The Provincial zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, forms one of three broad zones for determining the geolocation of students: Metropolitan, Provincial and Remote.

The geographic classification of a Provincial zone uses a combination of population and the Accessibility/Remoteness Index of Australia (ARIA). This zone includes provincial city Statistical Districts with populations of less than 99,999, and regional areas with an ARIA average score equal or less than 5.92. Darwin is included in this zone.

See also, *MCEETYA Classification of Geographical Location; Metropolitan zone; Remote zone; Very Remote zone.*

## Remote zone

The Remote zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, forms one of three broad zones for determining the geolocation of students: Metropolitan, Provincial and Remote.

The Remote zone follows the criteria adopted by the ABS for the definition of Remote and Very Remote classes, and refers to areas with an average Accessibility/Remoteness Index of Australia (ARIA) score greater than 5.92. This takes into account accessibility to service areas by road.

See also, *MCEETYA Classification of Geographical Location; Metropolitan zone; Provincial zone; Very Remote zone.*

## School

A school (other than a special school) must satisfy the following criteria:

- its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.

The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments. The term excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.

## Secondary education

Secondary education typically commences after completion of primary education, at around age 12, and lasts for five or six years. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, secondary education may extend from year 7 to year 12 (or equivalent). In Queensland, South Australia, Western Australia and the Northern Territory it may extend from year 8 to year 12 (or equivalent). Part-time secondary figures vary considerably between States and Territories. Age level data are not published as not all States and Territories collect the age of part-time students.



## Special school

A school which requires students to exhibit one or more of the following characteristics before enrolment is allowed:

- intellectual disability
- physical disability
- autism
- social/emotional disturbance
- in custody or on remand.

The following are not considered to be special schools: intensive language centres; schools whose distinguishing feature is the lack of formal curriculum; or schools for exceptionally bright or talented students.

## Staff

Persons who are involved in the administration or provision of primary, secondary or special education. Staff are categorised as teaching staff and non-teaching staff, staff not generally active in schools. School teaching staff spend the majority of their time in contact with students and have teaching duties; that is, they are engaged to impart the school curriculum or are engaged in the provision of services for the direct benefit of students. Non-teaching staff are staff engaged in duties in one or more schools and may include specialist support staff (eg counsellors); teacher aides and assistants; administrative and clerical staff; and building operations, general maintenance and other services staff. See also, *Major function (of staff)*.

## Student

A person who is formally enrolled in a school and active in a course of study other than pre-school or TAFE courses. A full-time student is one who undertakes a workload specified as full-time in the government or non-government sector. A part-time student is one who undertakes a workload less than that specified as full-time in either sector. The method used to determine student workload varies between States and Territories. The FTE of part-time students has been calculated by dividing the student's workload into that which is considered to be a full workload by that State or Territory. To calculate the FTE of all students the FTE of part-time students is added to the number of full-time students. Most of the tables in this publication relate to full-time students, unless indicated otherwise.

## User cost of capital

In the government budget context the user cost of capital is typically defined as the opportunity cost of funds tied up in the capital used to deliver government services, that is, the opportunity cost foregone due to the tying up of funds in particular capital assets.

Capital charging is the actual procedure used for applying this cost of capital to the asset management process. As such, it is a means of representing the cost of capital used in the provision of government budgetary outputs.

## Very Remote zone

The Very Remote zone of the MCEETYA Classification of Geographical Location, agreed to by ministers in 2001, provides a more detailed reporting level of the Remote zone, for determining the geolocation of students.

The Very Remote zone follows the criteria adopted by the ABS for the definition of Remote and Very Remote classes. The zone refers to areas with average Accessibility/Remoteness Index of Australia (ARIA) scores greater than 10.53.

See also, *MCEETYA Classification of Geographic Location; Metropolitan zone; Provincial zone; Remote zone*.

# **ANR 2007: Appendix 2**

## **Safety in Australian schools: Reporting against the National Safe Schools Framework National Safe Schools Framework**

In July 2002, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to the development of a national framework to ensure safe and supportive learning environments. The National Safe Schools Framework was endorsed by MCEETYA in July 2003.

The National Safe Schools Framework is a collaborative effort by the Commonwealth, State and Territory government and non-government school authorities and other key stakeholders. It presents a way of achieving a shared vision of physical and emotional safety and wellbeing for students in all Australian schools.

Since the development of the National Safe Schools Framework, significant advances have been made in creating safe and supportive learning environments for students, and this is demonstrated by the excellent practice in many schools. However, as understanding of the impact upon students of bullying, harassment, violence, child abuse and neglect improves, responses to these issues need to remain under review. The framework assists schools and the broader educational community to monitor the effectiveness of current strategies and incorporate new understandings as they are developed.

MCEETYA agreed that government and non-government school sectors would report annually on the strategies and initiatives implemented to provide safe and 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
- working closely with parents.

## **Implementing the National Safe Schools Framework**

### **New South Wales**

#### **Government**

In 2007, the New South Wales Department of Education and Training supported student leadership in promoting a positive school culture through conducting the State Student Representative Council Conference 'Get Connected – Take Action!' and ten follow-up regional conferences. The department's Student Leadership website was promoted at these conferences and at inter-school Student Representative Council activities. Students

participated in many of the 941 school values forums that examined ways to enhance the integration of values, ethos, positive school culture and student welfare into school policies, programs and practices.

All paid and unpaid school staff in New South Wales government schools are screened. The New South Wales *Commission for Children and Young People Act 1998* requires all staff in paid child-related employment to undergo a national criminal records check and a Working with Children Background Check. All employees in child-related employment, paid and unpaid, must sign a Prohibited Employment Declaration prior to taking up duty.

