

2002

National Report

on Schooling in Australia

literacy, numeracy,
indigenous education,
science, the arts

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

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

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Curriculum Corporation
ACN 007 342 421
Level 5
Lonsdale Street
Melbourne Vic 3000

Tel: (03) 9207 9600
Fax: (03) 9639 1616
Email: sales@curriculum.edu.au

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National Report on Schooling in Australia 2002
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Preface

The purpose of the National Report

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

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

Even though the 1989 set of Common and Agreed National Goals for Schooling in Australia has since been revised, through the introduction in 1999 of the National Goals for Schooling in the Twenty-first Century, the *National Report on Schooling in Australia 2002* has been prepared with these purposes in mind. It also provides a means whereby schools and systems can satisfy their educational accountability requirements. It describes the progress made during 2002 towards the achievement of the national goals for schooling throughout approximately 9,600 schools across Australia's eight States and Territories.

The structure of the report

The structure of the *National Report on Schooling in Australia 2002* reflects the introduction of the National Goals for Schooling in the Twenty-first Century, in 1999, which the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) ministers have agreed provides an appropriate framework for reporting. To monitor and report the

achievement of the national goals, ministers have identified priority areas for schooling for which key performance measures be developed and applied. The structure of the *National Report on Schooling in Australia 2002* reflects, to a large extent, these priority areas which are:

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

As well as incorporating these priorities, this edition of the National Report accompanies and complements the online version available at the MCEETYA website, <http://www.mceetya.edu.au/mceetya/anr/index.html>. Reports for previous years are also available online from the publications page of the MCEETYA website.

A major development in this edition of the National Report details the Measurement Framework for National Key Performance Measures, agreed to by ministers in July 2002. The framework provides a basis for measuring student achievement of the National Goals for Schooling in the Twenty-first Century, through target-setting program measures and key performance measures. A proposed assessment cycle will operate annually, for each program measure and key performance measure, from 2002–09. National triennial sample assessment cycles will be conducted in the areas of science, civics and citizenship education, and information and communication technologies.

This edition also presents a revised approach to improving Indigenous education outcomes with the establishment in 2002 of the Indigenous Education, Employment, Training and Youth Taskforce (IETTY), which includes representatives from all States and Territories and is chaired by the Northern Territory. The purpose of the taskforce is to ensure that a focus is maintained on developing and implementing strategies that demonstrably improve education and employment opportunities and outcomes for Indigenous students.

As in previous editions, ministers agreed to the early publication of national benchmarking results. As a result, a preliminary paper containing national benchmarking results for reading and numeracy in each of years 3, 5 and 7 was published in both print and electronic formats. This publication incorporates the findings of the preliminary paper as part of Chapter 6, 'Literacy and numeracy student outcomes'.

The report consists of four parts:

Part A – Highlights and future directions

This introductory section provides a brief overview of the highlights of the year 2002, discussing developments, issues of national significance and achievements in relation to the National Goals for Schooling in the Twenty-first Century. Each topic is considered in greater detail in later sections of the report. The future directions section examines the 2002 school year, identifying trends, presented in previous reports, that are likely to continue to influence the future direction of Australian schooling. MCEETYA has also initiated action in a number of areas that will have an impact on schooling in the near future.

Part B – The provision of schooling in Australia

This section contains two chapters that provide background information. The first of these, 'The context of Australian schooling', outlines the context and structure, as well as providing information on the responsibility for schooling in Australia, including the role of MCEETYA. The second, 'Resourcing Australia's schools', details the funding arrangements for both government and non-government schools, and also outlines changes made during 2002, in comparison with funding arrangements for previous years.

Part C – Student outcomes

This section comprises the main body of the report and it details the progress made by Australian schools in their pursuit of the national goals during 2002. To a large extent, the section focuses on the priority areas for reporting as decided by

MCEETYA. However, in line with MCEETYA's continuing concern for the educational outcomes being achieved by Indigenous students, the section includes a chapter which focuses on Indigenous education.

Part D – Appendices

Appendix 1 contains the statistical data analysed in the report. The statistics are presented in tables describing the key features of Australian schooling in 2002. The presentation of data in this appendix, as in other sections of the report, is in accordance with agreed protocols presented in Appendix 4, 'Measurement issues'. Lists of publications, acronyms, glossary and explanatory notes are also provided here for reader reference.

Responsibility for the report

This report is printed under the authority of MCEETYA. To facilitate the preparation of the National Report, MCEETYA has established a taskforce with representation from each State and Territory, the Commonwealth government as well as from the National Council of Independent Schools' Associations (NCISA), and the National Catholic Education Commission (NCEC). The taskforce has responsibility to prepare recommendations for MCEETYA concerning the content and structure of the report. As well, together with the MCEETYA Secretariat, the taskforce is required to oversee the production of the report once the content has received ministerial approval.

Following the introduction of the National Goals for Schooling in the Twenty-first Century, in July 2001, ministers developed a new taskforce structure to advance the national agenda on schooling and to ensure the achievement of the national goals. MCEETYA established the Performance Measurement and Reporting Taskforce (PMRT), with responsibility to provide ministers with recommendations regarding the processes to be used to monitor the progress of school education in Australia. The PMRT is responsible for developing key performance measures and for reporting nationally comparable outcomes of schooling. The *National Report on Schooling in Australia 2002* includes details of the monitoring processes being put in place by the PMRT.

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National Goals for Schooling in the Twenty-first Century

Background

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

Preamble

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

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

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

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

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

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

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

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

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

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

National Goals

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

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

2. In terms of curriculum, students should have:

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

3. Schooling should be socially just, so that:

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

Part A

literacy, numeracy,
indigenous education,
science, the arts

**Highlights and future
directions**

each citizen having the need
knowledge, understanding
and values for a productive
rewarding life in an educated
just and open society

Highlights of 2002 and future directions

Highlights

The *National Report on Schooling in Australia 2002* presents a review of the progress of Australia's schools towards the achievement of the National Goals for Schooling in the Twenty-first Century. Highlights of progress during 2002 were:

- the endorsement by all States and Territories of an Agreed Measurement Framework for National Key Performance Measures
- the establishment of a new taskforce, the Indigenous Education, Employment, Training and Youth (IEETY) taskforce, designed to foster improved educational outcomes for Indigenous students
- the publication of results of the International Association for the Evaluation of Educational Achievement's (IEA) Civic Education Study of Fourteen Year Olds, which provided an opportunity to compare the performance of Australian students with that of students from other countries in the area of civics education
- endorsement by the Commonwealth government and all State and Territory governments of an Agreed Framework of Principles for Funding Schools.

Agreed Measurement Framework for National Key Performance Measures

Ministers responsible for school education had previously agreed to report on progress towards the achievement of the National Goals for Schooling in the Twenty-first Century in the following priority areas:

- literacy
- numeracy
- science
- information and communication technology
- vocational education and training in schools
- participation and attainment.

At its meeting in July 2002, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to a framework for national key performance measures that will be used as a basis for this reporting. This Agreed Measurement Framework for National Key Performance Measures includes definitions of key performance measures and program measures and defines the characteristics of each. As well, it sets out the previously agreed definition of a target and discusses target setting in the context of the national goals. The framework includes the current set of key performance measures and sets out the proposed assessment cycle for each of these measures.

The proposed assessment cycle details the assessment procedures proposed for each of the measures for each year from 2002 until 2009. The cycle lists the frequency of the proposed assessments as well as identifying the process for measurement, where this is known. For example, the cycle contains the previously agreed commitment to the annual reporting of nationally comparable performance against the national benchmarks for literacy and numeracy.

There is also provision for national triennial sample assessment cycles in the areas of science, civics and citizenship education, and information and communication technologies. The cycle also provides for the use of some international assessment programs. In particular, the Organization for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) will be used for reporting 15-year-old students' performance in literacy and numeracy. PISA will also be used as the performance measure for secondary science, with the percentage of students at or above the OECD mean score in scientific literacy being used as an interim performance measure, until such time as a measure based on proficiency levels can be developed. Details of this important agreement, including the proposed assessment cycle for 2002–09, are set out in Chapter 4 of this report, 'Measuring the performance of Australian schooling'.

Indigenous education

For some time, ministers with responsibility for school education have been concerned about the significant differences in educational outcomes for Indigenous and non-Indigenous students. For example, in 2002, while 92.3 per cent of all Australian year 3 students achieved the benchmark for reading,

the equivalent figure for Indigenous students was 76.7 per cent. This discrepancy in the achievement of educational outcomes has been apparent since their measurement was first introduced and there has been little apparent improvement in recent years. This is further discussed in Chapter 10 of this report, 'Indigenous education'.

In response to their continuing concern about this matter, ministers established the IEETY taskforce, which includes representatives from all States and Territories and is chaired by the Northern Territory. The purpose of the taskforce is to ensure that a focus is maintained on developing and implementing strategies that demonstrably improve education and employment opportunities and outcomes for Indigenous students.

The IEETY taskforce has broad terms of reference covering all aspects of MCEETYA's operations and is required to report to each MCEETYA meeting on approaches for improving educational outcomes for Australia's Indigenous students. It will work closely with the Performance Measurement and Reporting Taskforce to ensure consistency, quality and value in the measurement and reporting of outcomes for Indigenous students.

Improving educational outcomes for Indigenous students is seen as crucial to the process of reconciliation and the IEETY taskforce will be responsible for the preparation of the MCEETYA report to the Council of Australian Governments on this issue. It will also work in cooperation with the School Education Working Group of the Steering Committee from the Review of Commonwealth/State and Territory Service Provision.

The newly established IEETY taskforce began its work in 2002, developing a strategic framework for 2002–05 and a work plan for 2003–04. The objective is the development of a practical capacity to deliver services across sectors, agencies and jurisdictions that will maximise outcomes for Indigenous students. In addition to school education priorities, the taskforce identified a range of priorities in the areas of Indigenous education, employment, training and youth. A full report of the establishment of the taskforce, together with an account of a number of State and Territory-based initiatives in the area of Indigenous education, can be found in Chapter 10 of this report, 'Indigenous education'.

Civic education study

In 2001, the IEA released the results of its 1999 Civic Education Study of Fourteen Year Olds, *Citizenship and Education in*

Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen, (Torney-Purta, J, Lehmann, R, Oswald, H, and Schulz, W). This provides a good overview of some key issues in Australian civics and citizenship education.

The international study involved nearly 90,000 students from 28 countries. It covered topics ranging from students' knowledge of democratic principles to their trust in government. Students were assessed not only in their civic knowledge, but also in their civic engagement and in their attitudes and other related concepts. In Australia, more than 3,300 students participated in the study and the sampling structure ensured a proportional representation from government, Catholic and independent schools. The sample was such that it provided a good estimate for Australia as a whole but did not provide for comparisons among States and Territories. The study, conducted between September and November 1999 also involved 352 teachers and 120 principals from the 142 participating schools.

Of the 28 countries involved in the test of civic knowledge, Australian students' performance overall was placed eleventh, which was ranked as 'average'. Australian students showed a substantially greater facility with what the study referred to as 'interpretative skills' items than with 'content knowledge' items. For example, 79 per cent of Australian students were able to identify the position of an electoral party from a 'mock' electoral leaflet, compared with 65 per cent of international students. Comparatively, only 51 per cent of the Australian students had a grasp of the essential pre-conditions for a properly functioning democracy. Indeed, the civics knowledge questions that caused Australian students most difficulty were those about the forms and purposes of democracy.

In Australia, while students' civic knowledge was 'average', this knowledge was lower than the international average. The results also indicate a dissociation from, and perhaps a disdain for, political parties and those who represent them in democratic assemblies. Australian students, like those internationally, do not intend to participate in conventional political activity, other than voting. Eighty-nine per cent do not expect to join a political party, 76 per cent do not expect to write letters to newspapers about political or social concerns, and 87 per cent do not expect to be a candidate for a local or city office.

Despite this apparent disengagement, Australian students thought democracy would benefit from young people having an obligation to participate in activities in the community. A key

finding of the study was that encouraging students to join school councils and voice their opinions is an important part of learning how a healthy democracy develops and works.

An account of this study, including details of the performance of Australian students compared with those from the other participating countries, is provided in Chapter 11 of this report, 'Civics and citizenship education', which includes a discussion of a follow-up study released in 2001, analysing the Australian results through comparison with the other English-speaking participant countries.

An Agreed Framework of Principles for Funding Schools

The arrangements in place for the resourcing of Australia's schools are set out in Chapter 3 of this report, 'Resourcing Australia's schools'. They reveal a relatively complex pattern, with inputs from the Commonwealth government and State and Territory governments attempting to meet the needs of schools from all sectors and jurisdictions. The issue has been a matter of frequent discussion and debate, both at MCEETYA meetings and within the wider community. In 2001, MCEETYA established the Schools Resourcing Taskforce and gave it the task of investigating approaches to the resourcing of schools to ensure the achievement of the national goals.

In 2000, MCEETYA endorsed a document prepared by the taskforce entitled *An Agreed Framework of Principles for Funding Schools*. While the funding principles outlined in the document do not prescribe a policy for individual governments or systems, they represent a direction for complementary Commonwealth government and State and Territory government funding approaches that:

- recognise the relative weight of different cost factors across school sectors
- recognise the specific needs and cost burdens of different levels of schooling
- provide a basis for government support to meet the growing costs of schooling over time.

The five funding principles agreed to by MCEETYA are:

- 1 the total level of resources available for schooling is adequate so that achievement of the national goals for schooling is a realistic objective for all students

- 2 public funding across different schools and sectors is distributed fairly and equitably through a consistent approach to assessing student needs and through having regard to the total level of resources available to students
- 3 the total level of funding for government schooling is adequate to ensure access to high quality government schooling for all, and all government funding policies recognise this as a national priority
- 4 public funding for schools supports the rights of families to choose non-government schooling and supports non-government schools on the basis of need, within the context of promoting a socially and culturally cohesive society and the effective use of public funds
- 5 resourcing for all students is adequate for meeting the national goals, notwithstanding the school or school sector they attend.

Ministers regard the agreement of this set of principles as an important step in the process of developing a funding framework for Australian schools in the future. A full account of the agreement, as well as details of the arrangements for funding schools in 2002, is provided in Chapter 3 of this report, 'Resourcing Australia's schools'.

Future directions

This section examines the 2002 school year in light of a number of trends that have been identified in previous reports and are likely to continue to influence the future direction of Australian schooling. MCEETYA has also initiated action in a number of areas that will have an impact on schooling in the near future.

Enrolments

In 2002, total enrolments in Australian schools reached 3.315 million, an increase of 1.43 per cent on 2001 (3.268 million). The percentage increase was more than double that of the previous year, and exceeded expectations. The size of the increase was unexpected as:

- the population in the 'school-age' age group (5–19-year-olds) rose by just 0.38 per cent between 2001 and 2002
- annual increases have been relatively steady at about 0.6 to 0.7 per cent in recent years.

Table 1.1 Proportion of students in government schools, 1990–2002 (per cent)

Year	Primary students	Secondary students	All students
2002	72.0	63.4	68.4
2000	72.8	64.2	69.2
1998	74.9	68.3	72.1
1996	74.0	66.0	70.7
1994	74.5	67.1	71.5
1992	74.9	68.2	72.1
1990	75.0	68.1	72.1

Source: *National Report on Schooling in Australia*, 1990–2000, 2002 data Table 3 (Appendix 1: Statistical annex)

While the total number of students will continue to grow, at least until 2006, the enrolment gains are not likely to be shared evenly across the sectors. In 2002, government school enrolments increased by only 0.9 per cent, while non-government school enrolments increased by 2.5 per cent. As a result, government schools' share of school enrolments continued to decline (see Table 1.1).

The proportion of students in government schools has fallen from 72.1 per cent in 1990, to 68.4 per cent in 2002. The decline, however, has not been uniform over time. From 1990 until 1992, government schools had 72.1 per cent of enrolments. Their share fell to a low of 70.7 per cent in 1996, before returning to 72.1 per cent in 1998. Since then, it has fallen sharply and the decline appears likely to continue in the near future.

Recent editions of the *National Report on Schooling in Australia* have reported a decrease in the number of government schools and an increase in the number of non-government schools. However, the trend was partially reversed in 2002 in that, while the number of non-government schools continued to rise, the government sector also recorded an increase. Overall, the number of schools rose by 0.38 per cent to 9,632, with an increase of 0.39 per cent in the government sector, and 0.34 per cent in the non-government sector. While the trend for government schooling altered in 2002, it is likely that the rate of increase for the non-government sector will exceed that for the government sector.

The trend towards an increasing proportion of Indigenous students in schools continued in 2002, with the enrolment of

Indigenous students rising by 6,620, which is an increase of 5.7 per cent over the number in 2001. This puts the proportion of Indigenous students at an all-time high of 3.69 per cent of total enrolments.

Teachers

Recent editions of the *National Report on Schooling in Australia* have documented an increase in teacher numbers with the growth of enrolments, and in 2002 this trend continued. The total number of teachers rose by 1.5 per cent to 225,353. This increase is likely to continue while total enrolments increase and State and Territory governments attempt to reduce class sizes.

The *National Report on Schooling in Australia* has also drawn attention to the difference between the rates of increase in male and female teachers in all sectors, but especially within the primary sector. The trend described in 2001 was again evident in 2002, when the total number of female teachers rose by 2.1 per cent, while the growth in male teacher numbers was 0.5 per cent. Significantly, the number of male teachers in the primary sector fell, and female teachers represented more than 79 per cent of the teaching force in that sector. In the secondary sector, the rate of increase in female teacher numbers was also greater than that for males and in 2002, 55 per cent of the secondary teacher workforce was female. The trend towards an increasing proportion of female teachers seems likely to continue.

Nationally consistent curriculum outcomes

At their 2002 meeting, ministers expressed concern at the lack of curriculum consistency among States and Territories and resolved to request the Student Learning and Support Services Taskforce to:

review the current status and use within the States and Territories of National Statements and Profiles and to provide advice back to ministers on how the States and Territories can collaborate further on consistent curriculum outcomes.

The national statements and profiles were developed for eight agreed key learning areas between 1990 and 1993. The work was undertaken as part of a concerted effort by ministers

to identify and promote what was agreed and common in Australian school education at the time. Their development was preceded by the first declaration of national goals for schooling in 1989, and followed by their referral to States and Territories in 1993 for consultation and review. As a result, the Statements and Profiles became the dominant influence on curriculum development in each of the States and Territories.

Curriculum Corporation, acting on behalf of MCEETYA, regularly monitored the levels of consistency between the Statements and Profiles and each State and Territory's curriculum. As time passed, the degree of consistency decreased as States and Territories began to re-design their curricula using a variety of approaches. However, some elements of national consistency remained with all jurisdictions re-committing to a revised set of national goals. In addition, the development and use of national benchmarks for student literacy and numeracy achievement resulted in a consistent approach to describing student outcomes in these areas of the curriculum.

The taskforce charged with organising the review arranged for the Curriculum Corporation to undertake research into the status of the national Statements and Profiles and subsequently began the development of an issues and options paper. That paper is due to be considered by ministers in 2003, who will then be in a position to consider further national collaboration on curriculum matters.

Reporting to parents

For some years all States and Territories have reported aggregated literacy and numeracy benchmark data to the Australian community through this report (for example, see Chapter 6, 'Literacy and numeracy student outcomes'). States and Territories also provide a wide range of information to parents about student achievement and their performance in literacy and numeracy. The style and method of this reporting vary according to the curriculum and assessment structure in each jurisdiction.

At the 2002 MCEETYA meeting, ministers reaffirmed their commitment to meaningful and comprehensive reporting to all parents and care-givers on the achievement and progress of their

children. Ministers also agreed to a Commonwealth government funded study to be undertaken by the Performance Measurement and Reporting Taskforce to investigate the educational and measurement issues associated with reporting to parents individual students' results against the national literacy and numeracy benchmarks.

Student reports to parents in some jurisdictions already include the location of the benchmark standard on the state achievement scale and the current investigation may result in this being extended nationally.

Proponents of the scheme to extend this form of reporting to all States and Territories argue that parents are entitled to receive as detailed information as possible about their child's performance and progress. They believe this information enhances parents' understanding of their children's learning and enables them to contribute more knowledgeably to their education.

However, some States and Territories believe their current reporting schedule is more comprehensive and meaningful than individual benchmark information. They argue that to include the benchmark will cause confusion and hence detract from, rather than contribute to, parents' understanding of their children's achievements.

The study to be undertaken will look at all of these issues and report back to ministers at their meeting in 2003.

Values education

At their meeting in 2002, ministers agreed to support a values education study proposed by the Commonwealth government. In the latter half of the year, all schools were invited to participate.

Approximately 600 applications were received from over 700 schools and 71 were selected to receive grants of up to \$7,000. Eventually 50 projects involving 69 schools were funded. They include a general balance of government and non-government schools, geographic locations and types of projects. A report will be prepared following the completion of the study and it is anticipated that it will be presented to ministers in 2003.

Part B

literacy, numeracy,
indigenous education,
science, the arts

The provision of
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

The context of Australian schooling

Responsibilities for schooling in Australia

During 2002, 3.302 million students attended school in 9,632 institutions across Australia. The Constitution of Australia allocates primary responsibility for school education to State and Territory governments, all of whom provide and manage government schools and support non-government schools.

Government schools operate under the direct responsibility of the relevant State or Territory Minister, while non-government schools are established and operate under conditions determined by government registration authorities. Many non-government schools have some religious affiliation, most with the Catholic Church: 19.9 per cent of all students and 62.9 per cent of non-government students were enrolled in Catholic schools in 2002.

Within each State and Territory, ministers, departments, statutory authorities and individual schools (particularly in the case of non-government schools) variously determine policies and practices in such matters as curriculum, course accreditation, student assessment and certification, resource allocation and utilisation, and teacher employment and professional development.

The Commonwealth government's policies and programs for schools are administered through the Department of Education, Science and Training (DEST). Through DEST, the Commonwealth 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 Commonwealth government.

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

The Ministerial Council on Education, Employment, Training and Youth Affairs

Origins

In June 1993, the Council of Australian Governments (COAG) amalgamated a number of ministerial councils in order to optimise coordination of policy making across inter-related portfolios. One of the combinations merged three previously existing councils – the Australian Education Council (AEC), the Council of Ministers of Vocational Education, Employment and Training (MOVEET), 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, Commonwealth and New Zealand ministers with responsibility for the portfolios of education, employment, training and youth affairs. Papua New Guinea and Norfolk Island have observer status.

Functions

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

MCEETYA's functions include:

- coordination of strategic policy at the national level
- negotiation and development of national agreements on shared objectives and interests (including principles for Commonwealth–State relations) in the Council's areas of responsibility

- negotiations on the scope and format of national reporting on areas of responsibility
- sharing of information and collaborative use of resources, including national research funds, towards agreed objectives and priorities
- coordination of communication with, and collaboration between, related national structures.

Taskforces

MCEETYA is supported by a number of taskforces. At their meeting in 2001, ministers agreed to a new set of taskforce arrangements for school education. As a result, the following taskforces were established during the latter half of 2001. Each taskforce was chaired by a chief executive officer from one of the school education authorities.

Taskforce:	Chair supplied by:
Schools Resourcing	New South Wales
Teacher Quality and Educational Leadership	Victoria
Student Learning and Support Services	Western Australia
Information and Communication Technologies in Schools	Tasmania
Indigenous and Other Targeted Initiatives	Commonwealth
Transition from School	South Australia
Performance Measurement and Reporting	Queensland

At the July 2002 MCEETYA meeting, the Council agreed to divide the functions of the Indigenous and Other Targeted Initiatives Taskforce between two new taskforces. The Indigenous Education, Employment, Training and Youth Taskforce, chaired by the Northern Territory, has a more coordinated approach to improving the education and employment outcomes for Indigenous people. The other new taskforce, the Targeted Initiatives of National Significance, is chaired by the Commonwealth government.

MCEETYA is further supported by some cross-sectoral or non-school taskforces and the Australian Education Systems Officials Committee (AESOC). This committee comprises the chief executive officers from each of the State and Territory school

systems and vocational education and training (VET) authorities, as well as from the Commonwealth.

The Council, which meets at least once a year, is chaired in rotation for a calendar year by each of the member governments. In 2002, New Zealand hosted the Council meeting and Victoria provided the Chair for both MCEETYA and AESOC. The Council is serviced by a small, independent secretariat, which is located in Melbourne and is funded by all member governments.

Membership

Members of MCEETYA with responsibility for school education in 2002 were:

New South Wales	The Hon. John Watkins, MP, Minister for Education and Training
Victoria	The Hon. Mary Delahunty, MP, Minister for Education (until 22 February 2002) The Hon. Lynne Kosky, MP, Minister for Post-Compulsory Education and Training (until 22 February 2002), Minister for Education and Training (from 22 February 2002)
Queensland	The Hon. Anna Bligh, MP, Minister for Education
South Australia	The Hon. Malcolm Buckby, MP, Minister for Education and Children's Services (until 5 March 2002) The Hon. Trish White, MP, Minister for Education and Children's Services (from 6 March 2002)
Western Australia	The Hon. Alan Carpenter, MLA, Minister for Education, Sport and Recreation and Indigenous Affairs
Tasmania	The Hon. Paula Wriedt, MHA, Minister for Education
Northern Territory	The Hon. Syd Stirling, MLA, Minister for Employment, Education and Training
Australian Capital Territory	Mr Simon Corbell, MLA, Minister for Education, Youth and Family Services
Commonwealth of Australia	The Hon. Dr Brendan Nelson, MP, Minister for Education, Science and Training

The Chairs of the Council in 2002 were The Hon. Mary Delahunty, MP, and from 22 February, The Hon. Lynne Kosky, MP.

The structure of Australian schooling

Schooling in Australia is compulsory for children from the ages of 6 to 15 (16 in Tasmania). However, as indicated in Figure 2.1, most children start school when they are younger than 6 and remain at school beyond the age of 15. It is usual for children to start full-time schooling nearing the age of 5, when they enrol in a class that is variously called 'kindergarten', 'preparatory', 'transition', 'reception' or 'pre-primary'. Commonly, the majority of these students will have already had some part-time school or preschool experience.

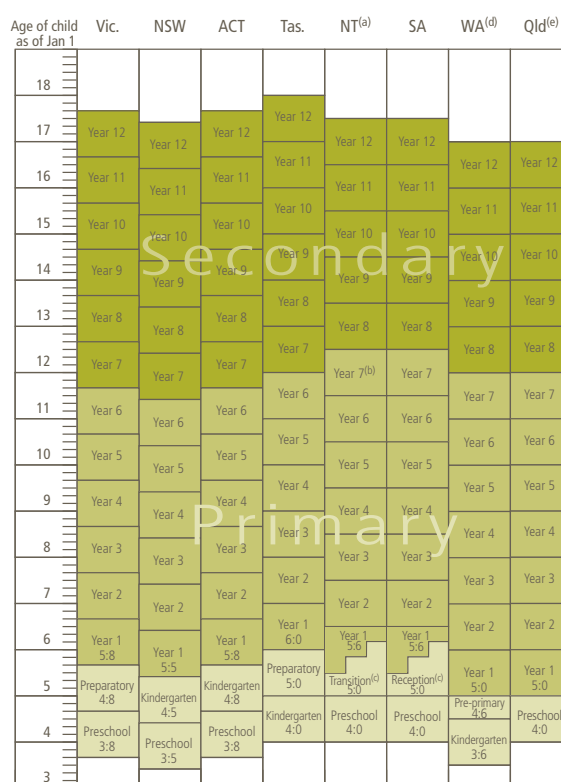
In most cases, these students commence year 1 some time between the ages of 5 and 6. Primary education then continues for either six or seven years, depending on the State concerned (see Figure 2.1). Specific arrangements that apply in each State and Territory are listed below.

State/Territory	Month and age of commencement for year 1
New South Wales	January, 5 turning 6 by 31 July
Victoria	January, 5 turning 6 by 30 April
Queensland	January, 5 turning 6 by 31 December
Western Australia	January, turning 6 by 31 December
South Australia	January, 5 years 6 months by 1 January
Tasmania	Turning 6 by 1 January
Northern Territory	January, 5 years 6 months by 1 January
Australian Capital Territory	January, 5 turning 6 by 30 April

In 2002, there were approximately 1.931 million primary school students in Australia, 72.1 per cent of whom were enrolled in government schools.

Secondary schooling is available for either five or six years according to the State arrangements as set out in Figure 2.1. Students normally commence secondary school at about age 12. In 2002, there were approximately 1.371 million Australian secondary school students, 63.2 per cent of whom were enrolled in government schools. Most government schools are coeducational, but a significant number of non-government schools are single-sex schools.

Figure 2.1 Primary and secondary school structures, by State and Territory, 2002



Note: This chart is based upon minimum entry ages as at January 1. It shows the ages students would be in any year level if they started school as early as possible and progressed at the normal rate. Where recent changes have been made to the school starting ages (ie, in Western Australia, see note (d) for further information), it will not represent the current actual ages of students at some year levels.

- (a) In some places, the Northern Territory's secondary schooling begins at year 7.
- (b) Intake for terms 1–3.
- (c) Intake for each term.
- (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) In 2003–04, Queensland will be conducting a trial to consider alternative approaches to school starting ages.

Features

Some features of the structure of Australian schooling in 2002 were as follows.

- There were 9,632 schools in Australia, an increase of 36 on the previous year. This increase is a reversal of the recent trend of an overall decrease in the number of schools of 3.3 per cent since 1992. In the period 1992–2001, the number

of government schools fell by 6.4 per cent, while the number of non-government schools rose by 6.1 per cent.

- Contrary to the recent trend, the number of government schools rose by 27 over the previous year.
- The number of special schools was 394, an increase of 25 on 2001. This increase is contrary to the trend in the period 1992–2001, when the number of special schools decreased by approximately 17 per cent (444 were operating in 1990).
- There were 3.302 million full-time students in Australian schools. This represented an increase of approximately 1.0 per cent on the number enrolled in 2001.
- The proportion of students enrolled in non-government schools continued to rise. In 2002, 31.6 per cent of students were enrolled in non-government schools compared to 31.2 per cent in 2001. Over the period 1992–2002, the number of students attending government schools rose by 1.0 per cent, while the number attending non-government schools increased by 20.8 per cent.
- Compared to 2001, the number of government school enrolments increased by 9,118 (0.4 per cent), while non-government school numbers increased by 24,517 (2.4 per cent).
- The largest year cohort of primary school students was in year 4 (268,969 students) and the largest year cohort of secondary students was in year 8 (262,928 students).
- There were 121,647 Indigenous students enrolled in Australian schools in 2002, an increase of 5.4 per cent on the 115,465 that were enrolled in 2001. Furthermore, the proportion of Indigenous students in the total school population continues to rise. The proportion in 2002 was 3.68 per cent, compared to 3.53 per cent in 2001 and 2.13 per cent in 1990.
- The total number of teaching and non-teaching staff (in full-time equivalents) employed in Australian schools was 295,746, an increase of 1.8 per cent on the number employed in 2001.
- There were 225,353 teaching staff (in full-time equivalents) employed in Australian schools. The average number of students per teacher was 16.7 in government primary schools, 17.3 in non-government primary schools, 12.6 in government secondary schools and 12.3 in non-government secondary schools.

- Females constituted 79.1 per cent of the teaching staff in primary schools and 55.1 per cent in secondary schools, compared with 78.7 per cent and 54.8 per cent respectively in 2001.

The National Report on Schooling in Australia

The *National Report on Schooling in Australia* was first published for the 1989 school year and has been published for each school year since. The decision to produce a National Report was a direct result of the promulgation of the Common and Agreed National Goals for Schooling. The report was seen by ministers of the day as the means by which they would report to the Australian people on progress being made towards the achievement of the goals.

When, in 1999, MCEETYA endorsed a new set of goals, it re-affirmed its commitment to national reporting of comparable educational outcomes and agreed that the new set of goals, the National Goals for Schooling in the Twenty-first Century, provided an appropriate framework for such reporting. Ministers also decided that the following six areas from within the goals provided a basis for the first stage of reporting:

- literacy
- numeracy
- student participation, retention and completion
- vocational education and training (VET) in schools
- science
- information technology.

This edition of the *National Report on Schooling in Australia* has been produced to reflect the intentions of the Council in relation to the revised set of national goals. For this reason the report has sections dedicated to each of these areas. The report also contains sections on Indigenous Education and Civics and Citizenship Education, as these are topics which ministers have allocated a high priority.

Wherever possible, these sections report against sets of performance measures that have been agreed to by ministers.

In cases where no such measures exist, the report describes progress made towards their development during 2002. In some cases proxy measures have been used while permanent performance measures are under development.

The *National Report on Schooling in Australia* is also the vehicle through which education authorities meet some of their

accountability requirements relating to educational programs funded by the Commonwealth.

The 2002 National Report is being published in both print and electronic formats. This has been done in order to make the information contained in the report available to as wide an audience as possible.

Resourcing Australia's schools

Introduction

This chapter provides information on:

- 1 the historical background to education funding in Australia, including new developments in 2002
- 2 the enrolments of Australian school students in government and non-government school sectors as well as student–teacher ratios and the numbers of graduates from teacher-education courses
- 3 funding arrangements for government schools and the level of this funding in 2002 compared with previous years
- 4 funding arrangements for non-government schools and the level of this funding in 2002
- 5 capital expenditure on all Australian schools in 2002 by both levels of government (Commonwealth and State/Territory).

Funding arrangements for government and non-government schools (sections 3 and 4 above) are presented in terms of the Commonwealth and State funding for each sector.

Background

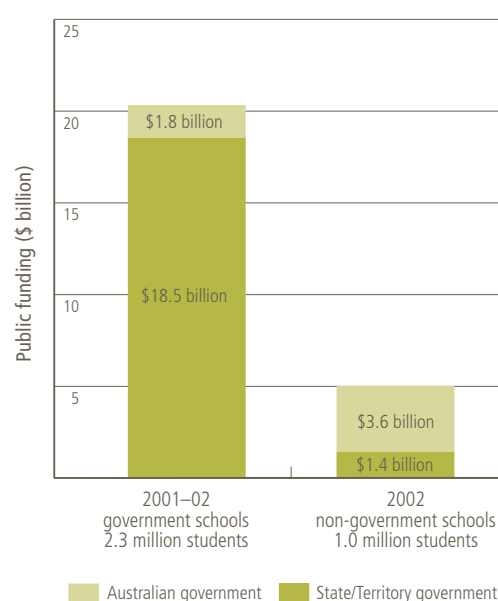
Australia's Constitution gives States and Territories regulatory and funding responsibility for government schooling. States and Territories provide supplementary assistance to non-government schools. The Commonwealth is the primary source of public funding for non-government schools and provides supplementary assistance to government schools. The regulatory role of the States and Territories means that in 2002 they also provided resources for infrastructure such as curriculum support, assessment and certification, school and teacher registration and accreditation which benefited government and non-government schools.

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

Operating government expenditure on school education from both the Commonwealth and States and Territories in 2001–02 was approximately \$25 billion. Expenditure on government schools was \$20.2 billion, or 81 per cent of the total. Non-comparability between government and non-government school financial data makes the calculation of total government

expenditure over both sectors imprecise. The total expenditure of \$25 billion comprises \$20.2 billion expenditure on government schools (see Table 19 of the Statistical appendix) and \$4.8 billion spent on non-government schools from government sources (a 50:50 weighted average obtained from Table 26 of the 2001 Statistical appendix and Table 23 of the 2002 Statistical appendix – these tables describe non-government school income and expenditure per student for 2001 and 2002 respectively).

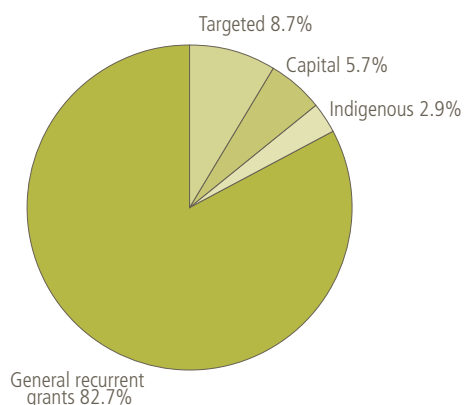
Figure 3.1 Recurrent public funding for school education, accrual-based expenditure, 2001–02



Note: These data are not comparable with previous years' data due to the shift from cash to accrual reporting methodology and, for government schools only, the exclusion of Commonwealth capital expenditure, which was included in 2000–01 figures. Commonwealth 2001–02 capital expenditure for government schools totalled \$232.1 million. Depreciation and user cost of capital expenses are attributed to State government expenditures based on ownership of these assets and it is important to note that some of these assets will have been acquired through Commonwealth government capital contributions. Figures for non-government school expenditure by State/Territory governments are provided by DEST, sourced from the 2002 Financial Questionnaire, and are a result of the combination of cash and accrual reporting methodologies. Commonwealth expenditure data for both sectors include only Commonwealth Specific Purpose Payments. Other Commonwealth funding for schools and students managed by DEST totalling some \$313.4 million was also provided. Funding managed by other Commonwealth portfolios and administration costs, which fall within the scope of this report, have not been included.

Source: Commonwealth DEST

Figure 3.2 Commonwealth Specific Purpose Payments to schools by program, 2002



Source: Commonwealth DEST

Figure 3.1 illustrates accrual-based government expenditure on school education, presented by source of funds for government and non-government schools. For government schools, data applies to the 2001–02 financial year and for non-government schools, the 2002 calendar year.

In the 2002 calendar year, the Commonwealth government provided Specific Purpose Payments (SPPs) of some \$5.66 billion for Australian schools and students. This comprised:

- \$4.68 billion for general recurrent grants (representing 82.7 per cent of Commonwealth government SPPs for schools for the calendar year 2002)
- \$0.49 billion for targeted programs (8.7 per cent)
- \$0.33 billion for capital programs (5.7 per cent)
- \$0.16 billion for Indigenous programs (2.9 per cent).

Figure 3.2 illustrates this breakdown.

AGSRC

Since 1993, funding from the Commonwealth for government and non-government schools has been indexed according to the Average Government School Recurrent Costs (AGSRC) Index.

The AGSRC Index uses the year-on-year changes in the recurrent cost of educating a child in a government school to increase funding annually for both government and non-government schools. States and Territories provide the Commonwealth with

details of their expenditure increases and the average becomes a new benchmark of the cost of schooling. Commonwealth general recurrent grants are then provided as a percentage of the primary and secondary AGSRC. Targeted grants are supplemented annually by movements in the AGSRC Index. The use of the AGSRC Index ensures that Commonwealth funding matches school-based costs, albeit with a time lag of up to 18 months.

2002 developments

The Schools Resourcing Taskforce

The Schools Resourcing Taskforce (SRT) was established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2001. It is a national body involving all State and Territory systems, non-government authorities and the Commonwealth, and is chaired by New South Wales.

In 2002, the SRT continued investigating approaches to the resourcing of schools to ensure the achievement of the national goals for schooling. It proposed to MCEETYA a document entitled *An Agreed Framework of Principles for Funding Schools*, which MCEETYA endorsed. While the funding principles outlined in the document do not prescribe a funding policy for individual governments or systems, they represent a direction for complementary Commonwealth and State funding approaches that:

- recognise the relative weight of different cost factors across school sectors
- recognise the specific needs and cost burdens of different levels of schooling
- provide a basis for government support to meet the growing costs of schooling over time.

These principles are represented below in full.

An Agreed Framework of Principles for Funding Schools

Commonwealth and State/Territory governments will work cooperatively and proactively to ensure that:

- 1 the total level of resources available for schooling is adequate so that achievement of the national goals for schooling is a realistic objective for all students

Expectations of schooling are changing dramatically and increasing costs are being borne by other institutions as well as schools. Teacher training is now generally on the basis of at least four years of pre-service training and continuing in-service training compared to two or three years of pre-service training in the 1960s. New demands are being placed on capital and recurrent costs arising from developments in areas such as information and communication technologies, vocational education in schools, behaviour management and teacher professional development.

At the same time, other fundamental elements in the provision of quality schooling remain. The costs are increasing for supporting all students to complete school, to develop essential literacy and numeracy skills and to achieve the other national goals for schooling. It is important to analyse and understand these costs as well as to report on outcomes.

All students do not have the same level of need. Variable levels of resourcing can help ensure that there is equitable opportunity for all students to achieve common educational objectives.

- 2 *public funding across different schools and sectors is distributed fairly and equitably through a consistent approach to assessing student needs and through having regard to the total level of resources available for students*

The costs of providing equitably for all students are borne unevenly across and within sectors. Government school systems overall carry particular costs due to their responsibility for providing universal access to quality school education.

The distribution of total public funding across sectors should recognise the different costs to schools and sectors of ensuring universal access to quality school education and equitable opportunity for all students.

For all students to have an equitable opportunity to achieve the national goals, the distribution of government funding overall should recognise the level of resources available through schools to support student achievement of the national goals.

- 3 *the total level of funding for government schooling is adequate to ensure access to high quality government schooling for all, and all governments' funding policies recognise this as a national priority*

The provision of government school education is a direct responsibility of State and Territory governments, while the

Commonwealth also carries responsibilities and objectives arising from its overall responsibility for protecting and promoting the interests and welfare of all students.

The States and Territories provide the majority of funding for government schools. Commonwealth funding is an integral component of government schools funding and is necessary to ensure the objective of quality government schooling.

One of the most essential features of a democracy is that no student is excluded from quality schooling on the basis of needing to contribute financially. Universal access to quality government schooling ensures that families' wealth does not determine access to quality education and therefore to life's opportunities.

Real choice in schooling cannot exist without effective and socially diverse government school systems. The absence of effective and socially diverse government school systems would not be in the interests of any sector or of the community as a whole. Quality government schooling is important for ensuring a socially and culturally cohesive society.

Cooperative national approaches to school resourcing that recognise the shared and particular objectives and roles of each level of government for government schooling are necessary to ensure universal access to quality schooling.

For all students to be in a position to achieve the national goals for schooling, national and cooperative approaches to funding must recognise the national imperative of ensuring quality government schools and systems.

- 4 *public funding for schooling supports the right of families to choose non-government schooling and supports non-government schools on the basis of need, within the context of promoting a socially and culturally cohesive society and the effective use of public funds*

When non-government schooling is recognised by government and meets the particular requirements of individuals, families and communities, government funding should support this schooling on the basis of need.

This is within the context of governments' broader responsibility for ensuring effective and equitable educational opportunities for all. Governments are responsible for the welfare of all students and must ensure the efficacy of school education as a whole so that the interests of all citizens and society generally are promoted.

Government is responsible for ensuring that the provision of schooling overall enables a diverse range of educational choices and aspirations while safeguarding the entitlement of all young people to high quality schooling, promoting the effective use of public resources, and upholding the contribution of schooling to a socially and culturally cohesive society.