All schools have procedures in place for staff to report child abuse or suspected child abuse. In 2007, the department revised its Complaint Handling Policy Guidelines and conducted state-wide training to make staff aware of how to receive, assess and, when necessary, refer complaints of child abuse to the delegated person or authority. Information briefing sessions on the *New South Wales Interagency Guidelines for Child Protection Intervention 2006* were provided to principals, school counsellors and other staff who work with the New South Wales Department of Community Services to maximise the safety and welfare of vulnerable students. All staff could access a self-paced version of the sessions, available through the Department of Education and Training's child protection intranet site. The department also introduced Online Child Protection Training for teachers, aimed particularly at casual and temporary staff, who often cannot attend the mandatory Child Protection Training carried out at each school or work site.

Students participated in teaching and learning programs on child protection, anti-bullying and anti-violence. Student leaders used the publication, *Taking Action, Keeping Safe – a Resource for Student Leaders to Counter Bullying* at school, inter-school and regional Student Representative Council forums. They also participated in a workshop, 'That's so gay!' which addressed homophobia in educational settings and explored same-sex attraction. Students participated in crime prevention workshop modules on harassment, assault and cyber-crime, implemented by Police Youth Liaison Officers and School Liaison Police, in conjunction with classroom teachers.

All government schools revised their school discipline policies in 2006, for implementation in 2007. Revised school policies contained the discipline code or school rules and strategies and practices to manage inappropriate student behaviour. They also outlined proactive actions to promote positive student behaviour and to recognise and reinforce student achievement. Principals continued to use the Suspension and Expulsion of School Students Procedures (2005) as one of the options to address unacceptable behaviour in relation to bullying, harassment and violence.

School-based teacher teams in the 2007 Australian Government Quality Teacher Programme 'Safe Schools: Making the Links' project participated in professional development to incorporate positive behaviour management into classroom practice. Over 100 staff are now accredited to conduct Non-Violent Crisis Intervention training, so that aggressive behaviour in students can be safely managed. In 2007, they trained over 3,000 school staff. All school counsellors and regional student services staff received training in risk assessment and management, in relation to student behaviour. Parent representative groups participated in ongoing consultations in the development of student welfare and anti-bullying school policies, plans and programs.

## **Catholic**

New South Wales Catholic schools implemented a range of initiatives to develop a positive supportive culture for students including pastoral care officers and coordinators, peer support programs, student representative councils, student representative councils, student leadership programs, student parliaments, camps and retreats and restorative justice programs.

Procedures have been implemented to screen paid staff and volunteers working or assisting in Catholic schools. The New South Wales *Commission for Children and Young People Act 1998* requires all paid school employees to undergo a Working with Children Background Check. The legislation also requires that volunteers in child related employment declare that they are not a prohibited person, as defined by the Act. The Catholic Commission for Employment Relations is the approved screening agency for Catholic employers in New South

Wales. School policies, codes of conduct and procedures for reporting child abuse or suspected child abuse were developed in line with the *Crimes Act 1900* and the *Children and Young Persons (Care and Protection) Act 1998*, which mandates reporting to the Department of Community Services of a child or young person suspected of being at risk of harm.

In 2007, teachers attended workshops and seminars on anti-bullying strategies. Training was offered to school staff on mandatory reporting, including recognising indicators of risk or harm, duty of care and reporting of allegations involving staff. Planning for minimising the risks of harm to students and complaints involving members of staff was also included in the training. Students received explicit education in child protection matters, anti-bullying and anti-violence through the Personal Development, Health and Physical Education curriculum and pastoral care programs. Parents participated in information evenings and seminars on child protection matters, including anti-bullying programs.

Diocesan offices and schools implemented guidelines and procedures outlining expectations and procedures for the management of incidents involving bullying, harassment and violence. Diocesan School Review processes regularly audit anti-bullying and harassment policies and procedures in schools, and executive staff received ongoing training in these areas.

Diocesan offices and schools contracted or employed professional services, including counsellors, to support students, families and staff affected by abuse and violence. Regular school newsletters provided a major channel of communication to parents. Schools, through their committee structures, encouraged the active participation of parents in the formulation of school policy relating to student wellbeing.

## **Independent**

The establishment of safe and supportive school environments 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 members of staff working in New South Wales' independent schools participate in screening processes. The New South Wales *Commission for Children and Young People Act 1998* requires all paid school employees to undergo a Working with Children Background Check. 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 Association of Independent Schools of New South Wales advised all schools to complete the Prohibited Employment Declaration for volunteers.

All schools have child protection procedures that comply with the *Children and Young Persons (Care and Protection) Act 1998*, which mandates the reporting of abuse or suspected child abuse.

The Association of Independent Schools of New South Wales conducted a comprehensive professional development program in 2007, which included a broad range of activities in the student welfare domain. The program included activities that specifically examined bullying, child protection and good practice pastoral care programs. Many independent schools conducted in-school presentations for students, staff and parents, addressing issues relating to bullying, harassment and violence. Many schools identified cyber-bullying as an issue, and the association provided presentations on resources to support schools in this area, for example, the Australian Government NetAlert website, available at <http://www.netalert.gov.au/>.

Child protection, bullying, harassment and violence are essential content in the New South Wales Board of Studies K–6 and Years 7–10 Personal Development, Health and Physical Education syllabuses. Consequently, all students in independent schools were exposed to the content and outcomes related to these issues, and had the opportunity to develop appropriate knowledge, understanding and skills.

School counsellors provided support and counselling to students involved with or affected by abuse and victimisation, although a number of independent schools offered support through the religious dimension of their school and extended community. Independent schools also used external community services to provide support

to students. Schools consulted with and informed parents on issues supporting the implementation of the National Safe Schools Framework.

## Victoria

### Government

The Victorian Department of Education and Early Childhood Development continued to demonstrate its ongoing commitment to ensuring that Victorian government schools provide safe and supportive environments for students.

The Victorian *Working with Children Act 2005* requires that people who work or volunteer in certain child-related work obtain a Working with Children Check. The department is committed to ensuring that Working with Children Checks are conducted in all government schools. The checks commenced in April 2006 and are being phased in over five years.

All Victorian government schools have procedures in place for staff to report child abuse or suspected child abuse. The department's policy document, *Responding to Allegations of Student Sexual Assault: Procedures for Victorian Government Schools*, provides clear direction for schools on their responsibilities. The Student Critical Incident Advisory Unit supports principals, schools and regional staff to respond to alleged sexual and severe physical assaults involving students appropriately, and provides advice to principals and regional staff on ensuring continuity of care to students and staff. The unit maintains close networks with external agencies that have a shared responsibility and interest in the prevention of child abuse and/or support of students who have been involved in alleged sexual and/or physical assaults.

In 2006, the department implemented the Safe Schools are Effective Schools Strategy, requiring all Victorian government schools to implement a range of initiatives to ensure that the learning environment for all students is safe, supportive and purposeful. Additionally, all schools were required to review and update their Student Code of Conduct by December 2007. The Safe Schools are Effective Schools Strategy promotes the right of every student to feel safe from bullying, including cyber-bullying, and provides parents with detailed advice on how to deal with the issue of bullying. Information was provided to school communities on the prevention, intervention and management of bullying in schools, including anti-bullying guidelines and resources such as posters, a website: <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>, and booklets detailing strategies and support. In response to the strategy, schools developed policies that take a whole-school approach to safety and wellbeing.

In 2007, the department released updated advice and strategies on cyber-bullying and cyber-safety. All Victorian government schools were provided with posters, bookmarks and wallet cards for students to address cyber-bullying. The department also distributed over 500,000 'Bullying. No Way!' pocket cards, pamphlets and stickers for student use. School grants were allocated to celebrate and conduct activities during National Safe Schools Week, which was held from 28 May to 1 June 2007.

School Support Service Officers, including psychologists and social workers, Primary Welfare Officers, Student Welfare Coordinators and School Focused Youth Service Officers, provided extensive support and counselling to students involved with, or affected by, abuse or victimisation. They also provided ongoing support to schools, students and their families, to ameliorate incidents of bullying behaviour. A partnering agreement was made between the Department of Education and Early Childhood Development and the Department of Human Services to reinforce good practice and offer strategies to strengthen the response to educational issues and social needs of children and young people in out-of-home care.

School principals and school psychologists provided advice and support for parents in relation to incidents of bullying, harassment or violence. A number of additional resources for parents were published on the department's website, at <http://www.education.vic.gov.au/aboutschool/childhealth/bullyingstrategies.htm>.

## Catholic

In 2007, a significant number of Catholic schools in Victoria implemented programs and strategies to empower students to participate in a positive school culture. Briefings about the National Safe Schools Framework were offered to all Catholic schools across Victoria in 2007, and schools continued to implement policies and practices related to the framework.

Victorian Catholic schools can only employ teachers registered with the Victorian Institute of Teaching. A mandatory condition of registration is the completion of a criminal record check. The Catholic Education Commission Victoria Policy 1.22 (Criminal Record Checks) also outlines a set of procedures to screen all school staff members who have contact with school students. The Working with Children Regulations (2006) support this policy, requiring all school staff members to undertake Working with Children Checks. Most Catholic schools have procedures in place for staff to report child abuse or suspected child abuse.

A majority of schools implemented policies and procedures that clearly document expected and unacceptable behaviour in relation to bullying, harassment or violence, including consequences. The Director, Catholic Education Office Melbourne, distributed a circular to all schools, requesting that cyber-bullying be included in all school bullying policies.

The Catholic Education Commission Victoria offered all school staff members professional learning in responding to child abuse and neglect and preventing bullying, with particular reference to Internet safety; and implementing prevention-focused strategies such as Restorative Practices.

In 2007, a range of proactive responses to managing bullying and harassment that targeted staff and students were initiated. The Catholic Education Commission Victoria distributed 40,000 'Bullying. No Way!' pocket cards for student use, and resources such as posters and pamphlets for school displays. School grants were allocated to celebrate and conduct activities during National Safe Schools Week, 28 May to 1 June.

Most schools continued to provide a range of social supports and counselling to students involved with, or affected by, abuse and victimisation, and worked closely with parents to keep them informed on safe school environment issues.

## Independent

A significant number of independent schools in Victoria put into practice 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 most schools require volunteers to undertake criminal history checks. In response to the *Victorian Children and Young Persons Act 1989*, which requires teachers and principals to report child abuse, most 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, schools' procedures for dealing with issues and the ways in which children may provide information or exhibit symptoms.

A significant number of schools implemented procedures to educate students, staff members, volunteers and parents about behaviours relating to bullying, harassment and violence. Procedures included guidelines for reporting and investigating unacceptable and unlawful behaviours, and the identification of a range of disciplinary measures and consequences that may be implemented in particular situations. Many schools provided training to their teaching staff on counter bullying, harassment and violence.

The majority of independent schools in Victoria made all members of the school community aware of their policies and complaints procedures, and the possible consequences of inappropriate behaviour. A significant number of schools conducted anonymous surveys, asking students and staff members to identify situations or areas of concern, so that action could be taken to eliminate potential problems.

Students involved with, or affected by, abuse and victimisation were offered support and counselling. Many independent schools employed school counsellors, while others accessed professional services as needed. A number of teachers undertook professional learning in such areas as anger management, conflict resolution, managing difficult behaviours and counselling strategies.

Parent forums, workshops addressing specific issues and information evenings were some of the more popular strategies used by schools to consult with and inform parents on safe school environment issues.