5 *resourcing for all students is adequate for meeting the national goals, notwithstanding the school or school sector they attend*

Students are the primary focus of good school education policy. Governments together share responsibility for ensuring that total resources available to all students are adequate for achieving the national goals, notwithstanding a school's ownership and governance.

Private contributions are important for ensuring the viability and quality of non-government schooling and funding policies should recognise this. In the interests of students and the community, schools should be viable before governments accept responsibility for supporting student needs. Public funding carries with it commensurate responsibilities for reporting and accountability for all schools.

Overall, government funding policies must ensure that no student is left without access to adequate resources to meet the expectations held for other students. In government schools, public funding must ensure that the level of resourcing is appropriate for meeting the national goals. For schooling generally, funding policy must seek to ensure that whatever the combination of public and private funding for a school, no student, in whatever sector, is left without the opportunity to achieve their potential in schooling through a lack of resources.

The SRT aims to produce recommendations on a funding framework for schooling, which addresses the need of all students to be resourced adequately to meet the objectives of the national goals.

Student participation and teaching resources

In 2002, the enrolment rates of Australian school students in the school system were approximately:

- 70 per cent in government schools
- 30 per cent in non-government schools.

In terms of staffing, approximately:

- 70 per cent of Australia's school teachers work in government schools
- 30 per cent work in non-government schools.

Total teaching numbers increased by 3,090 in 2002, which constitutes an increase of 1.4 per cent. In 2002, there was

Table 3.1 School sector enrolments, 2000–02

Sector	2000	2001	2002
Government	2,248,287	2,248,219	2,257,337
Non-government	999,138	1,019,922	1,044,439
All schools	3,247,425	3,268,141	3,301,776

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2002

Table 3.2 FTE of teaching staff, 2000–02

Sector	2000	2001	2002
Government	150,610	152,474 ^r	152,982
Non-government	67,440	69,789	72,371
Catholic	39,869	40,763	41,740
Other	27,571	29,027	30,631
All schools	218,050	222,263 ^r	225,353

r revised

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2002 and Commonwealth DEST

Table 3.3 Graduates from initial teacher-education courses, Australia, 1998–2001

Year	No. of graduates
1998	11,044
1999	11,208
2000	10,813
2001	12,675
2002	14,007

Source: MCEETYA, *National Report on Schooling in Australia*, 2002 (Appendix 1: Statistical annex, Table 18). For 2001 data, see MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 21). For 1998–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000, Table 3.13.

also a 10.5 per cent increase in the number of graduates from initial teacher-education courses, from 12,675 graduates in 2001 to 14,007 graduates in 2002 (see Table 3.3). This increase somewhat alleviates concerns about the adequacy of the continuing supply of teachers for Australia's schools. However, the question of adequate supply of teachers continues to be of concern as graduation numbers decreased during the 1990s and are only increasing now from a relatively low base.

Student-teacher ratios vary by sector and school category, as listed in Table 3.4.

Funding of government schools

Government schools are funded mainly from public sources. Commonwealth SPPs represent about 9 per cent of total spending on government schools (\$1.8 billion from a total of \$20.2 billion), with the balance being met by State and Territory governments and a portion from non-government sources such as parent contributions.

Table 3.5 illustrates accrual expenditure by government education systems in 1999–2000, 2000–01 and 2001–02.

Table 3.4 Full-time student-teaching staff (FTE) ratios, by sector and school category, Australia, 1996–2002

Sector and category	1996	1997	1998	1999	2000	2001	2002
Government primary	17.8	17.6	17.6	17.0	17.1	16.8	16.7
Government secondary	12.7	12.7	12.7	12.5	12.4	12.4	12.6
Catholic primary	20.0	20.0	19.9	19.4	19.1	18.8	18.5
Catholic secondary	13.7	13.7	13.7	13.5	13.4	13.4	13.3
Independent primary	16.1	16.0	15.9	15.8	15.6	15.4	15.2
Independent secondary	11.7	11.6	11.6	11.5	11.4	11.2	11.1
All schools	15.4	15.3	15.3	15.0	14.9	14.7	14.8

Source: MCEETYA, *National Report on Schooling in Australia*, 1996–2001, and ABS, Cat. No. 4221.0, *Schools Australia*, 2002

Table 3.5 Operating expenditure by government education systems, 1999–2002 (financial year, accrual basis) (\$'000)

Area of expenditure	1999–2000	2000–01	2001–02
In-school expenditure			
Salaries (teaching)	9,356,857	9,719,326	10,359,046
Salaries (non-teaching)	1,648,721	1,818,506	1,953,963
Redundancies	7,574	34,728	36,302
Non-salary costs	4,681,872	4,700,328	4,275,983
User cost of capital	2,406,793	2,390,817	2,503,941
Subtotal	18,101,817	18,663,705	19,129,235
Out-of-school expenditure			
Salaries (non-teaching)	495,223	543,149	581,334
Redundancies	3,856	1,390	13,371
Non-salary costs	398,013	433,718	468,333
User cost of capital	72,475	77,277	43,192
Subtotal	969,567	1,055,534	1,106,230
Total	19,071,384	19,719,239	20,235,464

Notes: Amounts include Commonwealth non-capital related Specific Purpose Payments and other grants made to States/Territories. Depreciation and user cost capital expenses included in the figures are based on assets owned by States/Territories, some of which will have been acquired with Commonwealth government capital grants.

Figures include user cost of capital for 1999–2000 and 2000–01, for comparability purposes.

Source: For 1999–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000 (Appendix 1: Statistical annex, Tables 23 and 24). For 2000–01 data, see MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 22). For 2001–02 data, see MCEETYA, *National Report on Schooling in Australia*, 2002 (Appendix 1: Statistical annex, Table 19).

State and Territory government accrual-based expenditure on government schools (including Commonwealth contributions) has increased by 6.1 per cent in the three-year period from 1999–2000 to 2001–2002, from \$19.0 billion to \$20.2 billion.

Per capita expenditure

Per capita expenditure in government schools has steadily increased over the past decade. In 2002, this expenditure reached \$8,050 for primary students and \$10,344 for secondary students. Table 3.6 records a growth of 10.1 per cent in total per capita funding over the last three years, from \$8,115 to \$8,937.

Per capita funding for secondary schools increased by 10.6 per cent from 1999 to 2002, while funding for primary schools increased by 9.8 per cent over this same period. Per capita funding is greater for secondary schools than for primary schools, mainly because of the greater range of subject offerings and the smaller teacher–student ratios in the last two years of schooling.

Commonwealth funding of government schools

Commonwealth SPPs represent about 9 per cent of total spending on government schools (\$1.8 billion from a total of \$20.2 billion). Commonwealth recurrent funding for government schools was provided through block grants calculated according to the numbers of students at each level of schooling. The rates of general recurrent assistance for government schools in 2002 were \$504 per primary school student and \$747 per secondary school student. Additional

recurrent funding of \$122 per student was available for eligible students with disabilities. Commonwealth contributions to government schools also include assistance under targeted programs such as English as a Second Language – New Arrival (per capita grants of \$4,207 per eligible student), Strategic Assistance for Improving Student Outcomes, the Country Areas programme, the Languages other than English programme and the Indigenous Education Strategic Initiatives Programme.

Government schools and students also benefited from a share of other Commonwealth funding, totalling \$313.4 million, managed by DEST, and funding for schools and students managed by other Commonwealth portfolios.

As mentioned, the Commonwealth provided SPPs of approximately \$5.6 billion for Australian schools and students, both government and non-government, in 2002. Table 3.7 shows how this \$5.6 billion was distributed to government and non-government authorities, by State and Territory.

Funding of non-government schools

The funding system the Commonwealth introduced in 2001, based on the socioeconomic status (SES) of each non-government school's community, was continued in 2002. The SES approach to school funding involves linking student address data to Australian Bureau of Statistics national Census data to obtain a measure of the capacity of the school community to support its school.

Table 3.6 Recurrent per capita expenditure on government schools, by level of education, 1999–2002 (\$ – accrual format)

Financial year	Primary	Secondary	Total
1999–2000	7,329	9,356	8,115
2000–01	7,596	9,765	8,435
2001–02	8,050	10,344	8,937

Notes: Figures include user cost of capital for 1999–2000 and 2000–01, for comparability purposes.
Figures include State/Territory and Commonwealth contributions.

Source: For 1999–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000 (Appendix 1: Statistical annex, Table 27). For 2000–01 data, see MCEETYA, *National Report on Schooling in Australia*, 2001 (Appendix 1: Statistical annex, Table 23). For 2001–02 data, see MCEETYA, *National Report on Schooling in Australia*, 2002 (Appendix 1: Statistical annex, Table 20).

Table 3.7 Commonwealth Specific Purpose Payments for schools, by program and category of school, States and Territories, 2002 calendar year, accrual basis (\$'000)

Program	NSW	Vic.	Qld	WA	SA	Tas.	ACT	NT	Total
Government schools									
General Recurrent	448,818	323,497	268,931	138,739	102,309	38,238	20,400	16,220	1,357,150
Capital	80,498	54,633	44,517	23,352	18,015	6,496	3,972	2,992	234,475
Country Areas	5,647	2,117	4,432	2,949	2,018	552		965	18,679
Strategic Assistance for Improving Student Outcomes Recurrent	84,093	53,105	39,999	20,333	19,713	7,305	2,354	4,380	231,282
ESL New Arrivals	15,566	10,147	3,715	2,415	2,865	459	400	324	35,890
National Asian Languages and Studies in Australian Schools	6,589	4,573	3,912	2,108	1,540	559	332	258	19,869
Languages Other Than English	5,613	4,089	1,210	631	853	147	239	56	12,838
Indigenous Education Strategic Initiatives Programme	20,732	5,046	28,550	15,324	6,977	2,764	1,031	17,145	97,569
Total government	667,556	457,205	395,265	205,851	154,289	56,518	28,728	42,339	2,007,752
Non-government schools									
General Recurrent (including Distance Education)	1,101,511	870,182	609,017	326,356	250,609	66,725	70,136	28,235	3,322,771
General Recurrent Short Term Emergency Assistance	238		795	100		10			1,143
Establishment Grant 1	508	245	585	510	371	9	63	6	2,296
Capital	29,904	25,314	15,754	8,721	6,870	2,070	2,013	384	91,029
Country Areas	1,271	587	770	391	248	119		117	3,503
Strategic Assistance for Improving Student Outcomes Recurrent	43,854	33,809	12,135	10,180	8,240	1,972	1,565	1,459	113,215
ESL New Arrivals	1,165	1,018	454	510	223	118	21	-74	3,435
Centre Support	9,200	6,014	6,564	928	3,602	162	516	91	27,076
National Asian Languages and Studies in Australian Schools	2,916	2,375	1,541	850	658	182	194	67	8,782
Languages Other Than English	2,112	5,748	863	472	429	63	199	7	9,892
Indigenous Education Strategic Initiatives Programme	13,766	1,766	9,409	10,557	1,869	1,114	630	11,902	51,013
Total non-government	1,206,446	947,058	657,886	359,575	273,120	72,543	75,336	42,193	3,634,156
Joint programs									
National Asian Languages and Studies in Australian Schools	100	733	84	109	175		-9		1,193
National Literacy and Numeracy Strategies and Projects	1,137	1,380	1,448	1,236	377	120	104	553	6,356
Indigenous Education Strategic Initiatives Programme									114
Total joint programs	1,237	2,113	1,532	1,346	552	120	95	553	7,663
Total all programs	1,875,239	1,406,376	1,054,684	566,771	427,961	129,181	104,159	85,085	5,649,571

Notes: Figures in this table relate to the 2002 calendar year as at 30 June 2003.

Cash expenditure in respect to a certain program year may continue in relation to that year in future years.

Indigenous Education Strategic Initiatives Programme joint funding cannot be split by State/Territory.

Source: Commonwealth DEST

Table 3.8 Non-government school per capita incomes, by source, 2002 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Commonwealth grants	3,833	53.1	2,783	27.2
State grants	1,391	19.3	1,225	12.0
Total government grants	5,224	72.4	4,008	39.2
Private income	1,989	27.6	6,224	60.8
Total	7,213	100.0	10,232	100.0

Source: MCEETYA, *National Report on Schooling in Australia*, 2002 (Appendix 1: Statistical annex, Table 23)

Schools with SES scores of 85 and below are funded by the Commonwealth 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 allocated along a continuum.

The Catholic system is funded at 56.2 per cent of the average cost of educating a student in a government school (except for the ACT, which is funded at 51.2 per cent).

Per capita income

Non-government schools derive their income from fees and donations, and State and Commonwealth government grants. Table 23 in the Statistical Appendix details this per capita income while Table 3.8 provides a summary.

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 23 and 24 in the Statistical Appendix. Table 3.9 below summarises the total per capita expenditure. Recurrent expenditure calculations are derived from cash-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.

State 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 2002. New South Wales, Victoria, Western Australia and the ACT allocated funding based on the former Commonwealth Education Resource Index. In Queensland, South Australia and Tasmania the allocation mechanism included standard and needs-based components. In Queensland, need is assessed by reference to a variety of factors, including both the former Commonwealth Education Resource Index (ERI) index and Commonwealth 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 Commonwealth ERI or current Commonwealth SES scores. The Northern Territory has single funding rates for primary students, secondary students and students attending remote schools.

State and Territory per capita funding to non-government schools is listed in Table 3.10.

Table 3.9 Non-government schools per capita expenditure, by affiliation, 2002 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	7,209
Independent	10,661

Source: MCEETYA, *National Report on Schooling in Australia*, 2002 (Appendix 1: Statistical annex, Table 23)

Table 3.10 State government per capita grants to non-government schools, by category, Australia, 2002 (\$)

Commonwealth funding category	NSW(a)	Vic.(b)	WA(c)	ACT(d)	Rates for other States	
Primary					Tasmania(e)	
1	520	313/374	942	291	Primary	1,199
2	676	436	942	386	Junior secondary	1,519
3	780	561	942	479	Senior secondary	2,011
4	832	602	1,032	583	Northern Territory	
5	884	604	1,032	675	Primary	1,446
6	936	629	1,068	746	Secondary	1,953
7	988	632	1,068	820	Remote	1,982
8	1,040	663	1,118	899	South Australia(f)	
9	1,092	728	1,118	961	Primary	480
10	1,144	733	1,168	1,021	Secondary	668
11	1,196	738	1,168	1,082	Queensland(g)	
12	1,364	740	1,206	1,146	Primary	816
Remote	n.a.	n.a.	1,810	n.a.	Secondary	1,248
Secondary						
1	757	460/549	1,430	459		
2	984	644	1,430	606		
3	1,135	827	1,430	702		
4	1,211	950	1,672	916		
5	1,286	952	1,672	979		
6	1,362	990	1,762	1,088		
7	1,438	994	1,762	1,196		
8	1,513	1,043	1,838	1,314		
9	1,589	1,144	1,838	1,405		
10	1,665	1,148	1,900	1,488		
11	1,740	1,151	1,900	1,576		
12	1,888	1,153	1,970	1,670		
Remote	n.a.	n.a.	2,952	n.a.		

n.a. not applicable

Note: All amounts are rounded to the nearest dollar. Rates are expressed in 2002 prices.

- (a) Apart from per capita funding, the NSW government also provides funding to non-government schools for back-to-school, textbook and living-away-from-home allowances; interest subsidies on capital developments; and the cost of transporting students with disabilities to and from school.
- (b) Victoria splits category 1 into 1A and 1B for schools with an ERI over 100. In addition, the Victorian government committed \$57.5 million over four years (1999–2000 to 2002–03) to support needy non-government schools to achieve outcomes in key areas such as reduced class sizes, literacy and numeracy, and assistance to students with special learning needs. As part of this commitment, in 2002 \$16 million was distributed on a per capita basis to schools in ERI categories 8–12.
- (c) Pre-primary rates are the same amount as primary rates for each category, for each full-time equivalent student.
- (d) ACT figures represent the average of two distinct half-yearly payments, across financial years 2001–02 and 2002–03.
- (e) Tasmanian figures represent the average level of funding per student per sector. The total paid comprises a needs component and a per capita component.
- (f) SA also pays a needs component, which constituted 52.5 per cent of total grants available in 2001. Total amount of needs component is distributed among schools, for disadvantage (28 per cent); interest subsidy (4.5 per cent); isolation (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).
- (g) In addition to these rates, Queensland pays a needs component constituting 22.5 per cent of the total grants available in 2002. The total needs component is disbursed according to school needs (80 per cent) and student needs (20 per cent). For new schools opening in 2002, the 'needs components' were \$250 per primary student and \$375 per secondary student. In their first year of funding, new schools are assumed to have 'average needs'.

Source: State departments of education

Capital expenditure

State and Territory capital expenditure

Capital expenditure by State and Territory governments in government schools was in excess of \$1 billion in 2002. As Table 3.11 illustrates, there has been an uneven level of capital expenditure over the past four years.

Commonwealth Capital Grants Programme

The Commonwealth allocated \$325.5 million in capital funding for Australian schools in 2002. This funding was made available through the Capital Grants Programme in the form of block grants for government and non-government schools. Of the \$325.5 million made available in 2002, \$234.5 million was provided for projects in government schools and \$91 million for projects in non-government schools. Table 3.12 provides a summary of Commonwealth capital funding.

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

Table 3.11 Capital expenditure by State and Territory governments in government schools, 1998–99 to 2001–02

Financial year	Expenditure (\$m)
1998–99	668.5
1999–2000	803.1
2000–01	758.8
2001–02	1,044.5

Note: Figures include Commonwealth capital grants contributions.

Source: For 1998–99 and 1999–2000 data, see MCEETYA, *National Report on Schooling in Australia*, 2000, Table 3.7. For 2000–01 data, *National Schools Statistics Collection*, 2001 and 2002.

In 2002, a number of projects funded by the Commonwealth 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 2002 included classrooms, computer rooms, students' amenities, boarding facilities, home economics and staff administration areas.

Table 3.12 Summary of Commonwealth capital expenditure, all schools, 2002 (\$'000)

State	Government	Non-government	Total
New South Wales	80,498	29,904	110,402
Victoria	54,633	25,314	79,947
Queensland	44,517	15,754	60,271
South Australia	18,015	6,870	24,886
Western Australia	23,352	8,721	32,073
Tasmania	6,496	2,070	8,566
Northern Territory	2,992	384	3,376
Australian Capital Territory	3,972	2,013	5,985
Total	234,475	91,029	325,504

Source: Commonwealth DEST

Part C

literacy, numeracy,
indigenous education,
science, the arts

Student outcomes

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

Chapter 4

Measuring the performance of Australian schooling

Goals for Australian schooling

Australia first adopted a set of national goals for schooling in 1989 when education ministers from all States and Territories and the Commonwealth, meeting as the Australian Education Council, adopted the Common and Agreed National Goals for Schooling in Australia.

The first update of the goals occurred in 1996 when the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to the addition of a new goal for literacy. The new goal was then amended to include numeracy, and then a complete and major review of the goals was begun in 1998. Following a process of wide consultation, the review was completed in 1999 when MCEETYA endorsed the statement of Australia's National Goals for Schooling in the Twenty-first Century.

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

Preamble to the Adelaide Declaration on National Goals for Schooling in the Twenty-first Century

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

This statement of national goals for schooling provides broad directions to guide schools and education authorities in securing these outcomes for students. It acknowledges the capacity of all young people to learn, and the role of schooling in developing that capacity. It also acknowledges the role of parents as the first

educators of their children and the central role of teachers in the learning process.

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

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

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

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

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

These national goals provide a basis for investment in schooling to enable all young people to engage effectively with an increasingly complex world. This world will be characterised

by advances in information and communication technologies, population diversity arising from international mobility and migration, and complex environmental and social challenges.

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

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

Progress in developing nationally comparable reporting of educational outcomes

When MCEETYA adopted the National Goals for Schooling in the Twenty-first Century, it also affirmed its commitment to national reporting of comparable educational outcomes and agreed that the National Goals for Schooling in the Twenty-first Century provided an appropriate framework for such reporting.

Developing key performance measures

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

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

- participation and attainment
- literacy and numeracy

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

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

Ministers approved the adoption of standard Australian Bureau of Statistics questions (on enrolment forms and other agreed forms) and standard Australian Bureau of Statistics procedures for coding a student's main language other than English spoken at home, a student's country of birth, father's country of birth and mother's country of birth; and noted that the Performance Measurement and Reporting Taskforce (PMRT) was still investigating appropriate definitions of geolocation and disability. They also approved Australian Bureau of Statistics questions and coding procedures for collecting father's and mother's educational attainment as one component for measuring students' socioeconomic status.

Participation and attainment

Most of the data for measuring participation and attainment of 15- to-24-year-olds are derived from the Australian Bureau of Statistics' *Survey of Education and Work*, with the remainder derived from the five-yearly *Census of Population and Housing*. Concerns have been expressed about the the statistical reliability of the endorsed attainment measures. Consequently, in 2002 alternative attainment measures and data sources were investigated.

The Participation and Attainment chapter contains contextual information about trends in student participation and attainment; an outline of the conceptual framework for reporting approved by MCEETYA; and data and analysis based on the approved KPMs.

Literacy and numeracy

Ministers at the 2002 MCEETYA meeting reaffirmed their commitment to reporting nationally comparable data against the national literacy and numeracy benchmarks, including reporting aggregated data for all students nationally and for each State and Territory.

They also reaffirmed commitment to the MCEETYA agreed processes to produce nationally comparable data against the literacy and numeracy benchmarks; and, in the interests of further improving national comparability of data, referred various technical issues to the PMRT, for further investigation, including:

- a common equating method to be used by all jurisdictions
- nationally consistent criteria for defining exempt students and an agreed method for collecting information on exemption and absent students
- a common standardised process for calculating and reporting the known forms of error associated with the assessment and reporting of student achievement against the national benchmarks.

The Literacy and Numeracy section of this report contains the results of testing conducted during 2002 in which the performance of students in each of the years 3, 5 and 7 was measured against the national benchmarks for reading, writing and numeracy. These results build on those published for years 3 and 5 reading in 1999 and for both reading and numeracy in 2000 and 2001. While it was anticipated that spelling outcomes would be reported in 2002, assessment processes for the measurement of spelling have been trialed and continue to be the subject of further research.

Vocational education

Throughout 2002, work continued on data collection for VET in Schools to be compliant with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for the start of 2005.

Jurisdictions continued to work on methods to assist in the monitoring and tracking of young people who could be followed

up, if required, as they move through school and on to post-school destinations.

The Vocational Education chapter includes an explanation of relevant concepts; an overview of current trends in educational provision and funding for these areas and issues for the future; and reports against the six key elements of the Vocational Education in Schools Framework.

Science

In 2002, work progressed on the development of an assessment framework, progress map, assessment instruments and KPMs for reporting on year 6 student skills, knowledge and understanding in scientific literacy, with trialing of assessment instruments occurring at sample schools, in preparation for the first national sample assessment taking place in 2003.

At the 2002 MCEETYA meeting, ministers approved the use of information from the Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) for reporting 15-year-old students' performance in literacy and numeracy; and approved KPMs for students' performance in secondary science as the percentage of students achieving at or above the OECD mean score in the scientific literacy assessment of the OECD PISA, together with the range of student achievement.

The Science section provides further details of the work towards the first national survey assessment of year 6 primary science, and reports on the performance of Australian secondary students who participated in the 2000 OECD PISA program.

Information and communication technologies

At the MCEETYA meeting in July 2002, there was agreement by ministers that there be national monitoring of the information and communication technologies (ICT) skills and knowledge of students by means of three-yearly sample assessments, and that these should be at years 6 and 10 and commence from 2005.

An outline of the current trends in the teaching of ICT is provided in the Information and Communication Technologies section, along with a report on progress in developing nationally comparable outcomes for reporting primary and secondary ICT.

Indigenous education

The establishment of a specific Indigenous Education, Employment, Training and Youth (IEETY) taskforce was agreed to at the July 2002 MCEETYA meeting. The IEETY taskforce, which is chaired by the Northern Territory and has representatives from all States and Territories and the Commonwealth, exemplifies the commitment made by ministers to develop and implement strategies crucial for reconciliation that demonstrably improve education and employment opportunities and outcomes for Indigenous students. The taskforce reports to Council, and prepares the MCEETYA report to the Council of Australian Governments on reconciliation. The taskforce has in place a strategic reporting framework for 2002–05 and a work plan for 2003–04.

The Indigenous Education section focuses on States and Territories' highlighted achievements in Indigenous education in 2002, including:

- the implementation of the National Statement of Principles and Standards for More Culturally Inclusive Schooling in the 21st Century and the Model of Culturally Inclusive and Educationally Effective Schools, both endorsed at the March 2000 MCEETYA meeting
- the development of cross-portfolio frameworks
- the implementation of the Commonwealth National Indigenous English Literacy and Numeracy Strategy.

The section also provides an overview of the Commonwealth Indigenous Education Strategic Initiatives Programme (IESIP) 2002–04 agreements, a summary report on agreed core measures using nationally comparable data, and a summary of progress being made on meeting the national goals for Indigenous students.

Civics and citizenship education

A national Values Education Study was commissioned by the Commonwealth Minister for Education, Science and Training, the Hon. Dr Brendan Nelson, MP, and supported by all State and Territory ministers at the July 2002 MCEETYA meeting.

Following the development of two agreed KPMs for civics and citizenship education in 2002, a project began to develop a suite of assessment instruments, including a related concurrent survey of student opportunities and backgrounds. It is expected

that these materials will be ready for trial in 2003. The first national sample assessment of year 6 and year 10 student achievement in civics and citizenship education is scheduled for 2004.

The Civics and Citizenship Education section contains an outline of the major developments and current trends in the teaching of civics and citizenship, taking a look at how Australian students performed in the international IEA Study of Fourteen Year Olds, along with a summary of progress in developing performance indicators for civics and citizenship student outcomes including the development and trialing of assessment instruments.

MCEETYA targets

At the July 2001 meeting, MCEETYA agreed to set national targets in the areas of reading, writing, spelling and numeracy for years 3, 5 and 7 (noting that targets for year 3 had been set under Commonwealth legislation).

The Council also agreed to consider establishing further national targets as KPMs become available for other national goals.

Ministers noted the intention of the taskforce to investigate the impact of:

- linking resource allocation to the achievement of targets
- target setting on school and system improvement.

There is the potential for MCEETYA to establish national targets for each of the national goals; however, each national goal has different characteristics and considerations for developing meaningful KPMs.

Following development of KPMs for each of the goals, consideration will be given to the appropriateness of establishing national targets.

The Key Performance Measures Assessment Cycle

Table 4.1 outlines the KPM assessment cycle for 2002–09 endorsed by ministers at the July 2002 MCEETYA meeting.

Table 4.1 The Key Performance Measures Assessment Cycle endorsed by MCEETYA in July 2002

Measure	Year Level	Cycle	2002	2003	2004	2005	2006	2007	2008	2009
1 Literacy % achieving reading benchmark [Measure for 15-year-olds under discussion]	Years 3, 5, 7 *15-year-olds	Annual Triennial	✓	✓	✓	✓	✓	✓	✓	✓
				PISA			PISA		PISA(b)	
2 Literacy % achieving writing benchmark	Years 3, 5, 7	Annual	✓	✓	✓	✓	✓	✓	✓	✓
3 Literacy % achieving spelling benchmark	Years 3, 5, 7	Annual	✓	✓	✓	✓	✓	✓	✓	✓
4 Numeracy % achieving numeracy benchmark [Measure for 15-year-olds under discussion]	Years 3, 5, 7 *15-year-olds	Annual Triennial	✓	✓	✓	✓	✓	✓	✓	✓
				PISA			PISA		PISA(b)	
5 Science % achieving standard in scientific literacy [Measure for 15-year-olds under discussion]	*Year 6 *15-year-olds	Triennial Triennial	Trial	✓			✓			✓
				PISA			PISA		PISA(b)	
6 Civics and Citizenship Education % achieving standard in civic knowledge and understanding	*Year 6 *Year 10	Triennial Triennial		Trial	✓			✓		
				Trial	✓			✓		
7 Civics and Citizenship Education % achieving standard in citizenship participation skills and civic values	*Year 6 *Year 10	Triennial Triennial		Trial	✓			✓		
				Trial	✓			✓		
8 Information and Communication Technologies % achieving standard	*Year 6 *Year 10	Triennial Triennial				✓			✓	
						✓	PISA(a)		✓	
9 VET in Schools Number of students undertaking New Apprenticeships, and such students as a percentage of all students enrolled in courses leading to a senior secondary certificate	Senior secondary	Annual	✓	✓	✓	✓	✓	✓	✓	✓
10 VET in Schools Number of students enrolled in VET in Schools programs leading to a senior secondary certificate, and such students as a percentage of all students enrolled in courses leading to a senior secondary certificate	Senior secondary	Annual	✓	✓	✓	✓	✓	✓	✓	✓
11 VET in Schools Average annual student contact hours delivered through VET in Schools programs	Senior secondary	Annual	✓	✓	✓	✓	✓	✓	✓	✓
12 Participation The proportion of 15–19-year-olds, by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training		Annual	✓	✓	✓	✓	✓	✓	✓	✓
13 Participation The proportion of 20–24-year-olds by single year of age, in full-time education or training, in full-time work, or in both part-time work and part-time education or training		Annual	✓	✓	✓	✓	✓	✓	✓	✓
14 Attainment The proportion of 19-year-olds who have completed year 12 successfully or attained a qualification at AQF Certificate II or above		Annual	✓	✓	✓	✓	✓	✓	✓	✓
15 Attainment The proportion of 24-year-olds who have completed a post-secondary qualification at AQF Certificate III or above		Annual	✓	✓	✓	✓	✓	✓	✓	✓

Note:

- (a) PISA may include an assessment of students' ICT knowledge, skills and understanding in the 2006 cycle
- (b) Pending advice on arrangements for PISA post-2006
- * denotes sample testing

Other international studies:

- Australia was involved in the Trends in Mathematics and Science Study (TIMSS) in 2002. This assesses students in years 4 and 8. At this stage, there is no decision about the capacity of the TIMSS study to provide data for KPMs.
- IEA Second Information Technology in Education Study (SITES) program is planned for 2004. Australia's participation has not been agreed by MCEETYA.

Student participation and attainment

Development of performance measures

Goal 3.6 of the National Goals for Schooling in the Twenty-first Century, agreed to by all State, Territory and Commonwealth ministers of education in Adelaide, April 1999, 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.

In March 2000, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) endorsed the following key performance measures for participation and attainment:

- Participation

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

- Attainment

- 1 percentage of 19-year-olds who have completed year 12 successfully or attained a qualification at Australian Qualifications Framework (AQF) Certificate II or above
- 2 percentage of 24-year-olds who have completed a post-secondary qualification at AQF Certificate III or above.

However, the Australian Bureau of Statistics (ABS) October 2000 report to MCEETYA concluded that precise annual estimates of these attainment measures could not be produced with the data available, and suggested the use of the following proxy measures, as classified by Australian Bureau of Statistics Classification of Qualifications (ABSCQ) until new data collection processes were in place:

- 1 the proportion of 19-year-olds who have completed year 12 or obtained any post-school qualification

- 2 the proportion of 24-year-olds who have obtained a skilled vocational qualification or higher.

MCEETYA agreed to adopt these as interim measures and most of the estimated values were produced from the ABS *Transition from Education to Work Survey* since renamed the *Survey of Education and Work* (Cat. No. 6227.0). This is a survey using a sample designed to be representative of the full civilian population aged 15–64 years. Consequently, relatively small sample sizes for 19- and 24-year-olds at the State/Territory level are used to calculate the attainment measures and as such, are subject to significant measurement errors particularly for smaller jurisdictions. The estimates are not always able to detect small year-to-year changes or differences between jurisdictions adequately. In addition, 'successful' completion of year 12 is not currently assessed by the questions asked in the survey. There is also no MCEETYA definition of successful completion of year 12 which can be applied consistently in all States and Territories.

To further the development of these measures, the ABS prepared a report, *Options for Improved Estimation of Educational Attainment* (August 2002), which considered methods for improved estimation. The report looked closely at methods such as use of administrative records of successful year 12 completions held by the Board of Studies for each jurisdiction, the use of mathematical modelling to increase the amount of survey information that is utilised and the use of combined data from several surveys to produce estimates.

The possibility of using multiple year ranges rather than single year data (eg an estimate for the broader age group, say 20–24-year-olds) was also proposed to minimise the sampling error from small sample sizes. Consequently, the Performance Measurement and Reporting Taskforce (PMRT) has asked the ABS to advise on the ability of the following revised measures to provide reliable estimates of change over time at State/Territory level:

- the proportion of 20–24-year-olds who have completed year 12 or 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.

Until more refined measures are available for endorsement by MCEETYA, attainment data according to the agreed proxy measures will be provided. The following section presents

participation and attainment data for 2002 and time-series data for key indicators.

Since the ABS *Survey of Education and Work* estimates in this publication are based on information obtained from occupants of a sample survey of dwellings, they are subject to sampling variability. That is, they may differ from the estimates that would have been produced if all dwellings had been included in the survey. In this section of the report, two measures are provided which can indicate the likely difference – these are 95 per cent confidence intervals and the Relative Standard Error (RSE).

Performance on agreed measures

Participation

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

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

Table 5.1 and Figure 5.1 show the full-time participation rates for 15–19-year-olds and 20–24-year-olds in each State and Territory and for Australia as a whole in 2002. Nationally, 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 (88.0 ± 2.2 per cent) and 18-year-olds (77.1 ± 2.9 per cent). This is reflected in most jurisdictions.

There is considerable variation in the 95 per cent confidence intervals for data from different age groups and States and Territories. Table 5.1 indicates that there are likely to be few significant differences between States and Territories in the proportion of people at each age group participating full-time.

Changes in age-group participation over time are shown in Table 5.2.

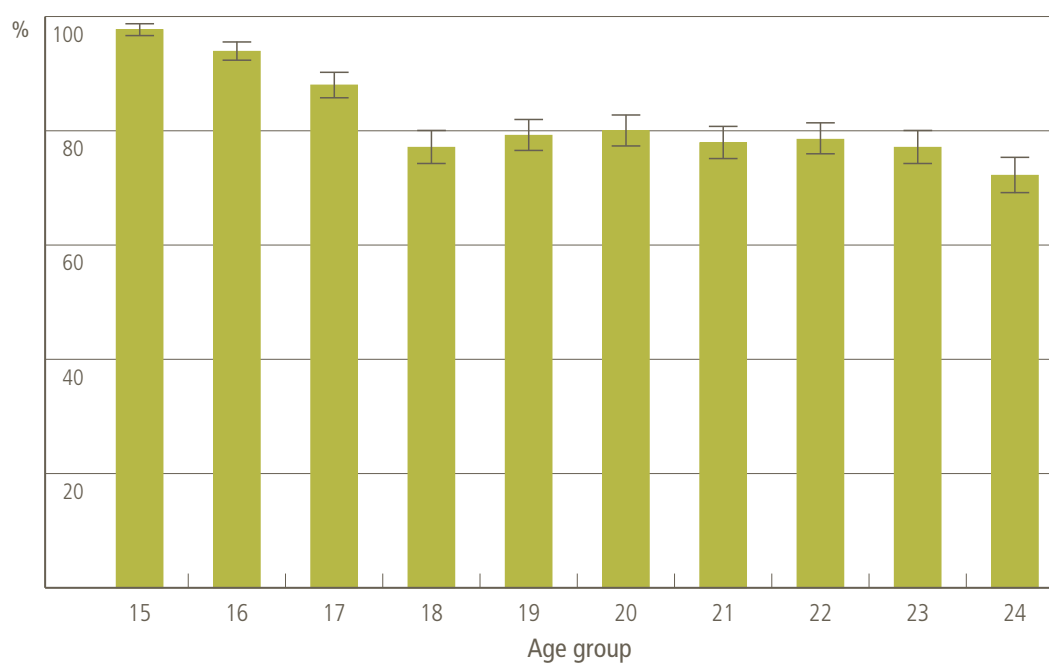
Table 5.1 Full-time participation rates of 15–24-year-olds by State and Territory, Australia, 2002 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
New South Wales	98.4 ±1.7	95.0 ±2.8	89.9 ±4.0	75.8 ±5.7	81.5 ±5.1	81.4 ±4.9	77.5 ±5.3	79.9 ±5.3	74.7 ±5.7	75.7 ±5.8	88.1 ±4.8	77.9 ±4.5	82.9 ±3.0
Victoria	98.4 ±1.8	96.8 ±2.6	94.0 ±3.6	79.4 ±6.0	83.1 ±5.2	85.2 ±5.2	82.7 ±5.3	79.0 ±5.6	83.5 ±5.3	73.5 ±6.1	90.1 ±4.8	80.7 ±4.4	85.2 ±2.9
Queensland	95.6 ±3.1	92.9 ±4.2	78.0 ±6.4	80.3 ±6.2	76.3 ±6.5	79.2 ±6.3	74.6 ±6.8	76.9 ±6.7	73.2 ±6.9	67.5 ±7.4	84.4 ±5.3	74.3 ±5.1	79.4 ±3.4
South Australia	97.2 ±3.4	91.0 ±5.9	93.2 ±5.2	73.2 ±8.9	70.7 ±9.3	71.5 ±9.3	75.4 ±9.0	79.9 ±8.4	76.3 ±8.9	67.5 ±10.0	84.7 ±6.5	74.3 ±6.4	79.6 ±4.1
Western Australia	97.6 ±2.8	87.8 ±6.0	82.9 ±6.7	73.3 ±8.5	73.4 ±8.1	73.8 ±8.0	77.5 ±8.0	74.6 ±7.9	77.4 ±7.6	71.8 ±8.6	82.9 ±6.1	75.0 ±5.8	78.9 ±3.8
Tasmania	98.9 ±2.7	93.0 ±6.7	88.0 ±8.3	67.8 ±13.3	75.2 ±12.3	64.4 ±14.9	56.2 ±14.7	67.9 ±14.6	58.2 ±15.0	54.3 ±15.3	84.6 ±8.5	60.3 ±8.4	73.4 ±5.3
Northern Territory	100.0 –	94.4 ±8.9	81.0 ±16.9	93.6 ±14.6	91.2 ±18.9	58.8 ±36.2	78.6 ±17.3	89.0 ±17.8	91.9 ±12.8	74.3 ±17.9	92.0 ±19.1	80.2 ±18.2	86.1 ±11.6
Australian Capital Territory	100.0 –	98.3 ±3.2	93.3 ±6.2	81.2 ±9.6	87.9 ±8.1	84.1 ±9.8	89.9 ±8.9	86.0 ±9.7	85.2 ±10.7	77.1 ±11.4	91.9 ±10.8	84.4 ±9.5	87.9 ±6.3
Australia	97.7 ±1.0	93.9 ±1.6	88.0 ±2.2	77.1 ±2.9	79.2 ±2.7	80.0 ±2.7	77.9 ±2.8	78.5 ±2.8	77.1 ±2.9	72.2 ±3.1	87.1 ±2.3	77.2 ±2.2	82.1 ±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 2002

Figure 5.1 Full-time participation rates, Australia, 2002 (per cent)



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

Table 5.2 Full-time participation rates, Australia, 1992–2002 (per cent)

Age (years)	15	16	17	18	19	20	21	22	23	24
1992	97.1	93.2	82.5	76.9	74.2	76.3	71.4	70.0	71.2	70.1
1993	97.1	93.5	84.6	76.9	74.0	71.7	73.3	69.2	68.3	70.1
1994	96.8	91.3	87.3	72.4	73.2	73.8	69.3	69.1	73.7	73.8
1995	97.8	92.9	84.6	76.4	75.1	77.7	74.2	76.1	72.5	73.4
1996	96.4	93.7	87.0	74.2	75.7	77.2	74.4	73.9	76.6	71.8
1997	97.7	93.4	88.8	76.5	76.2	72.9	71.6	72.8	73.9	71.3
1998	96.1	92.2	86.6	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
	±1.0	±1.6	±2.2	±2.9	±2.7	±2.7	±2.8	±2.8	±2.9	±3.1

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* (unpublished data), 1992–2002

Table 5.3 Full-time participation rates, 15–24-year-olds, by gender, Australia, 2002 (per cent)

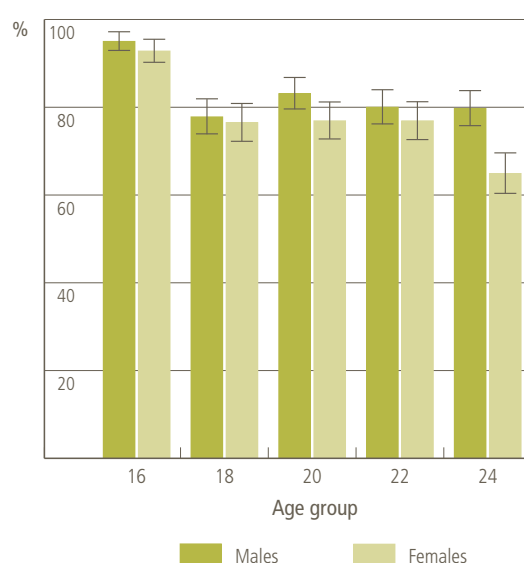
Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
Males	97.4 ±1.6	95.0 ±2.1	89.2 ±3.0	77.8 ±4.0	82.1 ±3.6	83.1 ±3.6	81.5 ±3.7	80.0 ±3.9	84.1 ±3.6	79.7 ±4.0	88.1 ±3.5	81.7 ±3.4	84.9 ±2.3
Females	98.1 ±1.4	92.8 ±2.6	86.6 ±3.4	76.5 ±4.3	76.2 ±4.3	76.9 ±4.2	74.1 ±4.4	76.9 ±4.3	70.1 ±4.5	64.9 ±4.6	85.9 ±3.6	72.5 ±3.3	79.1 ±2.3

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

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

The full-time participation rates for males and females are provided in Table 5.3 and Figure 5.2. Table 5.3 shows that participation rates generally appear higher for males than females, and they are significantly so at 23 and 24 years. This is reflected in the figures for the 15–24 age group, and the 20–24 age group.

For consecutive ages, the greatest difference in participation was between 17 and 18 years, with a significant drop for both males and females. These figures show the same trend as for 2001 data.

Figure 5.2 Full-time participation rates, selected age (years), by gender, Australia, 2002 (per cent)

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

Indigenous participation rates

The source for Indigenous participation rates is the five-yearly Census of Population and Housing. However, new data is only available every five years and the latest data available were presented in the 2001 report. That data is presented again in Table 5.4.

Attainment

In this section of the report are data for the two proxy measures of attainment as recommended by the ABS, and classified by ABCSQ:

- proportion of 19-year-olds who have completed year 12 or obtained any post-school qualification (see Glossary for explanation of post-school qualification)
- proportion of 24-year-olds who have obtained a skilled vocational qualification or higher.

Attainment of 19-year-olds

Table 5.5 shows the percentage of 19-year-olds who had completed year 12 or obtained any post-school qualification in each of the States and Territories in 2002. Table 5.6 shows how this measure has changed over time since 1998. Table 5.6 and Figure 5.3 indicate the differences in attainment between males and females. The data in these tables should be interpreted with caution, as the sampling process may result in some estimates with high volatility. Nevertheless, it would appear that the attainment rate for 19-year-old females is consistently higher than that for 19-year-old males.

Table 5.4 Percentage point difference between non-Indigenous and Indigenous persons, by single year of age (15–24-year-olds), and State/Territory^{(a)(b)}, 2001

Age (years)	15	16	17	18	19	20	21	22	23	24	15–19	20–24	15–24
New South Wales	14.6	21.2	28.7	31.4	34.4	35.6	37.7	33.5	36.3	32.0	24.6	35.0	28.1
Victoria	13.2	20.8	25.0	30.4	28.9	27.5	31.2	26.3	22.9	27.0	22.6	27.0	23.6
Queensland	13.9	20.7	26.2	31.9	35.4	35.5	34.3	33.3	31.7	30.1	24.2	33.0	27.6
South Australia	14.9	21.4	27.4	31.4	31.2	39.4	37.6	32.2	37.8	37.8	23.8	37.0	28.7
Western Australia	21.5	34.0	40.2	41.8	42.4	46.9	42.6	40.8	38.4	38.5	34.9	41.6	37.5
Tasmania	3.5	5.2	11.2	17.6	18.5	13.3	15.8	14.3	9.9	18.1	10.3	14.0	10.6
Northern Territory	33.1	46.1	51.7	52.3	51.8	55.9	54.4	52.8	51.6	52.6	46.7	53.6	49.2
Australian Capital Territory	4.1	15.7	19.8	25.0	22.2	20.2	32.1	22.2	16.5	25.3	15.6	23.2	18.2
Australia ^(c)	17.0	26.1	33.1	37.0	39.0	40.8	40.1	37.0	36.5	35.4	29.2	38.0	32.4

(a) The percentage point difference shown is the non-Indigenous full-time participation rate less the Indigenous full-time participation rate.

(b) Includes other territories such as Jervis Bay Territory, Territory of Christmas Island and the Territory of Cocos (Keeling) Islands.

(c) Excludes those who did not state their Indigenous status, and those who did not state both their labour force status and their full-time/part-time study status.

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

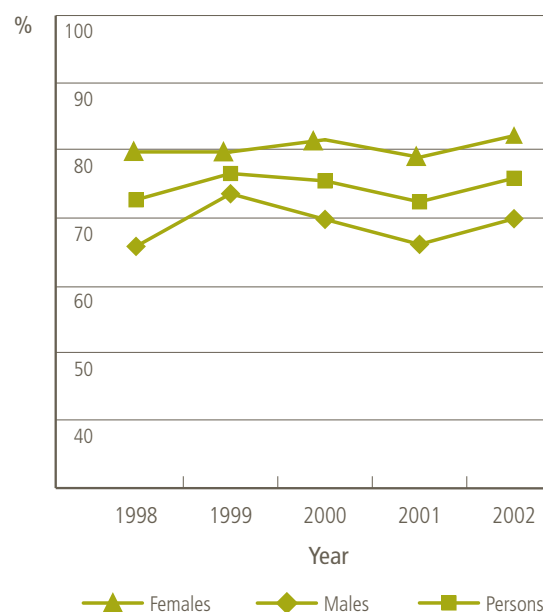
Table 5.5 Percentage of 19-year-olds who completed year 12 or obtained any post-school qualification, by State/ Territory, 2002

State/Territory	Attainment
New South Wales	76.6 ± 5.6
Victoria	78.6 ± 5.8
Queensland	79.9 ± 6.9
South Australia	63.4 ± 9.6
Western Australia	69.6 ± 8.5
Tasmania	62.9 ± 14.2
Northern Territory	62.9 ± 30.2
Australian Capital Territory	89.8 ± 7.6
Australia	75.9 ± 2.9

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

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

Figure 5.3 Percentage of 19-year-olds who completed year 12 or obtained any post-school qualification, Australia, 1998–2002



Source: ABS, *Survey of Education and Work* (unpublished data), 1998–2002

Table 5.6 Percentage of 19-year-olds who completed year 12 or obtained any post-school qualification, by gender, Australia, 1998–2002

	1998	1999	2000	2001	2002
Males	65.8	73.6	69.8	66.1	69.9 ± 4.5
Females	79.8	79.8	81.6	79.0	82.2 ± 3.8
Persons	72.7	76.6	75.5	72.4	75.9 ± 2.9

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

Source: ABS, *Survey of Education and Work* (unpublished data), 1998–2002

Attainment of 24-year-olds

Table 5.7 shows the percentage of 24-year-olds in each of the States and Territories who had obtained a skilled vocational qualification or higher in 2002, and Table 5.8 shows how this measure has changed over time since 1998. Table 5.8 and Figure 5.4 also indicate the differences in attainment between males and females. As with the data for 19-year-olds, some caution needs to be adopted when interpreting these tables, as the sampling process may result in highly volatile estimates.

The change over time in the percentage of male and female 24-year-olds meeting the performance measure for attainment is illustrated in Figure 5.4. Despite the need for caution in interpretation of these data, it appears that there was a steady increase in the proportion of females who have a skilled vocational qualification or higher from 1998 to 2002. The results for males appear more volatile. However, the gap between male and female attainment rates for 24-year-olds appears to have decreased between 1998 and 2002.

The distribution of attainment between males and females is clearly illustrated in Figure 5.5, which shows that while more female than male 19-year-olds had completed year 12 or obtained any post-school qualification, similar proportions of male and female 24-year-olds have attained a skilled vocational qualification or higher.

Attainment of Indigenous students

Data for attainment key performance measures for Indigenous and non-Indigenous students were not produced in 2002, as

the required information cannot be obtained from the five-yearly ABS Census of Population and Housing data file in the form required for the endorsed measure. As the performance measure is refined, information on this issue will be available.

Table 5.7 Percentage of 24-year-olds with skilled vocational qualification or higher, by State and Territory, 2002

State/Territory	Attainment
New South Wales	46.7 ± 6.7
Victoria	53.7 ± 6.8
Queensland	43.3 ± 7.8
South Australia	43.6 ± 10.7
Western Australia	39.5 ± 9.0
Tasmania	37.1 ± 14.5
Northern Territory	69.9 ± 18.7
Australian Capital Territory	69.0 ± 12.1
Australia	47.6 ± 3.5

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 2002

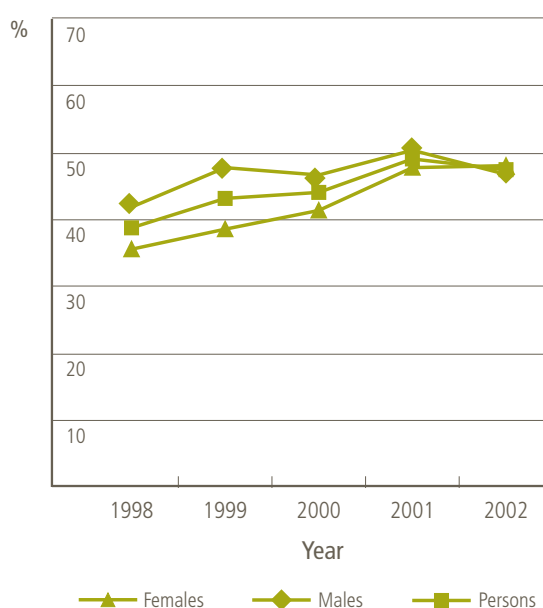
Table 5.8 Percentage of 24-year-olds with skilled vocational qualification or higher, by gender, Australia, 1998–2002

	1998	1999	2000	2001	2002
Males	42.0	47.9	46.8	50.5	46.9 ± 4.9
Females	35.7	38.7	41.5	47.9	48.2 ± 4.9
Persons	38.9	43.3	44.2	49.2	47.6 ± 3.5

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.

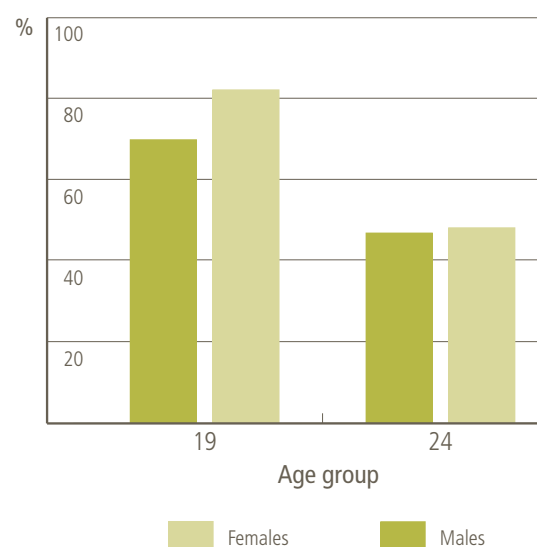
Source: ABS, *Survey of Education and Work* (unpublished data), 1998–2002

Figure 5.4 Percentage of 24-year-olds with skilled vocational qualification or higher, by gender, 1998–2002



Source: ABS, *Survey of Education and Work* (unpublished data), 1998–2002

Figure 5.5 Percentage of 19-year-olds who completed year 12 or obtained any post-school qualification, and percentage of 24-year-olds with skilled vocational qualification or higher, by gender, Australia, 2002



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

Chapter 6

Literacy and numeracy student outcomes

Overview

In 2002, all Commonwealth government and State and Territory government education ministers made the 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.

In 1997, all education ministers 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 having difficulty
- the development of agreed benchmarks for years 3, 5, 7 and 9, 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 different tests. This is now enabling nationally comparable reporting of aggregated performance data by States and Territories.

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

Measuring student achievement

At the March 2000 meeting of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), ministers approved the literacy and numeracy benchmarks for year 7 and the numeracy benchmarks for years 3 and 5, completing the development of nationally agreed performance standards for literacy and numeracy at years 3, 5 and 7. Ministers agreed that benchmarking for years 9 or 10 be postponed until the findings of the Organization for Economic Co-operation and Development's Programme for International Student Assessment project became available. This project involves the collection of data from Australia and other countries.

In 2002, ministers reaffirmed their commitment to meaningful and comprehensive reporting to all parents and care-givers on the achievement and progress of their children, with each State and Territory undertaking this commitment within their respective curriculum, assessment and reporting frameworks. Also, ministers agreed to a study, funded by the Commonwealth government, to be undertaken by the Performance Measurement and Reporting Taskforce (PMRT) to investigate the educational and measurement issues associated with the reporting to parents of individual students' results against the national literacy and numeracy benchmarks.

The 2002 years 3, 5 and 7 reading, writing and numeracy benchmark results were published in a preliminary supplement to the *National Report on Schooling in Australia 2002*. They are

reproduced in this section. Data for 1999, 2000 and 2001 were published in earlier editions.

Implementation of the National Literacy and Numeracy Plan across States and Territories was a major highlight of Australian schooling in 2002. Assessment and reporting elements of the plan were developed in diverse ways:

- A wide range of programs were implemented focusing on students' acquisition of foundational literacy and numeracy principles in the early years of schooling. These included the Early Years Literacy program and, for numeracy, the Count Me In Too program. In the early years of schooling, whole-school planning approaches were adopted, with parental/care-giver involvement in assessment of children's understandings, through home-school support, a key feature. Regular information about students' exposure to key literacy and numeracy concepts enables teachers to identify what students know to better support their learning, and also encourages parents and care-givers to develop their children's literacy and numeracy skills at home.
- Early intervention strategies for students identified as having difficulty were implemented across States and Territories, often emphasising student engagement through individual or small group assistance. The Victorian Restart program, for example, provided schools with strategies such as one-to-one and small-group instruction, with individual and/or team-teaching models. Initial reports from the program indicate that approximately two-thirds of participating students have made significant improvements in their literacy achievement levels. Support networks were in place in other States and Territories, providing localised responses to meet the needs of students at educational risk.
- Students across selected year levels participated in state-wide literacy and numeracy testing, to assess and report student achievement against the agreed national benchmark and to monitor literacy and numeracy learning in the crucial early years and middle years of schooling. In the Northern Territory, the Northern Territory Literacy and Numeracy Strategy was published in 2002, with a major objective for Northern Territory students being to attain or exceed national literacy and numeracy benchmarks. This was supported by key initiatives and outcomes which schools will be required to address.
- Professional development opportunities for teachers were provided, supported by resource materials, training programs

and networks. The Queensland Literate Futures: Reading program is one such initiative, establishing whole-school literacy planning procedures that engage the use of multi-literacies. Implementation of the program is assisted through 21 Learning and Development Centres (Literacy), which train local facilitators and support the diverse needs of schools and districts.

The process of reporting against the agreed benchmarks that commenced in 2000 will allow monitoring over time and will provide a clear picture of literacy and numeracy levels in Australia's schools.

Literacy and numeracy developments

Literacy and numeracy intervention programs implemented to support the National Literacy and Numeracy Plan are determined at school and system level. However, there were similarities in programs adopted by States and Territories during 2002. For example, while the early years of schooling received the greatest level of intervention assistance, intervention programs were also extended into the upper primary and middle years of secondary schooling.

There were also similarities in the specific strategies used. For literacy, a number of schools and systems reported widespread use of Reading Recovery and projects and support materials utilising the Early Years Literacy program. For numeracy, the Count Me In Too program, Early Years Numeracy program and First Steps Mathematics resources were extensively used in States and Territories in 2002. Addressing the common finding of various assessment programs that a number of student sub-groups are achieving at significantly lower than expected levels, specifically directed intervention programs are now in place. In particular, programs have been developed to address the learning needs of Indigenous students; students from low socioeconomic circumstances; students from language backgrounds other than English and students in rural and remote areas. In 2002, there was also considerable effort to address students' welfare and learning needs, particularly in the areas of boys' education and the middle years of secondary schooling.

In September 2002, the Commonwealth government and State and Territory government and non-government education authorities celebrated National Literacy and Numeracy

Week (NLNW). This event, celebrated annually since 1999, focuses on literacy and numeracy in schools, showcasing the significant work that school communities are undertaking in this foundation area. The 2002 NLNW celebration marked the eligibility of secondary schools for NLNW Awards for the first time. A significant event included a National Simultaneous Storytime, coordinated by the Australian Library and Information Association.

Research initiatives and professional development

In 2002, important research programs provided information to schools and systems engaged in the choice of appropriate intervention programs. A range of strategic literacy- and numeracy-related research and initiatives were in place, aiming to identify practices to improve student literacy and numeracy learning outcomes.

Professional development for teachers is an integral part of the National Literacy and Numeracy Plan, as it is recognised that the classroom teacher is the major determinant of the literacy and numeracy learning of students. During 2002, professional development programs responding to key elements of the plan were implemented across States and Territories. These included team-based programs, literacy and numeracy online networks, and opportunities for staff to engage in postgraduate, accredited study in literacy and numeracy teaching and learning.

Reading, writing and numeracy benchmark results

In March 1997, all State, Territory and Commonwealth education ministers agreed on the national goal:

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

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

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

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

- early assessment and intervention for students at risk of not achieving minimum required standards
- development of national benchmarks for each of years 3, 5 and 7
- assessment of student progress against these benchmarks
- national reporting of benchmark data
- professional development for teachers.

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

The publications reflect the continuing development of the benchmark reporting process. For 1999, data was available only for reading in each of years 3 and 5. For 2000, as well as results for years 3 and 5 reading, data was published on numeracy in each of years 3 and 5. The 2001 report presented data in all of these areas and included benchmark results for writing in each of years 3 and 5. As data for writing had not previously been published, results from 1999 and 2000 were also presented. This edition now adds, for 2002, each of years' 3, 5 and 7 data for reading, writing and numeracy.

Measurement difficulties have precluded the presentation of spelling data to date.

As part of their commitment to producing nationally comparable data against literacy and numeracy benchmarks, ministers requested further developmental work in the following areas:

- a common equating method to be used by all jurisdictions
- nationally consistent criteria for defining exempt students and an agreed method for collecting information on exemptions and absent students
- a common standardised process for calculating and reporting the accuracy of the student achievement data against the national benchmarks.

This work was underway in 2002 but the outcomes had not been incorporated at the time of testing.

Student achievement against the benchmarks

This section of the report describes the results of testing conducted during 2002 in which the achievement of students in each of years 3, 5 and 7 was measured against the national benchmarks for reading, writing and numeracy. These results build on those published previously.

Benchmarks

The benchmarks that underpin the reporting of student achievement describe nationally agreed minimum acceptable standards for aspects of literacy and numeracy at particular year levels. That is, they represent minimum standards of performance below which students will have difficulty progressing satisfactorily at school.

The benchmarks have been developed with reference to current levels of achievement demonstrated in national surveys and State and Territory assessment programs. There has been extensive consultation with stakeholders and with experts in the areas of literacy, numeracy and educational measurement. As well, the benchmarks have been trialed in classrooms in all States and Territories.

Education ministers meeting at MCEETYA have determined that the national goal should be for all students to achieve at least the benchmark level of performance as they represent minimum acceptable standards. Regular publication of benchmark results enables monitoring of progress towards the attainment of that goal.

The standards described by the benchmarks for years 3, 5 and 7 demand increasing levels of proficiency against which students' progress through school can be measured and followed. The benchmarks form three important markers along a continuum of increasing competence. The least demanding year 3 benchmark is located in the early part of the achievement continuum while the years 5 and 7 benchmarks, demanding increasing understandings and skills, are at progressive levels. Students' locations on the achievement continuum are estimated through assessment processes undertaken by the States and Territories.

Full details of all of the benchmarks are available online. Literacy is at <http://cms.curriculum.edu.au/litbench/intro.asp>

and numeracy at <http://cms.curriculum.edu.au/numbench/index.htm>. A print publication of the details can be obtained from Curriculum Corporation, PO Box 177, Carlton South, Victoria, 3053, Australia. Telephone: +61 3 9207 9600. Facsimile: 1300 780 545 (within Australia) and +61 3 9639 1616 (outside Australia). Email: sales@curriculum.edu.au. The Curriculum Corporation website is at: <http://www.curriculum.edu.au/>.

The assessment process

All States and Territories have their own literacy and numeracy monitoring programs. These programs are well established, understood and valued within their educational communities who are keen to retain them. As well, they allow States and Territories to report, publicly and to parents, on the range of performance demonstrated by learners, including benchmark performance. Ministers have therefore agreed that assessment against the national benchmarks should occur using the existing State and Territory-based programs.

A nationally agreed procedure was designed to equate State and Territory tests and to provide comparable reporting of student achievement data against the benchmarks. The committee that developed the procedure included several of Australia's leading educational measurement experts.

At each of years 3, 5 and 7, equating the State and Territory tests is a three-stage process. The first stage involves the construction of common achievement scales for each of reading, writing, and numeracy. During the second stage the location of the benchmark on the common achievement scale is determined and, in the final stage, the equivalent benchmark locations on State and Territory achievement scales are calculated.

The common achievement scales are constructed through testing students from a representative sample of schools in each State and Territory using the assessments of other States and Territories.

To establish the location of the benchmark at each year level, expert judges must envisage a student who is just able to demonstrate the skills described in the benchmark, and to estimate the probability of this minimally competent student succeeding on each test item. Judges used in the benchmarking were from all States and Territories and included a range of literacy specialists and classroom teachers qualified to make

decisions about the likelihood of students succeeding on the test items.

In the final phase of equating, an equivalent benchmark location is calculated for each jurisdiction's test. Individual jurisdictions are responsible for equating benchmark locations to any new tests they use. Any imprecision in this process is not reflected in the confidence interval of the published estimates.

All these aspects of the process contribute to enhancing comparability of the separate State and Territory tests and to ensuring that differences between States and Territories' results are due to factors other than the tests. Consideration is being given to re-equating some tests.

Making comparisons

Tables A1 to A9 identify apparent differences in relation to the proportion of students achieving the benchmark in States and Territories, but caution needs to be applied when considering these differences. The assessment and equating processes are designed to make the various results comparable between jurisdictions, but there have been large variations in results for some jurisdictions over the four years in which benchmarks have been reported.

The variations in results will be examined by responsible authorities to inform further improvement of benchmarking processes. Relevant issues include major differences between jurisdictions in school starting age, grade structures, and other arrangements that result in variations in the time students would have spent in relevant schooling prior to testing. As well, there are differences between States and Territories in relation to factors known to influence measured literacy and numeracy achievement. For example, it is known that achievement in literacy and numeracy is strongly correlated with the socio-economic circumstances of students. As well, students who do not usually speak English, or who have just begun to speak English, would be expected to be at some disadvantage during assessment of aspects of English literacy. There are variations in the proportions of such students between States and Territories, and also in the policies regarding their inclusion in the testing programs.

Tables B1 to B3 highlight important variations in the proportions of government and non-government school students participating in testing.

It should be noted that absent or withdrawn students are not included in the benchmark calculations. Variation between jurisdictions in the proportion of students absent or withdrawn from testing was reduced between 2000 and 2002, and further effort in this direction is actively contemplated (see Tables C1 to C3). Work is being undertaken by States and Territories to maximise student participation in the tests.

The publication of confidence intervals with the benchmark results reflects the level of uncertainty associated with the measurement of student achievement and provides a way of making improved inferences about the achievement of students. The tables reporting benchmark achievement percentages include 95 per cent confidence intervals. These confidence intervals account for three components of uncertainty: error associated with the location of the benchmark cut-score, sampling error and measurement error. Error associated with the location of the benchmark cut-score is, by far, the largest component.

As mentioned previously, each State and Territory is responsible for equating the appropriate benchmark location onto any new tests they use. A relatively small component of error, known as 'equating error', potentially results. This error source is not currently reflected in the published confidence intervals. Statistical tests of significance that can further assist readers to make comparisons about students' achievements are being considered and, in the interim, readers are urged to be cautious when comparing results.

The results

The data in the following tables are the proportions of the students participating in the State or Territory testing who have achieved or bettered the benchmark. The results reported are for assessed students. This includes students who sat the test and students who were formally exempted. Because exempted students are reported as falling below the benchmark they are included in the benchmark calculation. Students not included in the benchmark calculation are those who were absent or withdrawn by parents/care-givers from the testing, or attending a school not participating in the testing. The explanatory notes provide further details on State and Territory student exemption criteria.

Year 3 results

Table A1 Percentage of year 3 students achieving the reading benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	92.1 ± 1.8	90.0 ± 2.4	94.1 ± 1.6	78.2 ± 4.5	91.1 ± 1.8
Victoria 1. 8yrs 11mths 2. 3yrs 7mths	92.0 ± 1.9	90.4 ± 2.4	93.7 ± 1.9	77.9 ± 5.4	90.2 ± 2.4
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	92.6 ± 1.7	91.3 ± 2.1	94.3 ± 1.5	81.8 ± 3.7	90.2 ± 2.1
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	89.3 ± 1.8	86.9 ± 2.3	91.9 ± 1.7	62.1 ± 5.4	88.4 ± 2.0
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	95.4 ± 1.0	94.3 ± 1.3	96.4 ± 0.9	82.7 ± 3.7	94.4 ± 1.4
Tasmania 1. 9yrs 3mths 2. 3yrs 7mths	96.3 ± 0.7	95.3 ± 1.0	97.2 ± 0.7	94.4 ± 2.4	97.5 ± 1.6
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	74.2 ± 1.8	71.7 ± 2.5	76.6 ± 2.4	39.9 ± 3.4	37.4 ± 3.8
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.7 ± 0.7	94.6 ± 1.0	96.8 ± 0.6	85.2 ± 6.3	93.5 ± 1.5
Australia	92.3 ± 1.7	90.6 ± 2.2	94.1 ± 1.5	76.7 ± 4.1	90.2 ± 2.0

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C1. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Table A2 Percentage of year 3 students achieving the writing benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	94.4 ± 1.1	92.7 ± 1.5	96.2 ± 0.8	82.6 ± 3.3	93.4 ± 1.1
Victoria 1. 8yrs 11mths 2. 3yrs 7mths	95.3 ± 1.0	93.8 ± 1.4	96.9 ± 0.7	85.4 ± 3.6	94.6 ± 1.0
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	86.3 ± 1.5	82.9 ± 2.0	90.3 ± 1.4	70.2 ± 2.7	85.6 ± 1.8
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	93.0 ± 1.1	90.7 ± 1.6	95.2 ± 0.5	66.7 ± 4.5	92.2 ± 1.3
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	86.3 ± 0.8	82.6 ± 3.1	90.1 ± 2.1	57.0 ± 4.7	85.0 ± 2.7
Tasmania 1. 9yrs 3mths 2. 3yrs 7mths	91.8 ± 1.7	89.2 ± 2.3	94.5 ± 1.5	84.2 ± 4.7	94.1 ± 2.7
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	72.2 ± 2.6	69.3 ± 3.3	75.2 ± 2.8	38.3 ± 3.8	34.9 ± 4.0
Australian Capital Territory^(d) 1. 8yrs 10mths 2. 3yrs 6mths	91.2 ± 1.6	87.2 ± 2.5	95.0 ± 1.2	76.7 ± 8.7	90.1 ± 2.5
Australia	93.6 ± 1.2	91.8 ± 1.8	95.5 ± 1.1	77.1 ± 3.5	95.0 ± 1.3

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C1. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (d) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table A3 Percentage of year 3 students achieving the numeracy benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 8yrs 9mths 2. 3yrs 7mths	95.3 ± 0.7	94.7 ± 0.8	95.9 ± 0.7	85.3 ± 2.2	94.1 ± 0.7
Victoria 1. 8yrs 11mths 2. 3yrs 7mths	92.0 ± 1.7	91.8 ± 1.7	92.1 ± 1.9	76.8 ± 4.8	89.8 ± 1.9
Queensland 1. 8yrs 3mths 2. 2yrs 8mths	91.8 ± 1.5	92.0 ± 1.6	92.0 ± 1.8	76.6 ± 3.9	89.4 ± 2.0
South Australia 1. 8yrs 6mths 2. 3yrs 3mths	91.2 ± 1.2	90.4 ± 1.3	92.0 ± 1.3	66.0 ± 4.5	89.5 ± 1.5
Western Australia 1. 8yrs 2mths 2. 2yrs 7mths	88.6 ± 2.3	88.5 ± 2.4	88.5 ± 2.6	64.9 ± 5.2	85.8 ± 2.6
Tasmania 1. 9yrs 3mths 2. 3yrs 7mths	94.1 ± 1.2	93.7 ± 1.4	94.5 ± 1.5	90.6 ± 3.4	95.6 ± 2.2
Northern Territory 1. 8yrs 8mths 2. 3yrs 3mths	89.1 ± 1.8	87.8 ± 2.2	90.5 ± 1.9	73.1 ± 4.2	70.4 ± 4.6
Australian Capital Territory 1. 8yrs 10mths 2. 3yrs 6mths	95.4 ± 0.8	94.6 ± 1.0	96.2 ± 0.9	84.9 ± 6.5	92.4 ± 1.9
Australia	92.8 ± 1.3	92.5 ± 1.4	93.1 ± 1.5	77.6 ± 3.6	91.3 ± 1.4

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C1. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Figure A1 Percentage of year 3 students achieving the reading benchmark, by sub-group, Australia, 2002

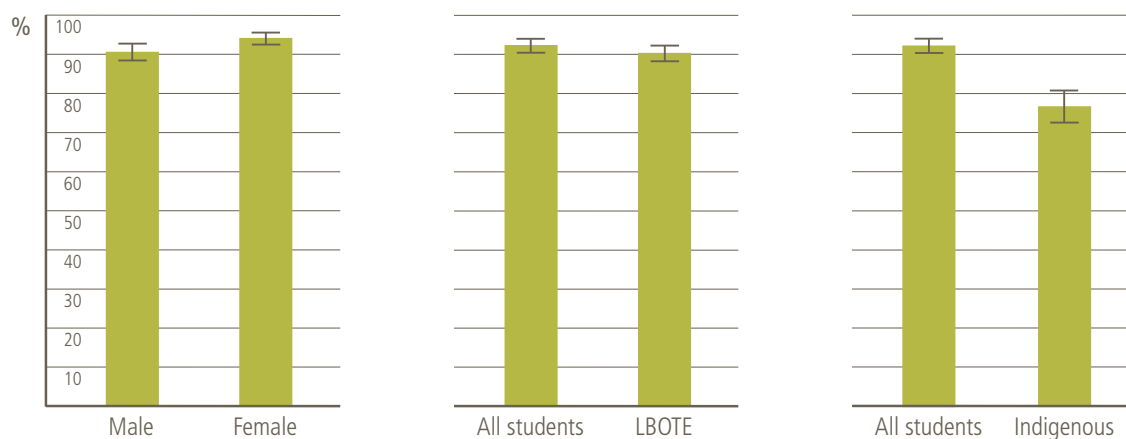


Figure A2 Percentage of year 3 students achieving the writing benchmark, by sub-group, Australia, 2002

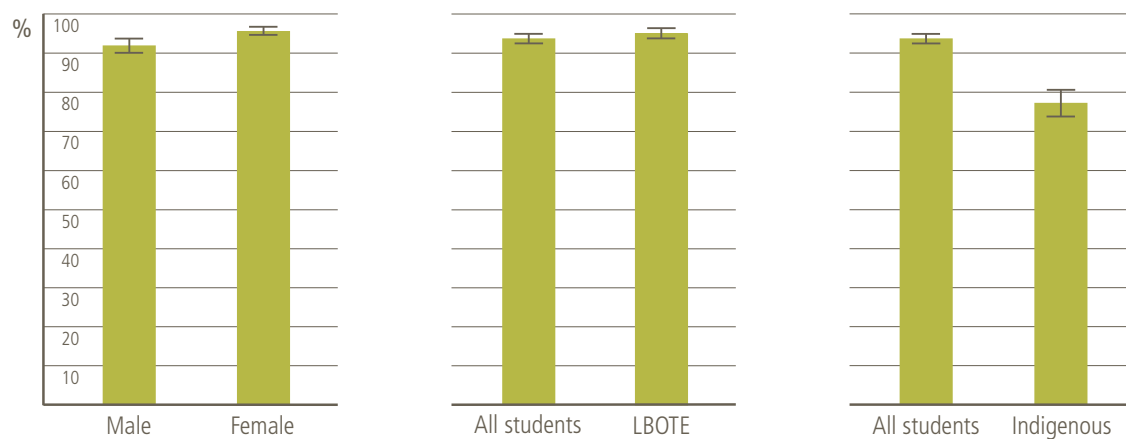
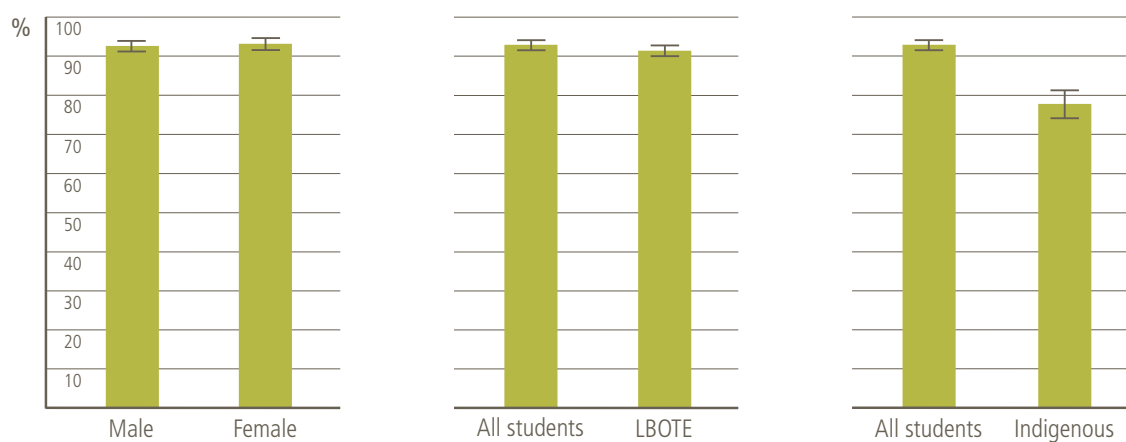


Figure A3 Percentage of year 3 students achieving the numeracy benchmark, by sub-group, Australia, 2002



Participation in assessment

Table B1 Year 3 participation in assessment by school sector, by State and Territory, 2002

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	94.6	94.2	94.6	95.3	94.9	95.3	71.4	71.4	71.4	28.6	28.6	28.6
Victoria	91.7	91.4	92.2	92.4	92.0	92.8	69.6	69.6	69.6	30.4	30.4	30.4
Queensland	97.0	97.0	97.4	96.7	96.6	97.2	75.9	75.9	75.9	24.1	24.1	24.1
South Australia	94.2	94.6	94.4	94.6	94.8	94.8	70.2	70.2	70.2	29.8	29.8	29.8
Western Australia	90.5	89.5	91.3	94.2	93.2	94.9	73.7	73.6	73.7	26.3	26.4	26.3
Tasmania	94.1	92.5	94.7	92.8	91.9	93.3	78.1	77.9	78.1	21.9	22.1	21.9
Northern Territory	83.3	81.8	85.1	84.2	87.9	91.2	80.6	79.6	79.7	19.4	20.4	20.3
Australian Capital Territory	95.2	96.5	96.9	91.9	93.7	94.7	67.0	66.9	66.7	33.0	33.1	33.3
Australia	93.8	93.5	94.2	94.4	94.1	94.8	72.2	72.2	72.2	27.8	27.8	27.8

- (a) The percentage of assessed students from government schools includes exempted students, but not students absent or withdrawn by parents/ care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on data from the *National Schools Statistics Collection*.
- (b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on data from the *National Schools Statistics Collection*.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.

Table C1 Year 3 exemptions, absences and participation, by State and Territory, 2002

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	1.3	1.4	1.3	5.2	5.6	5.2	94.8	94.4	94.8	3.9	3.9	3.9	26.0	25.7	26.0
Victoria	2.0	2.0	2.0	8.0	8.3	7.5	91.9	91.6	92.3	0.8	0.8	0.8	19.9	19.9	20.0
Queensland	1.5	1.5	1.5	2.7	2.7	2.2	96.9	96.9	97.4	6.1	6.2	6.2	6.4	6.4	6.4
South Australia	2.8	2.4	2.8	5.7	5.4	5.5	94.3	94.6	94.5	2.8	2.8	2.9	15.9	16.2	15.9
Western Australia	0.7	0.7	0.7	8.6	9.5	7.7	91.4	90.5	92.3	5.1	4.9	5.4	12.9	12.6	13.0
Tasmania	0.8	0.8	0.8	6.2	7.6	5.6	93.8	92.4	94.4	5.9	5.7	5.9	5.5	5.4	5.5
Northern Territory ^(e)	1.0	1.1	0.8	9.3	12.9	7.9	83.5	83.0	86.3	25.7	25.9	28.7	19.7	20.1	22.5
Australian Capital Territory	2.0	2.0	2.0	5.9	4.4	3.8	94.1	95.6	96.2	1.9	2.0	2.0	9.9	10.0	10.1
Australia	1.6	1.6	1.5	5.8	6.2	5.5	94.0	93.7	94.4	3.9	3.9	4.0	17.7	17.6	17.8

- (a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

Analysis of 2002 results

Tables A1 to A3 show that the large majority of year 3 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories.

In reading and writing, the proportion of female students achieving at the benchmark level or better is slightly higher than for male students. In writing the difference is statistically significant for all States and Territories. In most States and Territories, year 3 students with language backgrounds other than English (LBOTE) are achieving at similar rates to the rest of the population in reading, writing and numeracy.

Inspection of the three tables reveals that around 7 per cent of year 3 students are achieving below the benchmark level for reading, writing and numeracy. The proportion of Indigenous year 3 students achieving at the benchmark level or better is significantly below the proportions for non-Indigenous students.

Tables B1 and C1 provide the details, by State and Territory, of student participation in the assessment processes and the proportions of students involved from government and non-government schools. The tables also provide information on the proportions of students exempted from testing (and therefore counted as not having achieved benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved. This information helps identify the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program are quite high in most States and Territories. The Australian average is around 94 per cent for government schools and 95 per cent for non-government schools in each of the three reported learning areas. This level of participation helps ensure the reliability of testing.

In broad terms, the balance between government and non-government students in States and Territories is, as would be expected, on the basis of the annual census. Across States and Territories, government and non-government students performed in testing at close to the same rates.

It should be noted that the proportion of year 3 students who were absent or withdrawn from testing has now become quite small in most instances.

Trends

Tables D1 to D3 and Figures D1 to D3 show time series information for performance by the population of year 3 students in Australia over the four years of reporting so far. (Note that numeracy results were not reported in 1999.) The results for the three subject areas are fairly stable over this period, with the only significant change being an increase in students meeting the writing benchmark between 2001 and 2002.

Table D1 Percentage of year 3 students achieving the reading benchmarks, Australia, 1999–2002

Year	Reading
1999	89.7 ± 2.5
2000	92.5 ± 2.2
2001	90.3 ± 2.0
2002	92.3 ± 1.7

Figure D1 Percentage of year 3 students achieving the reading benchmarks, Australia, 1999–2002

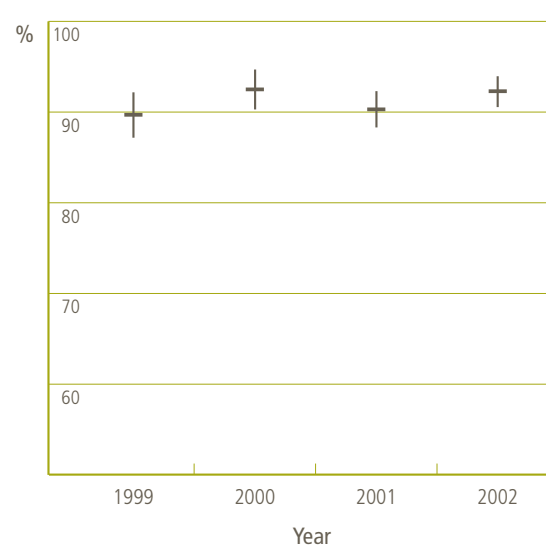


Table D2 Percentage of year 3 students achieving the writing benchmarks, Australia, 1999–2002

Year	Writing
1999	91.9 ± 1.8
2000	90.0 ± 2.6
2001	89.5 ± 2.3
2002	93.6 ± 1.2

Figure D2 Percentage of year 3 students achieving the writing benchmarks, Australia, 1999–2002

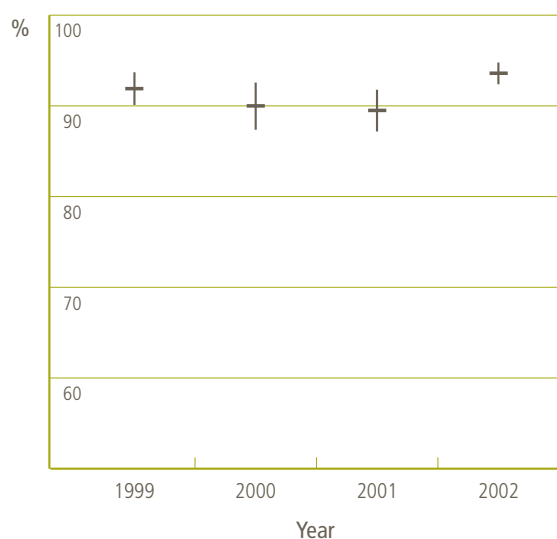
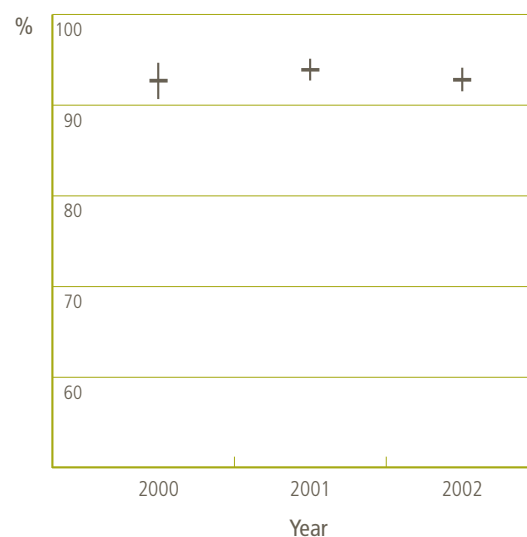


Table D3 Percentage of year 3 students achieving the numeracy benchmarks, Australia, 2000–02

Year	Numeracy
2000	92.7 ± 2.0
2001	93.9 ± 1.2
2002	92.8 ± 1.3

Note: Numeracy results were not reported in 1999.

Figure D3 Percentage of year 3 students achieving the numeracy benchmarks, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Table E1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

	Males	Females	Indigenous students	LBOTE students	All students
1999	87.9 ± 3.0	92.0 ± 2.2	73.4 ± 6.2	89.3 ± 2.8	89.7 ± 2.5
2000	90.9 ± 2.7	94.3 ± 1.8	76.9 ± 6.5	90.8 ± 2.6	92.5 ± 2.2
2001	88.4 ± 2.6	92.3 ± 1.9	72.0 ± 4.8	88.6 ± 2.3	90.3 ± 2.0
2002	90.6 ± 2.2	94.1 ± 1.5	76.7 ± 4.1	90.2 ± 2.0	92.3 ± 1.7

Table E2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

	Males	Females	Indigenous students	LBOTE students	All students
1999	90.0 ± 2.4	93.9 ± 1.6	66.9 ± 4.8	89.8 ± 2.4	91.9 ± 1.8
2000	87.4 ± 3.5	92.6 ± 2.2	65.0 ± 5.4	88.0 ± 3.2	90.0 ± 2.6
2001	86.4 ± 3.0	92.7 ± 1.9	67.8 ± 4.9	88.5 ± 2.7	89.5 ± 2.3
2002	91.8 ± 1.8	95.5 ± 1.1	77.1 ± 3.5	95.0 ± 1.3	93.6 ± 1.2

Table E3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02

	Males	Females	Indigenous students	LBOTE students	All students
2000	92.7 ± 2.1	92.8 ± 2.1	73.7 ± 7.1	90.3 ± 2.7	92.7 ± 2.0
2001	93.7 ± 1.3	94.3 ± 1.3	80.2 ± 3.9	92.5 ± 1.5	93.9 ± 1.2
2002	92.5 ± 1.4	93.1 ± 1.5	77.6 ± 3.6	91.3 ± 1.4	92.8 ± 1.3

Note: Numeracy results were not reported in 1999.