## Queensland

### Government

Education Queensland is committed to providing a safe and supportive learning environment for students and its employees are required to model and encourage behaviour that upholds the dignity and safety of students. In 2007, Queensland government schools employed a range of policies, strategies and programs to empower students to participate in a positive school culture.

All paid staff and volunteers working in Queensland government schools undergo a screening process. The Queensland *Commission for Children and Young People and Child Guardian Act 2000* requires all employees working in regulated employment to undertake a police check and to be issued with a blue card. Working in schools is defined as regulated employment and departmental policy outlines the provision of an employment screening process to ensure that all staff members and volunteers working in school-based locations possess valid blue cards. Teachers do not require blue cards, as teacher registration with the Queensland College of Teachers includes equivalent criminal history checks.

Education Queensland implemented a Student Protection Policy and Code of Conduct for all school employees, and employees undertake training in these areas. Education Queensland, in conjunction with the Department of Child Safety, Queensland Police Service and Queensland Health, supported the Suspected Child Abuse and Neglect System, which manages complex child protection issues. Education Queensland also worked closely with the Department of Child Safety to develop an Education Support Plan for each young person in the care of the State.

In March 2007, the Queensland College of Teachers released the Professional Standards for Queensland Teachers. The standards outline the abilities, knowledge and professional values expected of teachers in Queensland in providing safe and supportive environments for students.

All schools implemented policies and procedures that clearly document expected and unacceptable behaviour in relation to bullying, harassment or violence, including consequences. Education Queensland's 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. Many schools provided teachers and students with training in relation to countering bullying, harassment and violence.

Schools actively developed strong partnerships with families. Many provided parents with information on countering bullying, harassment and violence, and on programs to educate students to keep themselves safe.

### Catholic

In 2007, Queensland Catholic schools made significant progress in embedding programs and strategies to empower students to participate in a positive school culture.

Procedures were implemented to screen all paid staff and volunteers working in Queensland Catholic schools. All teachers in Queensland schools must be registered with the Queensland College of Teachers. A criminal history check is a requirement of teacher registration. The Queensland *Commission for Children and Young People and Child Guardian Act 2000* requires a person to obtain a blue card if they propose to work in a paid or voluntary capacity, in a child-related area. Blue cards are issued by the Commission for Children and Young People and Child Guardian following a positive notice through the Working with Children Check. Pre-service teacher

education students are required to hold a blue card before they are able to undertake practical experience in Queensland schools.

All Catholic schools have procedures in place for staff reporting of child abuse. As part of the non-State school accreditation process, the Queensland Non-State School Accreditation Board accredits the student protection policies and procedures of Catholic schools in Queensland. School policies and procedures are in line with the mandatory reporting requirements of the Queensland *Children and Young Persons (Care and Protection) Act 1998*.

A significant number of teachers received training in child protection and countering bullying and harassment and students received training in addressing bullying, harassment and violence and strategies to keep themselves safe. The majority of Catholic schools developed proactive responses to managing incidents of violence and abuse, and provided social supports and counselling for students affected by abuse and victimisation. Many schools made significant progress in providing parents with information on countering bullying and harassment, and used a range of strategies to keep parents informed on safe school environment issues.

## **Independent**

Independent schools in Queensland used a range of strategies to empower students to participate in a positive school culture, including involvement in student representative councils, class parliaments, middle schooling initiatives and leadership camps.

All staff members working in independent schools are screened. The Queensland *Commission for Children and Young People and Child Guardian Act 2000* requires the screening of all paid and volunteer school staff before a blue card is issued. Teachers undergo an even more extensive criminal check in their registration process through the Queensland College of Teachers. As part of non-State school accreditation, all independent schools must provide the Queensland Non-State School Accreditation Board with a copy of their child protection policy, detailing the processes that staff members should follow in reporting incidents of abuse of children to the Department of Child Safety. Copies of school behaviour management and anti-bullying policies are also provided to the board as part of the accreditation process.

All teachers in independent schools have been offered training in child protection. Academics from Edith Cowan University supported schools with the implementation of the Friendly Schools and Families program, as well as providing more general professional development support, to assist teachers in identifying and responding to incidents of bullying.

Most independent schools in Queensland used aspects of the Mind Matters program and associated curriculum resources to support teachers to provide appropriate learning experiences for students on issues such as bullying. During 2007, over 30 schools accessed training in restorative justice, to support the management of incidents of bullying and harassment in schools. Independent Schools Queensland also provided opportunities for school staff to undertake training in peer support.

Specialist school counsellors, guidance officers or community services were used to support students as required. Independent schools fostered positive relationships with parents through open and honest communication of problems, such as bullying. Independent Schools Queensland also worked closely with the Queensland Independent Schools Parents' Council to enhance communication between parents and schools.

## **South Australia**

### **Government**

South Australian government schools made significant progress in implementing into practice the key elements of the National Safe Schools Framework. The majority of schools implemented programs and strategies to empower students to participate in, and experience, a positive school culture.



In 2007, the South Australian Department of Education and Children's Services implemented a screening policy and established a central Criminal History Screening Unit to screen permanent and temporary staff members and volunteers, and to support school and preschool programs. All staff members and volunteers receive instruction about their reporting responsibilities through mandatory notification training (staff) or induction (volunteers). Employees attend a full day's training as a prerequisite for employment with the department, and participated in tri-annual update training thereafter. This training is also a prerequisite for registration with the South Australian Teachers Registration Board. In collaboration with the South Australia Police, the department's Special Investigations Unit responds to allegations made against volunteers or staff.

The department developed the Keeping Safe: Child Protection Curriculum program as a strategy to support the care and protection of children and young people. The program includes teaching materials for preschool through to year 12, an implementation manual to support professional learning for teachers and a parent information program. To date, over 17,000 teachers and support staff have participated in the program and are now working with their school communities to deliver the curriculum. During 2007, 580 preschool directors and early childhood personnel accessed one-day child protection training.

The Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools continued to provide advice to the government and non-government school sectors. In 2007, the coalition developed and distributed 150,000 copies of the *Cyber-bullying, E-crime and the Protection of Children: Advice to Parents and Caregivers* brochure to parents, through government and non-government schools. Also distributed were 70,000 copies of the *Be Cool Not Cruel* booklets developed by students from five government secondary schools.

Schools provided, or accessed from their community resources, a range of social supports and counselling to students involved with or affected by abuse and victimisation. Parents were provided with information on policies, procedures and strategies about safe school environment issues through newsletters and parent meetings.

## **Catholic**

Catholic Education South Australia continued to support schools in implementing the National Safe Schools Framework. Most schools made significant progress in initiating programs and strategies to empower students to participate in a positive school culture.

Policies and procedures for the selection, screening and monitoring of all employees and volunteers working with children and young people were implemented by Catholic Education South Australia. All employees and volunteers are subject to good character screening processes, including a police clearance.

The cross-sector document *Protective Practices for Staff in Their Interactions with Students: Guidelines for Schools, Preschools, and Out of School Hours Care* continued to be used in schools, to inform good practice in building appropriate, safe and supportive relationships with children and young people. In 2007, Catholic Education South Australia reviewed this policy as part of the normal review cycle, and offered Child Safe Training to all school leaders.

Catholic Education consultants provided training for school communities on coordinating initiatives to counter bullying and harassment. Workshops were delivered to school coordinators and teachers, and Friendly Schools and Families program workshops were offered across the sector. The Federation of Catholic School Parent Communities also provided workshops to parents in countering bullying.

The Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools continued to provide leadership in education to counter bullying and harassment. In 2007, the Coalition produced a brochure for parents and caregivers providing information regarding cyber-bullying, e-crime and the protection of children, and suggesting appropriate responses, for example, if a child is feeling unsafe following online or phone communications. The brochure was distributed to schools in the government and non-government school sectors.

In 2007, Catholic Education South Australia offered a range of services to children and young people in schools. School counsellors, student welfare personnel and the Catholic Education Office provided child protection

support. In collaboration with families and community agencies, resources, programs, early intervention strategies, case management and school-based initiatives were provided for students with behavioural needs. Programs and curriculum used in schools included the Mind Matters and Kids Matter mental health programs; drug education workshops, which focused on social emotional competencies; and student support training for counsellors.

Schools made significant progress on providing parents with information on countering bullying and harassment. In 2007, National Safe Schools Week activities included a national parent forum on cyber-bullying and a series of student and parent forums held in collaboration with the Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools.

## **Independent**

Independent schools in South Australia implemented a range of strategies in the areas of student wellbeing, child protection and school safety that contributed to empowering students to participate in a positive school environment.

During 2007, arrangements were finalised for the regular screening of employees and volunteers in all South Australian independent schools. In addition, the government and non-government school sectors developed joint comprehensive criminal history screening processes for student teachers, student childcare workers and other visitors from tertiary institutions.

As part of the non-government school accreditation requirements, all independent schools must have student protection policies and procedures. To register and retain their teacher registration, all teachers are required to undertake regular child protection training. Independent schools provided extensive child protection training for staff and carried out significant activities for staff and students on issues relating to bullying and Internet safety.

In 2007, the Association of Independent Schools of South Australia liaised with the Department of Education and Children's Services and the Department of Families and Communities regarding guidelines and standards associated with new child protection legislation, including the establishment of child safe environments and screening procedures for employees and volunteers.

The government, Catholic and independent school sectors collaborated on the development of new curriculum material on child protection for schools. The Association of Independent Schools of South Australia also conducted professional development on the new curriculum.

## **Western Australia**

### **Government**

During 2007, the Western Australian Department of Education and Training continued to support government schools to implement policies and procedures and to develop safe and supportive learning environments, where students are empowered to participate in a positive school culture.

All paid staff members and others working or assisting without pay in Western Australia's government schools, undergo screening processes. The Western Australian *College of Teaching Act 2004* makes screening a requirement of teacher registration. The department's Criminal Screening policy, which became effective in October 2007, mandates screening for criminal convictions of all employees of the department and TAFE colleges, students undertaking a practice placement in an educational institution, and all persons engaged to work on a government school site. The *Working with Children (Criminal Recording Checking) Act 2004* and Regulations (2005) require screening for people in child-related work, including volunteers.

The department's child protection policy outlines procedures, roles and responsibilities for all staff members in reporting and responding to child abuse. A review of this policy commenced in March 2007, in response to recommendations made by the Corruption and Crime Commission in its report, *Sexual Contact with Children by*

*Persons in Authority*, and the introduction of the *Children and Community Services Amendment (Reporting of Sexual Abuse) Bill 2007*.

In 2007, the department established a child protection coordination team. The team developed the mandatory reporting of training, policy, information-sharing protocols and plans for children in care, in collaboration with the Western Australian Department for Child Protection. Professional learning on the revised child protection policy and the processes for mandatory reporting was provided to all staff members, and 50 student services staff were trained to act as consultants to support schools. Through the Australian Communications and Media Authority, schools were able to access awareness-raising presentations and Internet safety promotion activities for primary school children.

In 2007, the department began developing a comprehensive protective behaviours curriculum resource, for use in kindergarten to year 12. In collaboration with the Western Australian Department for Community Development, the Women's Council for Family and Domestic Violence Services Western Australia, and Relationships Australia, the department supported the second year of a domestic violence prevention pilot program for primary and secondary students. This trial will conclude in 2009, when planning will then commence for wider implementation in schools throughout the State.

The department's Behaviour Management in Schools policy requires all government schools to develop school behaviour management plans in collaboration with their school councils and wider school communities and to implement strategies for the prevention of violence, harassment and bullying. The policy was revised in 2007, and schools are required to implement the policy in 2008.