Tables and Figures E1 to E3 also show time series information for year 3 students for Australia as a whole. Separate tables and figures address reading, writing and numeracy and provide comparative details from 1999 to 2002 for the student groups: male; female; Indigenous; and students with language backgrounds other than English (LBOTE). (Note that numeracy results were not reported in 1999.)

The performance levels already noted in relation to the 2002 results for the four interest groups (male, female, Indigenous and LBOTE) are consistent across the four years reported. Females are performing at rates above males for reading and writing, but not numeracy, though in most years the difference is usually not significant. LBOTE students are achieving the benchmarks at similar rates to the general population. Indigenous students are achieving benchmarks at much lower rates than the general population.

The performance levels within each interest group are remarkably consistent over time in all three reported learning areas. There is variation in performance levels from year to year but most movements are not significant.

Figure E1 Percentage of year 3 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

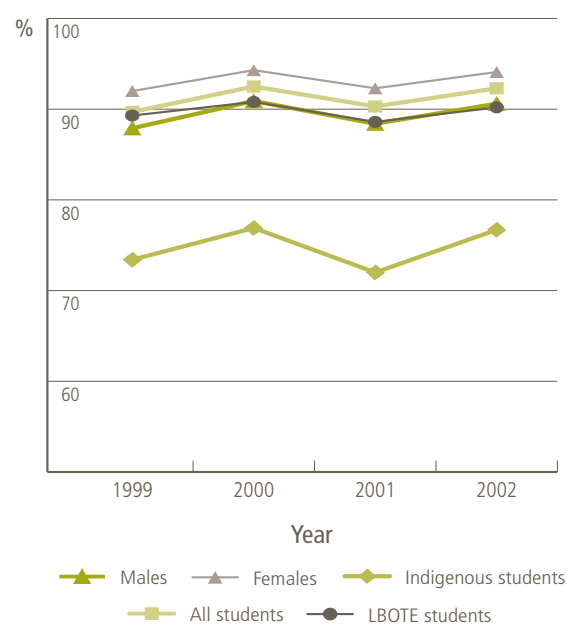


Figure E2 Percentage of year 3 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

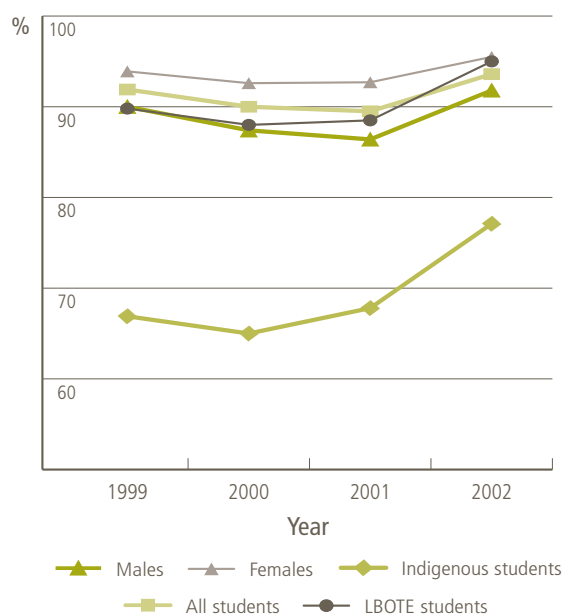
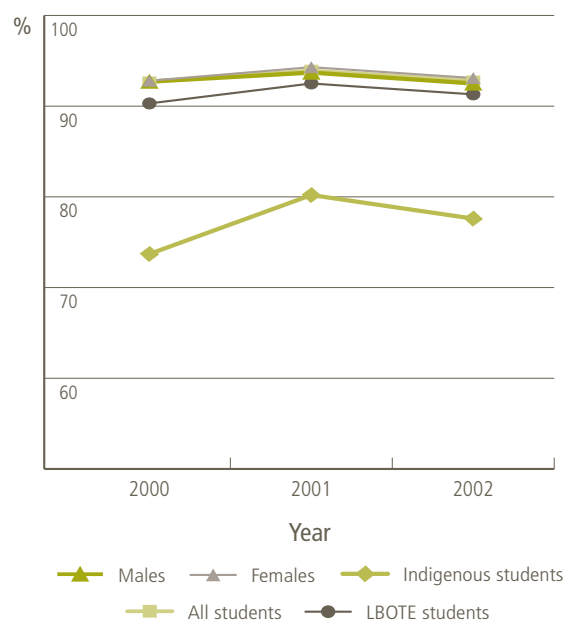


Figure E3 Percentage of year 3 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Year 5 results

Table A4 Percentage of year 5 students achieving the reading benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	92.3 ± 0.9	90.5 ± 1.2	94.1 ± 0.8	75.4 ± 2.5	90.6 ± 1.0
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	87.3 ± 2.4	84.8 ± 2.9	89.9 ± 2.2	65.9 ± 6.0	83.5 ± 3.0
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	83.0 ± 1.9	80.4 ± 2.3	86.0 ± 1.9	58.5 ± 3.9	77.3 ± 3.0
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	90.0 ± 0.9	87.7 ± 1.3	92.4 ± 0.6	65.6 ± 4.1	89.1 ± 1.3
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	95.1 ± 1.0	93.9 ± 1.3	96.3 ± 0.8	79.2 ± 3.9	93.1 ± 1.5
Tasmania 1. 11yrs 3mths 2. 5yrs 7mths	96.3 ± 0.8	95.2 ± 1.2	97.4 ± 0.7	93.8 ± 2.7	93.4 ± 3.0
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	79.0 ± 1.7	78.1 ± 2.3	80.4 ± 2.2	46.7 ± 3.5	45.7 ± 3.7
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	92.6 ± 1.0	90.3 ± 1.4	95.1 ± 1.0	86.1 ± 6.1	88.9 ± 2.8
Australia	89.3 ± 1.4	87.2 ± 1.8	91.5 ± 1.3	68.0 ± 3.5	87.1 ± 1.8

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C2. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Table A5 Percentage of year 5 students achieving the writing benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	95.6 ± 1.1	94.3 ± 1.5	96.9 ± 0.8	84.8 ± 3.5	94.2 ± 1.2
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	94.9 ± 0.5	93.1 ± 0.7	96.8 ± 0.3	83.7 ± 2.8	94.3 ± 0.5
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	92.2 ± 1.7	89.8 ± 2.4	94.9 ± 1.3	80.5 ± 3.8	89.9 ± 2.0
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	94.5 ± 1.0	93.0 ± 1.4	96.0 ± 0.9	75.5 ± 5.2	93.0 ± 1.3
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	88.9 ± 1.5	85.1 ± 2.1	92.9 ± 1.2	61.8 ± 4.2	85.3 ± 2.0
Tasmania 1. 11yrs 3mths 2. 5yrs 7mths	92.5 ± 1.3	89.4 ± 2.0	95.6 ± 1.0	86.5 ± 3.9	89.4 ± 3.9
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	75.6 ± 2.0	73.8 ± 2.6	77.8 ± 2.4	37.5 ± 3.6	35.4 ± 3.7
Australian Capital Territory^(d) 1. 10yrs 10mths 2. 5yrs 6mths	87.2 ± 2.3	82.0 ± 3.4	92.7 ± 1.0	67.2 ± 10.3	86.1 ± 3.6
Australia	93.6 ± 1.1	91.5 ± 1.6	95.7 ± 0.9	76.4 ± 3.8	92.1 ± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C2. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (d) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table A6 Percentage of year 5 students achieving the numeracy benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 10yrs 9mths 2. 5yrs 7mths	91.2 ± 0.9	91.0 ± 1.0	91.4 ± 1.1	72.4 ± 2.7	89.5 ± 1.1
Victoria 1. 10yrs 11mths 2. 5yrs 7mths	93.2 ± 1.1	92.7 ± 1.2	93.7 ± 1.3	78.6 ± 4.3	91.7 ± 1.4
Queensland 1. 10yrs 4mths 2. 4yrs 8mths	88.7 ± 1.9	89.3 ± 1.9	88.5 ± 2.1	68.9 ± 4.0	85.1 ± 2.5
South Australia 1. 10yrs 6mths 2. 5yrs 3mths	85.5 ± 1.3	85.7 ± 1.4	85.3 ± 1.6	52.2 ± 4.5	83.5 ± 1.7
Western Australia 1. 10yrs 2mths 2. 4yrs 7mths	86.2 ± 1.7	85.8 ± 1.7	86.6 ± 1.9	52.2 ± 4.2	81.5 ± 2.1
Tasmania 1. 11yrs 3mths 2. 5yrs 7mths	89.1 ± 1.7	88.2 ± 2.0	90.0 ± 2.0	80.9 ± 4.6	81.6 ± 5.1
Northern Territory 1. 10yrs 8mths 2. 5yrs 3mths	75.6 ± 2.2	75.7 ± 2.7	75.8 ± 2.7	39.3 ± 4.0	40.4 ± 4.1
Australian Capital Territory 1. 10yrs 10mths 2. 5yrs 6mths	91.3 ± 1.1	90.8 ± 1.3	91.8 ± 1.3	75.0 ± 8.4	88.0 ± 2.7
Australia	90.0 ± 1.3	89.9 ± 1.4	90.2 ± 1.5	65.6 ± 3.7	87.9 ± 1.5

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C2. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.

Figure A4 Percentage of year 5 students achieving the reading benchmark, by sub-group, Australia, 2002

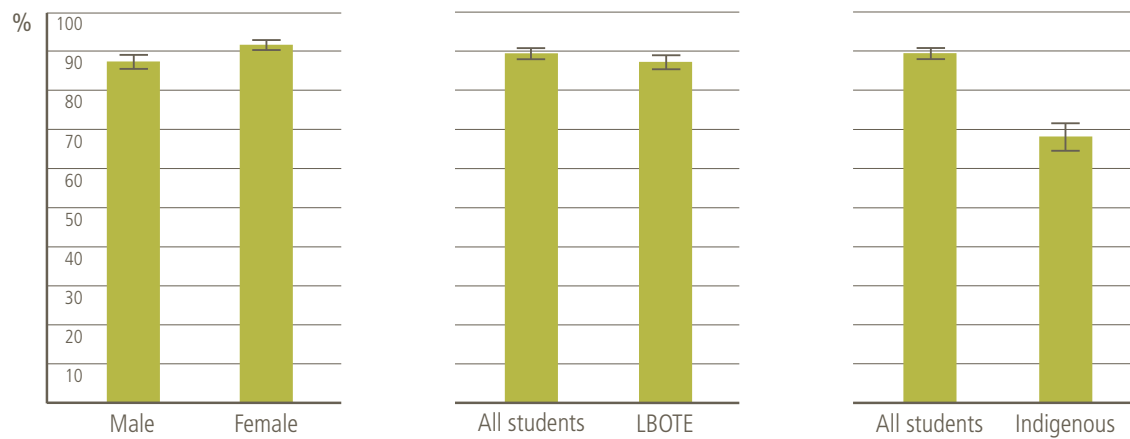


Figure A5 Percentage of year 5 students achieving the writing benchmark, by sub-group, Australia, 2002

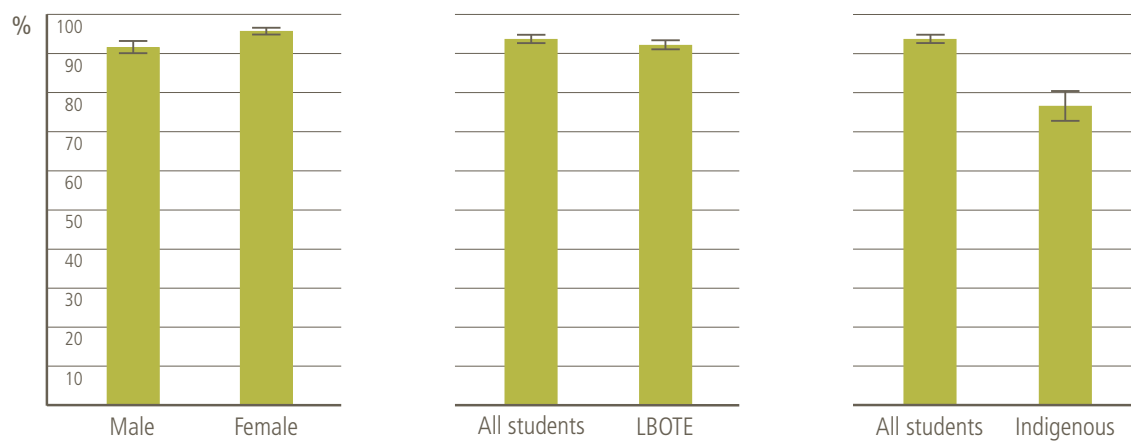
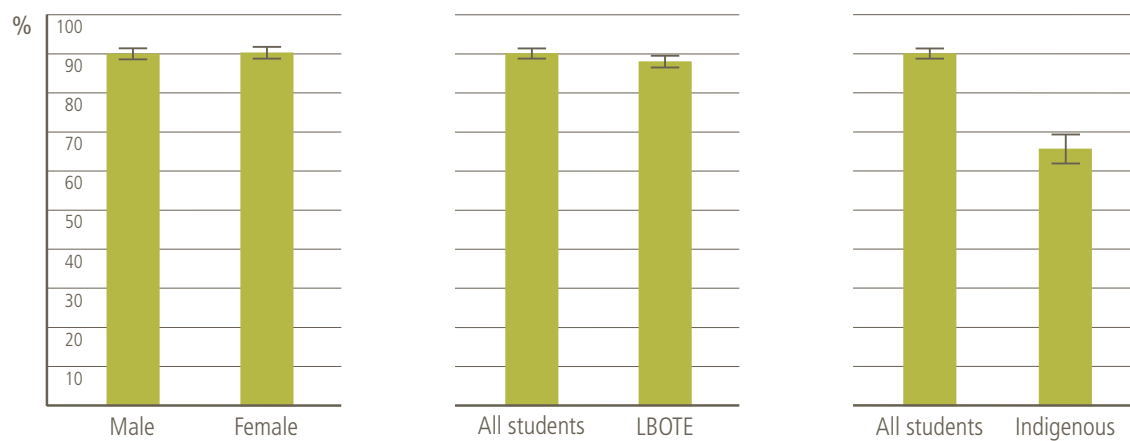


Figure A6 Percentage of year 5 students achieving the numeracy benchmark, by sub-group, Australia, 2002



Participation in assessment

Table B2 Year 5 participation in assessment by school sector, by State and Territory, 2002

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	94.8	94.2	94.8	95.9	95.4	95.9	71.2	71.1	71.2	28.8	28.9	28.8
Victoria	91.5	91.1	91.9	92.5	92.3	92.8	68.3	68.2	68.3	31.7	31.8	31.7
Queensland	97.4	97.4	97.7	97.2	97.2	97.7	75.5	75.5	75.4	24.5	24.5	24.6
South Australia	94.6	94.5	94.6	94.7	94.4	95.0	70.7	70.7	70.6	29.3	29.3	29.4
Western Australia	91.8	90.6	92.2	94.2	93.6	94.9	73.2	73.2	73.2	26.8	26.8	26.8
Tasmania	93.9	92.7	94.7	93.5	92.8	93.9	77.2	77.2	77.3	22.8	22.8	22.7
Northern Territory	89.1	87.2	89.7	91.9	91.6	90.9	79.6	79.3	79.9	20.4	20.7	20.1
Australian Capital Territory	94.2	96.7	97.4	94.2	96.8	96.9	63.5	63.5	63.6	36.5	36.5	36.4
Australia	94.1	93.7	94.4	94.9	94.6	95.2	71.7	71.6	71.7	28.3	28.4	28.3

- (a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.
- (b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.

Table C2 Year 5 exemptions, absences and participation, by State and Territory, 2002

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	1.2	1.3	1.2	4.9	5.5	4.9	95.1	94.5	95.1	3.8	4.0	3.8	24.8	24.6	24.8
Victoria	1.9	1.9	1.9	8.1	8.4	7.7	91.8	91.5	92.2	0.8	0.8	0.9	20.4	20.3	20.5
Queensland	1.4	1.4	1.4	2.3	2.3	1.9	97.3	97.3	97.7	6.4	6.4	6.4	6.5	6.5	6.5
South Australia	2.3	2.0	2.3	5.4	5.5	5.2	94.6	94.5	94.8	3.1	3.1	3.1	15.3	15.5	15.3
Western Australia	0.8	0.8	0.8	7.4	8.6	7.1	92.6	91.4	92.9	5.1	5.0	5.3	13.7	13.5	13.8
Tasmania	0.8	0.8	0.8	6.2	7.3	5.5	93.8	92.7	94.5	5.9	5.7	6.0	4.3	4.2	4.2
Northern Territory ^(e)	0.6	0.8	0.5	8.3	11.7	8.7	89.7	88.1	90.0	27.1	25.5	27.4	24.2	23.1	24.2
Australian Capital Territory	1.9	1.9	1.9	5.8	3.3	2.8	94.2	96.7	97.2	1.7	1.7	1.8	9.4	9.8	9.9
Australia	1.4	1.4	1.4	5.5	5.9	5.2	94.4	94.0	94.6	4.0	4.0	4.0	17.5	17.4	17.5

- (a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

Analysis of 2002 results

Tables A4 to A6 show that the large majority of year 5 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories.

As for year 3 students, in reading and writing the proportion of female students achieving at the benchmark level is significantly higher than for male students, in nearly all States and Territories. This difference is not apparent in numeracy. In some States and Territories year 5 students with language backgrounds other than English (LBOTE) are achieving at rates slightly lower than the rest of the population. On an Australia-wide basis this difference is not significant.

The three tables show that around one in ten year 5 students is achieving below the benchmark level for reading and numeracy, with around one in sixteen achieving below the benchmark in writing. The proportion of Indigenous year 5 students achieving at the benchmark level or better is significantly below the proportions for non-Indigenous students, as for year 3.

Tables B2 and C2 provide the details, by State and Territory of student participation in the assessment processes and the proportions of students from government and non-government schools. The tables also provide information on the proportions of students exempted from testing (and therefore counted as not having achieved the benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved in the processes. This information helps illuminate the reported performance levels for States, Territories and Australia as a whole.

As for year 3, rates of participation in the testing program are quite high in most States and Territories. The Australian average is around 94 per cent for government schools and 95 per cent for non-government schools in each of the three reported learning areas. This level of participation helps ensure the reliability of testing.

In broad terms, the balance between government and non-government students in States and Territories is as would be expected on the basis of the annual census. Across States and Territories, government and non-government students

participated in testing at similar rates. It should be noted that the proportion of year 5 students who were absent or withdrawn from testing has now become quite small in most instances.

Trends

Tables D4 to D6 and figures D4 to D6 that follow show time series information for performance by the population of year 5 students in Australia over the four years of reporting so far. (Note that numeracy results were not reported in 1999.) Results for each of the learning areas are quite stable with the only significant difference being an increase in the proportion of students meeting the reading benchmark between 1999 and 2002.

Table D4 Percentage of year 5 students achieving the reading benchmarks, Australia, 1999–2002

Year	Reading
1999	85.6 ± 2.0
2000	87.4 ± 2.1
2001	89.8 ± 1.3
2002	89.3 ± 1.4

Figure D4 Percentage of year 5 students achieving the reading benchmarks, Australia, 1999–2002

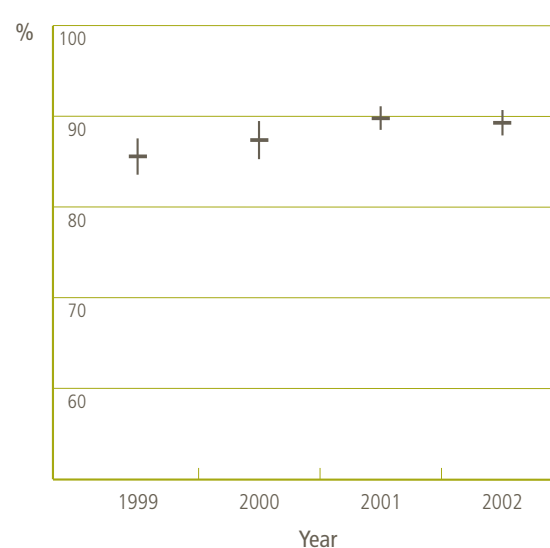


Table D5 Percentage of year 5 students achieving the writing benchmarks, Australia, 1999–2002

Year	Writing
1999	93.0 ± 1.1
2000	92.5 ± 1.3
2001	94.0 ± 1.0
2002	93.6 ± 1.1

Figure D5 Percentage of year 5 students achieving the writing benchmarks, Australia, 1999–2002

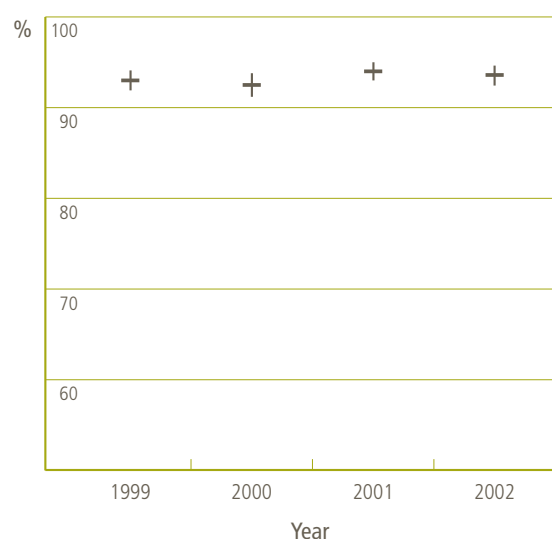
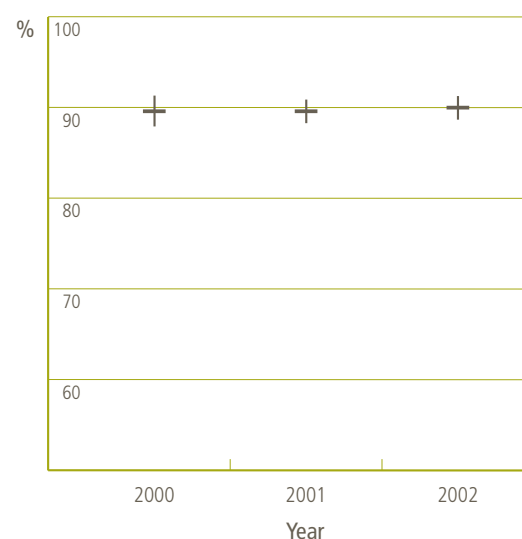


Table D6 Percentage of year 5 students achieving the numeracy benchmarks, Australia, 2000–02

Year	Numeracy
2000	89.6 ± 1.7
2001	89.6 ± 1.3
2002	90.0 ± 1.3

Note: Numeracy results were not reported in 1999.

Figure D6 Percentage of year 5 students achieving the numeracy benchmarks, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Table E4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

	Males	Females	Indigenous students	LBOTE students	All students
1999	83.4 ± 2.3	88.4 ± 1.8	58.7 ± 4.2	83.9 ± 2.4 ^(a)	85.6 ± 2.0
2000	85.2 ± 2.3	89.6 ± 1.9	62.0 ± 4.8	84.9 ± 2.6	87.4 ± 2.1
2001	87.8 ± 1.6	92.0 ± 1.2	66.9 ± 3.6	87.7 ± 1.8	89.8 ± 1.3
2002	87.2 ± 1.8	91.5 ± 1.3	68.0 ± 3.5	87.1 ± 1.8	89.3 ± 1.4

(a) LBOTE average does not include South Australia.

Table E5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

	Males	Females	Indigenous students	LBOTE students	All students
1999	91.4 ± 1.5	95.4 ± 0.9	74.6 ± 3.6	91.4 ± 1.5	93.0 ± 1.1
2000	90.2 ± 1.7	94.9 ± 1.1	74.3 ± 3.7	90.2 ± 1.8	92.5 ± 1.3
2001	91.9 ± 1.4	96.2 ± 0.7	79.9 ± 3.3	92.2 ± 1.2	94.0 ± 1.0
2002	91.5 ± 1.6	95.7 ± 0.9	76.4 ± 3.8	92.1 ± 1.2	93.6 ± 1.1

Table E6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02

	Males	Females	Indigenous students	LBOTE students	All students
2000	89.4 ± 1.7	89.8 ± 1.8	62.8 ± 4.5	87.1 ± 2.1	89.6 ± 1.7
2001	89.5 ± 1.4	89.8 ± 1.5	63.2 ± 3.7	87.9 ± 1.6	89.6 ± 1.3
2002	89.9 ± 1.4	90.2 ± 1.5	65.6 ± 3.7	87.9 ± 1.5	90.0 ± 1.3

Note: Numeracy results were not reported in 1999.

Tables and Figures E4 to E6 also show time series information for year 5 students for Australia as a whole. Separate tables and figures address reading, writing and numeracy and provide comparative details for male and female, Indigenous and LBOTE students from 1999 to 2002. (Note that numeracy results were not reported in 1999.)

The performance levels for year 5 students, already noted in relation to the 2002 results for the four interest groups (male, female, Indigenous and LBOTE), are also consistent across the four years reported. Females are achieving the reading and writing benchmarks at significantly higher rates than males. LBOTE students are achieving the benchmarks at rates little different to the general population. Indigenous students, however, are achieving the benchmarks at much lower rates than the general population.

As for year 3, the performance levels within each interest group are remarkably consistent over time in all three learning areas. There is variation in performance levels from year to year but most movements are not significant. One pleasing result is that the proportion of Indigenous students achieving the reading benchmark has increased significantly from 1999 to 2002.

Figure E4 Percentage of year 5 students achieving the reading benchmarks, by gender and sub-group, Australia, 1999–2002

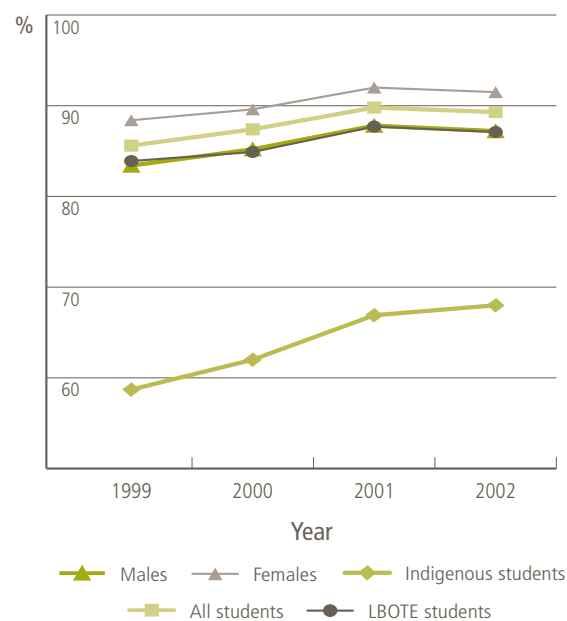


Figure E5 Percentage of year 5 students achieving the writing benchmarks, by gender and sub-group, Australia, 1999–2002

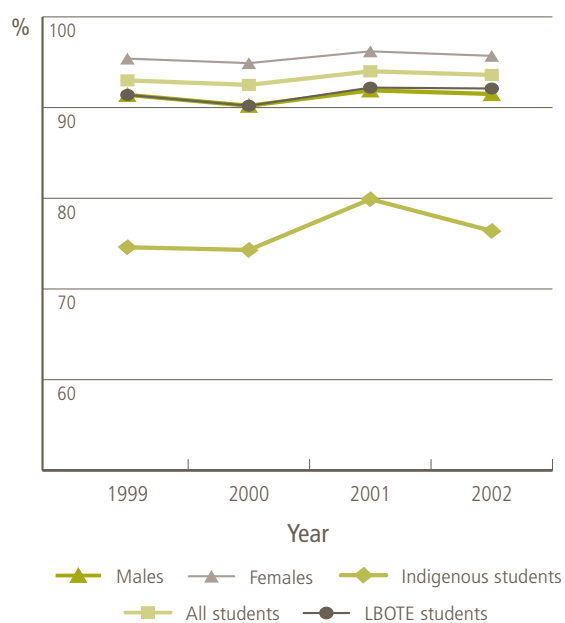
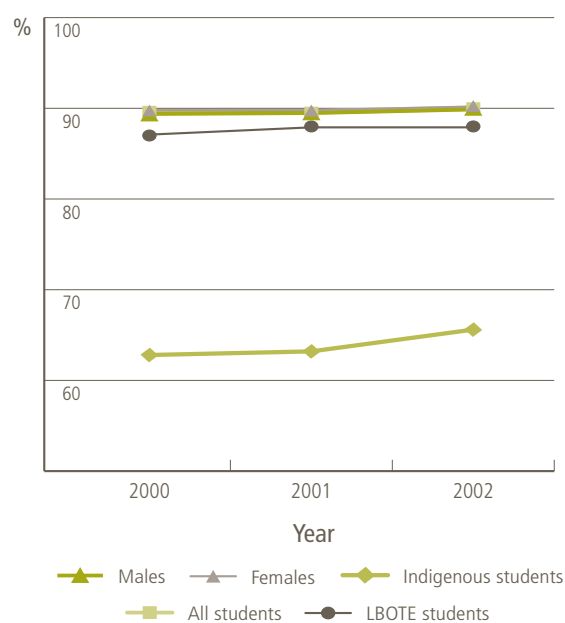


Figure E6 Percentage of year 5 students achieving the numeracy benchmarks, by gender and sub-group, Australia, 2000–02



Note: Numeracy results were not reported in 1999.

Year 7 results

Table A7 Percentage of year 7 students achieving the reading benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 12yrs 4mths 2. 7yrs 2mths	88.0 ± 0.8	85.7 ± 1.0	90.3 ± 0.8	68.0 ± 2.2	86.2 ± 1.0
Victoria^(d) 1. 12yrs 11mths 2. 7yrs 7mths	88.5 ± 0.9	85.3 ± 1.2	91.9 ± 0.8	64.8 ± 5.3	85.5 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	90.2 ± 0.5	88.0 ± 0.7	92.9 ± 0.5	69.5 ± 2.0	86.2 ± 1.3
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	92.1 ± 0.6	90.4 ± 0.8	93.8 ± 0.7	70.8 ± 5.2	91.4 ± 1.2
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	90.5 ± 0.6	88.3 ± 0.8	92.6 ± 0.6	57.2 ± 2.8	84.4 ± 1.4
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	88.6 ± 1.1	86.1 ± 1.5	91.3 ± 1.2	77.8 ± 4.6	87.3 ± 3.7
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	74.9 ± 3.8	73.4 ± 4.3	76.7 ± 4.3	37.9 ± 6.8	39.4 ± 7.3
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	91.1 ± 1.0	89.5 ± 1.4	92.8 ± 1.2	79.8 ± 11.7	79.7 ± 5.2
Australia	89.1 ± 0.8	86.8 ± 1.0	91.6 ± 0.8	65.3 ± 2.9	85.6 ± 1.3

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (d) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table A8 Percentage of year 7 students achieving the writing benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales 1. 12yrs 4mths 2. 7yrs 2mths	90.9 ± 2.6	87.8 ± 3.5	94.0 ± 2.0	75.4 ± 5.9	90.0 ± 2.9
Victoria^(d) 1. 12yrs 11mths 2. 7yrs 7mths	92.3 ± 1.2	88.5 ± 1.8	96.1 ± 0.7	76.5 ± 5.3	92.4 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	93.9 ± 1.0	91.7 ± 1.5	96.5 ± 0.6	82.2 ± 3.0	91.4 ± 1.3
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	84.9 ± 0.6	80.0 ± 3.6	89.4 ± 2.4	61.8 ± 5.9	84.3 ± 3.2
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	87.5 ± 1.6	83.2 ± 2.2	91.8 ± 1.3	56.2 ± 3.9	83.3 ± 1.9
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	86.1 ± 1.8	81.5 ± 2.4	91.0 ± 1.8	75.2 ± 5.4	85.6 ± 4.2
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	75.8 ± 3.7	71.4 ± 4.4	80.2 ± 4.1	37.2 ± 6.3	39.9 ± 7.1
Australian Capital Territory^(e) 1. 12yrs 10mths 2. 7yrs 6mths	91.3 ± 1.9	87.7 ± 2.9	94.8 ± 1.3	79.3 ± 11.8	80.6 ± 5.3
Australia	90.7 ± 1.7	87.3 ± 2.6	94.1 ± 1.4	71.6 ± 4.8	89.0 ± 2.4

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (d) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.
- (e) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table A9 Percentage of year 7 students achieving the numeracy benchmark, by State and Territory, 2002

State/Territory 1 Average age ^(a) 2 Years of Schooling ^(b)	All students	Male students	Female students	Indigenous ^(c) students	LBOTE ^(c) students
New South Wales^(d) 1. 12yrs 4mths 2. 7yrs 2mths	78.2 ± 0.7	77.4 ± 0.8	78.9 ± 0.9	46.0 ± 1.9	76.4 ± 0.9
Victoria^(e) 1. 12yrs 11mths 2. 7yrs 7mths	87.1 ± 1.0	87.3 ± 1.0	87.0 ± 1.1	58.7 ± 5.6	84.5 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	88.3 ± 0.8	88.2 ± 0.8	88.7 ± 0.9	61.6 ± 2.2	85.3 ± 1.4
South Australia 1. 12yrs 6mths 2. 7yrs 3mths	85.6 ± 0.8	85.8 ± 1.1	85.5 ± 1.0	57.9 ± 4.9	84.5 ± 1.5
Western Australia 1. 12yrs 2mths 2. 6yrs 7mths	85.0 ± 0.9	84.7 ± 1.0	85.2 ± 1.1	49.1 ± 3.0	79.2 ± 1.5
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	84.0 ± 1.1	83.5 ± 1.4	84.5 ± 1.5	72.3 ± 4.7	83.2 ± 4.2
Northern Territory 1. 12yrs 8mths 2. 7yrs 3mths	68.1 ± 3.8	68.2 ± 4.4	68.2 ± 4.7	27.4 ± 6.4	31.7 ± 6.9
Australian Capital Territory 1. 12yrs 10mths 2. 7yrs 6mths	86.9 ± 1.2	88.0 ± 1.4	85.8 ± 1.7	61.8 ± 14.0	79.6 ± 5.5
Australia	83.5 ± 0.9	83.3 ± 0.9	83.8 ± 1.0	51.9 ± 3.0	79.2 ± 1.2

Notes:

- The achievement percentages reported in this table include 95% confidence intervals, for example, 80% ± 2.7%.
 - Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in Table C3. Hence, readers are urged to be cautious when comparing results.
 - Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (a) The typical average age of students at the time of testing, expressed in years and months.
- (b) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (c) The methods used to identify Indigenous students and students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (d) New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:
- a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks
 - a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.
- National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average.
- (e) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Figure A7 Percentage of year 7 students achieving the reading benchmark, by sub-group, Australia, 2002

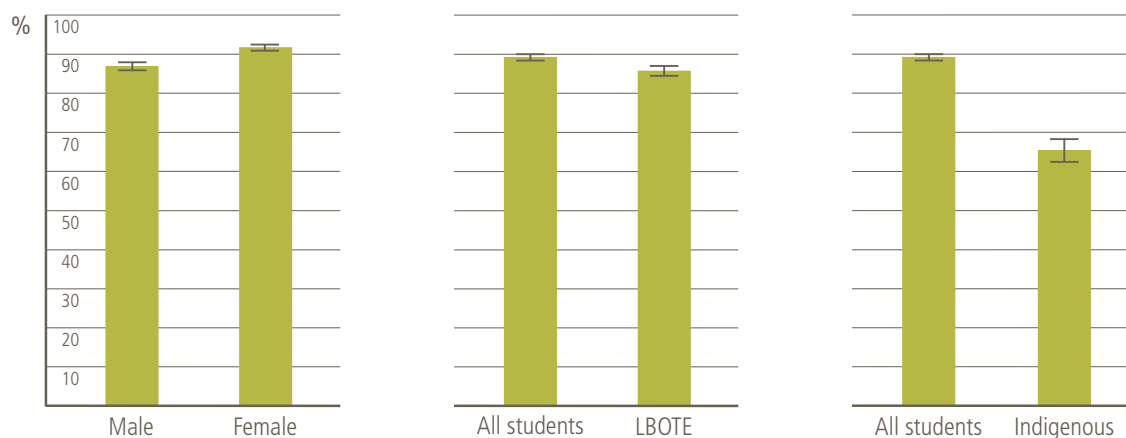


Figure A8 Percentage of year 7 students achieving the writing benchmark, by sub-group, Australia, 2002

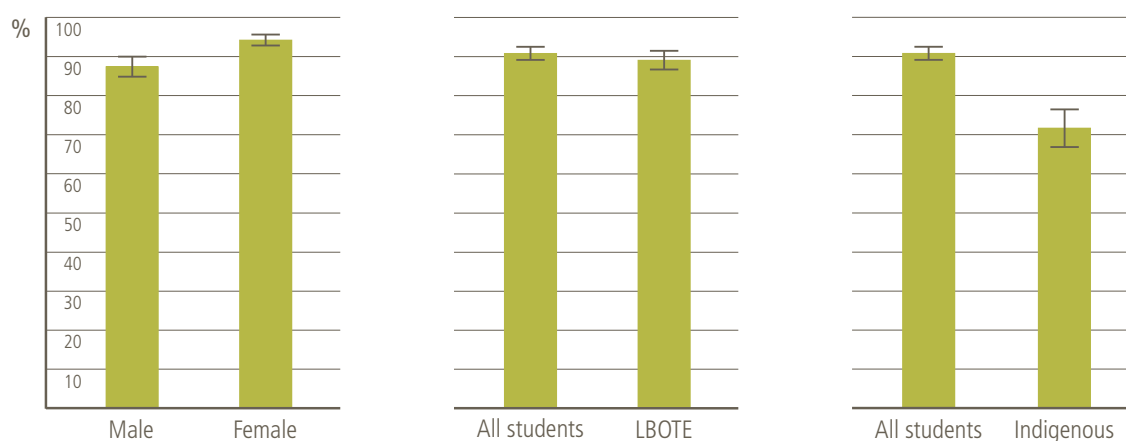
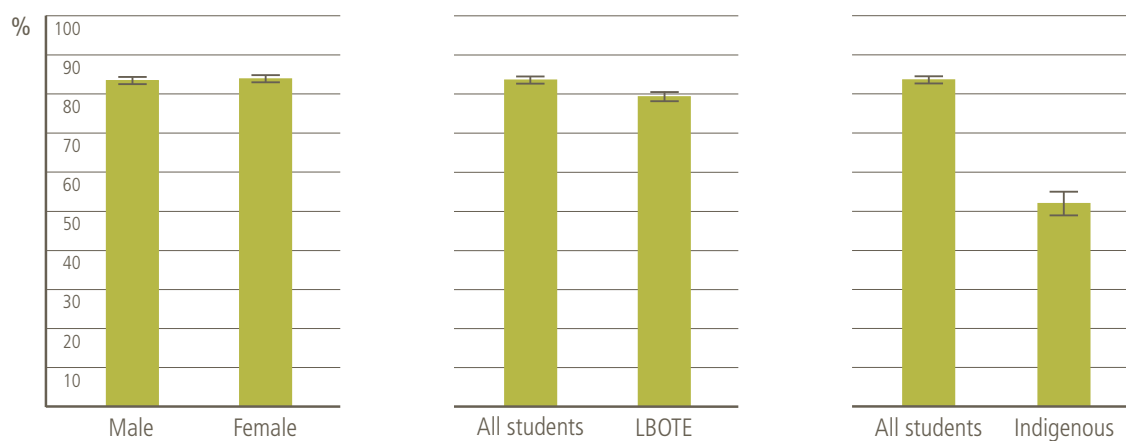


Figure A9 Percentage of year 7 students achieving the numeracy benchmark, by sub-group, Australia, 2002



Participation in assessment

Table B3 Year 7 participation in assessment by school sector, by State and Territory, 2002

State or Territory	Percentage of assessed government school students ^(a)			Percentage of assessed non-government school students ^(b)			Proportion of assessed students (per cent)					
							Government school students ^(c)			Non-government school students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	95.5	95.5	92.8	96.7	96.7	95.5	63.2	63.2	62.9	36.8	36.8	37.1
Victoria ^(e)	64.3	61.8	62.6	69.8	68.8	70.1	58.0	57.4	57.2	42.0	42.6	42.8
Queensland	97.4	97.4	97.8	97.1	97.0	97.3	74.0	74.0	74.1	26.0	26.0	25.9
South Australia	93.6	93.4	93.6	94.2	93.9	94.6	70.3	70.4	70.2	29.7	29.6	29.8
Western Australia	92.0	91.2	92.7	94.0	91.6	94.4	72.1	72.4	72.1	27.9	27.6	27.9
Tasmania	89.4	86.6	90.3	90.4	90.5	91.0	70.5	69.8	70.6	29.5	30.2	29.4
Northern Territory	91.6	89.2	92.8	97.8	93.1	97.1	73.5	74.0	73.9	26.5	26.0	26.1
Australian Capital Territory	91.8	92.4	94.1	93.4	93.9	96.0	53.8	53.8	53.7	46.2	46.2	46.3
Australia	88.5	87.8	87.5	88.7	88.2	88.5	66.3	66.3	66.1	33.7	33.7	33.9

- (a) The percentage of assessed students from government schools includes exempted students, but not students withdrawn by parents/care-givers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data.
- (b) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/care-givers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on *National Schools Statistics Collection* data.
- (c) The percentage of assessed government school students compared with all assessed students.
- (d) The percentage of assessed non-government school students compared with all assessed students.
- (e) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table C3 Year 7 exemptions, absences and participation, by State and Territory, 2002

State or Territory	Percentage of students exempted from testing ^(a)			Percentage of students absent or withdrawn ^(b)			Percentage of students assessed								
							All students			Indigenous students ^(c)			LBOTE students ^(d)		
	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.	Read.	Wrtg	Num.
New South Wales	0.8	0.8	0.8	4.0	4.1	6.2	96.0	95.9	93.8	4.4	4.4	4.0	25.3	25.3	24.5
Victoria ^(e)	0.9	0.9	0.9	33.5	35.4	34.4	66.5	64.6	65.6	0.6	0.6	0.6	16.0	15.5	15.9
Queensland	1.4	1.4	1.4	2.3	2.2	2.0	97.3	97.3	97.7	5.7	5.7	5.8	6.1	6.1	6.1
South Australia	2.7	2.1	2.1	6.3	6.5	6.1	94.6	93.5	93.9	2.5	3.4	2.9	16.2	16.0	16.0
Western Australia	0.8	0.8	0.8	7.5	8.7	6.9	92.5	91.3	93.1	5.0	4.8	5.1	12.8	12.6	12.9
Tasmania	0.6	0.6	0.6	10.3	12.3	9.5	89.7	87.7	90.5	5.4	5.1	5.4	4.6	4.5	4.6
Northern Territory ^(f)	0.7	0.7	0.6	8.3	13.2	7.4	93.2	90.2	93.9	26.6	24.6	27.7	22.8	20.7	23.9
Australian Capital Territory	1.8	1.8	1.8	7.5	6.9	5.0	92.5	93.1	95.0	1.3	1.3	1.4	2.7	2.7	2.7
Australia	1.1	1.1	1.0	11.3	12.0	12.1	88.6	87.9	87.9	3.9	3.9	3.9	16.4	16.2	16.1

- (a) The percentage of students who were exempted from the testing program in the relevant State or Territory. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with the non-government students who participated in the relevant State and Territory testing programs.
- (b) The percentage of students who were absent or were withdrawn by parents/care-givers from the testing program in the relevant State or Territory. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on *National Schools Statistics Collection* data, together with non-government students who participated in the relevant State and Territory testing programs.
- (c) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (d) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on figures for the *National Schools Statistics Collection* and non-government students who participated in the relevant State or Territory testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.
- (e) In 2002, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.
- (f) *National Schools Statistics Collection* figures have been used for the total number of students in calculation of the participation rates. However, in the NT, students are tested at years 3, 5 and 7 in Urban schools. In Remote schools, students are tested at ages 8, 10 and 12, rather than at year level. This may result in percentages for NT not adding to 100.