A significant number of schools provided social support and counselling to students involved with or affected by abuse and victimisation, and consulted and worked with parents in relation to school policies and practices that support the development of safe and supportive school environments.

## **Catholic**

All Catholic schools base their policies, procedures and processes on the Catholic Education Commission of Western Australia Pastoral Care Framework, which promotes a positive school culture and good mental and physical health.

Procedures were implemented to screen all paid staff members and unpaid volunteers working in Western Australian Catholic schools. Compulsory teacher registration processes, through the Western Australian College of Teaching, requires the provision of a CrimTrac 100-point check. The *Working with Children (Criminal Record Checking) Act 2004*, which commenced on 1 January 2006, requires volunteers and staff working in schools to undergo a Working with Children Check.

The Catholic Education Commission of Western Australia developed comprehensive policies, applicable to all schools, on the reporting of child abuse or suspected abuse. The *Policy Statement on Child Abuse and Child Protection: Guidelines and Procedures for Catholic Schools in Western Australia 2002* outlines procedures for the identification and notification of child abuse and neglect, processes for dealing with allegations of misconduct and serious misconduct (in relation to child abuse) against lay employees in Catholic schools, and advice for responding to complaints of abuse against personnel of the Catholic Church of Australia. All school staff members were trained in child protection when this policy was released.

All Western Australian Catholic schools are required to have comprehensive policies and procedures that address bullying, harassment and violence. In 2007, training was provided to support the implementation of the Catholic Education Commission of Western Australia's Dealing with Bullying and Harassment (Students) policy. The Catholic Education Office also made available a framework for policy development, and sample policies to assist schools to implement this policy. Schools were audited regularly on their implementation of policy to address bullying and harassment.

In 2007, training in countering bullying, harassment and violence was provided to staff in all Catholic schools through the Australian Government Quality Teacher Programme and the Friendly Schools and Families program was made available to schools. In 2007, a focus of professional development was online safety for students. The Catholic Education Commission alerted teachers to the educational programs available through the Australian Government NetAlert website, available at <http://www.netalert.gov.au/> and the Australian Communications and Media Authority's Cyber Smart Detectives online program, available at <http://www.cybersmartkids.com.au/>.

Social support and counselling were available to all students known or suspected of being affected by abuse and/or bullying. Parent information and education are integral to the Friendly Schools and Families program and the Western Australian Catholic Education Commission policies require all schools to actively engage with parents on issues concerning safe school environments.

## **Independent**

In 2007, the Association of Independent Schools of Western Australia provided a range of support to member 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 Australian *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 provide a criminal record check.

The Western Australian *Children and Community Services Amendment (Reporting of Sexual Abuse) Bill 2007* requires mandatory reporting of child sexual abuse. In 2007, the Association of Independent Schools of Western Australia began planning for professional learning on the impact of this legislation on schools, for implementation in 2008.

In 2007, the Association of Independent Schools of Western Australia's consultants received advanced training in the Friendly Schools and Families program, and professional learning was provided for many independent schools. The Friendly Schools and Families program provided schools with the tools to train staff and educate students about the nature and ramifications of a bullying culture, manage incidents of bullying through policy and program development, and provide continuing support for students and families.

The Association of Independent Schools Western Australia has developed policy guidelines for all independent schools, with reference to both child protection and preventing and managing bullying. These guidelines provide schools with a framework and format to develop their own school policies, plus links to evidence-based programs, examples of best practice approaches and references for further information. The Association of Independent Schools Western Australia Policy Officer and Education Consultants offer any further assistance to schools in developing and updating school procedures and policies in areas related to the National Safe Schools Framework.

School staff members attended professional learning on the Promoting Alternative Thinking Strategies program, which facilitates a whole-school approach to support students' social and emotional development. The Association of Independent Schools of Western Australia Education Consultants, and specialist staff from independent schools, participated in Professional Assault Response Training, a five-day program designed to equip participants with a systemic, practical and comprehensive approach to managing aggressive and violent behaviour. Following this training, the consultants in collaboration with school psychologists, provided training to staff members in schools and through centralised training venues.

In 2007, the Association of Independent Schools of Western Australia hosted the Early Years – Partnerships and Prevention Conference, which highlighted the latest research on early child development, in particular neuroscience and the effects of good relationships with families and children in the early years to prevent problems with behaviour.

# Tasmania

## Government

In 2007, the Supportive School Communities Policy Framework guided Tasmanian government schools and their communities in planning improvements to realise the goals of the National Safe Schools Framework. Schools implemented a variety of programs and strategies to ensure that all students experience learning environments that are safe, supportive, positive and inclusive.

Procedures were implemented to screen paid staff working in Tasmanian government schools. All school employees and contractors are required to complete a Good Character Check, which incorporates a criminal history check. Employment is subject to principals sighting Good Character Check documentation, which is valid for three years. Procedures for mandatory reporting of child abuse and neglect were implemented in every school. In 2007, as part of monitoring child safety, the Department of Education undertook an assessment to identify the potential risks associated with volunteer activity undertaken in schools. The audit determined which categories of volunteer activity require a mandatory Good Character Check. For volunteer activity that falls outside these identified categories, the school principal is required to undertake an individual risk assessment, to determine whether a Good Character Check is required, or whether appropriate management strategies and controls can be implemented to mitigate the risk.

The Department of Education introduced Schoolwide Positive Behaviour Support, an organised and tailored system of strategies that support social and learning outcomes for students. Government schools, as part of the implementation of this initiative, developed an agreed statement of expected or unacceptable behaviour including consequences. At a local level, schools worked together to develop and implement policy, procedures and programs for staff, students and families in countering bullying, harassment and violence.

The department also implemented system-wide procedures to support schools to provide advice and information to all parties involved in grievance resolution processes.