Analysis of 2002 results

Tables A7 to A9 show that the majority of year 7 students are achieving at the benchmark level or better in reading, writing and numeracy in all States and Territories.

As for year 5 students, in reading and writing the proportion of female students achieving at the benchmark level or better is significantly higher than for male students. As for years 3 and 5, this difference is not apparent in numeracy. In most States and Territories, year 7 students with language backgrounds other than English (LBOTE) are achieving at significantly lower rates than students as a whole in reading, writing and numeracy and this difference is significant in reading and numeracy Australia-wide.

Inspection of the three tables also shows that around one in ten year 7 students did not achieve the benchmark level in reading and writing. In numeracy, more than one in eight year 7 students did not reach the benchmark level. The proportion of Indigenous year 7 students achieving at or above the benchmark level is significantly below the proportions for non-Indigenous students, as for years 3 and 5.

Tables B3 and C3 provide details, by State and Territory, of student participation in the assessment process and the proportions of assessed students from government and non-government schools. The tables also provide information on the proportions of students exempted from testing (and therefore counted as not having achieved the benchmark level), the proportions of students absent or withdrawn from testing, and the proportions of Indigenous and LBOTE students involved in the processes. This information helps identify the reported performance levels for States, Territories and Australia as a whole.

Rates of participation in the testing program were lower at year 7 than for years 3 and 5. The Australian average in 2002 was around 88 per cent for government schools and non-government schools in each of the three reported learning areas. It should be noted that because participation in testing was voluntary in Victoria the level of participation there was considerably lower, at around 63 per cent in government schools and 70 per cent in non-government schools.

For year 7, the ratio of assessed government and assessed non-government students in States and Territories is as would be expected on the basis of the annual census, except in Victoria and the ACT, where non-government students tend to be over-represented. Across other States and Territories,

government and non-government students participated in testing at similar rates.

Review of year 7 benchmarks

In 2003, at the direction of ministers, the PMRT undertook a review of the year 7 reading and numeracy benchmarks following concerns about the proportion of students meeting these benchmarks. Investigations into the year 7 benchmarking and cut-score setting procedures found that the procedures for setting the year 7 cut-scores had followed the same methodology as for years 3 and 5, and verified that the year 7 calculations were correct.

The review resulted in revised benchmark cut-scores for year 7 reading and numeracy. The review also noted that the percentages of students achieving the revised year 7 reading benchmark is in keeping with expectations, however, this is not the case in numeracy.

The review identified factors that may have contributed to the apparent inconsistency in the year 7 benchmarks standards. One factor was a lack of state-wide test data available in 1999 when the benchmark standards were set. Another factor was that the year 7 benchmarks were developed independently of the years 3 and 5 benchmarks.

MCEETYA ministers recently agreed to proceed with trialing common instruments across all jurisdictions in 2006. Following the trial, ministers will consider whether the introduction of common instruments across all jurisdictions will address many of the current issues with the equating of state-based tests to the national benchmark.

Trends

As this is the second time year 7 data has been reported there are no data trends requiring comment.

Implementing the National Literacy and Numeracy Plan

The following section provides information on national initiatives undertaken in 2002 under the National Literacy and Numeracy

Plan, progress made in implementing the plan in each of the States and Territories, and the funding assistance provided to States and Territories by the Commonwealth government.

National initiatives under the Literacy and Numeracy Plan

Reporting to parents of student results against the literacy and numeracy benchmarks

At its meeting in July 2002, MCEETYA considered issues associated with reporting to parents on individual students' results against the national literacy and numeracy benchmarks. This was in the context of a commitment by MCEETYA to meaningful and comprehensive reporting to all parents and care-givers on the achievement and progress of their children.

While all jurisdictions report to parents on students' performance in standardised literacy and numeracy assessments, only three States and Territories include the location of the benchmark standard on the achievement scale.

It was agreed that a study, funded by the Commonwealth government, should be undertaken to investigate the educational and measurement issues associated with reporting benchmark results to parents.

A steering group was established to manage the study, which was undertaken by the AAAJ Consulting Group in collaboration with Dr Helen Wildy. The Commonwealth government chaired the steering group, which included representatives from each State and Territory, the National Catholic Education Commission and the National Council of Independent Schools' Associations. The study was undertaken between September and December 2002.

Overall, the study showed that there were potential benefits in providing benchmark information to parents. The main benefit is that benchmark data gives parents, and schools, an independent signal, arrived at by educational experts, about whether the students' levels of achievement are adequate for that year of schooling. The study found that this information is valued by parents, particularly by parents whose children test around or below the benchmark.

The report is to be considered by MCEETYA in 2003.

National Literacy and Numeracy Week

National Literacy and Numeracy Week (NLNW) was held from 2 September to 8 September 2002.

National Literacy and Numeracy Week is a Commonwealth government initiative, run in collaboration with State and Territory governments. It aims to raise community awareness of the importance of all Australian students developing effective literacy and numeracy skills and promotes the efforts of schools to improve the literacy and numeracy standards of Australian students under the National Literacy and Numeracy Plan.

The 2002 event successfully showcased and acknowledged the outstanding and innovative work of schools and their communities in literacy and numeracy. Fourteen National Excellence Awards and 60 Achievement Awards were presented to primary and secondary schools across Australia, with prizes totalling \$200,000. For the first time, in 2002, secondary schools were eligible to apply for NLNW Awards.

A new national event was added to the NLNW for 2002. National Simultaneous Storytime was held on Wednesday 4 September at 11.00am AEST in over 700 sites around the country. The book *Mrs Wilkinson's Chooks* by Leone Peguero was read aloud to young children in libraries, schools and childcare centres.

The Commonwealth government provided approximately \$1.25 million to support NLNW activities in 2002, which was matched in total by the States and Territories.

Commonwealth government funding in support of the National Literacy and Numeracy Plan

The Commonwealth government continued its significant financial contribution to support the implementation of the National Literacy and Numeracy Plan. The 2001–02 Budget provided an additional \$36.9 million over 2001–02 to 2002–03 for this purpose, including \$26.5 million for grants to education authorities and \$10.4 million for strategic national research and initiatives in support of the National Literacy and Numeracy Plan.

Under the conditions of the funding agreements for the Commonwealth government's 2001–04 schools funding

quadrennium, education authorities are required to report against the literacy and numeracy benchmarks as a condition of funding and authorities are called on to make a commitment to achieve any performance measures, including targets, incorporated in the legislation.

The Commonwealth government's Strategic Assistance for Improving Student Outcomes Programme provides for continued commitment to improving the literacy and numeracy skills of educationally disadvantaged students and education provision for students with disabilities.

Under the program, education authorities have the flexibility to allocate Commonwealth government funding to schools to achieve improved learning outcomes for students, including the flexibility to make decisions about which schools have the greatest need for additional assistance and to determine appropriate funding amounts for those schools. The program was introduced from 2001 to streamline administrative arrangements and minimise input controls and arbitrary distinctions between some of the Commonwealth government's previous targeted assistance programs.

The Commonwealth government will provide \$1.4 billion to government and non-government education authorities under the Strategic Assistance for Improving Student Outcomes Programme over the 2001–04 funding quadrennium. Of this amount, \$346.2 million was provided in 2002.

In addition to funding provided under the Strategic Assistance for Improving Student Outcomes Programme, the Commonwealth government invested over \$8.2 million in 2002 under the Grants for National Literacy and Numeracy Strategies and Projects Programme. This program supports national strategic research projects and initiatives to support the National Literacy and Numeracy Plan.

Addressing the National Literacy and Numeracy Plan in States and Territories

In 2002, the Catholic and independent sectors worked cooperatively with their respective State and Territory government education departments, and implemented a range of strategies and programs, accessed by Catholic and independent schools. In many instances, these programs complemented other

government initiatives undertaken in 2002 to address the literacy and numeracy needs of students.

New South Wales

The State Literacy Strategy has been operating in New South Wales schools since 1997. It was developed to ensure that government literacy commitments were addressed in a coordinated and comprehensive way. In 1999, the Literacy Strategy became part of the State Literacy and Numeracy Plan in order to better reflect the government's emerging commitments.

A major strength of the strategy was the coordination of programs across schools and regions that worked together with a shared vision and purpose of literacy learning. The strategy's Kindergarten-to-year-10 focus has seen an increased concentration of resources (including personnel and support materials); comprehensive testing of students' literacy skills; and training and development programs accessed by teachers.

In 2002, New South Wales schools continued to implement the New South Wales Government's State Literacy and Numeracy Plan. This plan provided a comprehensive and coordinated structure focused on helping teachers to improve the literacy and numeracy outcomes for all students.

For 2001–02, the New South Wales Government provided a total of \$117 million for literacy and numeracy in government schools. These funds were used to implement the State Literacy and Numeracy Plan, including the Reading Recovery program, the TAFE-accredited Peer Tutor Training program, Literacy and Numeracy Follow Up, the Early Literacy and Numeracy Initiative, Count Me In Too, Counting On, Linkages and the Priority Schools Funding Program.

Professional development

In 2002, 40 literacy and mathematics consultants provided professional development for teachers to assist them to meet the specific literacy and numeracy needs of students.

The Count Me In Too numeracy program was implemented in 1,375 primary schools in 2002, and was supported by district mathematics consultants. An independent evaluation of the program found that Count Me In Too is having a significant average effect on year 3 numeracy performance in the schools in which it has been implemented. Further information is

available in the report by M Mitchelmore and Dr P White, *Count Me In Too: The Impact of Count Me In Too on Year 3 Basic Skills Test Numeracy Scores 2001–2002 Follow-up Report*, New South Wales Department of Education and Training (2002). This is available online as a downloadable file at http://www.curriculumsupport.nsw.edu.au/Maths/files/Mat_CMIT_eval_2002b.pdf

Building on the success of the Count Me In Too program, over 280 teachers in 80 primary schools participated in Count Me Into Measurement, and 260 teachers from another 80 schools participated in Count Me Into Space. School-based facilitators received central training to support them in leading their school teams.

Three programs were developed as online professional learning programs to provide specific support for teachers working in rural and remote primary schools:

- Early Literacy Online was designed to provide a model of good practice for teachers of Kindergarten to year 2 students, particularly in rural government schools. Further information is available online at <http://www.qtp.nsw.edu.au/qtp/files/ELO/index.html>
- The Literacy Action Research Kit was piloted to provide greater support to schools to achieve teacher and student outcomes, through receiving sustained, intensive support from state and district office personnel. Further information is available online at <http://www.qtp.nsw.edu.au/lark/index.asp>
- Log on to Literacy, piloted in 1998, was designed to support 30 teachers of years 1 and 2 with the implementation of specific strategies to support students experiencing difficulties with literacy. Further information is available online at <http://www.curriculumsupport.nsw.edu.au/literacy/index.cfm?u=3&i=88>

Early years

The Early Literacy Initiative is focused on improving literacy outcomes for students in low socioeconomic status schools across New South Wales. Kindergarten to year 3 teachers, in participating schools, were provided with intensive professional development support, through a combination of after-school workshops and in-school support from specifically trained Early Literacy Initiative facilitators.

The Early Literacy Initiative operates within a professional learning framework, which was developed as a result of an independent evaluation conducted in 2001, involving the survey of 1,177 teachers. In 2002, over 2,000 Kindergarten to year 3 teachers in more than 370 schools were provided with support for:

- getting started with outcomes-based assessment
- developing syllabus-based criteria from this assessment for their teaching, learning and assessing
- designing teaching, learning and assessment experiences for their students.

The Count Me In Too Indigenous project (preschool to year 2) continued in supporting the early numeracy development of Indigenous students within their communities. The project helped to identify the enabling features of effective numeracy support for Indigenous students in the early years. Further information is available online at <http://www.curriculumsupport.nsw.edu.au/primary/index.cfm?u=4&i=55&kla=Maths>

Middle years

Linkages Support is a program that focuses on the continuity of student learning in years 5 to 8. Over \$13 million has been allocated to the Linkages Support program from 2002–03. Twenty-five Linkages consultants across the State support teachers of students in years 5 to 8. Over 3,000 of these teachers are involved in Linkages initiatives. This program represents the New South Wales Government's commitment to assist students in the middle years of schooling who have not developed adequate literacy and numeracy skills, knowledge and understanding.

The TAFE-accredited Peer Tutor Training program provides trained tutors with a nationally accredited TAFE qualification as they support junior students in the reading of texts from the subjects they are studying. The New South Wales Department of Education and Training and TAFE co-deliver a nationally accredited TAFE course in the school. The Peer Tutor Training program has had a significant effect on the literacy results of high school students in all subjects, especially boys' achievement in literacy.

In 2002, the middle years project Counting On was implemented in 391 schools, and involved more than 840 teachers. District

consultants organised and presented two days of training. Teachers met in cluster groups to review student achievement and plan appropriate programs. Teachers received ongoing in-class support from district consultants, release time and assessment and teaching materials. Further information is available online at <http://www.curriculumsupport.nsw.edu.au/Maths/index.cfm?u=2&i=4>

Intervention

The New South Wales Department of Education and Training gives priority to the early identification of, and intervention for, students who need additional support with literacy. For 2002, the New South Wales Government allocated more than \$25 million to Reading Recovery. The program is for students in year 1 identified as most in need of extra assistance with reading and writing. The program aims to assist these students to improve their literacy skills through a short-term, individually designed program, delivered in daily, 30-minute one-to-one sessions by specially trained teachers.

In 2002, the program was implemented in 840 schools by 932 teachers. By the end of 2002, New South Wales had more than 1,800 teachers trained in specialist Reading Recovery techniques. These teachers were trained and assisted by 27 tutors and two tutor trainers. This year, 7,925 students participated in the Reading Recovery program. Of these, 6,083 students improved to the level of their classmates and needed no further additional support. In 2002, approximately 75 per cent of all year 3 students who had received Reading Recovery support in year 1 achieved in Band 2 or above, in the New South Wales Basic Skills Test.

Further information is available online at <http://www.schools.nsw.edu.au/studentsupport/programs/readingrecovery/index.php>

The Literacy and Numeracy Follow Up program provided teachers in targeted schools in 40 districts with professional support to develop class programs that meet the specific learning needs of students who require additional support in literacy and numeracy.

Assessment and reporting

These programs were supported by state-wide testing in years 3, 5, 7 and 8 that provided students, teachers and parents with information about what students know and can do in the areas of literacy and numeracy.

Victoria

In 2002, a range of policies and programs in Victorian government schools sustained a committed and targeted approach to improve student achievement levels in literacy and numeracy.

The Victorian Early Years initiatives supported continuous improvement of student achievement levels in literacy and numeracy in years Preparatory to 4. Funding for school-based coordination of the Early Years Literacy program was provided to all government primary schools, with Reading Recovery as the preferred one-to-one early literacy intervention for students in their second year of schooling. Further information about the Early Years Literacy program is available online at <http://www.sofweb.vic.edu.au/eyes/lit/classroom.htm>

In 2002, 92 per cent of government primary schools had a trained Early Years Numeracy coordinator. The evidence-based Early Years Numeracy program is designed to support schools to plan and implement a strategic and comprehensive approach to successful early numeracy achievement. Further information is available online at <http://www.sofweb.vic.edu.au/eyes/num/numclass.htm>

The Early Years of Schooling strategy plan included ongoing development of support materials and focused projects to inform and enhance system and school-level programming. Further information and resources about this program are available online at <http://www.sofweb.vic.edu.au/eyes/resource.htm>.

Initiatives and programs that supported the middle years of schooling focused on continuous improvement of student learning in literacy and numeracy, and the retention and attendance rates of students in years 5 to 9. The Restart initiative was introduced in 2002 to support year 7 literacy, providing intervention for students most at risk of not achieving satisfactory literacy achievement levels. Using demographic and student literacy performance data, 101 schools were identified to receive funding over a three-year period, to employ literacy support personnel. Information about Restart is available online at <http://www.sofweb.vic.edu.au/mys/literacy/>

Funding was provided through the Middle Years Reform program, to all schools with students in years 7 to 9, for the employment of more than 200 teachers to improve literacy, numeracy, attendance and retention rates. Support materials

were developed and disseminated, and are available online at <http://www.sofweb.vic.edu.au/mys/supportmaterials/index.htm>. The program encourages innovative approaches in teaching and learning, and improved school and classroom organisation and curriculum delivery. More than 4,000 delegates attended the state-wide Middle Years conference and regional conferences, supporting increased teacher knowledge and understanding of the issues affecting student learning in the middle years.

The provision of appropriate English as a Second Language (ESL) programs and support materials for LBOTE students, continued to be a key strategy in the provision of programs designed to improve the quality of student learning and enhance student learning outcomes. These are available online at <http://www.sofweb.vic.edu.au/lem/esl/ecurri.htm>. On a state-wide basis, the preferred ESL program types in primary and secondary schools were direct intensive instruction and team teaching, as discussed in the Department of Education and Training Office of School Education's *ESL Report 2002*, available online at <http://www.sofweb.vic.edu.au/lem/esl/pdfs/eslr02.pdf>. As a result of changing settlement patterns, the provision of intensive language programs for newly arrived primary and secondary LBOTE students was extended in 2002. An Outreach Services Coordinator was placed in each of the four metropolitan English language schools to provide services to schools within their regions.

In 2002, the Koorie Literacy Links project (Preparatory to year 4) and the Middle Years Literacy Link project (years 7 to 9) continued, and the Koorie Middle Years Numeracy project (years 5 and 6) commenced. Through the use of information technology, these projects sought to achieve improved educational outcomes and to extend successful literacy and curriculum models to targeted Koorie student groups. Further information about these projects is available online at <http://www.sofweb.vic.edu.au/koorie/overview.htm>

Student welfare initiatives in all government school settings provided a balance in approaches to supporting schools and young people. Providing for students' well-being extends from the daily responsibility of all staff to enhance resiliency and educational outcomes for young people, to the provision of specialist support provided by student support services. In 2002, a range of specialist support was available to assist schools in enhancing student well-being. Further information is available online at <http://www.sofweb.vic.edu.au/wellbeing/support/index.htm>

NLNW was celebrated in 2002 with many school-based, regional and state-wide activities. Support materials were provided to schools, as a resource for these activities. National and State awards recognised literacy and numeracy achievements in schools. Further information about NLNW is available online at <http://www.sofweb.vic.edu.au/eys/litnumweek.htm>.

Assessment and reporting

Victorian government schools adopted a systematic and integrated School Improvement and Accountability annual assessment of student outcomes in literacy and numeracy across the stages of schooling. The required assessment measures were:

- an assessment of reading from Preparatory year to year 2 of minimum standards for reading, including an annual online Reading Recovery Intervention data collection process, which provides the basis for reporting continuous program quality improvement, and is available online at <http://www.sofweb.vic.edu.au/eys/rrr/data2002.htm>
- state-wide testing using the Achievement Improvement Monitor, for years 3, 5 and 7 students in English and mathematics each year. This is a comprehensive assessment and reporting program, which helps teachers to better measure student achievement and to improve students' literacy and numeracy levels. The Achievement Improvement Monitor is also used to assess student performance against the national literacy and numeracy benchmarks, and is available online at <http://www.sofweb.vic.edu.au/assess/aim/index.htm>
- reporting levels of student achievement (Preparatory year to year 10) in English and mathematics at a level of the Curriculum Standards Framework indicating degrees of progress on a four-point rating scale.

On an annual basis, these data sets are centrally analysed, and each school receives a report summarising its own data trends in comparison with 'like-school' groups and the rest of the State. Aggregated data of student performance at each year level are provided to the school community through school annual reports. All schools report annually on their progress towards the achievement of goals and priorities set out in their charter.

Intervention

The Early Years Strategy adopts a strategic and systematic approach to providing support for children who need additional assistance, to ensure success in literacy and numeracy in the early years of schooling. The support is provided within a whole-school planning process. The four essential features of this support are:

- identification
- home-school support
- a focused teaching program within designated daily literacy and numeracy blocks and
- ongoing review of student progress.

Key websites for the Early Years Strategy additional assistance include <http://www.sofweb.vic.edu.au/eyl/lit/litaa.htm> (for literacy) and <http://www.sofweb.vic.edu.au/eyl/num/numaa.htm> (for numeracy).

During 2002, Reading Recovery was implemented in 81 per cent of Victorian government schools with year 1 enrolments. Participating students represented 20 per cent of the year 1 cohort.

Interim reports of the secondary literacy intervention program, Restart, suggest that at least 70 per cent of participating students made significant improvements in literacy achievement levels. The intervention approaches and teaching and learning models adopted included one-to-one and small-group instruction, in a withdrawal and/or mainstream setting, with individual and/or team-teaching models. A variety of programs and teaching strategies to support the Restart initiative were developed and implemented across the State. Programs focused on the key areas of reading fluency and comprehension, vocabulary development and writing skills. Strategies and programs used included teaching approaches based on early and middle years literacy strategies, for example guided reading, reciprocal teaching, modelled reading, shared reading and writing, and the use of information and communications technologies. Further details are available online at <http://www.sofweb.vic.edu.au/ict/index.htm>, as are strategies from the middle years literacy development program, Making a Difference, which are online at <http://www.sofweb.vic.edu.au/mys/literacy/index.htm>.

Professional development

In 2002, a comprehensive, multi-layered professional development strategy continued to strengthen and extend implementation of the Early Years and Middle Years Literacy and Numeracy programs across Victorian schools. The strategy included extensive six-day, centrally provided training programs for Middle Years Literacy and Numeracy Leaders who, in turn, conducted regional professional development programs for school-based literacy and numeracy coordinators. Further information about regional professional development opportunities is available online at <http://www.sofweb.vic.edu.au/leaders/region.htm>

In 2002, there were 29 Reading Recovery teacher training centres operating across Victoria. Nearly 1,000 teachers participated in ongoing Reading Recovery professional learning, and more than 260 teachers participated in the 12-month initial Reading Recovery Intervention teacher training program. Twenty-eight Reading Recovery tutors and two state-wide trainers supported these programs. In 2002, Reading Recovery tutors conducted six regional Preparatory to year 4 Literacy Intervention programs, in which more than 60 teachers from Victorian government schools participated. The program was developed by Reading Recovery tutors and trainers and is based on the premise that all students can learn, given enough time and targeted literacy support.

In 2002, Reading Recovery trainers facilitated ten state-wide and regional ongoing professional learning forums for Reading Recovery tutors from the government and non-government education sectors. Teachers and students reported positively on the effectiveness of the Restart initiative. Feedback from teachers highlighted the increased knowledge, awareness and understanding of literacy teaching and assessment practices; and enhanced opportunities for supportive professional dialogue with colleagues in other key learning areas. Responses from students included that they experienced greater control over their learning, enhanced organisational skills, greater connectedness to school and staff, and a willingness to take risks. The 2002 Restart Initiative Report discusses achievements in 2002, and is available online at <http://www.sofweb.vic.edu.au/mys/research/index.htm>

In 2002, a variety of targeted professional development opportunities were offered to support teachers of ESL learners. More than 300 teachers and 140 multicultural education

aides participated in these initiatives. This is discussed in the Department of Education and Training Office of School Education's *ESL Report 2002*, available online at <http://www.sofweb.vic.edu.au/lem/esl/pdfs/eslr02.pdf>

Other contextual information

In Victorian government schools a coordinated range of targeted and responsive policies, procedures and program initiatives was directed at improving the quality of student learning, to improve literacy and numeracy standards, in 2002. Further information can be obtained online via the Victorian government SOFWeb website, at <http://www.sofweb.vic.edu.au/init.htm>.

Queensland

During 2002, Education Queensland continued to implement initiatives that supported the recommendations of *Literate Futures: Report of the Literacy Review for Queensland State Schools*. Implementation of the Literate Futures initiatives represents a long-term commitment to dedicate resources and focus efforts on literacy across the government school system. Priority action areas include whole-school planning and community partnerships, student diversity, and the teaching of reading and future literacies. The Literate Futures website is <http://education.qld.gov.au/curriculum/learning/literate-futures/>

In 2002, the *Literate Futures: Whole-school Literacy Planning Guidelines* and companion CD-ROM were developed and distributed to all government schools. From 2002, there is a systemic requirement that all schools engage in whole-school literacy planning as an ongoing and central part of their curriculum reform agenda. The purpose of developing a whole-school literacy strategy is to establish a planned, systematic approach to the teaching and learning of literacy in order to improve learning outcomes. The 21 Learning and Development Centres (Literacy) played a key role in facilitating implementation, training local facilitators and supporting schools and districts. Resources and further information are available from the Literate Futures website, at <http://education.qld.gov.au/curriculum/learning/literate-futures/resources.html>

Intervention

Primary school students with difficulties in literacy and numeracy benefited from programs that provided intervention and support.

These included Reading Recovery programs and learning support teaching; school-initiated support and intervention based on the results of the year 2 Diagnostic Net and the year 5 test.

Reading Recovery continued in 445 schools in 2002, and involved approximately 5,514 students, 573 Reading Recovery teachers, 25 Reading Recovery tutors and two Reading Recovery state trainers.

Queensland schools continued to use the year 2 Diagnostic Net across years 1 to 3. This process involves teachers mapping students across the first three years at school on developmental continua in reading, writing and numeracy, moderating their judgements and reporting to parents at each of these year levels on student progress. In year 2, validation activities for identified students are carried out to assist in determining reliable reporting. Teachers and schools undertake intervention activities to assist students' progressive development in literacy and numeracy. Education Queensland, most of the archdiocesan offices of Queensland Catholic Education and some of the independent school systemic groups gather data on students identified for additional support within each of their systems.

A mandated appraisal process is being implemented in primary schools from 2002 to identify and respond to the needs of students who experience difficulties in accessing the class curriculum, participating in school life and achieving positive learning outcomes. The appraisal process will help to determine students' strengths in literacy and numeracy, and learning how to learn; and to develop quality education programs that meet students' individual learning needs and establish and maintain home-school relationships. Information is available from the Education Queensland website at <http://education.qld.gov.au/curriculum/advocacy/access/equity/students/inclusion/learning/appraisal.html>

Professional development

In the government sector, 21 Learning and Development Centres (Literacy) continued to support schools and districts across the State, by providing sustainable professional learning opportunities for teachers through the delivery of programs planned and implemented to meet the diverse needs of teachers in different sites. In 2002, there was an ongoing focus on whole-school literacy planning processes, including the development of appropriate professional learning models for the teaching of reading.

In 2002, the resource *Literate Futures: Reading*, was distributed to 38,000 government school teachers. Ten copies of the accompanying video, *Literate Futures: Reading the Future*, were distributed to every government school. Engagement with these resources gives schools and individual teachers, at all levels and in every discipline, an overview of current views about literacy, multi-literacies and the teaching of reading. The Learning and Development Centres (Literacy) commenced assisting schools to utilise these resources to plan and implement learning and development activities in the teaching of reading.

Key in-service resources were distributed to schools addressing the teaching of reading. *Literate Futures: Reading* promotes discussion of reading in terms of current research in reading and assists teachers to identify their professional learning needs and develop a shared language to talk about reading. This book is accompanied by a video, *Literate Futures: Reading the Future*, to facilitate productive conversations among staff, parents and the wider community and to demonstrate the features of multimedia and Internet texts. *Learning and Development in the Teaching of Reading P–12 Positioning Document* was distributed to enable school leaders to plan appropriate models of professional learning for their diverse contexts. It also aims to ensure that the teaching of reading is a long-term priority within whole-school literacy planning processes. Resources to be used in professional development programs are currently being prepared.

Further information can be obtained via the Literate Futures website, at <http://education.qld.gov.au/curriculum/learning/literate-futures/resources.html>.

During NLNW, teachers participated in professional learning forums held at regional and metropolitan centres across the State.

South Australia

During 2002, the Department of Education and Children's Services supported the implementation of the National Literacy and Numeracy Plan through:

- early intervention strategies for those students identified as having difficulty, and
- professional development for teachers.

The literacy and numeracy network

The Department of Education and Children's Services new online environment for dialogue and information about successful literacy and numeracy practices, the Network, was launched in 2002, at <http://www.thenetwork.sa.edu.au/>. The website provides learners, parents, educators and community members with a coordinated and streamlined source of information, advice, services and programs related to literacy and numeracy learning. The website also supports networking for educators, parents and learners in order to improve literacy and numeracy outcomes.

Reading Recovery

Reading Recovery is an early intervention program designed to improve learning for students whose literacy achievement levels in year 1 are cause for concern. The aims of this project are:

- to improve the literacy outcomes for those children most in need of additional assistance to accelerate their literacy learning
- to provide experienced Reading Recovery trained teachers to support classroom teachers in developing teaching strategies that support students' literacy development within a classroom context.

In 2002, literacy support was given a further boost with the allocation of \$2.8 million over four years to train teachers in Reading Recovery. Seventy-four teachers have been trained in South Australian State schools to 2002.

School Entry Assessment

The School Entry Assessment – Planning for Learning package supports teachers in the collection of information about the knowledge, skills and attitudes that students bring to school, and in using this information as they plan programs that meet each student's needs. Two important emphases of the package have been:

- collecting data about students from a range of sources, including prior-to-school settings
- implementing pedagogies that enable students to show what they know, understand and can do, in meaningful situations.

All schools were required to implement the package in 2001 and have been introduced to the material, which includes the *Information for Educators* book and the *Learner Record* book. These print materials have now been revised, so that they align with the South Australian Curriculum Standards and Accountability Framework. The modifications to the text clarify the connections between the documents and support educators in the implementation of the framework. The revised materials were distributed to schools with Reception enrolments and to preschools in 2002.

School Entry Assessment mentoring program

The Department of Education and Children's Services and the Junior Primary Principals' Association jointly developed the School Entry Assessment Mentor project. A number of collegiate learning networks were established to support the implementation of the South Australian Curriculum Standards and Accountability Framework through the effective use of School Entry Assessment. Fifty-three schools, organised into ten collegiate networks, participated during 2002. Participants engaged in professional development and conversations that not only focused on their particular interests related to School Entry Assessment, but also to the broader issues of early childhood pedagogy.

The findings of the project evaluation (2002) indicated that:

- there were high levels of participant enthusiasm for the collegiate nature of the project model
- there was a renewed focus on play as a context for teachers to be able to observe students as they use and develop their literacy and numeracy
- there was increased consideration of the ongoing use of School Entry Assessment to monitor, record and report on students' learning in the first years of school.

Western Australia

The provision of high-quality literacy and numeracy education is a continuing priority for the Department of Education.

Student achievement in literacy and numeracy has been monitored regularly, since the early 1990s, through systemic

sampling of student performance at years 3, 7 and 10 through the Monitoring Standards in Education program and, more recently, through the Western Australian Literacy and Numeracy Assessment program, which conducts annual population testing in relation to National Literacy and Numeracy Benchmarks for years 3, 5 and 7. The results indicate that students in government schools perform well, with many students demonstrating consistently high standards.

Early identification and support for students experiencing difficulty with literacy or numeracy is the focus for two further initiatives:

- Literacy Net and Numeracy Net, assessment tools which help teachers to identify students who are not 'on track' to achieve benchmark levels and to identify the nature of their difficulties so that effective intervention can be provided
- Getting It Right Literacy and Numeracy Strategy, a \$27 million state government initiative, whereby specialist literacy and numeracy expertise is placed in schools with identified needs. Specialist teachers work alongside classroom colleagues to ensure that students in those classes get the help they need and that teachers receive support to become more effective, confident and outcomes-focused in their planning and delivery of learning programs. In 2002, 47 literacy and 45 numeracy Specialist Teachers (an additional 50 full-time equivalent) commenced a two-year appointment to primary schools through the Getting It Right Strategy. The number of Specialist Teachers will be increased to 200 full-time equivalent, by 2005.

To build upon and consolidate professional gains made in the 1990s through the internationally acclaimed First Steps Language professional learning resource, the Department of Education has arranged for Edith Cowan University Resources for Learning to revise the resource to align it with the Curriculum Framework outcomes and incorporate recent research about literacy teaching and learning. It is anticipated that the revised *First Steps English* will be available for distribution from 2003.

Schools have consistently planned and taught mathematics programs that encompass number, measurement, space, probability and data but many teachers may not be familiar with recent research on how students learn mathematics. *First Steps in Mathematics* focuses on developing teachers' understanding of mathematics, how best to teach it and how to determine whether students have learned what has been taught. It is

expected that resource materials and a professional development program will be available from 2003.

The Commonwealth Literacy and Numeracy Programme (CLNP) is funded through the Commonwealth government's Strategic Assistance for Improving Student Outcomes program. It is implemented in Western Australian schools that serve communities with the largest proportion of students 'at risk' of not achieving successful outcomes in literacy and numeracy. The aim is to measurably improve these outcomes and to support the National Literacy and Numeracy Plan. CLNP funds are used to assist schools to develop programs that help students to achieve the English and mathematics outcomes described in the Outcomes and Standards Framework.

Funds for 2002 were allocated to 356 Western Australian schools under a formula based on their index of socioeconomic disadvantage (Ross H) and Pre-primary to year 10 enrolments, with a weighting of 1.5 applied to the early years. Schools that receive CLNP funding are accountable to district directors for the improvements in literacy and numeracy performance they achieve as a result.

CLNP funds are also used by the Department of Education Central Office to support system-wide initiatives, particularly those targeting Indigenous students, ESL students, students with learning difficulties and students from low socioeconomic backgrounds. These initiatives include:

- ESL General Support. Stage 2 ESL learners are supported by visiting or cell-based teachers, mostly in the metropolitan area, although services are also provided in remote locations to Indigenous students whose first language is not English.
- a Reading Recovery pilot. This is a joint venture of the Department of Education, the Catholic Education Office and the Association of Independent Schools, piloting use of the Reading Recovery program in volunteer schools. This pilot commenced in 2001 and will be subjected to a cost-benefit analysis to determine its relative efficiency, compared with other intervention models, strategies and programs.
- Numeracy Across the Curriculum project. This Commonwealth government-funded two-year research study, involving all school sectors, commenced in 2001 under the management of Murdoch University. Through this project, which examines the numeracy demands of the primary curriculum, the Department of Education will produce a series of brochures, for publication by the

Commonwealth government Department of Education, Science and Training, showing examples of numeracy in all phases of schooling.

Tasmania

Policies and programs

The teaching of literacy and numeracy is a high priority in the Tasmanian Department of Education throughout all years of schooling.

2002 was the final year of a three-year Literacy and Numeracy Plan, which set policy direction, coordinated and mapped projects across the State, and outlined specific goals and outcomes. During 2000–02, over 40 literacy and numeracy programs, projects, research and trials were undertaken. A summary of these is available in the Department of Education report, *Outcomes and Outputs from Literacy and Numeracy Programs, Projects, Trials and Research 2000–2002: Summary Review*. A numeracy consultation was also conducted to determine directions for focused numeracy initiatives and to gather data from teachers regarding their professional learning needs. These findings were collated in the *Review of 2002 Numeracy Consultation*.

During 2002, consultative processes with key groups including parents, teachers, students and professional associations were used to gather stakeholder input for the Literacy and Numeracy Plan for Schools 2003–05.

Assessment and reporting

Data from the regular state-wide literacy and numeracy monitoring programs in literacy and numeracy (years 3, 5 and 7) were used to monitor performance against the National Literacy and Numeracy Plan's intended outcomes and against national benchmarks in literacy and numeracy.

School and State results were linked to performance against Key Intended Numeracy Outcomes and Key Intended Literacy Outcomes. 'Like school' and state-wide results were also provided to schools to assist in school improvement planning. Value-added measures were calculated for reading, writing and numeracy for 2000–02 for years 3 to 5 and years 7 to 9. In addition, the Department of Education monitored school partnership agreements and annual reports to ensure that

literacy and numeracy outcomes at school level were defined, measured and reported. At the secondary level, the Tasmanian Secondary Assessment Board reported on the levels of achievement in year 10 English and mathematics.

The department's Office for Educational Review managed the state-wide monitoring program and provided schools with data about individual students and grade-level performance. Officers provided advice about State targets and assisted schools in developing school plans based on data.

Teachers wrote reports to parents, showing the progress of students in Kindergarten to year 8 towards achieving the Tasmanian Literacy Outcomes and Key Intended Numeracy Outcomes. Schools used the Kindergarten Development Check to assist in the identification of students requiring specific intervention programs in literacy and numeracy. The original Kindergarten Development Check was reviewed during 2002.

Intervention

During 2002, a number of intervention programs and approaches were in place in Tasmanian government schools.

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

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

The Aboriginal Literacy Program in Early Childhood continued to support students to achieve appropriate literacy outcomes. The Changing Places program supported Aboriginal primary school students in improving their literacy and numeracy proficiency, through its focus on teacher professional learning and cultural awareness.

ESL program support focused on improving the educational opportunities and outcomes of newly arrived students by developing English language competence and facilitating participation in mainstream educational activities. ESL provision included team or parallel teaching, individual and small group instruction and resourcing.

The Spalding Support and Training program provided ongoing support and training of teachers in the Spalding method of literacy teaching.

The Reading Recovery program is an early intervention program for year 1 students who require additional assistance to be able to read and write as well as their peers. In 2002, two Tasmanian teachers, who had trained in Victoria the previous year, facilitated teacher training in Tasmanian schools.

Selected Tasmanian schools were involved in a trial of the Count Me In Too program to provide professional learning in early numeracy development and to assist teachers in providing appropriate intervention for students not making satisfactory progress.

2002 was the final year for the funded Initiatives Based in Schools program. During this year, many of the projects were completed and, where appropriate, outputs were published.

Professional learning

Professional learning in government schools was undertaken as part of specific intervention projects, for example Spalding and Reading Recovery. As part of the Flying Start program, professional learning for early childhood teachers was also offered by District Literacy Officers.

The Count Me In Too program provided professional learning for teachers from selected schools and assisted them in understanding the development of early numeracy. Targeted professional learning was provided for years Kindergarten to 10 for mathematics/numeracy through the Quality Teacher Program (2000–02).

School-based professional learning was a feature of many of the Initiatives Based in Schools projects.

Northern Territory

The Northern Territory Curriculum Framework was launched on 23 August 2002. The framework articulates the National Literacy and Numeracy Benchmarks in the English, mathematics and ESL sections. Links to literacy and numeracy are clearly identified throughout all Learning Areas in the framework. In the early stages of implementation, teachers in over 105 Northern Territory schools were supported to use the framework.

The Northern Territory Literacy and Numeracy Strategy was published in November 2002. The strategic objective of the strategy was to ensure that 'all students achieve or exceed national English Literacy and Numeracy Benchmarks'. There were seven initiatives and seven outcomes to support this. Professional development and resource materials were developed to accompany the strategy to support school teams in the development of their literacy and numeracy plans for 2003. This included planning templates and recommended processes to audit current school practice. To ensure that their Literacy and Numeracy Plans reflected the seven initiatives and outcomes, schools were required to address the following components:

- school and system assessment and reporting
- targeted resourcing
- 'at risk' students
- approaches that work
- parent and community engagement
- professional development.

Learning Leadership Teams within schools were established to facilitate the delivery of professional development using a train-the-trainer model. Two-day courses were run for school Learning Leadership Team representatives to develop capacity in literacy, numeracy and/or ESL. Learning Leadership Teams were responsible for the ongoing documentation and implementation of individual schools' literacy and numeracy plans.

Increased system support for remote Indigenous schools was provided. Staff participation in on-site and central and regional ESL, literacy and numeracy professional development workshops and accredited courses increased. Systemic support for Indigenous and other ESL students was provided by:

- 397 teachers and 67 assistant teachers participating in ESL professional development activities through Action Learning projects and completion of accredited courses
- allocation of 68 additional to formulae ESL teachers to schools in the Northern Territory to support the language learning needs across the schools of Indigenous and other ESL learners (ESL General Support program)
- the provision of on-site school-based professional development and curriculum support by 12 ESL Coordinators

attached to group schools or clusters of remote schools in the Northern Territory.

The Accelerated Literacy program operated in six schools, including urban, remote, primary and secondary schools, supporting 40 teachers and 571 students, 70 per cent of whom are Indigenous. Student progress in literacy in those schools has accelerated, showing a rate of improvement 300 per cent higher than the rate of progress demonstrated by students prior to the approach being used. Students demonstrated an average literacy improvement of 1.43 year levels in a calendar year. This is a significant improvement on the average progress of 0.38 of a year level, demonstrated before the intervention. The Commonwealth government supported this project.

A series of Principal Directed pilots were initiated with funding provided by the Commonwealth government under the Indigenous Education Strategic Initiatives Program. These pilot initiatives were directed at improving Indigenous attendance rates, literacy and numeracy outcomes.

Australian Capital Territory

Policies

The Department of Education, Youth and Family Services released the ACT Government School Plan, *Within Reach of Us All 2002–2004*, and the following support documents:

- *Services to Indigenous Peoples Action Plan 2002–04*
- *Student Support Action Plan 2002–04*
- *The Inclusivity Challenge*.

Each of the plans has, as a major focus, the development and implementation of programs to improve literacy and numeracy outcomes for all students, as well as identified student groups, such as Indigenous students and students from disadvantaged backgrounds.

The department's draft Literacy and Numeracy Action Plan was also released for consultation.

ACT Assessment Program

All systemic and independent Catholic schools participated in the ACT Assessment Program in years 3, 5, 7 and 9. In addition,

a number of independent schools joined the program. The non-government schools that did not participate in the program used the Western Australian Literacy and Numeracy Assessment, or Australian Council for Educational Research Literacy and Numeracy National Assessment programs.

All parents of students who participated in the ACT Assessment Program received an individual student report. The report showed the student's performance for each of the assessed strands against the profile levels for the year, the middle 60 per cent of students, the ACT average and, where applicable, the national benchmarks.