Guidance staff and social workers provided students with counselling, welfare and social support, where necessary. All schools were encouraged to value diversity in their communities and involve families as partners in responding to any of the issues relating to the National Safe Schools Framework key elements.

## Catholic

All Tasmanian Catholic schools have vision or mission statements, developed with their school communities, which provide the foundation for school pastoral care, and student welfare policies that align with the key elements of the National Safe Schools Framework.

In 2007, policies and procedures to screen all paid school staff across the sector were implemented. The screening of volunteers working or assisting in schools was extended in 2007, with many schools screening volunteers. All schools developed processes for staff to report child abuse or suspected child abuse and all teachers received training in child protection.

Appropriate sector and school policies on bullying, discrimination, harassment, grievances, equity, critical incidents and child abuse were implemented in all Catholic schools. Health and wellbeing, values, self-esteem and social justice outreach programs were also implemented in schools across the sector.

Supported by the Catholic Education Office, schools implemented policies and incident management processes to manage incidents of abuse, bullying, harassment and victimisation. The processes incorporated sound consultancy, guidance and investigation roles, and strong network and referral support to other Catholic or outside agencies as appropriate, for example State government child protection referral agencies. Schools also used mediators and counselling services, available through school or college counsellors, Centacare and other agencies, to provide support to students affected by abuse or victimisation.

All Tasmanian Catholic schools informed and consulted with parent bodies on matters pertaining to the school community, including incidents of bullying, harassment and violence. Communication strategies included parent education programs, school newsletters, parent volunteer programs and annual school reports to communities.

## **Independent**

In 2007, Tasmanian independent schools implemented programs and strategies that empowered students to participate in a positive school culture.

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

All Tasmanian independent schools implemented appropriate procedures and policies regarding abuse and unacceptable behaviour. In 2007, 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.

In many independent schools, social support and counselling were available 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**

### **Government**

Through the implementation of the Safe Schools Northern Territory program, a majority of Northern Territory government schools developed their wellbeing and behaviour policies, which focus on the development of a positive school culture.

Schools have procedures in place to screen all paid school staff and others working or assisting in Northern Territory government schools. Presentation of a current police check to the Teacher Registration Board is a requirement for gaining registration to teach in the Northern Territory. Schools also have procedures to screen other staff, including school assistants and paid volunteers, which may include police checks. The Northern Territory Department of Education and Training has procedures for staff to report child abuse or suspected child abuse, and schools support and monitor students at risk. In 2007, programs on child protection and mandatory reporting were reviewed and updated, to provide an improved response to incidents of abuse.

The Safe Schools Northern Territory program was launched in June 2007. The accompanying Code of Behaviour clearly outlines unacceptable behaviour in relation to bullying, harassment and violence, and sets out the consequences of unacceptable behaviour. In response to the Safe Schools Northern Territory program, all schools reviewed their wellbeing and behaviour policies. Wellbeing officers in schools received and delivered training to teachers to counter bullying, harassment and violence. All teachers received preliminary training in child protection, and the delivery of training will be extended and improved over the next two years.

Through pastoral care programs in schools, most students received training in resilience and protective behaviours. Implementation of programs such as 'Bullying No Way' in schools and the Safe Schools Northern Territory response in school teaching programs, proactively addressed issues of harassment and violence. Many schools used surveys or other processes to involve staff and students in identifying bullying occurring in schools and in developing preventative strategies.

An extensive network of school counsellors and wellbeing officers supported students and staff in Northern Territory government schools affected by abuse and violence. The School Counsellor program was expanded in 2007 to increase its capacity to serve remote schools. Many schools had extensive student welfare teams that

included home liaison officers, school nurses, a school constable, Aboriginal and Islander Education Officers, wellbeing officers and school counsellors.

In addition to schools contacting parents whenever issues affecting their children's wellbeing arose, schools provided parents with information and advice to counter bullying, harassment and violence through the Safe Schools Northern Territory website, newsletters and parent and student information pamphlets. Parents were also involved in the Territory-wide review of school wellbeing and behaviour policies.

## **Catholic**

Northern Territory Catholic schools used a range of programs and strategies to empower students and promote a positive school culture. Examples include the Tribes program, the presentation of awards and certificates at assemblies, the You Can Do It program and the Friendly Schools and Families program.

Procedures were implemented to screen teachers working in Northern Territory Catholic schools. The Northern Territory Teacher Registration Board requires all teachers to undergo a police check to gain registration. Most urban schools screened volunteers for suitability for work in schools.

In 2007, the Catholic Education Office developed guidelines for mandatory reporting of child abuse, and provided these to principals to disseminate in their schools. Schools continued to develop and implement policies and procedures on bullying, harassment and behaviour management, and to embed incident management processes in school practice, based on guidelines developed by the Catholic Education Office.

Regular professional development to teachers on countering bullying and harassment and child protection was delivered to teachers by Education Officers from the Northern Territory Catholic Education Office; school leadership teams; school counsellors; school-based police constables and advisory personnel such as Athletes as Role Models. Training was also provided to school staff to support the implementation of programs such as Net-Alert, Mind Matters, Kids Matter, Real Justice, Friendly Schools and Families and the Tribes program. Where appropriate, students were trained in aspects of these programs.

Schools accessed Centacare and other agency services to provide support to students affected by abuse or victimisation. Parents and Friends' meetings, school newsletters or brochures, school information days and cultural or special event days were used to provide information and consult with parents on issues related to bullying, harassment and violence.

## **Independent**

Throughout 2007, independent schools in the Northern Territory actively established and maintained safe school environments that empowered students to participate in a positive school culture.