Schools received comprehensive reports on the performance of students. These reports provide additional data to schools to assist in planning support programs for students with lower levels of literacy and numeracy. Principals and teachers also use this data in planning whole-school literacy and numeracy programs.

A summary document, *ACT Assessment Program: Performance 2002*, was distributed to students who participated in the ACT Assessment Program. The brochure provides an overview of the performance of all ACT students against the national benchmarks and the national profiles. The brochure was also published as a downloadable document on the department's website, at <http://www.decs.act.gov.au/publicat/pdf/actap2002performance.pdf> and additional copies were made available to stakeholders and interested members of the public.

Early assessment program

Kindergarten students in ACT government schools were assessed at the beginning of the year and towards the end of the year using the Performance Indicators in Primary Schools program, which assesses a student in reading, mathematics and phonemic awareness. Teachers use this information to plan individual programs to address student needs. The end-of-year assessment shows how far students have developed since the baseline assessment at the beginning of Kindergarten. Data from the end-of-year assessment is used when planning for year 1 programs.

Research

The department participated in two major numeracy research projects.

Assessing and Improving Mental Computation of School Aged Students is a three-year research project being carried out in collaboration with the University of Tasmania and the Tasmanian Department of Education.

The Australian National Schools Network is facilitating the Middle Years Numeracy Research project, which is working on developing a model of supporting teachers to deal with the numeracy demands of learning across all curriculum areas.

Intervention and support programs

To facilitate early intervention in schools, an Early Learning Officer program was established. This program brings together the Kindergarten to year 3 teachers in a professional learning team to share and develop literacy teaching practices. The 5- to 6- week program operated in 14 ACT government primary schools.

Six high schools implemented the Language for Understanding in the New Millennium program, bringing to a total of 12 the number of schools implementing the program. The program promotes teaching strategies that develop literacy skills across the key learning areas.

A Teachers of Indigenous Students network was initiated to enable teachers of Indigenous students to discuss issues and share successful strategies. The ACT Government also provided funding for additional support to increase home-school liaison with a focus on improving learning outcomes and retention rates for Indigenous students in ACT government schools.

All principals of government schools with Indigenous students were required to indicate how they planned to improve outcomes for Indigenous students. This resulted in a number of enhanced practices including:

- the development of individual learning plans addressing literacy and numeracy needs for 'at risk' Indigenous students
- inclusion of Indigenous cross-cultural awareness in school professional learning programs.

All ACT government primary and high schools were required to develop literacy and numeracy plans outlining their approaches to enhancing literacy and numeracy outcomes for students. The department uses the plans to identify appropriate professional learning programs to meet the needs of schools.

Chapter 7

Vocational education and training in schools

Defining the concepts

In 2001, MCEETYA endorsed the New Framework for Vocational Education in Schools and authorised the widespread distribution of two documents, one on the policy directions underpinning the framework, and the second to provide an implementation strategy. (The framework is now known as the Vocational Education and Training in Schools Framework). Both documents are available on the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) website. The policy directions booklet outlines the vision for vocational education agreed to by MCEETYA in March 2000:

Vocational education in schools assists all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways. It engages students in work-related learning built on strategic partnerships between schools, business, industry and the wider community.

The framework has been developed around the following six inter-related elements:

- *vocational education and training*: appropriately accredited industry-specific training based on qualifications within the Australian Qualifications Framework and competencies endorsed in the National Training Framework
- *enterprise and vocational learning*: enterprise and vocational learning perspectives incorporated into general learning that is appropriate for all years of schooling
- *student support services*: services that guide and support young people in their transition from compulsory schooling to post-compulsory schooling options and post-school destinations, especially the inclusion of explicit career education programs in school curriculum. Services will allow for local discretion over delivery and relate to participation and attainment in education, training and work
- *community and business partnerships*: mechanisms that foster close cooperation between all levels of government, business and community organisations, education and labour market authorities
- *effective institutional and funding arrangements*: policy coherence and effective program implementation through

institutional arrangements for the organised and continuous involvement of all relevant players at the national, State or Territory and local levels

- *monitoring and evaluation*: data collection to provide information that will enable the effectiveness of current and future arrangements to be measured.

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

At the 2001 MCEETYA meeting, ministers agreed to the following definition of vocational learning:

general learning that addresses the broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments.

VET includes general employment skills, career education and community and work-based learning. Vocational learning is appropriate for all years of schooling and, when integrated into the school curriculum, provides students with the skills, experiences and attributes they will need to adapt to the changes that will be a constant feature of their lives.

Vocational learning encourages students to further develop their:

- understanding of the dynamic nature of work, its cultures and environments
- understanding of changing economic and social environments, including patterns of employment and factors that influence the labour market
- understanding of the range of school and post-school options
- self-awareness and ability to make and implement decisions on educational and career pathways
- generic employability skills and competencies
- acquisition of enterprise skills and enterprising behaviour, including the ability to recognise, create and utilise

opportunities, products and services in business, community and other contexts

- capacity to manage transitions throughout post-school life.

At the 2001 MCEETYA meeting, ministers also agreed to the following definition of enterprise education:

learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.

Enterprise education has significant potential to contribute to students' general education, vocational learning and preparation for the world of work. It creates a bridge between academic and applied learning and gives young people a means of acquiring and exercising skills such as initiative, problem solving, creativity, adaptability and flexibility, which they will need in all aspects of their lives.

VET in Schools is more specific. VET in Schools programs are programs that are undertaken by school students as part of the senior secondary certificate that provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation (RTO) or a school in partnership with an RTO. Some schools are recognised as RTOs in their own right. The number of schools with this registration status varies greatly between States and Territories, reflecting different policy directions.

VET in Schools programs increasingly provide opportunities for students to participate in structured workplace learning (that is, on-the-job training). These opportunities are often provided by local businesses. Students learn practical workplace skills that industry and employers have identified as important for a specific job or career. RTOs formally assess the achievements of students against the competency standards outlined in training packages for qualifications within the Australian Qualifications Framework. Activities such as general work experience do not qualify as structured workplace learning.

VET in Schools programs allow students to combine vocational studies with their general education curriculum as they continue to work towards their senior secondary certificate. In this way, students can keep their options open to pursue further full-time

or part-time vocational training or to move into tertiary studies. Considerable work has been undertaken to enable greater recognition of VET in Schools programs for tertiary entrance purposes. There is increasing acceptance by the employment market of the qualifications gained through VET in Schools, as schools extend their use of training packages and as delivery and assessment arrangements are further adjusted to meet the new standards from the Australian Quality Training Framework (AQTF).

The Vocational Education and Training in Schools Framework includes School-based New Apprenticeships, which were first introduced in 1998. Under nationally agreed arrangements for School-based New Apprenticeships, secondary school students undertaking School-based New Apprenticeships are required to:

- be enrolled as full-time students
- undertake the program as part of their broader study towards the senior secondary certificate
- enter a formal training contract with an employer
- attend school for part of the time, be employed and attend work for part of the time and attend a place of training for the off-the-job component
- be paid a pro-rata wage for the on-the-job component of the New Apprenticeship.

VET in Schools programs, including School-based New Apprenticeships, are therefore designed to expand opportunities for senior secondary students, to link schools to industry and training providers, to help meet the needs of industry and to prepare young people for the workplace of the future.

An overview of current trends and issues for the future

Overview of current trends

During 2002, jurisdictions consolidated their efforts to effectively engage and retain young people in learning, build pathways across sectors, and better support students in their transitions.

The provision of accredited VET in Schools programs to senior secondary students continued to grow, with States and Territories making a concerted drive to lift the quality and diversity of program delivery. Efforts have been directed towards the continuing development of partnership arrangements between government and non-government schools, TAFEs, industry and community organisations to increase the range and viability of VET programs for school students.

Work has continued on data collection for VET in Schools to be compliant with the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for the start of 2004. Jurisdictions are developing and trialing AVETMISS-compliant management information systems.

Although the uptake of School-based New Apprenticeships varies across Australia, sectors and jurisdictions are continuing to promote them as a valuable pathway for young people to improve their post-compulsory education and training options. The Commonwealth has continued to support the growth of School-based New Apprenticeships through the simplification of incentive programs encouraging employers to take on New Apprentices and retain them when they complete year 12. School-based New Apprenticeships represent significant reform for schools, particularly in relation to their workplace arrangements with industry and business.

Jurisdictions are continuing to provide support for schools and school systems that are RTOs to ensure compliance with the new AQTF.

To improve work readiness, increasing numbers of students are participating in structured workplace learning activities and schools are working more closely with employers to provide meaningful workplace experiences.

Jurisdictions are continuing to embed enterprise and vocational learning elements within curriculum frameworks and school programs. To prepare young people for the future, jurisdictions are furthering the development of employability skills, with students participating in a range of enterprise projects and work education programs across the middle and senior secondary years.

At the July 2002 MCEETYA meeting, ministers endorsed the declaration *Stepping Forward – Improving Pathways for All Young People*, which commits jurisdictions to improving post-school options. The provision of transition services for all

students, including those disconnected or at risk of becoming disconnected from school, is being increasingly addressed by jurisdictions. There has been increased effort to make accessible a broader range of support services to young people, such as providing career guidance and advice, connecting education and training pathways with career choices and employment opportunities, and undertaking monitoring and tracking arrangements so that young people can be followed up, if required, as they move through school and on to post-school destinations.

The Commonwealth established a House of Representatives Inquiry into the place of vocational education in schools, its growth and development, and its effectiveness for preparing students for post-school options. The Inquiry attracted many submissions from a range of stakeholders across all States and Territories.

Issues for the future

Issues for the future include:

- providing post-school career and transition support to young people
- strengthening and broadening access to vocational education for all students as an equally valued option within senior secondary education
- strengthening partnerships with industry, businesses and the community to support quality work placements
- improving collection of and access to data on monitoring and tracking of students and their destinations
- providing sustainable resourcing of VET in Schools that addresses:
 - costs associated with schools and school systems becoming RTOs and compliance with the AQTF
 - costs related to the provision of work placements by stakeholders (including the contribution of employers)
 - costs associated with providing support services to an increasing number of students with disabilities
- funding and strategic planning for training of VET teachers to Certificate IV level in training and assessment
- maintaining the currency of skills of VET teachers in the secondary system

- responding to the emerging demand for involvement of junior secondary students in VET in Schools programs
- supporting the increase in the number of students participating in School-based New Apprenticeships including stronger support structures for students who choose this pathway
- implementing the ministerial declaration Stepping Forward: Improving Pathways for All Young People
- supporting the expanded and more sophisticated demands on teachers to provide careers guidance and advice
- the development of pre-vocational learning and pathways into training packages
- working with RTOs to ensure the compliance of VET in Schools programs with the AQTF in the delivery of VET in Schools programs
- analysing school curricula to ensure that VET offerings not only connect with students' Individual Learning Plans but link with local and State/Territory employment trends and employer expectations
- create awareness among teachers and students about how narrow gendered perceptions may limit students' opportunities
- teacher understanding of the pedagogical shift required for effective enterprise education.

Reporting against the framework

During 2002, all jurisdictions continued to endorse the Vocational Education and Training in Schools Framework either by building on existing initiatives or by putting in place new programs and processes to implement the framework's six elements.

Jurisdictions have continued their efforts to improve the participation and access to VET in Schools and Enterprise and Vocational Learning programs. In the area of student support services, there is increasing recognition and response to the need for student learning plans (incorporating transition portfolios and exit plans), quality career education programs, improved

career guidance and advice, individual support for at-risk or disengaged students, and monitoring and tracking processes that inform student destination data.

1 Vocational education and training

Since its introduction in 1996, VET in Schools has developed from a marginal activity to an established part of mainstream school education across Australia. In 2002, there was an emphasis on improving the quality of VET in Schools programs.

- In 2002, a total of 185,520 students were enrolled in VET in Schools programs. This represented 44 per cent of all students enrolled in year 11 and/or 12 programs.
- 95 per cent of all schools offering senior secondary programs offered VET in Schools programs.
- The most popular industry areas were Tourism and Hospitality, Business and Clerical, and Computing. Together these areas accounted for more than 50 per cent of all enrolments.
- 37.4 million hours of training were delivered representing an average of 201 hours per student across Australia. This average varied across States and Territories ranging from 111 to 341 hours per student.
- 113,473 students spent a total of 7.4 million hours in workplace learning, an average of 65 hours per student.
- In December 2002, States and Territories reported that 7,639 School-based New Apprenticeships were commenced during 2002. More than 80 per cent of these apprenticeships were in the areas of Sales and Personal Services, Tourism and Hospitality, Business and Clerical, Primary Industry, and Automotive.

The growth of VET in Schools was accompanied by improved arrangements for VET courses to contribute to tertiary entrance scores, ensuring improved pathways for young people.

The uptake of School-based New Apprenticeships has varied across jurisdictions, with Queensland accounting for more than 57 per cent of all commencements in 2002. In Victoria, additional funding was provided for enhanced coordination support to increase the number of students accessing School-based New Apprenticeships to at least 3,000 by 2005.

In New South Wales, the growth in School-based New Apprenticeships is attributable to the active establishment of partnerships with large employers. This has been predominantly in the retail sector and involves Big W and McDonalds Australia. Another of these partnerships is known as T3. Initially, T3 symbolised the strategic linking of the Toyota Motor Corporation Australia, TAFE NSW and the network of Toyota dealerships. It has since evolved to include the other Australian vehicle manufacturers, Holden, Ford and Mitsubishi, and is also including many of the vehicle importers such as Volkswagen, Porsche, Hyundai, Nissan, Mazda and Saab. TAFE NSW initiated the expansion of the T3 program into Queensland, Victoria and South Australia by establishing partnerships with the TAFE institutes in these states. In 2002, preliminary work commenced on the establishment of the T3 Program in the Australian Capital Territory. South Australia launched the program to improve the range of training pathways available to secondary students. T3 is operating successfully in metropolitan Victoria with plans to extend to regional areas.

While a two-year project in the Northern Territory endeavoured to address the issue of low participation in School-based New Apprenticeships, there was a significant increase in the number of students undertaking structured workplace learning as part of their NT Certificate of Education: an increase of more than 42 per cent in 12 months. In addition, more than 500 young people (aged 14–19) living in remote locations will see their career options expand through a new government vocational education and training program Training for Remote Youth (TRY) which aims to improve their future employability.

In Tasmania, the expansion of the Student Skills Centre network contributed to the growth of VET in Schools. The network provides for students in rural regions through the analysis and development of new industry areas such as electro-technology.

The Education and Training Reforms for the Future: A White Paper has set the direction for Queensland schools and other training providers on how to prepare young people for the future workforce. The reforms set a goal that every young person in Queensland achieve either a Senior Certificate or a VET qualification at Certificate Level III.

Western Australia continues to place significant emphasis on structured workplace learning. More than 80 per cent of VET in Schools students undertake an average of more than 194 hours of structured workplace learning per student. The recent report

Our Youth, Our Future (2002) will improve the provision of VET in Schools and provide students with more flexible pathways.

The new Victorian Certificate of Applied Learning (VCAL) is a complementary certificate to the Victorian Certificate of Education. It provides new pathways for young people who do not wish to pursue an academically focused pathway.

Block credit arrangements will be introduced into the Victorian Certificate of Education (VCE) in 2003. They are designed to complement existing VET in the VCE arrangements. Block credit will provide students with credit towards the VCE, for completion of units of competence/modules in VET qualifications at Australian Qualifications Framework level 2 and above, that are not in the suite of approved VET in the VCE programs.

Since 2001 there has been a 53 per cent increase in the number of students with disabilities from New South Wales government schools receiving support services to participate in VET in Schools courses. A pilot scheme in the Australian Capital Territory enabled students with disabilities to participate in a Hospitality VET in Schools program.

2 Enterprise and vocational learning

School systems and authorities are successfully embedding enterprise and vocational learning in their curricula. Many schools are engaged in a wide range of formal and in-school programs that develop and foster the enterprise skills of students. In 2002, these programs included E-Team, Australian Business Week, Australian Network of Practice Firms, Young Achievement Australia and The Real Game, as well as other programs unique to specific jurisdictions.

In 2002, jurisdictions worked on developing more sophisticated ways of genuinely integrating employability and lifelong learning skills for senior secondary students.

Although the balance between the value of technical and generic skills was still being debated, there was greater recognition of the need to foster the development of general employability skills to raise students' work readiness in a rapidly changing and competitive labour market.

The Commonwealth established a two-year Action Research Project in Enterprise Education to assist schools to identify

and document innovative approaches to, and best practice in, enterprise education. Approximately 200 schools across all States and Territories participated in the project.

In Victoria, a number of schools are engaged in a trial to test specialised software that enables whole-school assessment and reporting of student achievement against the Mayer Key Competencies.

As part of curriculum reform processes, schools in Tasmania worked on defining the relationship between enterprise skills, employability skills and key competencies, as well as their similarities and differences. A state-wide audit of enterprise activity was undertaken in Western Australia to investigate the scale and sophistication of enterprise activity across the districts. Although the audit found that the scope and depth of enterprise programs within and across districts varied considerably, it provided useful baseline data for schools.

In New South Wales, over 7,500 school students participated in the Stage 5 Work Education syllabus, which supports student learning in work preparation skills, enterprising skills for self-employment, and developing plans for future work. In Victoria, participation in economy simulations, such as those offered by the Australian Stock Exchange, proved popular as a means of engaging students in real-world enterprise activity. Victoria is also supporting the Working Community and the Principal for a Day initiative. This Principal for a Day initiative provides business and community leaders with a real opportunity to increase public awareness of government schools and create new and enduring school partnerships. In Queensland, 2,200 students across the three schooling sectors participated in Young Achievement Australia programs, while 2,070 students participated in the Australian Business Week Program.

3 Student support services

Schools are building upon existing structures to implement a wider range of support services to improve young people's transitions through the delivery of quality career guidance and advice and the implementation of monitoring and tracking processes.

In most jurisdictions, career education programs are primarily clustered around the two major transition points – year 10 in preparation for senior course selection and year 12 in preparation for transition from school. Schools receive

career information from many sources, including education departments, industry groups, job networks, tertiary institutions and other government agencies. However, information is increasingly being accessed from the World Wide Web.

In 2002, a world standard online career exploration and information system was launched. The *myfuture* website can be accessed free on the Internet and is aimed at all Australians who wish to explore their skills and interests, develop career plans, and identify possible career paths. In its first four months, July to November, *myfuture* had 7.3 million hits. Key personnel were identified in all States and Territories as 'champions' to actively engage in the promotion of the website and to assist in the development of curriculum resources to support its implementation.

Jurisdictions are collaborating to finalise the Career and Transition Services Framework, designed as a key component of a national approach to career and transition support for all young people to make effective transitions through school and onto post-school destinations.

In 2002, all States and Territories were involved in piloting one or more of the programs in the Real Game series. States and Territories also mixed and matched their provision of career and transition support to secondary school students. For example, in the Australian Capital Territory, digital portfolios were maintained by students; in South Australia, individual transition plans were trialed and progressively implemented; in Queensland, computer-assisted guidance programs such as Career Builder were used; in Victoria, the Managed Individual Pathways (MIP) program is continuing to support students to manage their pathways and to move through the transition from compulsory schooling to further education, training and employment. In 2003, On Track in conjunction with the MIP program will continue to develop individual career plans and follow up young Victorians six months after they leave school. In New South Wales, over 130,000 students in more than 500 schools received an Employment Related Skills Logbook as a tool to develop individual career pathway plans and document their acquisition of employment-related skills and workplace learning experiences.

The 2002–03 Review of Career Advisory Services in the Australian Capital Territory informs future planning for the provision of an infrastructure to assist government and non-government schools to provide effective guidance to students

in identifying the best pathway for their transition from school to work.

There have been increased efforts in the area of professional development to provide school staff with the skills to deliver improved career education and transition support to students. In 2002, an Independent Schools Careers Counsellors' Network was established in South Australia to provide forums, professional development and opportunities for resource sharing and development.

A survey of students' post-school intentions and destinations was conducted across eight districts in Western Australia and included information about student satisfaction with their programs and insights into career counselling. The findings provided valuable data for school planning and student career counselling. The survey will be expanded across the whole State in 2003.

4 Community and business partnerships

Jurisdictions have more clearly defined the roles of school–community–business partnerships and have strengthened cooperative arrangements between school sectors, businesses, industry and training providers at both policy and local levels.

During 2002, the Enterprise and Career Education Foundation continued to provide funds to community partnerships for the coordination of structured work placements as well as encouraging the further development of enterprise and career education activities.

Many partnership arrangements are in place in States and Territories and across sectors. The Catholic schools sector has a strong commitment to local area clusters, which is partly funded under the Enterprise and Career Education Foundation program. These cluster programs extend the collaboration between schools, local business, industry, Group Training Companies, student support services, health and welfare, and play a vital role in arranging structured workplace learning and sourcing School-based New Apprenticeships for students.

To promote community and business partnership development, the Australian Capital Territory organises the Community Partnership Symposium as an annual event. In the Northern

Territory, partnerships between Group Training NT and other stakeholders have been established to increase participation in School-based New Apprenticeships. Victoria has established School Networks (LLENs) which, over time, will link with and complement the work of the Local Learning and Employment Networks to improve student attendance and participation, facilitate pathways to further education and employment, enhance the provision of local resources and services, and support student well-being.

South Australia has fostered the expansion of Regional Networks to include other key stakeholders in the partnerships such as community service providers, local youth and social workers, and employment providers. These Networks have facilitated a broader range of employment and training options for students, such as nursing pathways, and have supported community-based education programs.

The 'Education and Training Reforms for the Future' agenda in Queensland fosters a community commitment to young people by building partnerships at the local level.

In Victoria, the establishment of state-wide LLENs has seen stronger links forged between local communities, businesses, schools and TAFE institutes.

In Western Australia, 23 independent schools together with 24 Catholic schools have formed six regional partnerships to share resources, the expertise of a cluster coordinator, access to training programs and enhance partnerships with local business and industry.

5 Effective institutional and funding arrangements

To ensure the continued implementation of the six elements of the framework, the growth and sustainability of programs, and improved services to students – particularly in the areas of career education and transition support – school systems and authorities have examined funding options.

Enterprise and Career Education Foundation clusters integrate a range of funding sources to promote vocational education-related programs including School-based New Apprenticeships and structured workplace learning, ensuring a more strategic approach to funding arrangements.

The expansion and sustainability of VET in Schools programs have been reliant on the Australian National Training Authority, the Commonwealth and State/Territory governments jointly resourcing this program.

A funding model for government schools and TAFEs in New South Wales has been developed whereby funding 'follows the student' (that is, school staffing funds are effectively transferred to TAFE or other external providers of a VET in Schools course), while the Northern Territory has refined the use of Resource Agreements for funding VET in Schools programs.

All school systems and authorities have contributed to the conduct of a national project to investigate the cost of VET in Schools programs, including the identification of efficiencies. A range of other national research projects have also been supported by all jurisdictions that aim to improve the access and participation of all students to vocational education programs.

6 Monitoring and evaluation

The use of valid and consistent data that is comparable across States/Territories and sectors is essential to enable the measurement of outcomes associated with the Vocational

Education and Training in Schools Framework and the national goals for schooling.

Although all jurisdictions have well-established processes to capture, interrogate and report on VET in Schools data, States and Territories are continuing to develop and trial information systems that are AVETMISS-compliant.

There is little activity across jurisdictions in measuring either student achievement of enterprise and vocational learning and/or the effectiveness of career education programs and transition support services.

To provide greater destination data, the Northern Territory has developed a survey to assist in the tracking of students post-VET in Schools, while the independent schools sector in South Australia has conducted a pilot destination study.

As part of an ongoing study into VET in Schools and the tracking of year 12 students enrolled in VET in Schools programs, Victoria has released the sixth in a series of destination studies. The research findings validate the success of the program as an effective component of senior secondary studies in providing additional pathways for young Victorians into further education, training and employment.

Science student outcomes

Introduction

Science education is one of the six priority areas identified by ministers for the development of measures to report on progress towards the achievement of the National Goals for Schooling in the Twenty-first Century. These national goals specify that students should attain high standards of knowledge, skills and understanding in the agreed eight key learning areas, including science, through a comprehensive and balanced curriculum in the compulsory years of schooling.

This section of the report looks at the progress made during 2002 towards developing national measures for science education. It also contains a summary of major developments in the teaching and learning of science during 2002.

Performance measures

Primary science

During 2002, the Performance Measurement and Reporting Taskforce (PMRT) continued to work on the development of an assessment of primary students' knowledge and skills in science, based on the findings of the report by Professors Sam Ball, Ian Rae and Jim Tognolini, 'Options for the assessment and reporting of primary students in the key learning area of science to be used for the reporting of nationally comparable outcomes of schooling within the context of the National Goals for Schooling in the Twenty-first Century', as reported in the 2001 National Report.

Based on the recommendations in the Ball report, the PMRT put out to tender the first stage of a two-stage project to conduct the first national sample assessment in primary science.

The Australian Council for Educational Research (ACER) was contracted by the PMRT in the middle of 2002 to undertake the Stage 1 project formally described as the Provision of Assessment Instruments and Key Performance Measures for Primary Science (also referred to as the Primary Science Assessment Project). Stage 1 involved the development of a conceptual framework for the assessment, construction of sample items and tasks, design of processes for standards development and construction of key performance measures. The timetable for Stage 1 was set with a

view to the first national sample assessment in primary science taking place in 2003 (the actual implementation in 2003 being the Stage 2 project).

ACER's work was managed by committees consisting of Commonwealth, State and Territory and non-government sector representatives who considered and provided advice on the conceptual framework and draft assessment instruments.

The main developments during 2002 included:

- drafting and ongoing review of the assessment framework
- PMRT agreement to use the PISA definition of scientific literacy as the basis for primary science assessment
- PMRT endorsement of a draft progress map as the basis for finalising the assessment tasks for trial in October 2002
- trialing of draft items in four States and the Northern Territory during October
- conduct of a standard-setting workshop in late October.

A final report on Stage 1, including all documentation for Stage 2, was expected to be delivered early in 2003.

Secondary science

As noted in the 2001 National Report, ministers decided in March 2000 that the measure for reporting on students' performance in science at the end of compulsory schooling should, for the time being, be derived from the information obtained through Australia's participation in the Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA).

A summary of Australia's results in scientific literacy from the first cycle of PISA, PISA 2000, was presented in the 2000 National Report.

During 2002, ministers decided that the interim key performance measure for secondary science should be the proportion of students achieving at or above the OECD mean in the PISA assessment of scientific literacy. The performance measure is interim in nature as it will not be until 2006, when scientific literacy will be the major assessment domain for PISA, that

results will become available in terms of described proficiency levels and a final key performance measure will then be agreed. Unlike the interim measure, the final measure which will be based on described proficiency level, will enable performance to be monitored over time against a fixed standard.

Table 8.1 provides Australia's results for scientific literacy in PISA 2000 on the basis of the agreed interim key performance measure. Data is presented nationally and by State and Territory for all 15-year-old students, males, females and students from low socioeconomic families, and nationally for Indigenous students and students attending schools in geographically remote locations. Nationally, some 62 per cent of Australian students achieved at or above the OECD mean in PISA 2000 scientific literacy.

Consistent with the results reported in the 2000 National Report using mean scores, the ACT, Western Australia, South Australia and NSW performed best among the States and Territories in terms of the proportion of students achieving at or above

the OECD mean. In these States and Territories, along with Queensland, more than 60 per cent of students achieved at or above the OECD average. In the Northern Territory around 50 per cent of students achieved at this level, while in Victoria and Tasmania around 55 per cent of students were at or above this level.

There were no statistically significant differences between the performances of male and female students at the national level or in any of the States and Territories.

The proportions of Indigenous students, students from low socioeconomic families and students attending schools in geographically remote locations achieving at or above the OECD mean score were all lower than the proportion for Australian students as a whole: 29 per cent of Indigenous students, 49 per cent of students from low socioeconomic families and 51 per cent of students at geographically remote schools achieved scores at or above the OECD mean, compared with 62 per cent of Australian students overall.

Table 8.1 Proportion of 15-year-old students achieving at or above the OECD mean for scientific literacy, 2000 (per cent)

At or above OECD mean	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
All students	64.4 ± 3.7	56.0 ± 4.4	60.8 ± 3.5	66.0 ± 3.7	67.2 ± 3.6	55.5 ± 3.9	49.3 ± 5.0	71.7 ± 4.4	61.8 ± 1.9
Male students	63.6 ± 3.8	57.6 ± 5.0	56.0 ± 4.2	64.8 ± 5.4	66.0 ± 4.1	55.5 ± 5.2	47.4 ± 6.8	75.6 ± 7.1	60.8 ± 2.0
Female students	65.4 ± 5.0	53.9 ± 6.4	65.4 ± 5.1	67.2 ± 4.8	68.6 ± 4.7	56.2 ± 4.9	51.2 ± 6.5	68.4 ± 8.0	62.8 ± 2.5
Students from low SES families ^(a)	49.7 ± 6.0	49.0 ± 7.3	48.2 ± 4.9	48.6 ± 8.1	51.1 ± 6.6	46.8 ± 5.1	25.0 ± 9.4	49.9 ± 15.1	49.0 ± 3.4
Indigenous students	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	29.1 ± 4.1
Geographically remote students ^(b)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	51.2 ± 7.8

n.a. not available.

(a) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

(b) The ARIA Plus Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER, unpublished data from PISA 2000

Major developments in the teaching and learning of science

National School Science Project

The National School Science Project was a direct response to *The Status and Quality of Teaching and Learning of Science in Australian Schools* report (discussed in the 2001 National Report). Some \$2.5 million was provided by the Commonwealth government to fund a range of discrete activities aimed at improving awareness of the importance of science and improving the resources available to primary and secondary teachers to engage students in science.

Awareness raising

The awareness-raising component focused on giving teachers, students, parents and the community an increased appreciation of the role that science and scientific investigation can play in our everyday lives. Trial school communities undertook projects geared towards raising awareness of the importance of scientific literacy by investigating local issues in a scientific way and learning why an understanding of science is important to understanding and decision-making. The first stage of this

project was undertaken by the Australian Science Teachers Association and completed in December 2002.

Secondary teachers

New resources and professional learning activities were developed by Curriculum Corporation to help teachers engage lower secondary school students in science. Materials were trialed by approximately 3,500 students and 122 teachers from 28 schools around Australia. The materials focused on the topic of energy at year 9 level. The materials aim to engage students by providing hands-on activities, examples and experiments that relate to real life and lead to understanding of scientific principles.

Science education assessment resources

ACER commenced development of an online bank of assessment tasks, marking keys and support materials to help teachers assess learning outcomes associated with scientific literacy. The online item bank will help teachers in the compulsory years of schooling by providing a wide range of task and item types so there is a great variety of ways in which students can demonstrate their learning. It will also explain to teachers how to incorporate assessment items into class projects. While this project is not about measuring national student performance at specific year levels, the resources will connect with the development of performance measures for year 6 science, and strong links were developed between this project and the Primary Science Assessment Project work described above.

Information and communication technologies education

The policy context

There are several policy initiatives that acknowledge the importance of information and communication technologies (ICT) in improving the quality of teaching and learning throughout all Australian schools. They include: Australia's National Goals for Schooling in the Twenty-first Century, the Joint MCEETYA Ministerial Statement on the Information Economy, Learning for the Knowledge Society: an education and training action plan for the information economy and Learning in an Online World: a school education action plan for the information economy.

Australia's national goals for schooling and ICT

The rationale for the pursuit of student learning outcomes in the area of ICT is derived from Goal 1.6 of the National Goals for Schooling in the Twenty-first Century:

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.

Joint Ministerial Statement on Education and Training in the Information Economy

In the information economy, quality education and training is fundamental to the well-being of individuals, communities and nations. Schools, vocational education and training providers and universities all have a key role to play in contributing to Australia's development as an equitable, imaginative and economically strong knowledge society. Education and training will continue to grow in importance as Australia's economy and society become more knowledge-based and globally integrated.

ICT offers the education and training sector a vast array of opportunities to deliver its services better, more accessibly and more cost-effectively, while taking full advantage of the benefits of networked learning communities. These technologies are also

exposing the sector, as well as the community generally, to the challenges of global competition.

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) acknowledged that the opportunities and challenges posed by Australia's development as an economically strong knowledge society would not be met by the school community alone. If education and training is to be truly effective in supporting Australia's transition to the information economy, then collaborative strategic action is required across all education and training sectors.

In December 2000, MCEETYA released a joint statement to provide a strategic agenda for the period 2001–03 for the Commonwealth, States and Territories, and all parts of the education and training sector to work together to achieve key outcomes identified in *Learning for the Knowledge Society*.

Underpinning this statement is a shared vision of the key role that education and training must play in supporting the development of Australia's information economy and knowledge society. To achieve this shared vision, MCEETYA set the following priorities for 2001–03:

- to ensure that the education and training sector is able to provide all learners with opportunities to develop their ability to use technology confidently and creatively, and to develop the specialist skills needed to service the needs of the information economy
- to support education and training workers, especially teachers, to acquire and maintain the skills needed to take full advantage of the potential of ICT to transform learning
- to provide effective and affordable access to the Internet for all learners, regardless of their geographic location
- to promote collaboration in the development and dissemination of high-quality digital educational content, services and applications that enable Australian learners to gain maximum education benefits from the online revolution, and that also develop a market and generate export income
- to share leading practice and research on ICT issues

- to work across agencies at all levels of government to ensure the development of a policy and regulatory framework that also supports the uptake of ICT in education and training.

More information can be found at: <http://www.curriculum.edu.au/mceetya/public/pub3313.htm>

Learning for the Knowledge Society

Launched in September 2000, following Commonwealth consultation with the education and training sector, *Learning for the Knowledge Society* (<http://www.dest.gov.au/edu/edactplan.htm>) is a focus for change. It comprises an action plan for the education and training sector as a whole, including strategic priorities, and a set of action plans for each part of the sector (schools, vocational education and training, and higher education). It establishes a framework under which the sector can:

- develop strategies and implement key initiatives to ensure that all citizens possess the skills for life and work and that there are adequate numbers of people with the specialist skills for the ICT industries and other Australian industries to service the needs of the economy
- reconsider the ways that all stakeholders do business to achieve and maintain their national and international competitiveness.

The education and training action plan is based on five inter-related action areas: People, Infrastructure, Online Content, Policy and Organisational Framework and Regulatory Framework. Key strategic priorities have been identified for each action area.

A review of the plan was commenced in 2002.

Learning in an Online World: A School Education Action Plan for the Information Economy

This is the schools' sector component of *Learning for the Knowledge Society*. Endorsed by MCEETYA in March 2000, the action plan sets out a vision for the future and an agreed national framework for change. By implementing strategies

identified in the action plan, school sector stakeholders will help ensure that young people have the school education that is needed for the knowledge society and the information economy. The MCEETYA Information and Communication Technologies in Schools Taskforce has responsibility for monitoring progress against the identified goals and strategies of the action plan through a comprehensive annual survey in conjunction with the jurisdictions. The data generated through the monitoring process are analysed and form the basis of the annual report to MCEETYA.

During 2002, the taskforce extended the various strategies of the action plan. In particular, it commenced work on:

- a learning architecture framework to enable connections between curriculum and administration software systems in support of learner-centred schooling
- a bandwidth action plan to enable schools to have access to the high bandwidth communication services that they require for educational and administrative purposes
- a research strategy to ensure that teachers, parents and the community understand how the innovative application of technology can enable advances in learning.

Monitoring and reporting on Australia's national goals

Ministers agreed at the July 2002 MCEETYA meeting that the national monitoring of students' ICT skills and knowledge by means of three-yearly sample assessments should be at year 6 and year 10 levels, with the first national sample assessment in October 2005.

The Performance Measurement and Reporting Taskforce (PMRT) formed an ICT Working Group to advance work on the development of assessment instruments for the purposes of nationally comparable measurement and reporting of Australian school students' ICT skills and knowledge. During 2002 this working group, which includes a representative from the Information and Communication Technologies in

Schools Taskforce, developed a strategy to enable a trial of ICT assessment instruments, which will occur in October 2004.

In considering appropriate assessment domains the Working Group was cognisant of:

- the relevant national goal: 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
- the ICT definition agreed to by MCEETYA at its July 2001 meeting: Information and communications technologies are technologies used for accessing, gathering, manipulation and presentation or communication of information
- the priority to assess, at the initial stage, student skills and knowledge outcomes data and not student access to technology and students' attitudes
- the approved key performance measure: percentage achieving ICT standard
- the rapid state of change of ICT in schools: it is important that the assessment have a futures focus
- the assessment focus: general ICT skills and knowledge across Australian schools in a cross-curricular context.

Because of the constantly changing nature of ICT in schools, and the lack of current knowledge regarding the direction the national ICT assessments should take, the working group considered it important to undertake further investigation. PMRT members agreed with this advice in November 2002, and to the appointment of a full-time officer in 2003 to research ICT assessments, in particular:

- the development of a draft ICT domain utilising an existing draft
- the development of a draft assessment framework in consultation with States, Territories and systems, including a mapping of state and territory curricula and practices against the draft ICT domain
- the development and/or compilation of a number of trial items and tasks in a range of formats to illustrate the draft ICT domain.

Student participation and outcomes

ICT infrastructure in Australian schools

The MCEETYA ICT in Schools Taskforce has monitored the development of ICT infrastructure, including computers and networks, in Australia's schools. Schools and school systems made significant investments in ICT infrastructure for teaching, learning and administration between 2000 and 2002. As a result, the ICT in Schools Taskforce found that:

- the student–computer ratio had improved considerably in most schools and was approaching 5:1
- secondary schools generally had lower student–computer ratios than primary schools
- there was an increase in the networking of computers with a significant trend towards the installation of local area networks (LANs), which connected computers throughout the school to the Internet and other telecommunication services.

Participation in the learning area

The national action plan for the Australian school sector, *Learning in an Online World*, acknowledges that:

information and communication technologies have the potential to transform all aspects of school education and to contribute to the achievement of all learning goals.

Australia's school systems are recognising this as they review their curriculum frameworks. ICT requirements are increasingly being specified as critical components across most learning areas and there has been a growing adoption by teachers of ICT tools and resources for these learning areas.

The evidence below indicates that more Australian students are participating in specific ICT learning area studies.

Longitudinal Surveys of Australian Youth

The research program *Longitudinal Surveys of Australian Youth (LSAY Research Report Number 15) Subject Choice by Students in Year 12 in Australian Secondary Schools*, jointly managed by the Australian Council for Educational Research (ACER), and the Commonwealth Department of Education, Science and Training, investigated subject choice in the final year of secondary school (year 12 students aged 16–17 years) using a national, stratified sample of students who were in year 9 in 1995 (aged 13–15 years).

One aspect of the program was a study of enrolments in the eight key learning areas, Computer Studies and related subjects in the technology learning area. The study found that the growth area from 1993 appeared to be in the technology key learning area. This accounted for almost one-fifth of enrolments in 1998 (18 per cent) compared to just over one-tenth (11 per cent) of students in 1993. Computer Studies was the subject in this area most frequently chosen by students.

Analysis of the results in terms of students rather than enrolments revealed that the percentage of year 12 students studying Computer Studies rose from 20.7 per cent in 1993 to 27.7 per cent in 1998. Further information about the program is available through the ACER website at <http://www.acer.edu.au/research/LSAY/research.html>

PISA: an international study of student outcomes

The Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA), <http://www.pisa.oecd.org>, aims to measure how well students nearing the end of their compulsory schooling are prepared for adult life. The assessment is forward-looking, focusing on students' ability to meet real-life challenges, rather than testing whether they have mastered a particular curriculum.

The first PISA survey was carried out in 2000 in 32 countries, with about 265,000 students doing the assessments. Students were given a two-hour test, which assessed their abilities in three main domains: reading, mathematical and scientific

literacies. The next PISA survey will be conducted in 2003 and will focus on mathematical literacy as the major domain. It will examine factors including the role of ICT resources as a contributor to mathematical literacy.

In Australia, over 5,000 students in 231 schools participated in the PISA survey in 2000. Some of the key findings of the survey are presented below. Summary information is provided in the *National Report on Schooling in Australia 2000*.

Availability of computers

- Nearly 85 per cent of Australian students had access to computers at home almost every day compared with 63 per cent of their counterparts in other OECD countries.
- Nine per cent of Australian students never had access to computers at home, compared with 23 per cent of the OECD population.

Use of computers at home and at school

- Forty-three per cent of Australia's students used a computer almost every day at home compared to the OECD average of 38 per cent.
- Australian students who used a computer at home almost every day obtained a mean score of 539 on the PISA reading assessment and the mean of the OECD students who used a computer almost every day was 519. Each of these scores was above the overall OECD mean for reading literacy (500).
- 49 per cent of Australia's students used a computer at least a few times a week at school compared to the OECD average of 36 per cent.
- The mean reading literacy score for students who used a computer almost every day at school was 533 (above the Australian mean of 528), compared to the OECD mean of 496.
- Just over 31 per cent of Australian students accessed the Internet almost every day, and a further 32 per cent accessed it a few times a week. This compared to the OECD mean of 24 per cent of students accessing the Internet almost every day and a further 24 per cent accessing it a few times a week.

Statistics published by National Office for the Information Economy

Student access to computers and the Internet at home

Australia's National Office for the Information Economy regularly publishes statistics regarding Australia's adoption of ICT in its regular publication, *The Current State of Play*, <http://www.noie.gov.au/projects/framework/Progress/csop.htm>. The statistics published in April 2002 broadly match the picture that emerges from the PISA study. They show the following:

- Around 64 per cent of Australian households owned or leased a computer. This was the second highest rate for any country.
- 52 per cent of Australian households were connected to the Internet, the seventh highest rate for any country.
- In September 2001, only around 5 per cent of Australian households had broadband connections to the Internet.
- During 2001, 23 per cent of Australian Internet users accessed online educational services. This represented a 35 per cent growth rate from the year 2000.

Development of online curriculum and resources

Australia's national action plan for schools, *Learning in an Online World*, includes as one of its key priorities the provision of:

access to and application of online resources and services that support continuous improvement in curriculum practice, in classroom and distance settings, and in-school administration.

The plan provides a framework for action by establishing four goals:

- 1 A viable market will be established for the generation of quality online curriculum content for Australian school education.
- 2 All students will have access to quality digital education materials that support Australian school curricula and optimise opportunities provided by new technologies for learning.
- 3 Education Network Australia (EdNA) Online will support access by educators and students to high-quality public domain online resources and services relevant to Australian curricula. EdNA Commercial will provide access to relevant commercial online products and services.
- 4 Schools and schooling systems will provide education services using efficient and effective online business practices.

This section examines progress towards the achievement of these goals.

National online content initiatives

The Le@rning Federation: Schools Online Curriculum Content Initiative

The Commonwealth, States and Territories have jointly funded The Le@rning Federation: Schools Online Curriculum Content Initiative, <http://www.thelearningfederation.edu.au>, to:

- develop a body of nationally funded curriculum content that is suitable for all States and Territories
- develop this content within a framework of open platform communication and management tools that support distributed access and intellectual property rights and assist teachers and students to use, customise and integrate the content
- in the longer term, use the framework and the content to stimulate further contributions to the pool of material, meeting agreed standards.

In January 2001, the Prime Minister announced \$34.1 million over five years for the initiative as part of the Backing Australia's Ability: Innovation Action Plan. The States and Territories agreed to match funding of the initiative. Potentially \$68.2 million of Australian funding is available for the initiative over five years.

In 2002, New Zealand formally joined the initiative.

The initiative is managed on behalf of the Commonwealth and State and Territory governments through a joint venture of Curriculum Corporation and *education.au* limited, companies owned by the Commonwealth, State and Territory ministers for education.

The initiative will:

- develop the information exchange system
- scope and develop online curriculum content
- continually refine the standards and the content development processes
- develop an Australian education marketplace.

States and Territories are responsible for the development of the infrastructure to deliver the online content to their schools.

Following preliminary work in 2001, major development activities were undertaken during 2002 in the following areas:

- enhancing standards for interoperability, intellectual property and educational soundness including accessibility
- commissioning of content in the initial priority areas
- development of the exchange software infrastructure that will manage the management and distribution of content to State and Territory systems
- the development of the Basic E-Learning Tool Set (BELTS) to enable schools to access content prior to adoption of complete learning management systems.

The agreed curriculum priority areas for development of content during the years 2001–06 are:

- Science
- Literacy for students at risk
- Mathematics and Numeracy

- Studies of Australia
- Innovation, Enterprise and Creativity
- Languages other than English (Chinese, Japanese and Indonesian).

EdNA Online

EdNA Online, <http://www.edna.edu.au/>, supports and promotes the benefits of the Internet for learning, education and training at all levels in Australia. The site has developed from a directory service into a suite of services providing wholesale delivery of customised content and value-added services to State and Territory online initiatives. It provides:

- free access to online resources (over 16,300 core quality online resources and 385,000 items linked to the core collection) for the education and training community
- a range of services including weekly email newsletters to education and training communities, search functions and information categories for resources
- free collaborative tools such as discussion lists, forums, chat rooms and noticeboards.

EdNA Online is also advancing the development, acceptance and use of supporting technical standards to promote access and interoperability at national and international levels.

A service associated with EdNA is the National Career Information Service, commissioned through a 1999 MCEETYA initiative, by the Commonwealth Department of Education, Science and Training, formerly Department of Education, Training and Youth Affairs. The resultant website, *myfuture* <http://www.myfuture.edu.au/>, is a comprehensive online career exploration and information service for students and adults. It includes a personalised career exploration tool; information about courses, occupations, income, industries, contact organisations and regional labour markets; and help for those supporting others to make career decisions.

Curriculum Corporation

The ministerial company Curriculum Corporation, <http://www.curriculum.edu.au/>, is a major Australian innovator in the

development of ICT-based resources for the K–12 sector. Most of its work is funded by governments, although a number of private-sector relationships have also been developed. Curriculum Corporation has:

- developed resources that can be digitally delivered in a range of forms
- developed online support for teachers
- conducted market research and developed the underpinning technology to support more flexible and effective resource production.

The corporation has developed over 30 CD-ROMs in a wide range of curriculum areas. These CD-ROMs progressively demonstrate increasing levels of technical and educational sophistication, as the technology has developed, and as its uses for educational purposes have been explored. Some examples include:

- *Stories of Democracy*, an interactive CD-ROM, developed as a part of the Primary and Secondary Discovering Democracy Kits produced and distributed to all Australian schools in 1998
- *Parliament at Work*, developed as a CD-ROM to provide an innovative way for students to develop their understanding of how the Australian parliamentary system works using problem-based scenarios and virtual tours
- *One Destiny! The Federation Story Centenary Edition*, a series of LOTE CD-ROMs in Japanese, Chinese, Indonesian, French, Italian, German and Greek developed to support innovative teaching and high levels of student engagement in language learning.

Curriculum Corporation has also been developing Curriculum Communities in association with national teacher professional associations. The website, modelled on the successful Asia EdNet, already contains components for English and Literacy (English EdNet), Visual Arts (Arts EdNet), with development progressing for Science and Health and Physical Education. The website, <http://www.curriculum.edu.au/communities/>, supports the development of ICT literacy and information literacy among educators in key learning areas and helps primary and secondary educators gain confidence in using the Internet. A

customised online tutorial for each learning area is the core of the professional development program. The tutorial is presented in a task-driven modular format that includes 'searching and exploring the Internet', 'evaluating resources', 'linking to and developing new curriculum', 'effective communication' and 'making collaborative projects succeed'.

Professional learning

It is clear that the new technologies are already being used extensively by Australia's teachers. *SOCCI Market Research Report* (Cooper, J, Baturo, A and Corcoran, B, Queensland University of Technology, 2001), commissioned by Curriculum Corporation, reported on the ways in which Australian primary and secondary school teachers identified, stored, used, reused and shared online and offline resources and how they expected that the new media would impact on teaching and learning.

The study found that 73 per cent of the teachers surveyed described themselves as quite confident at using a computer or having advanced or high-level skills and only 2 per cent described themselves as beginners. Eighty-three per cent of the teachers indicated that they had been using computer-based curriculum resources with their students for a period of 1–10 years and 42 per cent had been using them in their classrooms for longer than five years.

MCEETYA recognises that the engagement of all teachers will be critical to the achievement of the goals of Learning in an Online World. For this reason a number of professional development projects are underway to enable teachers to integrate ICT into their own professional learning and their curriculum practice. These programs focus on student outcomes and on the most effective use of ICT to improve learning.

States and Territories delivered a range of these programs that were supported by key Commonwealth initiatives.

Quality Teacher Programme

The Quality Teacher Programme, a Commonwealth-funded initiative, continued to support the provision of ICT-relevant professional development for teachers. Information technology is one of the program's nominated priority areas.

Teacher professional development models for the integration of ICT

The first phase of this Commonwealth-funded project involved a detailed examination of existing models of pre-service education and in-service professional development, both in Australia and overseas. During 2001 and 2002, work was undertaken on the second phase, which focused on developing effective collaborative mechanisms to facilitate collegiality and the sharing of information through the use of online networks. The main outcome of the project was a report published in 2002, *Making Better Connections: Models of teacher professional development for the integration of ICT into classroom practice*. It is available at: <http://www.dest.gov.au/schools/publications/2002/professional.htm>. The report identifies barriers and critical success factors, and provides advice and recommendations which will help inform decisions by school systems, teacher professional associations and university teacher education faculties.

Review of teaching and teacher education

In 2002, the Commonwealth initiated a review of teaching and teacher education. The review aims to identify strategies to increase the numbers of talented people who are attracted to teaching as a career, especially in the fields of science, technology and mathematics education. The issues being considered by the review will include the need for teachers to have access to, and knowledge of ICT, and to have the ability to apply them effectively for teaching.

A discussion paper, 'Strategies to Attract and Retain Teachers of Science, Technology and Mathematics' was released in September 2002. Submissions in response to the issues raised in the discussion paper were received from a wide range of organisations, including government and non-government education authorities, many universities, teacher professional associations, industry, peak parent, principal, teacher and union bodies, as well as a diverse group of individuals. Submissions are available on the test websites, at <http://www.dest.gov.au/schools/teachingreview>. In addition, the Chair of the Review, Professor Kwong Lee Dow AM, Deputy Vice Chancellor (Students and Staff) of the University of Melbourne, conducted an initial consultation process involving all States and Territories.

Infrastructure

One of the key areas identified in the national action plan for Australian schools, Learning in an Online World, is that of infrastructure, for which the goal is:

[To provide] access to an advanced information and communication technology infrastructure that supports good teaching and learning and delivers efficiencies in business practice.

Bandwidth

Learning in an Online World identifies a need to ensure bandwidth for school education that is:

- appropriate for the current and emerging needs of schools
- accessible from all parts of Australia, both urban and rural
- available at a cost that enables schools to participate in and contribute to the information economy.

There is a wide variation in the capacity of telecommunication links to Australian schools. Most schools have permanent links with capacities between 64 kbps and 256 kbps. A small but growing number have access to broadband services while a small number still do not have permanent connections.

Current capacities generally do not meet school needs and for many schools, access to services such as the Internet is slow. With the continuing growth in demand, it is recognised that schools require access to much higher capacity services.

At the July 2002 meeting, MCEETYA endorsed the need for a particular priority to be placed on the provision of high bandwidth services to schools covering urban, rural and remote Australia, and agreed to cooperate in achieving this outcome. To give effect to this decision, work commenced on the development of a National Bandwidth Action Plan.

Computer Technologies for Schools

Since 2000, all Australian education systems have made substantial financial investments to acquire new computers for schools.

These substantial investments are supplemented through the Commonwealth government's Computer Technologies for Schools project, which provides surplus government computers and ICT equipment to schools based on need. Since inception, the Computer Technologies for Schools project has distributed approximately \$13.7 million worth of ICT equipment to schools throughout Australia.

Objectives of the program are to:

- maintain the continued donation of surplus computers and ICT equipment from Commonwealth, State and local governments
- expand the project to encourage donations of surplus computers and ICT equipment from industry, private business and community organisations
- raise the profile of the project through marketing and promotion
- investigate and implement, where possible, alternative donation sources of services and expertise through the development of a sponsorship program to support the project objectives.

Many State and Territory governments also operate similar programs.

State and Territory initiatives to support online learning

As well as the national initiatives described above, each of the States and Territories has made considerable progress in the development and use of online materials. Below is a list of websites of State and Territory initiatives to support online learning:

NSW HSC Online <http://hsc.csu.edu.au/>

New South Wales Department of Education and Training, Curriculum Support Directorate, 'Through My Window' classroom email activity <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/window/index.htm>

New South Wales Department of Education and Training and the Australian Broadcasting Corporation, 'The Common Good – One World, Many Democracies: civics and citizenship education' <http://www.abc.net.au/civics/oneworld/>

Australian Museum Online Backyard Diversity program for New South Wales schools <http://amonline.net.au/biodiversity/backyard/index.htm>

Access Asia Online program for New South Wales schools <http://www.accessasia.edu.au/>

Department of Education, Tasmania, *e-magine*, Centre of Excellence in Online Learning, <http://www.e-magine.education.tas.gov.au/>

Department of Education, Tasmania, *e-magine* Online Campus, <http://www.e-magine.education.tas.gov.au/OnlineCampus/default.htm>

Northern Territory Department of Employment, Education and Training, Learning and Technology in Schools (LATIS) Teacher Resources <http://www.latis.net.au/>

ACT Department of Education, Youth and Family Services – Quality Teacher Program http://www.decs.act.gov.au/services/qtp_index.htm

ACT Department of Education, Youth and Family Services – Youth Interact Participation Initiative <http://www.youth.act.gov.au/>

ACT Department of Education, Youth and Family Services – ACTivatED, online education resource for teachers in the ACT <http://activated.decs.act.gov.au/>

Education Queensland – The Learning Place <http://education.qld.gov.au/learningplace/>

Education Queensland – The Learning Place, Staff information on getting started in online courses <http://education.qld.gov.au/staff/learning/courses/>

Education Queensland – The Learning Place, online courses or activities for Education Queensland students <http://education.qld.gov.au/curriculum/learning/courses/>

Education Queensland – Curriculum Exchange http://education.qld.gov.au/tal/curriculum_exchange/

Education Queensland – ICTs for Learning strategy <http://education.qld.gov.au/ictsforlearning/>

Education Queensland – The Virtual Schooling Service <http://education.qld.gov.au/curriculum/service/virtual/>

Education Queensland – Queensland the Smart State Education and Training Reforms for the Future <http://education.qld.gov.au/etrf>

Department of Education and Training, Victorian Education Channel <http://www.education.vic.gov.au/>

Department of Education and Training Victoria, SOFWeb ICT in Schools – eLearning <http://www.sofweb.vic.edu.au/ict/>

Victorian Curriculum and Assessment Authority – Curriculum and Standards Framework II online <http://www.vcaa.vic.edu.au/prep10/csf/csfllcd/index.htm>

Victorian Curriculum and Assessment Authority – online sample units of work and assessment tasks for Victorian teachers <http://www.vcaa.vic.edu.au/prep10/csf/support/support.htm>

Victorian Curriculum and Assessment Authority – information about online assessment resources for Victorian schools <http://www.vcaa.vic.edu.au/prep10/aim/index.htm>

Department of Education and Children's Services South Australia, Curriculum Standards and Accountability Framework online, <http://www.sacsa.sa.edu.au/>

Department of Education and Children's Services South Australia, Technology School of the Future (TSOF) <http://www.tsof.edu.au/>

Department of Education and Children's Services South Australia, Open Access College (OAC) <http://oac.schools.sa.edu.au/index.html>

Department of Education and Training, Western Australia, Education to Community, Application Service Provider (ASP) infrastructure trial, Fremantle <http://www.asptrial.e2c.wa.edu.au/>

In the independent schools sector, objectives in primary schools focused on enhancing student learning, increasing computer literacy and developing knowledge, competency and skills. The majority of schools implemented the curriculum through integration in all key learning areas. Most schools used a school-based curriculum while a few based teaching on the relevant State/Territory department documents, commercial publications or documentation from the associations with which they are affiliated.

Schools emphasised the wide-ranging nature of activities in this area because of a strong emphasis on integration. Computers were used for report writing, research on the Internet, multimedia presentations, communication and utilising specific educational software in several key learning areas. Activities were mostly classroom-based.

Indigenous education

Introduction

This section highlights States and Territories' achievements in Indigenous education in 2002. It describes how States and Territories have implemented the National Statement of Principles and Standards for More Culturally Inclusive Schooling in the 21st Century and the Model of Culturally Inclusive and Educationally Effective Schools; how States and Territories have developed cross-portfolio frameworks and how they and the National Indigenous English Literacy and Numeracy Strategy have contributed to these achievements. This section also reports on the establishment of the Indigenous Education, Employment, Training and Youth (IEETY) taskforce to further collaborative work to improve outcomes for Indigenous students. In addition, an overview is provided of the Commonwealth Department of Education, Science and Training (DEST) Indigenous Education Strategic Initiatives Programme (IESIP) for the 2001–04 quadrennium and a summary report on agreed measures using nationally comparable data.

The reporting framework used for Indigenous education for 2002 is consistent with that used for 2001 and for the framework which will be used for 2003 and 2004. A consistency in reporting framework facilitates a clear explication of the issues in the provision of educational services for Indigenous Australians and demonstrates the progress achieved towards improving educational outcomes for Indigenous Australians.

Indigenous Education, Employment, Training and Youth taskforce

At its thirteenth meeting in July 2002, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) agreed to establish a specific IEETY taskforce, chaired by the Northern Territory, with representatives from all jurisdictions. In so doing, ministers reiterated their commitment to maintaining their focus on developing and implementing strategies that demonstrably improve education and employment opportunities and outcomes for Indigenous students, and are crucial for reconciliation.

The IEETY taskforce reports to each meeting of the Council on approaches to improving outcomes for Australia's Indigenous people. In 2002, it developed a strategic framework for 2002–05 and a work plan for 2003–04 for exploring these issues with the objective of developing a practical capacity to deliver services across sectors, agencies and jurisdictions that maximises outcomes for Indigenous peoples. In addition to school education priorities, the taskforce identified a range of priorities in the areas of Indigenous employment, education, training and youth.

The IEETY taskforce prepares the MCEETYA report to the Council of Australian Governments on reconciliation. The taskforce works with the School Education Working Group of the Steering Committee for the Review of Commonwealth/State Service Provision, and the MCEETYA Performance Measurement and Reporting Taskforce to ensure consistency, quality and value in the reporting of outcomes for Indigenous peoples.

As the IEETY taskforce has very broad terms of reference covering all aspects of the Council's operations, it adopted a comprehensive linkage strategy through shared work activities, cross-membership and by undertaking work in its own right that will feed into, and influence, the work of other taskforces. This will ensure that Indigenous matters remain a priority for MCEETYA taskforces and sub-groups and are not marginalised; and that IEETY provides advice where appropriate and that its work is complementary, without duplicating other groups' initiatives. The IEETY Taskforce is consistent with and develops the work of the previous MCEETYA Indigenous Education Taskforce and the Indigenous and Targeted Initiatives of National Significance Taskforce.

A major project initiated by the IEETY taskforce, which links to research undertaken by the Student Learning and Support Services Taskforce in particular, is the Literacy Evaluation Project for Indigenous Students Who Have a Language Background Other Than English.

The primary objective of this project is to research and evaluate a range of literacy approaches for teaching Indigenous students with language backgrounds other than English, and to identify ways in which effective literacy pedagogies can be delivered and sustained.

The project includes:

- a range of education contexts, including both public and private providers, and primary and secondary students
- a range of locations, both remote and urban
- students who may live in some or all of the following language circumstances: where English is a foreign language, where English is a second language, or where non-standard Australian English is the dominant language
- a selected range of specified English as a Second Language literacy approaches that are relevant to the focus cohort, contexts and language circumstances.

The project will commence in 2004 and progress reports will be provided to MCEETYA.

State and Territory highlights for 2002

Rather than attempt a complete coverage of educational outcomes for Indigenous students in this report, States and Territories have provided examples of improvements in outcomes against agreed MCEETYA performance measures, which have been summarised below. These examples demonstrate particularly successful aspects of delivery and progress made with the implementation of:

- the National Statement of Principles and Standards for More Culturally Inclusive Schooling in the 21st Century
- the Model of Culturally Inclusive and Educationally Effective Schools
- the development of cross-portfolio frameworks
- the Commonwealth National Indigenous English Literacy and Numeracy Strategy (NIELNS).

These highlights provide an opportunity to reflect on good practice and the implications for their policy development and broader application.

Outcomes

Western Australia, South Australia, Queensland, New South Wales, the Northern Territory and the Australian Capital Territory

all highlighted improvements in literacy and numeracy outcomes for Indigenous students at one or more of the year 3, 5 and 7 levels. In many cases, the improvement in outcomes exceeded the targeted expectations.

In addition, South Australia, Tasmania and the Australian Capital Territory highlighted improvements in the retention of Indigenous students through the secondary schooling stage and improved junior and senior secondary outcomes in Tasmania and the Australian Capital Territory.

Other highlights noted by States and Territories included factors that are often seen as precursors to the achievement of improved educational outcomes for Indigenous students. They included significant growth in the employment levels of Indigenous teachers and educators in Queensland, New South Wales and Victoria; improvement in attendance rates of Indigenous students in South Australia, Queensland and Victoria; increased rates of access in the preschool sector in the Northern Territory; and increased access by Indigenous students in Western Australia to the study of Indigenous languages.

Strategic approaches

States and Territories used a variety of strategic approaches when implementing the National Statement of Principles and Standards for More Culturally Inclusive Schooling in the 21st Century and the Model of Culturally Inclusive and Educationally Effective Schools. This diversity in approach, within the common national framework, meant that programs were often specifically designed to accommodate the circumstances of individual peoples and communities.

Recognition of the living circumstances of Indigenous peoples, including urban, rural and remote communities was taken into consideration. Many approaches also included recognition of the diversity of vernacular language circumstances of Indigenous peoples, including Indigenous students who had English as a second language or a foreign language, or students who spoke various creoles or students who spoke Aboriginal English.

There were, however, some common themes to the approaches undertaken throughout 2002. The three major themes were:

- curriculum-based initiatives
- community partnership-based initiatives
- educator capacity building based initiatives.

Major curriculum-based initiatives were undertaken by four States and Territories. New South Wales has a requirement that all schools implement mandatory Aboriginal perspectives within the curriculum. Schools develop scope and sequence documents to assist teachers in ensuring that an Aboriginal perspective is offered to all students across all key learning areas. The New South Wales Board of Studies also endorsed a K–10 Curriculum Framework that provides a clear set of guidelines for the development of inclusive curriculum across the mandatory years of schooling.

In South Australia, the South Australian Curriculum Standards and Accountability (SACSA) Framework represented a major curriculum renewal, constructed with particular attention being given to the educational entitlements of Aboriginal and Torres Strait Islander students. Implemented in 2001, the SACSA Framework included Indigenous perspectives across all learning areas in the curriculum.

The Northern Territory Curriculum Framework gave recognition to the essential place of Indigenous perspectives in the school curriculum. Curriculum and teaching must reflect Indigenous interests, perspectives and expectations. The 'language and culture' structural component of the Northern Territory Curriculum Framework includes outcomes for Indigenous language maintenance and language revitalisation programs.

Tasmania developed its Essential Learnings Framework with Aboriginal perspectives embedded at all stages of the process.

All States and Territories developed Indigenous community partnership or engagement processes to engage Indigenous communities, students and schools in improving the education and training outcomes for Indigenous students. Some examples of these were:

- the South Australian Yurrekaityarindi
- the Victorian Yalca: A Partnership in Education and Training for the New Millennium
- Queensland's Partners For Success and the Cape York Meeting Challenges, Making Choices process
- the Australian Capital Territory's Services to Indigenous People Action Plan, Within Reach of Us All
- the Tasmanian Supportive School Communities, Learning From Experience process

- the Western Australian tertiary aspirations strategy, Follow the Dream and the Aboriginal Education Directorate's strategy, Creating the Vision 2001–2004
- the New South Wales Aboriginal Affairs plan, Two Ways Together.

Many of these initiatives involved multi-agency, cross-sectoral planning and delivery mechanisms with Indigenous people engaged in the processes.

All States and Territories implemented strategies aimed at improving the capacity of the education workforce to deliver quality outcomes for Indigenous students. These strategies were often professional development exercises but included human resource management strategies or delivery mechanism strategies. They all had the objective of increasing the capacity of the educational workforce, including principals, teachers and Aboriginal and Torres Strait Island Education Workers (AIEWs), to deliver improved educational and training outcomes for Indigenous students.

The Australian Capital Territory incorporated school and principal accountability for Indigenous students' educational outcomes within its Principal Professional Appraisal process and developed the Teachers of Indigenous Students Network. Queensland enhanced its human resource management strategies to address the retention of educational staff in regional service areas and established the Indigenous Education Training Alliance professional development initiative. Victoria enhanced its educational service capacity through partnerships with the Victorian Aboriginal Education Association Incorporated, Local Aboriginal Education Consultative Groups, Koorie Open Door Education campuses, and Regional Koorie Education Councils. Victoria also employed Koorie Education Workers in several categories to provide enhanced school education services; had ongoing Koorie Literacy and Numeracy projects; and established a Koorie Education Taskforce to encourage a cross-sector focus. The Northern Territory operated a major Two Way Learning program across 15 remote community schools, alongside a significant English as a Second Language professional development program and the Accelerated Literacy Program. It also made a major commitment through the employment of Indigenous Assistant Teachers. Western Australia provided the cross-cultural awareness training package, *Our Story*. New South Wales delivered a bi-dialectal approach professional development package to teachers, AIEWs and Aboriginal community members; otitis media hearing health support

packages for schools; literacy and numeracy programs and other professional development packages targeting Aboriginal Education Workers, to improve the education workforce capacity to deliver quality outcomes for Indigenous students. Tasmania developed a Graduate Certificate in Inclusive Practice to enhance educator capacity.

Overview of IESIP 2001–04 agreements

The Indigenous Education Strategic Initiatives Programme (IESIP) provides supplementary per capita funding to education providers across the pre-school, primary and secondary schooling and vocational education and training sectors, within seven discrete elements:

- Supplementary Recurrent Assistance
- Targeted Outcomes Programme
- English as a Second Language – Indigenous Language Speaking Students
- IESIP Away-from-base
- Short Term Special Assistance
- NIELNS
- Working Together for Indigenous Youth.

IESIP agreements between the Commonwealth government and education providers require education providers to report annually against performance indicators that are based on MCEETYA priority areas for Indigenous education. These priority areas are: literacy, numeracy, educational outcomes, Indigenous enrolments, Indigenous employment, involvement of Indigenous Australians in education decision-making, and culturally inclusive curricula. The annual performance reports of IESIP-funded education providers are summarised and tabled in the Commonwealth government's *National Report to Parliament on Indigenous Education and Training*. The 2002 edition was tabled by the Hon. Dr Brendan Nelson, MP, Commonwealth Minister for Education, Science and Training, on 4 November 2003. Much of the information in this section refers to IESIP data from the *National Report to Parliament on Indigenous Education and Training* for 2002.

Literacy and numeracy

Indigenous students' results in the 2001 national benchmark testing for year 3 and year 5 reading, writing and numeracy were lower than those of their non-Indigenous peers as shown in Table 10.1. On five of the six indicators, however, the 2001 result was the best recorded so far. For detailed information, consult the 2001 Preliminary Report: *National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*, available online at: http://cms.curriculum.edu.au/anr2001/pdfs/2001_benchmarks.pdf

The main findings for year 3 national benchmarking results for 2001 are as follows:

- the percentage of Indigenous students achieving the year 3 writing benchmark was lower than the percentage of 'All' students in all States and Territories in all three years, although the gaps in 2001 in Tasmania and the ACT were small
- there appears to be some increase in the proportion of Indigenous students achieving the numeracy benchmark between 2000 and 2001.

The main findings for year 5 national benchmarking results for 2001 are as follows:

- the percentage of Indigenous students achieving the reading benchmark at year 5 was significantly lower than the percentage of 'All' students both nationally and in most States and Territories
- the percentage of Indigenous students achieving the year 5 writing benchmark was lower than the percentage of 'All' year 5 students who met the benchmark in all three years.
- the large gap in the year 5 literacy benchmarks achievement between Indigenous and non-Indigenous students is also apparent in numeracy.

The Commonwealth government's IESIP performance reports for 2002 indicate that the rates of absences and withdrawals of Indigenous students from benchmarking assessments tended to be significantly higher than those of non-Indigenous students. In many cases, the levels of Indigenous absences and withdrawals were three or more times higher than for non-Indigenous students.

Retention and grade progression

Grade progression rates

National grade progression rates for Indigenous and non-Indigenous students for 2002 are shown in Table 10.2, together with a comparison of the gaps between Indigenous and non-

Indigenous outcomes in 2001 and 2002. The 2002 rates for Indigenous students were similar to those for 2001, although the gaps between the two groups closed slightly in three of the four levels.

The year 8–9 rate was encouraging and continued the positive trend of recent years (the 1999 rate, for example, was 92.7 per cent) so that the gap between the two groups has almost closed.

Table 10.1 Year 3 and year 5 benchmark results in reading, writing and numeracy, Indigenous and all students, Australia, 1999–2001 (per cent)

Year	Year 3		Year 5	
	Indigenous students meeting the benchmark ^(a)	All students meeting the benchmark	Indigenous students meeting the benchmark ^(a)	All students meeting the benchmark
Reading				
1999	73.4 ± 6.2	89.7 ± 2.5	58.7 ± 4.2	85.6 ± 2.0
2000	76.9 ± 6.5	92.5 ± 2.2	62.0 ± 4.8	87.4 ± 2.1
2001	72.0 ± 4.8	90.3 ± 2.0	66.9 ± 3.6	89.8 ± 1.3
Writing				
1999	66.9 ± 4.8	91.9 ± 1.8	74.6 ± 3.6	93.0 ± 1.1
2000	65.0 ± 5.4	90.0 ± 2.6	74.3 ± 3.7	92.5 ± 1.3
2001	67.8 ± 4.9	89.5 ± 2.3	79.9 ± 3.3	94.0 ± 1.0
Numeracy				
2000	73.7 ± 7.1	92.7 ± 2.0	62.8 ± 4.5	89.6 ± 1.7
2001	80.2 ± 3.9	93.9 ± 1.2	63.2 ± 3.7	89.6 ± 1.3

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

Source: MCEETYA, 2001 *Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*.

Table 10.2 Apparent grade progression rates^(a) of Indigenous and non-Indigenous students, Australia, 2002 (per cent)

Year levels	Indigenous	Non-Indigenous	Gap in 2001 (percentage points)	Gap in 2002 (percentage points)
8–9	97.5	99.7	3.0	2.2
9–10	89.6	98.6	9.6	9.0
10–11	68.8	90.0	21.8	21.2
11–12	67.8	87.1	18.0	19.3

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

Source: Commonwealth DEST derived from MCEETYA, *National Schools Statistics Collection*, 2001 and 2002, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2001 and 2002.

The year 9–10 Indigenous grade progression rate falls quite sharply. However, the sharpest fall occurred in the transition from year 10 to year 11 when about one third of Indigenous year 10 students choose not to go on to senior secondary schooling. Clearly, this is a critical point that deserves heightened attention from all those with an interest in retaining Indigenous students in secondary school.

Apparent retention rates

It has been acknowledged that comparative Indigenous and non-Indigenous apparent retention rates are a useful measure for monitoring the level of Indigenous educational disadvantage. Table 10.3 shows the national apparent retention rates of Indigenous and non-Indigenous students at years 10, 11 and 12 from 1996 to 2002.

The data show that with a few minor exceptions there was slight but continuous improvement in the apparent retention rates of Indigenous students to years 10, 11 and 12 over the

period 1996–2002. Similarly, the gap between the rates of Indigenous and non-Indigenous students shows a downward trend, especially at the year 10 level. The year 10 gap has closed by more than nine percentage points during that period in what can be seen as a very positive outcome.

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, from compulsory to post-compulsory schooling. Because it reports on the progress of a cohort of students over two years, the impact of factors such as interstate migration is reduced and it can be seen as an equally reliable measure as the longer term rates. Table 10.4 shows the apparent retention rate from year 10 to year 12 by State and Territory and nationally for 2002. The rate improved slightly from 43.6 per cent in 2001 to 45.8 per cent in 2002, continuing the slow but steady improvement in retention that began in 1996, when the rate was 37.0 per cent.

Table 10.3 Comparative apparent Indigenous and non-Indigenous retention rates^{(a)(b)(c)}, Australia, 1996–2002 (per cent)

	1996	1997	1998	1999	2000	2001	2002
Year 10							
Indigenous	75.8	80.6	83.3	82.0	83.0	85.7	86.4
Non-Indigenous	97.3	97.6	97.4	97.9	98.0	98.4	98.5
Gap (percentage points)	21.5	17.0	14.1	15.9	15.0	12.7	12.1
Year 11							
Indigenous	47.2	49.6	52.3	56.0	53.6	56.1	58.9
Non-Indigenous	84.3	85.3	85.4	86.4	86.2	87.6	88.7
Gap (percentage points)	37.1	35.7	33.1	30.4	32.6	31.5	29.8
Year 12							
Indigenous	29.2	30.9	32.1	34.7	36.4	35.7	38.0
Non-Indigenous	72.4	72.9	72.7	73.2	73.3	74.5	76.3
Gap (percentage points)	43.2	42.0	40.6	38.5	36.9	38.8	38.3

(a) Year 12 apparent retention rates measure the proportion of students who appear to have been retained to year 12 from the commencement of their secondary school studies and are reported by States on the assumption that they are studying at year 12 level in school. The calculation is based on the cohort of students in the system at the commencement of secondary schooling in relation to those in year 12 in the current year. 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: Commonwealth DEST, derived from MCEETYA, *National Schools Statistics Collection*, 1996–2002

Table 10.4 Apparent retention rate from year 10 to year 12^{(a)(b)(c)(d)} for Indigenous and non-Indigenous students, by State and Territory, 2002 (per cent)

State/Territory	Indigenous students	Non-Indigenous students	Gap in 2001 (percentage points)	Gap in 2002 (percentage points)
New South Wales	38.0	73.2	33.9	35.2
Victoria	40.9	83.1	37.8	42.2
Queensland	60.3	82.0	21.5	21.7
South Australia	43.3	71.1	27.3	27.8
Western Australia	29.0	75.9	47.0	46.9
Tasmania	59.7	75.8	30.9	16.1
Northern Territory	41.1	71.0	25.8	29.9
Australian Capital Territory	78.8	89.9	40.5	11.1
Australia	45.8	77.9	32.4	32.1

- (a) Caution should be taken in interpreting the data from individual States and Territories. Small numbers of Indigenous students can affect these results and may produce apparent variations from year to year, which 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 also be inflated by an increased propensity to identify as Indigenous over time. These derived statistics are based on full-time enrolments only.
- (d) Ungraded students not included.

Source: Commonwealth DEST, derived from MCEETYA, *National Schools Statistics Collection*, 2001 and 2002, and Australian Bureau of Statistics, Cat. No. 4221.0, *Schools Australia*, 2001 and 2002

In 2002 the rates rose slightly on those from 2001 in New South Wales, Queensland, Western Australia and South Australia, but these improvements are not always reflected in a narrowing of the gap between Indigenous and non-Indigenous students. Rates increased more substantially in Tasmania and the ACT.

Attendance

Attendance data is collected each year by the Commonwealth DEST as part of its IESIP reporting process. Commonwealth IESIP reporting on attendance is obtained either through average attendance rates, or through an absence distribution of Indigenous and non-Indigenous students, where the absence distribution is the percentage of students who were absent for a given number of days.

In its *National Report to Parliament on Indigenous Education and Training, 2002* the Commonwealth reported that for those school systems that used average attendance rates in their

reports, attendance for Indigenous primary school students varied between 67 per cent and 96 per cent. The gap between Indigenous and non-Indigenous primary attendance rates was less than 10 per cent in most systems, but extended to as much as 24 per cent. In those systems that reported attendance on the basis of absence distribution, Indigenous primary students were less likely than non-Indigenous students to be absent for ten or fewer days, but more likely to be away from school for more than ten days.

In most cases, the gap between Indigenous and non-Indigenous average attendance was greater in secondary schooling. One system reported a gap of 18.1 per cent between rates for Indigenous and non-Indigenous students. However, in two smaller systems Indigenous attendance rates were higher than those for non-Indigenous students.

Attendance data has not varied greatly from 2001 to 2002. In most systems, Indigenous and non-Indigenous rates have followed the same trend namely, where non-Indigenous average

attendance rates increased, Indigenous rates did also. The biggest increase in Indigenous primary attendance was 2.3 per cent, and the largest decrease was 2 per cent. In secondary schooling, the largest increase in attendance was 3.4 per cent and the largest decrease was 5.6 per cent, however, this was from a system with a small number of Indigenous secondary enrolments.

Senior secondary school outcomes

Successful completion of the senior secondary years is becoming an increasingly important issue. Data collected as part of the IESIP process and published in the Commonwealth government's *National Report to Parliament on Indigenous Education and Training, 2002* shows that many Indigenous students leave school before completing year 10. Of those who enter the senior secondary years, results show that:

- Indigenous students are less likely to obtain a year 12 certificate than non-Indigenous students
- of those who do obtain a year 12 certificate, Indigenous students are less likely to obtain a Universities Admissions Index

- of those who obtain a Universities Admissions Index, Indigenous students are less likely to gain an index of a high level, or of a level which will enable admission to university
- Indigenous students are more likely to gain a vocational educational qualification while completing the year 12 certificate than non-Indigenous students.

This disparity highlights the inability of Indigenous students to access university education and other learning pathways, which in turn impacts upon employment opportunities, future engagement with education and economic stability.

All systems also provided the Commonwealth DEST with IESIP reports on the percentage of Indigenous and non-Indigenous students who meet the requirements for a year 12 certificate. This measure is expressed as a percentage of the students who commenced year 11 in the previous year. It should be kept in mind that each State and Territory has different requirements for the attainment of a year 12 certificate, which means that results cannot be compared. Figure 10.1 shows that in 2002, Indigenous students met the requirements for year 12 certificates at a lower rate than their non-Indigenous counterparts did, across all States and Territories. The gap between Indigenous and non-Indigenous students varied between 14.7 and 38.5 per cent.

Figure 10.1 Students achieving a year 12 certificate in 2002 (as a percentage of students who commenced year 11 in 2001), government and Catholic systems combined, by State and Territory, 2002



Source: Commonwealth DEST, IESIP performance reports, 2002

While the results should be interpreted cautiously due to the small numbers involved, five out of eight States and Territories showed an improvement in Indigenous attainment of the year 12 certificate between 2001 and 2002. The largest decline was 4.5 per cent, whereas the largest improvement in any State or Territory was 16.1 per cent.

Indigenous employment in schools

The Commonwealth government's *National Report to Parliament on Indigenous Education and Training, 2002* reports data on the employment of Indigenous teachers, collected as part of its IESIP reporting process. Variations in data collection processes for reporting on employment outcomes mean that there is limited availability and coverage of employment statistics in IESIP reporting, and the true situation may be under-reported. Given that, in 2002 government systems reported that they employed 1,360 Indigenous teachers, which represents 0.8 per cent (1,360/171,824) of all teachers. This is a low figure when compared with the Indigenous student population of 4.7 per cent of government school enrolments. Government systems reported that they employed 1,723 AIEWs. Overall, this is 22 more Indigenous teachers than reported in 2001, and 41 fewer AIEWs. Government systems had good employment outcomes for Indigenous specialist support staff. Of those systems that reported these figures in a comparable fashion, there were 390 employed, compared to 3,192 non-Indigenous specialist support staff (or 10.9 per cent).

Catholic education systems nationally had 66 Indigenous teachers, representing 0.15 per cent (66/43,537) of all teachers, as compared to an Indigenous student population of 1.5 per cent of Catholic school enrolments; and 477 AIEWs. This is 14 more Indigenous teachers than reported in 2001, and 66 more AIEWs. Employment of AIEWs has been acknowledged as an area of strength in Indigenous employment. In 2002 there were 2,200 AIEWs employed by government and Catholic school systems throughout Australia, compared to 2,175 in 2001.

Both Catholic and government systems employ Indigenous people in administrative and clerical positions. The Catholic systems had 306 administrative and clerical staff, which represents 3.3 per cent (306/9,159) of all staff in this category, while in government schools the equivalent proportion was 3.7 per cent (1,141/30,812).

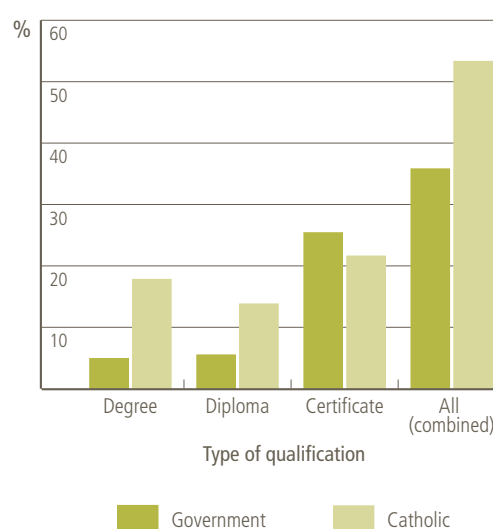
Professional development

In its *National Report to Parliament on Indigenous Education and Training, 2002*, the Commonwealth reported that professional development outcomes for Indigenous staff were positive. Most systems provided an equal number of hours of professional development training for Indigenous and non-Indigenous staff and in some systems, Indigenous staff were undertaking more hours of formal professional development than their non-Indigenous counterparts.

For non-Indigenous staff, IESIP-funded professional development focused on increasing cultural awareness, and developing an understanding of the particular issues related to their role as educators of Indigenous students. In addition, many systems have developed a range of courses that related to the education of Indigenous students that are not restricted to cross-cultural awareness courses, such as Aboriginal Perspectives Across the Curriculum, What Works and Deadly Ways to Learn.

The proportion of AIEWs who completed or part-completed study towards professional qualifications in 2002 increased from 2001. In 2002, approximately 40 per cent of AIEWs had completed or were studying towards a degree, a diploma, or a certificate, compared to 30 per cent in 2001.

Figure 10.2 Percentage of AIEWs in government and Catholic systemic schools who have completed or part-completed study towards a given level of qualification, 2002



Source: Commonwealth DEST, IESIP performance reports, 2002

Achievement of IESIP targets

Eligible education and training providers in receipt of Commonwealth IESIP funding have an Indigenous Education Agreement with DEST that requires them to set targets for improved outcomes in the MCEETYA priority areas of literacy, numeracy, educational outcomes, Indigenous enrolments, Indigenous employment, involvement of Indigenous Australians in education decision-making and culturally inclusive curricula. For each year of the funding quadrennium (2001–04), targets are established against performance indicators in each priority area and IESIP-funded providers submit a performance report showing their outcomes against the performance indicators.

Most of the performance indicators are common for IESIP-funded providers for each of the three education and training sectors. The diverse circumstances of different providers, however, entail some unique performance indicators, along with some different definitions and data collection methods.

The IESIP targets for 2001–04 were negotiated on a bilateral basis between DEST and each eligible provider. This negotiation process took into account:

- the Commonwealth government's objectives in achieving equitable and appropriate outcomes for Indigenous education and training
- Indigenous communities' and students' own aspirations for education and training
- the circumstances of individual providers
- providers' aspirations for Indigenous education and training.

The target-setting process was tailored for each individual IESIP-funded provider to encourage continuous improvement. Generally, DEST and education providers seek to achieve significant and measurable progress over the period 2001–04, particularly in the areas of literacy, numeracy and attendance outcomes. It was agreed that progress would be represented by closing by half the gaps between Indigenous and non-Indigenous students' achievement before the end of 2004. For example, a target might be set to close the gap between Indigenous and non-Indigenous student achievement of the national year 3 reading benchmark from a baseline of a 20 per cent gap to a 10 per cent gap, with four annual decreases in the gap of 2.5 percentage points.

An examination of all IESIP providers' progress in achieving their targets can therefore demonstrate national progress in achieving equitable and appropriate outcomes for Indigenous students. While not all progress in Indigenous education and training can be measured through IESIP performance indicators, it can be considered indicative. Table 10.5 provides a sectoral breakdown of the extent to which targets were met in 2002 or improvements made over 2001 in the eight MCEETYA priority areas.

More detailed information on Indigenous education in 2002, including Indigenous involvement in schooling and culturally inclusive curricula is available in the *National Report to Parliament on Indigenous Education and Training, 2002*. This is online at <http://www.dest.gov.au/schools/publications/2002/nrpiet/split.htm>.

Table 10.5 Percentage of IESIP performance-weighted^(a) targets met, or improvements made, by education sector, Australia, 2002 (per cent)

Education sector	Targets met	Targets not met but improvement made on 2001	Total of targets met and improvements made
Pre-school	58.2	11.2	69.4
School	52.7	23.7	76.4
VET	47.9	14.9	62.8

(a) Reported outcomes have been aggregated across all providers and weighted to compensate for the fact that providers have different numbers of targets in each area, and different numbers of Indigenous students.

Source: Commonwealth DEST, IESIP performance reports, 2002

Civics and citizenship education

Monitoring and reporting on Australia's national goals

According to the national goals, students should:

be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life (goal 1.4).