Screening processes were implemented for all teachers working in Northern Territory independent schools. The *Teacher Registration (Northern Territory) Act 2004* requires teachers to be registered with the Teacher Registration Board to work in Northern Territory schools. All applicants for teacher registration must undergo a criminal history check. All volunteers and other staff members working in independent schools undergo screening through police checks.

The Northern Territory *Community Welfare Act 1983* introduced mandatory reporting of child abuse and neglect. The *Care and Protection of Children Act 2007* was passed by the Northern Territory Legislative Assembly on 28 November 2007 and will be implemented in stages during 2008. The new Act maintains universal mandatory reporting of child abuse and neglect. All independent school staff participated in training on mandatory reporting obligations and processes and good practice in child protection.

Managing bullying and cyber-bullying was an important agenda item for schools, with discussion and training on these issues undertaken on an ongoing basis. The Association of Independent Schools in the Northern Territory worked closely with schools to develop policy and procedures and to respond to particular requirements for professional learning, in the areas covered by the National Safe Schools Framework.

# Australian Capital Territory

## Government

In 2007, Australian Capital Territory schools used a range of programs and strategies to create a positive school culture, including social skills programs such as the You Can Do It program, Restorative Practices/Circle Time, and student representative councils.

Procedures were implemented to screen all paid staff members and volunteers working in Australian Capital Territory government schools. The *Australian Capital Territory Children and Young People Act 1999* requires all staff members working with children to be screened. All teachers employed by the Department of Education and Training undertake full police checks and their employment status is checked with all other Australian States and Territories. Procedures for screening volunteers are detailed in the department's 'Working with Children and Young People: Volunteering – Policies and Procedures'. Currently, schools manage their own procedures, and ensure that volunteers work under the direct supervision of a teacher. When volunteers are engaged in working with students without direct teacher supervision, an application is made to the department's Human Resources section, police checks are obtained, and an authorisation card issued to the school.

The Australian Capital Territory *Children and Young People Act 1999* informs the department's policy and procedures relating to suspected child abuse. All teachers are required to be mandated reporters, and an amendment to the Act, which came into effect on 1 August 2006, requires all public servants who work with students to be mandated reporters.

The department is committed to the regular revision of its safe schools policies, to ensure they are consistent with the National Safe Schools Framework and clearly document current expected behaviour requirements. In 2007, the following policies were revised: Providing Safe Schools P–12, Countering Bullying, Harassment and Violence in Australian Capital Territory Public Schools, Countering Sexual Harassment in Australian Capital Territory Public Schools, and Countering Racism in Australian Capital Territory Public Schools. The policies require schools to develop practices and programs to ensure that students are protected from bullying, harassment and violence.

In 2007, teachers attended training in Restorative Practices/Circle Time, mandatory reporting and the Friendly Schools and Families program. Students received training in protective behaviours. In addition, Australian Capital Territory government schools offered a range of training programs aimed at improving students' social skills.

The majority of Australian Capital Territory government schools implemented proactive responses to signs and symptoms of bullying, harassment and violence. Specific procedures are documented in school student management and wellbeing policies. Strategies used in schools included organised playground activities; incident registers playground monitors/mediators and school student surveys. The department and school counsellors worked closely with the Office of Children, Youth and Family Services to manage incidents of abuse and/or victimisation. The department also provided training in risk assessment to school leaders.

The department provided support for students who were seriously affected by abuse and victimisation through the employment of youth support workers, student management consultants, special teachers' assistants and counsellors, and made referrals to agencies for assistance. Schools also provided social support through activities such as buddy programs and breakfast clubs.

Parents were provided with information at a school level, through parent information evenings and newsletter articles, and were involved in school policy-making through the school board. The department supported the national 'Bullying. No Way!' website project, available online at <http://www.bullyingnoway.com.au/>, and provided a variety of parenting programs.



## **Catholic**

Schools in the Archdiocese of Canberra and Goulburn used a range of programs and strategies to create a positive school culture, including student representative councils and student parliaments, pastoral care and student welfare programs.

All staff members employed in Catholic schools were screened at point of employment and volunteers were required to complete a Prohibited Employment Declaration. The Catholic Education Office procedures satisfy the legislative requirements of the Australian Capital Territory *Children and Young People Act 1999*. All schools implemented procedures for staff to report child abuse or suspected child abuse. The Catholic Education Office's Child Protection Code of Professional Standards for Catholic School and System Staff clearly outlines expected standards of behaviour, and all Catholic Education Office and school staff signed a Code of Conduct. All school staff members were provided with training in child protection.

Significant progress continued to be made in addressing instances of bullying, harassment and violence. School behaviour management policies document expected behaviours, and programs such as: Restorative Practices; Protective Behaviours, Rock and Water, the Stride Foundation program and social skills programs were implemented in schools.

Counselling for students and families affected by abuse or violence was available through all Catholic schools. Schools also liaised with outside agencies and accessed further support to families through these networks, when required. Staff also accessed counselling through the Employee Assistance program provided by the Catholic Education Office through Centacare.

Regular school newsletters provided a major channel of communication to parents. Schools encouraged the participation of parents through avenues such as: community councils, school boards and parents and friends' associations. In many schools, parents were consulted through school-based surveys, seeking input on specific safe school environment issues.

## **Independent**

Overall, Australian Capital Territory independent schools have fully implemented the majority of National Safe Schools Framework key elements. There was appreciable and sustained improvement in a number of areas over 2007, with individual schools taking the opportunity to proactively develop policies and procedures to support implementation of the key elements.

All Australian Capital Territory independent schools implemented procedures to screen paid school staff members and others working or assisting in schools without pay, such as volunteers. Procedures were implemented for staff members to report abuse and many schools developed agreed statements of expected or unacceptable behaviour in relation to bullying, harassment and violence, including consequences.

During 2007, the Association of Independent Schools of the Australian Capital Territory worked with school principals to develop policies that address bullying, harassment and violence, and respond to child protection.