Moreover, students should:

have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their lives and to accept responsibility for their own actions (goal 1.3).

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

Discovering Democracy

Australian educators increasingly recognise the importance of civics and citizenship education in the school curriculum. Civics and citizenship is not one of the eight key learning areas (KLAs) and, while it belongs mostly in the studies of society and environment area, it has ramifications across the curriculum. As it is a relatively recent priority in contemporary schooling, schools are still working through the implications of its centrality within the curriculum. The Commonwealth's Discovering Democracy program (funded with \$31.6 million over seven years – from 1997 to 2004) has helped in this regard, as have changes in State/Territory curriculum framework documents and changes in individual schools. Discovering Democracy funding has supported the distribution of curriculum resources and professional development.

In 2002, all education authorities continued to develop and distribute curriculum materials for studies of society and environment, which supported civics and citizenship education, and to provide professional development opportunities for teachers, both face to face and on-line. Teachers who participated in the professional development activities furthered their understanding of the Discovering Democracy materials, the ways in which they link to their particular authority's syllabuses, and the collegial networks available to support them in implementing the materials.

There has been debate about the extent to which the content and pedagogy of civics and citizenship education should be informed by historical awareness, and the extent to which it should foster the development of participatory skills and values. There is now wide acknowledgement that both historical understanding and skills for active participation are important. This approach was foreshadowed in Evaluation of the Discovering Democracy Program, the independent evaluation of the initial implementation of the Discovering Democracy program, conducted by the Erebus Consulting Group in 1999. It found that schools at the 'leading edge' incorporated civics knowledge and approaches to active and informed citizenship across their whole operation.

There is a strong commonality in the civics and citizenship areas covered in State and Territory curriculum frameworks. For example, all Australian civics and citizenship education curriculum documents cover three separate areas:

- Australia's democratic heritage and the current operation of the Australian system of government and law
- Australian national identity as it has changed over time and now encompasses cultural diversity and social cohesion
- the skills and values necessary for informed and active participation in civic life.

The IEA Civic Education Study of Fourteen Year Olds

Citizenship and Democracy: Students' Knowledge and Beliefs – Australian Fourteen Year Olds and the IEA Civic Education Study, a survey of Australian students conducted in 1999 and

released in 2002, provides a good overview of some key issues in Australian civics and citizenship education.

The survey was part of an international study, available online, <http://www.wam.umd.edu/~iea/interreport.htm>. Some 28 countries and nearly 90,000 students took part, covering topics ranging from students' knowledge of democratic principles to their trust in government. Students were assessed not only in their civic knowledge, but also in their civic engagement, and in their attitudes and other related concepts.

The 28 participating countries were:

Australia, Belgium (French), Bulgaria, Chile, Columbia, Cyprus, Czech Republic, Denmark, England, Estonia, Finland, Germany, Greece, Hong Kong (Special Administrative Region), Hungary, Italy, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Russian Federation, Slovak Republic, Slovenia, Sweden, Switzerland, and the United States of America.

The Australian component was conducted jointly by the Australian Council for Educational Research and the University of Canberra (by Suzanne Mellor, Kerry Kennedy and Lisa Greenwood). A total of 3,331 students from government, Catholic and independent schools participated in the study. The sampling structure for schools ensured a proportional

representation of the different systems, thus providing a good estimate for Australia overall, but did not enable comparison between States. Students were tested between September and November 1999. In addition, 352 teachers and 120 principals (or their delegates) from the 142 participating schools completed teacher and school questionnaires respectively. The study is available on the websites of the Commonwealth Department of Education, Science and Training, <http://www.dest.gov.au/schools/publications/2001/index.htm>, and the Australian Council for Educational Research, <http://www.acer.edu.au/research/index.html>

Of the Australian students surveyed, 84 per cent were very sure they did not want to live in any country other than Australia and 92 per cent believed Australia should be proud of what it has achieved. They believed that it is important to vote and participate in community activities, such as protecting the environment and promoting human rights. When the survey was taken the students reported a strong interest in the affairs of the nation, 80 per cent watching television news, 66 per cent reading newspapers and 62 per cent listening to radio news.

As shown in Table 11.1, however, the results indicate some room for improvement.

Table 11.1 The performance of Australian youth relative to youth internationally

Area of investigation	Area subset	Australian mean relative to international mean
Civic knowledge	Content knowledge subscale	Average
	Interpretative skills subscale	Higher
	Total civic knowledge	Average
Civic engagement	Conventional citizenship	Lower
	Social movement citizenship	Lower
	Expected participation in political activities	Lower
	Confidence in participation in school	Average
Civic attitudes and other concepts	Economy-related government responsibilities	Lower
	Society-related government responsibilities	Average
	Positive attitudes towards immigrants	Average
	Positive attitudes towards one's nation	Average
	Trust in government-related institutions	Higher
	Support for women's political rights	Higher
	Open climate for classroom discussion	Average

Source: Judith Torney-Purta, et al. (2001). *Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement, p.179.

Of the 28 countries involved in the test of civic knowledge, Australian student performance overall was placed eleventh, in the 'average achievement group' with Hungary, Slovenia, Denmark, Germany, Russian Federation, England, Sweden, Switzerland and Bulgaria. Australia was placed behind Poland, Finland, Cyprus, Greece, Hong Kong, USA, Italy, Slovak Republic, Norway and Czech Republic, which were in the 'above average achievement group'. Australian students showed substantially greater facility with what the study referred to as 'interpretative skills' items than with 'content knowledge' items. For example, 79 per cent of Australian students were able to identify the position of a party from a mock electoral leaflet, compared with just 65 per cent of international students. On the other hand, only 51 per cent of the Australian students had a grasp of the essential pre-conditions for a properly working democracy.

Interestingly, there has been further analysis of the Australian results, comparing them with those of England and the United States of America, the other two English-speaking countries taking part. Similarities in the results in the interpretive area of the tests for these three countries led the Australian researchers (see Mellor, 2002, p.59) to consider that the pedagogical style of topic analysis and discussion prevalent in the English-speaking classrooms may have been a major contributor to the difference in performance in interpretation.

The civic knowledge items with which Australian students had the most difficulty were those that dealt with the forms and purposes of democracy. The study (Mellor, 2002, p.58) found that Australian students showed a strong sense of 'natural justice' and equity, but lacked clarity about the theoretical precepts of democratic models and structures (for example the role of criticism in a democracy, civil rights, function of periodic elections, the content – and by implication the purpose – of a constitution, legitimate media influence in a democracy and problems in a government moving from dictatorship to democracy).

In Australia, while civic knowledge was average, students' civic engagement was lower than the international average. The results also indicate a disassociation from, and perhaps a disdain for, political parties and those who represent them in democratic assemblies. Only 47 per cent indicated that they would certainly vote in a national election, while another 39 per cent probably would do so. As the researchers suggest, 'if student voting intention is indicative of adult action, some number of them will be fined as Australian adults, for failing to vote'. Nor

do Australian students, like those internationally, intend to participate in conventional political activity, other than voting. Eighty-nine per cent do not expect to join a political party, 76 per cent do not expect to write letters to newspapers about social or political concerns, and 87 per cent do not expect to be a candidate for a local or city office.

Despite this disengagement, Australian students thought it would be good for democracy 'when young people have an obligation to participate in activities in the community'. A key finding was that encouraging students to join school councils and voice their opinions is an important part of learning how a healthy democracy develops and works. Participation in a school council or parliament was found to be positively related to civic knowledge for Australian students, even more than for students in other countries. At the time of the study, approximately 33 per cent of Australian 14-year-old students participated in a school council or school parliament.

Teachers and principals surveyed in the study enthusiastically endorsed the introduction of civics and citizenship education in Australian schools. More than 90 per cent of teachers believed that schools play an important role in developing students' civic attitudes and knowledge of democratic processes. Australian teachers take a global approach to teaching rights and responsibilities. They agreed that as well as needing to know more about Australian democracy, students also needed to understand democracy in our region.

Educators and policy makers in Australia and around the world are increasingly emphasising the importance of a renewed focus on values education and on strong partnerships between schools and their communities to promote positive social values and citizenship. More than 90 per cent of Australian teachers surveyed for the IEA study agreed that developing honesty, developing consciousness about the needs of the whole world, fighting social injustice and standing up for one's opinion are important aspects of civics education. Understanding and appreciating civic values such as equality, liberty, fairness, trust, mutual respect and social cooperation are central to civics and citizenship education.

Suzanne Mellor (2002, p.59) concludes that:

The study reminds us ... of the pervasive nature of civic learning. Civic knowledge does, after all, relate to the engagement of the individual with significant groups in that individual's life, so it is not surprising that it generates

questions about how and where one learns, not just what one learns. The contested nature of all these civic and citizenship domains is part of what schools need to unpack when planning their classroom and non-classroom civic curricula.

The most important finding of the study is that schools that model democratic practice are the most effective in promoting civic knowledge and higher levels of engagement in their students ... Teachers need to model good citizenship and schools need to provide models of, and practice in, good democratic decision-making.

It is important to note that this study was administered late in 1999. In the lead-up to the celebrations for the centenary of Federation, there was active public debate about the Australian Constitution and British connection. There was also increasing interest in civics education. However, Mellor (2002, p.54) and Torney-Purta *et al.* (2001, p.184) note that at that time, 'the new Discovering Democracy initiative would have had little effect on student learning or staff professional development'. The findings of the study can be regarded as benchmarks for similar studies in Australia in the future.

It is also important to give due credit to those who earlier had perceived the need for more comprehensive civics and citizenship education throughout Australia and those who envisioned, developed and continue to implement the Discovering Democracy program. Consideration of the timelines involved indicates that those people were very much in touch with Australia's need for informed and active adults in the future, and in touch with international initiatives.

Values Education Study

The values dimension of civics and citizenship education was boosted in 2002 by the commissioning of a national Values Education Study by the Commonwealth Minister for Education, Science and Training, Dr Brendan Nelson, and supported by all State and Territory ministers at the July 2002 Ministerial Council on Education, Employment, Training and Youth Affairs meeting. The ministers also:

- acknowledged that education is as much about building character as it is about equipping students with specific skills

- noted that values-based education can strengthen students' self-esteem, optimism and commitment to personal fulfilment; and help students exercise ethical judgement and social responsibility
- recognised that parents expect schools to help students understand and develop personal and social responsibilities.

The national Values Education Study will enable schools to strengthen what they are already doing in this area and to disseminate best practice examples. The Commonwealth is also considering a set of principles and a framework for improved values education in Australian schools.

Developing performance measures for civics and citizenship education

Background

A project was commissioned in 2001 to investigate and develop key performance measures in civics and citizenship education. The outcome of this process was a report to the National Education Performance Monitoring Taskforce (NEPMT, the predecessor to the Performance Measurement and Reporting Taskforce) titled *Key Performance Measures in Civics and Citizenship Education*, by Dr Murray Print and Dr John Hughes from the Centre for Research and Teaching in Civics, University of Sydney.

Information was also provided on what can be expected of students in late primary and late compulsory schooling, appropriate to these key performance measures, as draft measures to monitor student learning outcomes, and recommendations about implementation of the key performance measures.

Following consultation, the recommendations proposed in the report were revised by a NEPMT sub-group. The following recommendations were endorsed by the Performance Measurement and Reporting Taskforce:

- 1 that there be two key performance measures (KPMs) for civics and citizenship education, the first to focus on civic

knowledge and understanding, the second on citizenship participation skills and civic values

- 2 that the KPMs be applied to both primary and secondary schooling and be set at years 6 and 10
- 3 that national student assessments, derived from the KPMs, be designed for years 6 and 10
- 4 that a trial assessment be conducted in 2003 as a preliminary to a national sample survey assessment
- 5 that the assessment survey consist of three parts – assessment of civic knowledge and understanding (KPM1); assessment of skills and values for active citizenship participation (KPM2); and an indication of opportunities and examples of citizenship participation by students together with relevant contextual information
- 6 that the national sample assessment of student knowledge, understanding, values and citizenship participation skills occur initially in 2004. Subsequent testing will occur in 2007 and thereafter every three years.

In July 2002, ministers approved the national three-yearly sample assessment cycle for civics and citizenship education, commencing in 2004.

Developing national assessment instruments

In September 2002, offers were invited for a consultancy to develop and trial a suite of assessment instruments and a related concurrent survey (of student opportunities and backgrounds) in preparation for the national sample assessment of years 6 and 10 student achievement in civics and citizenship education.

The objectives of the project include:

Assessments

- Development of an assessment domain to enable reporting against the two key performance measures, and taking into account those civics and citizenship education learning outcomes from State/Territory curriculum frameworks that contribute to these two measures.
- Development of an assessment framework that reflects innovative and best practice assessments.

- Development of assessment items, tasks, and associated descriptors and marking keys, able to measure the wide range of student performances of years 6 and 10 Australian school students, with the performances of these students reported using a common performance scale.
- Development of a set of standards that enable both normative and criterion-referenced reporting. There should be several standards describing the full range of performance, various ways of reporting student performance and appropriate error components.
- Piloting of draft assessment items or tasks where applicable, to assess their practicality.
- Conduct of a trial of all the proposed items and tasks in a sample of Australian schools in 2003.
- Development of assessment instruments for the first national assessment in 2004.
- Development of assessment administration, marking, analyses and reporting processes and materials, including a consideration of the nature and extent of the involvement of teachers in any of these processes.
- Development of all documentation required to administer the first national assessment.

Survey of students

- Development of a survey instrument administered to students concurrently with the assessments that:
 - establishes the citizenship participation opportunities they have taken up through their school.
 - collects minimal background information on such aspects as school promotion of citizenship participation opportunities, students' home environment related to civic life, access to media and student involvement in school governance, along with minimum background variables collected as part of the assessments.
- Piloting and trialing of the survey and the collection of sufficient student data.

In November, negotiations commenced with a preferred offeror and it was expected that a Formal Instrument of Agreement would be signed early in 2003.

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Commonwealth, State and Territory civics and citizenship websites

The following websites are developed and maintained as part of the various Commonwealth, State and Territory initiatives in civics and citizenship education.

Commonwealth

Commonwealth Department of Education, Science and Training, *Discovering Democracy*
<http://www.curriculum.edu.au/democracy/>

The Learning Federation
<http://www.thelearningfederation.edu.au/tlf/>

New South Wales

Board of Studies New South Wales
<http://www.boardofstudies.nsw.edu.au/>

Discovering Democracy New South Wales
<http://www.abc.net.au/civics/democracy/>

Parliament of New South Wales
<http://www.parliament.nsw.gov.au/>

Victoria

SOFWeb Studies of Society and Environment (SOSE) Civics and Citizenship Education
<http://www.sofweb.vic.edu.au/sose/civics/index.htm>

Victorian Electoral Commission
<http://www.vec.vic.gov.au/>

Discovering Democracy Victoria
<http://www.sofweb.vic.edu.au/pd/tchdev/dd>

Parliament of Victoria
<http://www.parliament.vic.gov.au/default.htm>

Queensland

Discovering Democracy Queensland
<http://education.qld.gov.au/tal/ddemo>

Queensland Catholic Education Commission – *Discovering Democracy*
<http://www.qcec.qld.catholic.edu.au/www/index.cfm?itemid=126>

Electoral Commission Queensland
<http://www.ecq.qld.gov.au/>

Queensland – *Federation Matters*
<http://education.qld.gov.au/tal/federation/html/about.html>

Queensland Parliamentary Education Services For Schools
<http://www.parliament.qld.gov.au/Education/ForSchools/>

Queensland Studies Authority Sourcebook modules: Years 1 – 10
Studies of Society and Environment Syllabus
http://qsa.qld.edu.au/yrs1_10/kla/sose/sourcebook_modules.html

Education Queensland – SOSE Projects
<http://education.qld.gov.au/curriculum/area/sose/projects.html>

Queensland Department of Justice and Attorney-General
educative site for students
<http://www.justice.qld.gov.au/education/flash.htm>

South Australia

South Australian Civics and Citizenship Professional Development Program
<http://www.civics.dete.sa.gov.au/home.html>

State Electoral Office – South Australia
<http://www.seo.sa.gov.au/>

Western Australia

Constitutional Centre of Western Australia
<http://www.ccentre.wa.gov.au/>

Department of Education and Training, Western Australia
Curriculum Materials Information Services: Resourcing the

Curriculum
<http://www.eddept.wa.edu.au/cmisis/eval/curriculum/>

Discovering Democracy in Western Australian Schools
<http://www.discoveringdemocracywa.net/>

Tasmania

Tasmanian Electoral Office
<http://www.electoral.tas.gov.au/>

Parliament of Tasmania
<http://www.parliament.tas.gov.au/>

Discover – Department of Education, Tasmania, SOSE website
<http://www.discover.tased.edu.au/sose/>

Northern Territory

Northern Territory Government – Parliament
<http://www.nt.gov.au/ntg/parlia.shtml>

Australian Capital Territory

ACT Department of Education, Youth and Family Services – Civics and Citizenship Education
<http://www.decs.act.gov.au/schools/curriccc0.htm>

Parliamentary Education Office Australia
<http://www.peo.gov.au/>

Part D

literacy, numeracy,
indigenous education,
science, the arts

Appendices

Statistical annex

Schools and students

Population

Table 1 Estimated resident population^(a) by age group, by State and Territory, 2002

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total ^(b)
NSW	431,725	906,985	449,146	909,279	1,004,413	970,056	799,181	1,163,325	6,634,110
Vic.	306,017	654,147	327,742	678,573	752,488	709,784	581,174	847,303	4,857,228
Qld	248,169	533,542	265,789	514,324	553,080	542,614	457,159	596,295	3,710,972
SA	90,743	199,014	103,404	193,694	220,507	225,545	192,907	292,882	1,518,696
WA	125,314	274,369	140,728	266,988	294,382	291,866	234,832	296,074	1,924,553
Tas.	30,577	67,140	33,985	56,127	64,872	70,860	60,345	88,706	472,612
NT	17,545	33,208	14,748	33,916	35,618	29,515	20,598	13,517	198,665
ACT	20,584	44,304	24,402	52,506	50,544	48,786	40,433	39,953	321,512
Total 2002^(b)	1,270,921	2,713,257	1,360,105	2,705,699	2,976,334	2,889,484	2,386,922	3,338,257	19,640,979

(a) Revised estimates of the resident populations based on the 2001 *Census of Population and Housing*.

(b) Totals include Other Territories (ie, Jervis Bay Territory, Christmas Island and the Cocos (Keeling) Islands).

Source: ABS, Cat. No. 3201.0, *Population by Age and Sex*, June 2003

Table 2 Estimated resident population^(a) by age group, selected years, Australia

	0–4	5–14	15–19	20–29	30–39	40–49	50–59	60+	Total
2002 ^(a)	1,270,921	2,713,257	1,360,105	2,705,699	2,976,334	2,889,484	2,386,922	3,338,257	19,640,979
2001 ^(a)	1,282,357	2,704,841	1,352,745	2,709,493	2,958,819	2,837,851	2,309,576	3,257,558	19,413,240
1996	1,297,049	2,614,266	1,279,119	2,814,881	2,900,508	2,649,021	1,842,331	2,913,539	18,310,714
1991	1,271,703	2,513,827	1,364,074	2,796,427	2,754,122	2,323,416	1,572,884	2,687,583	17,284,036
1986	1,208,485	2,491,033	1,347,222	2,685,176	2,535,899	1,856,604	1,492,387	2,401,544	16,018,350

(a) Revised estimates of the resident populations based on the 2001 *Census of Population and Housing*.

Sources: ABS, Cat. No. 3201.0, *Population by Age and Sex*, June 2003 and earlier publications

Schools

Table 3 Number of schools, by category (and non-government affiliation) and level of education, by State and Territory, 2002

	Government	Non-government			All schools	
		Catholic	Independent	Total	Total	Per cent ^(a)
New South Wales						
Primary	1,650	424	98	522	2,172	22.5
Secondary	393	123	22	145	538	5.6
Combined prim/sec	64	32	174	206	270	2.8
Special	104	7	24	31	135	1.4
Total	2,211	586	318	904	3,115	32.3
Victoria						
Primary	1,230	386	62	448	1,678	17.4
Secondary	261	86	15	101	362	3.8
Combined prim/sec	53	11	121	132	185	1.9
Special	79	7	9	16	95	1.0
Total	1,623	490	207	697	2,320	24.1
Queensland						
Primary	976	195	48	243	1,219	12.7
Secondary	186	64	13	77	263	2.7
Combined prim/sec	81	15	98	113	194	2.0
Special	48	0	2	2	50	0.5
Total	1,291	274	161	435	1,726	17.9
South Australia						
Primary	438	73	44	117	555	5.8
Secondary	73	12	10	22	95	1.0
Combined prim/sec	79	20	38	58	137	1.4
Special	20	2	1	3	23	0.2
Total	610	107	93	200	810	8.4
Western Australia						
Primary	519	109	45	154	673	7.0
Secondary	96	28	12	40	136	1.4
Combined prim/sec	90	20	69	89	179	1.9
Special	70	1	1	2	72	0.7
Total	775	158	127	285	1,060	11.0
Tasmania						
Primary	141	25	7	32	173	1.8
Secondary	39	5	2	7	46	0.5
Combined prim/sec	26	7	19	26	52	0.5
Special	8	0	1	1	9	0.1
Total	214	37	29	66	280	2.9
Northern Territory						
Primary	89	7	9	16	105	1.1
Secondary	11	2	6	8	19	0.2
Combined prim/sec	45	6	3	9	54	0.6
Special	5	0	0	0	5	0.1
Total	150	15	18	33	183	1.9
Australian Capital Territory						
Primary	66	23	4	27	93	1.0
Secondary	22	5	1	6	28	0.3
Combined prim/sec	3	2	7	9	12	0.1
Special	4	0	1	1	5	0.1
Total	95	30	13	43	138	1.4
Australia						
Primary	5,109	1,242	317	1559	6,668	69.2
Secondary	1,081	325	81	406	1,487	15.4
Combined prim/sec	441	113	529	642	1,083	11.2
Special	338	17	39	56	394	4.1
Total all schools						
2002	6,969	1,697	966	2,663	9,632	100.0
2001	6,942	1,697	957	2,654	9,596	
2000	6,961	1,696	938	2,634	9,595	
1999	6,970	1,701	919	2,620	9,590	
1998	6,998	1,694	895	2,589	9,587	

Note: Caution should be exercised when comparing the number of schools over time as this can be affected by structural change in the composition of schooling, rather than necessarily a change in the number of sites delivering full-time school education. For example, if several schools amalgamated into one large, multi-campus school, or if a primary and a secondary school combined into one school, the statistics would show a decrease in the number of schools. See Glossary for explanation of the structure of primary and secondary education in each State and Territory. See Glossary for definition of special schools.

(a) Components may not add to totals due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2002

Students

Table 4 Proportion of full-time equivalent (FTE)^(a) students enrolled in government and non-government schools by level of education^{(b)(c)(d)}, by State and Territory, selected years (per cent)

	1996			2001			2002		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales									
Primary	73.9	19.7	6.4	71.8	19.8	8.4	71.4	19.9	8.7
Junior secondary ^(e)	69.0	21.2	9.8	65.1	22.8	12.1	64.5	22.9	12.6
Senior secondary	64.9	23.1	12.0	63.3	23.7	13.0	62.8	23.6	13.6
Total secondary	67.9	21.7	10.4	64.6	23.0	12.4	64.0	23.1	12.8
Total	71.4	20.5	8.1	68.7	21.2	10.1	68.2	21.3	10.5
Victoria									
Primary	69.7	23.2	7.1	69.4	22.4	8.2	69.4	22.2	8.4
Junior secondary ^(e)	63.4	22.0	14.6	62.0	22.0	16.1	61.3	22.1	16.6
Senior secondary	60.8	21.8	17.4	59.7	21.8	18.5	59.3	21.8	18.9
Total secondary	62.7	21.9	15.4	61.3	21.9	16.8	60.7	22.0	17.3
Total	66.6	22.7	10.7	65.8	22.2	12.0	65.5	22.1	12.3
Queensland									
Primary	77.2	15.7	7.1	75.8	15.4	8.8	75.5	15.5	9.1
Junior secondary ^(e)	66.7	17.9	15.4	65.3	18.0	16.7	65.4	17.9	16.8
Senior secondary	63.9	18.8	17.3	62.7	19.1	18.2	62.6	18.9	18.5
Total secondary	65.8	18.2	16.0	64.4	18.4	17.2	64.4	18.2	17.4
Total	72.7	16.7	10.6	71.3	16.6	12.1	71.1	16.6	12.3
South Australia									
Primary	74.8	15.0	10.2	71.7	16.3	12.0	70.7	16.8	12.5
Junior secondary ^(e)	68.9	16.9	14.3	67.1	17.6	15.3	66.1	18.0	15.8
Senior secondary	65.6	17.4	16.9	64.5	17.8	17.7	63.7	18.0	18.3
Total secondary	67.8	17.1	15.1	66.2	17.7	16.2	65.3	18.0	16.7
Total	72.3	15.7	11.9	69.6	16.8	13.6	68.7	17.2	14.1
Western Australia									
Primary	77.1	16.1	6.7	74.4	16.8	8.8	73.5	17.0	9.5
Junior secondary ^(e)	67.9	18.3	13.7	64.9	18.7	16.4	63.8	19.0	17.2
Senior secondary	66.1	18.5	15.4	64.0	19.1	16.9	63.7	18.7	17.6
Total secondary	67.3	18.4	14.3	64.6	18.9	16.5	63.7	18.9	17.4
Total	73.3	17.0	9.7	70.4	17.6	11.9	69.7	17.7	12.5
Tasmania									
Primary	76.5	15.9	7.7	77.6	14.7	7.6	77.8	14.6	7.6
Junior secondary ^(e)	72.6	15.5	11.9	70.4	16.9	12.6	69.9	17.3	12.8
Senior secondary	73.5	14.7	11.8	75.9	13.3	10.8	75.2	13.9	10.9
Total secondary	72.8	15.3	11.9	72.2	15.8	12.0	71.6	16.2	12.2
Total	74.8	15.6	9.5	75.2	15.2	9.6	75.0	15.3	9.6
Northern Territory									
Primary	80.5	14.0	5.5	79.8	13.8	6.4	79.6	13.5	6.9
Junior secondary ^(e)	71.5	13.1	15.4	69.2	13.5	17.2	68.0	13.5	18.5
Senior secondary	80.4	8.8	10.8	78.8	8.7	12.5	81.1	8.0	10.9
Total secondary	73.7	12.0	14.3	71.9	12.2	15.9	71.8	11.9	16.3
Total	78.4	13.4	8.2	77.3	13.3	9.4	77.2	13.0	9.9
Australian Capital Territory									
Primary	68.1	26.0	5.9	65.9	26.8	7.3	64.8	27.2	8.0
Junior secondary ^(e)	58.0	29.6	12.4	54.9	31.5	13.6	54.4	31.8	13.9
Senior secondary	69.4	20.7	9.9	66.6	23.7	9.8	64.6	25.2	10.2
Total secondary	61.7	26.7	11.6	58.7	29.0	12.3	57.7	29.6	12.7
Total	65.1	26.3	8.5	62.6	27.8	9.7	61.5	28.3	10.2
Australia									
Primary	74.0	18.9	7.1	72.4	18.9	8.7	72.0	18.9	9.0
Junior secondary ^(e)	67.0	20.3	12.8	64.4	21.0	14.6	63.8	21.2	15.0
Senior secondary	64.3	20.6	15.1	63.0	20.9	16.1	62.6	20.8	16.6
Total secondary	66.2	20.4	13.4	64.0	21.0	15.0	63.4	21.1	15.5
Total	70.8	19.5	9.7	68.9	19.8	11.3	68.4	19.8	11.7

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.

(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*, 2002 (unpublished data) and earlier related publications

Table 5 Full-time equivalent (FTE)^(a) students, by level of education^{(b)(c)(d)}, category of school and non-government affiliation, and sex, by State and Territory, 2002

	Primary ^(b)	Junior secondary (d)(e)	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	449,482	224,613	80,705	305,318	754,800
Victoria	317,056	154,327	63,821	218,148	535,204
Queensland	284,525	102,576	54,829	157,405	441,930
South Australia	112,128	39,497	21,719	61,215.9	173,344
Western Australia	151,599	53,967	29,034	83,001	234,600
Tasmania	36,303	17,617	9,025	26,641.8	62,945
Northern Territory	20,249	5,659	2,738	8,396.7	28,646
Australian Capital Territory	20,941	10,384	5,976	16,360	37,301
Australia	1,392,283	608,639	267,847	876,486	2,268,769
<i>Males</i>	719,667	314,629	129,062	443,691	1,163,358
<i>Females</i>	672,616	294,011	138,785	432,796	1,105,411
Catholic					
New South Wales	125,428	79,919	30,320	110,239	235,667
Victoria	101,451	55,761	23,441	79,202	180,653
Queensland	58,331	28,014	16,526	44,540	102,871
South Australia	26,593	10,778	6,130	16,908	43,500
Western Australia	35,017	16,104	8,532	24,637	59,653
Tasmania	6,820	4,362	1,673	6,035	12,855
Northern Territory	3,426	1,121	271	1,392	4,818
Australian Capital Territory	8,798	6,068	2,325	8,394	17,191
Australia	365,864	202,127	89,220	291,346	657,210
<i>Males</i>	185,269	101,151	43,033	144,184.2	329,453
<i>Females</i>	180,595	100,976	46,187	147,162	327,757
Independent					
New South Wales	54,609	43,726	17,453	61,179	115,788
Victoria	38,544	41,831	20,400	62,231	100,775
Queensland	34,237	26,277	16,230	42,507	76,745
South Australia	19,843	9,447	6,241	15,688	35,531
Western Australia	19,551	14,552	8,045	22,596	42,147
Tasmania	3,557	3,225	1,306	4,531	8,088
Northern Territory	1,749	1,543	368	1,911	3,660
Australian Capital Territory	2,594	2,646	943	3,588	6,183
Australia	174,685	143,247	70,985	214,232	388,917
<i>Males</i>	88,286	72,395	34,593	106,988	195,273
<i>Females</i>	86,400	70,852	36,392	107,244	193,643
Total non-government					
New South Wales	180,037	123,645	47,773	171,418	351,455
Victoria	139,995	97,592	43,841	141,433	281,429
Queensland	92,568	54,292	32,756	87,047	179,616
South Australia	46,436	20,225	12,371	32,596	79,031
Western Australia	54,568	30,656	16,577	47,233	101,801
Tasmania	10,377	7,587	2,979	10,566	20,943
Northern Territory	5,175	2,664	640	3,303	8,479
Australian Capital Territory	11,392	8,714	3,268	11,982	23,374
Australia	540,549	345,373	160,204	505,578	1,046,127
<i>Males</i>	273,554	173,546	77,626	251,172	524,726
<i>Females</i>	266,995	171,828	82,578	254,406	521,401
All schools					
New South Wales	629,519	348,258	128,478	476,736	1,106,255
Victoria	457,052	251,919	107,663	359,581	816,633
Queensland	377,093	156,868	87,585	244,452	621,546
South Australia	158,564	59,722	34,090	93,812	252,375
Western Australia	206,167	84,623	45,611	130,234	336,401
Tasmania	46,680	25,203	12,004	37,208	83,888
Northern Territory	25,424	8,323	3,377	11,700	37,124
Australian Capital Territory	32,333	19,098	9,244	28,342	60,675
Australia	1,932,832	954,013	428,051	1,382,064	3,314,896
<i>Males</i>	993,221	488,175	206,688	694,863	1,688,084
<i>Females</i>	939,610	465,838	221,363	687,202	1,626,812

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.

(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*, 2002 (unpublished data)

Table 6 Proportion of full-time equivalent (FTE)^(a) Indigenous students enrolled in government and non-government schools by level of education^{(b)(c)}, by State and Territory, 2002 (per cent)

	% of State/ Territory ^(d)			% of Australia ^(e)		
	Govt	Catholic	Indep.	Govt	Catholic	Indep.
New South Wales						
Primary	90.8	7.7	1.6	25.6	2.2	0.4
Junior secondary ^(f)	91.3	6.8	1.9	32.0	2.4	0.6
Senior secondary	88.3	9.6	2.2	20.0	2.2	0.5
Total secondary	90.9	7.2	1.9	29.7	2.3	0.6
Total	90.8	7.5	1.7	26.9	2.2	0.5
Victoria						
Primary	93.5	5.5	1.1	4.8	0.3	0.1
Junior secondary ^(f)	88.9	6.8	4.2	5.1	0.4	0.2
Senior secondary	85.6	7.6	6.8	4.2	0.4	0.3
Total secondary	88.3	7.0	4.7	5.0	0.4	0.3
Total	91.7	6.0	2.3	4.9	0.3	0.1
Queensland						
Primary	90.7	5.8	3.5	25.1	1.6	1.0
Junior secondary ^(f)	80.4	10.6	9.0	19.6	2.6	2.2
Senior secondary	76.9	13.5	9.6	29.2	5.1	3.6
Total secondary	79.4	11.4	9.2	21.5	3.1	2.5
Total	87.1	7.6	5.3	23.9	2.1	1.5
South Australia						
Primary	91.9	3.7	4.4	5.7	0.2	0.3
Junior secondary ^(f)	90.9	6.0	3.2	4.3	0.3	0.2
Senior secondary	88.7	5.7	5.5	5.4	0.3	0.3
Total secondary	90.4	5.9	3.7	4.5	0.3	0.2
Total	91.5	4.3	4.2	5.3	0.3	0.2
Western Australia						
Primary	83.7	11.0	5.3	14.0	1.8	0.9
Junior secondary ^(f)	80.0	10.5	9.5	11.5	1.5	1.4
Senior secondary	71.0	19.3	9.7	9.8	2.7	1.3
Total secondary	78.3	12.2	9.5	11.2	1.7	1.4
Total	82.1	11.3	6.5	13.1	1.8	1.0
Tasmania						
Primary	89.9	8.5	1.5	3.1	0.3	0.1
Junior secondary ^(f)	89.2	8.3	2.5	4.2	0.4	0.1
Senior secondary	87.8	9.9	2.3	5.8	0.7	0.2
Total secondary	88.8	8.7	2.4	4.5	0.4	0.1
Total	89.5	8.6	1.9	3.6	0.3	0.1
Northern Territory						
Primary	88.4	9.6	2.0	10.3	1.1	0.2
Junior secondary ^(f)	67.3	11.4	21.3	6.7	1.1	2.1
Senior secondary	81.2	10.4	8.4	5.2	0.7	0.5
Total secondary	69.2	11.2	19.6	6.4	1.0	1.8
Total	83.1	10.1	6.9	9.1	1.1	0.7
Australian Capital Territory						
Primary	83.0	15.8	1.2	0.7	0.1	0.0
Junior secondary ^(f)	76.5	18.9	4.6	0.7	0.2	0.0
Senior secondary	79.9	18.3	1.8	1.1	0.3	0.0
Total secondary	77.4	18.7	3.8	0.8	0.2	0.0
Total	80.9	16.9	2.2	0.7	0.1	0.0
Australia						
Primary	89.4	7.7	2.9	89.4	7.7	2.9
Junior secondary ^(f)	84.2	8.9	6.9	84.2	8.9	6.9
Senior secondary	80.9	12.3	6.9	80.9	12.3	6.9
Total secondary	83.6	9.5	6.9	83.6	9.5	6.9
Total	87.5	8.3	4.2	87.5	8.3	4.2

Note: Components may not add to totals due to rounding.

(a) See Glossary for details of calculation of FTE.

(b) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See Glossary for definition of special schools.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(d) Calculated as a percentage of the total number of Indigenous students in the State or Territory at each level of schooling.

(e) Calculated as a percentage of the total number of Indigenous students in Australia at each level of schooling.

(f) Includes ungraded secondary.

Sources: ABS, Cat. No. 4221.0, *Schools Australia*, 2002 (unpublished data) and earlier related publications

Table 7 Number of full-time equivalent (FTE)^(a) Indigenous students, by level of education^{(b)(c)}, category of school and non-government affiliation, and sex, by State and Territory, 2002

	Primary	Junior secondary (c)(d)	Senior secondary yr 11–12	Total secondary	Total
Government					
New South Wales	21,133	10,194	1,548	11,742	32,875
Victoria	3,991	1,637	327	1,964	5,955
Queensland	20,717	6,248	2,266	8,513	29,230
South Australia	4,707	1,374	418	1,791	6,498
Western Australia	11,577	3,668	762	4,430	16,007
Tasmania	2,574	1,336	452	1,788	4,362
Northern Territory	8,510	2,146	407	2,553	11,063
Australian Capital Territory	538	223	88	311	849
Australia	73,746	26,825	6,267	33,092	106,839
<i>Males</i>	<i>37,880</i>	<i>13,718</i>	<i>2,797</i>	<i>16,515</i>	<i>54,394</i>
<i>Females</i>	<i>35,867</i>	<i>13,108</i>	<i>3,470</i>	<i>16,578</i>	<i>52,444</i>
Catholic					
New South Wales	1,786	761	168	929	2,715
Victoria	233	126	29	155	388
Queensland	1,335	824	398	1,222	2,557
South Australia	192	90	27	117	309
Western Australia	1,517	483	207	690	2,207
Tasmania	244	125	51	176	420
Northern Territory	925	363	52	415	1,340
Australian Capital Territory	102	55	20	75	177
Australia	6,334	2,827	952	3,779	10,113
<i>Males</i>	<i>3,196</i>	<i>1,440</i>	<i>502</i>	<i>1,942</i>	<i>5,138</i>
<i>Females</i>	<i>3,138</i>	<i>1,387</i>	<i>450</i>	<i>1,837</i>	<i>4,975</i>
Independent					
New South Wales	364	207	38	245	609
Victoria	46	78	26	104	150
Queensland	793	700	281	981	1,774
South Australia	224	48	26	74	298
Western Australia	734	435	104	539	1,273
Tasmania	44	37	12	49	93
Northern Territory	192	680	42	722	914
Australian Capital Territory	8	13	2	15	23
Australia	2,405	2,197	531	2,729	5,134
<i>Males</i>	<i>1,271</i>	<i>1,064</i>	<i>240</i>	<i>1,304</i>	<i>2,575</i>
<i>Females</i>	<i>1,134</i>	<i>1,133</i>	<i>291</i>	<i>1,424</i>	<i>2,558</i>
Total non-government					
New South Wales	2,150	968	206	1,173	3,323
Victoria	279	204	55	259	538
Queensland	2,128	1,524	679	2,203	4,331
South Australia	416	138	53	191	607
Western Australia	2,251	918	311	1,229	3,480
Tasmania	288	162	63	225	513
Northern Territory	1,117	1,043	94	1,137	2,254
Australian Capital Territory	110	68	22	91	201
Australia	8,739	5,024	1,483	6,508	15,246
<i>Males</i>	<i>4,467</i>	<i>2,504</i>	<i>742</i>	<i>3,246</i>	<i>7,713</i>
<i>Females</i>	<i>4,272</i>	<i>2,520</i>	<i>742</i>	<i>3,262</i>	<i>7,534</i>
All schools					
New South Wales	23,283	11,162	1,753	12,915	36,198
Victoria	4,270	1,841	382	2,223	6,493
Queensland	22,845	7,771	2,945	10,716	33,561
South Australia	5,123	1,512	471	1,982	7,105
Western Australia	13,828	4,586	1,073	5,659	19,487
Tasmania	2,862	1,498	515	2,013	4,875
Northern Territory	9,627	3,189	501	3,690	13,317
Australian Capital Territory	648	291	110	402	1,049
Australia	82,485	31,850	7,750	39,600	122,085
<i>Males</i>	<i>42,347</i>	<i>16,222</i>	<i>3,539</i>	<i>19,761</i>	<i>62,107</i>
<i>Females</i>	<i>40,139</i>	<i>15,628</i>	<i>4,211</i>	<i>19,839</i>	<i>59,978</i>

Note: Components may not add to totals due to rounding.

(a) See Glossary for details of calculation of FTE.

(b) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See Glossary for definition of special schools.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

(d) Includes ungraded secondary.

Source: ABS, Cat. No. 4221.0, *Schools Australia*, 2002 (unpublished data)

Table 8 Number of full-time students, actual and projected, by level of education and category of school, Australia, selected years ('000 as at July each year)

	Primary ^{(b)(c)(d)}			Secondary ^(c)			Total		
	Govt	Non-govt	Total ^(e)	Govt	Non-govt	Total ^(e)	Govt	Non-govt	Total ^(e)
1981	1,485	386	1,871	814	302	1,116	2,299	688	2,987
1986	1,290	410	1,700	918	384	1,301	2,208	794	3,001
1991	1,339	448	1,787	879	410	1,289	2,217	858	3,075
1996	1,367	481	1,848	854	441	1,295	2,222	921	3,143
2001	1,385	528	1,912	863	492	1,356	2,248	1,020	3,268
2002	1,392	539	1,931	866	505	1,371	2,257	1,044	3,302
2003 ^(a)	1,381	545	1,926	869	518	1,387	2,250	1,062	3,312
2004 ^(a)	1,373	550	1,923	871	529	1,399	2,243	1,079	3,322
2005 ^(a)	1,363	554	1,916	876	541	1,417	2,238	1,095	3,333
2006 ^(a)	1,355	557	1,912	879	552	1,431	2,234	1,109	3,343
2007 ^(a)	1,344	556	1,901	880	562	1,442	2,224	1,118	3,342

- (a) Figures for 2003 and beyond are projections based on 2001 and 2002 actual enrolments and the maintenance of 2001–2002 grade progression ratios. They will not reflect such factors as the effects of future changes in education and immigration policy, government policy, and social and economic conditions.
- (b) Prior to 1984, ungraded students were classified as primary students.
- (c) From 1984, students in special schools have been allocated to either primary or secondary education.
- (d) Projections take into account changes to enrolments due to Western Australia introducing a full-time 'pre-year 1' level from 2002.
- (e) Components may not add to totals due to rounding.

Source: Commonwealth DEST

Table 9 Number and full-time equivalent (FTE)^(a) part-time students, by level of education^(b), category of school, and sex, by State and Territory, 2002

	Primary		Junior secondary ^(c)		Senior secondary		Ungraded secondary		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Government												
New South Wales	0	0.0	0	0.0	2,455	1,100.0	0	0.0	2,455	1,100.0	2,455	1,100.0
Victoria	424	213.3	331	198.6	2,654	1,351.1	44	24.3	3,029	1,574.0	3,453	1,787.3
Queensland	670	262.8	1,326	535.8	2,758	1,062.0	12	5.2	4,096	1,603.0	4,766	1,865.8
South Australia	38	17.0	112	57.9	5,322	2,840.7	1,665	589.3	7,099	3,487.9	7,137	3,504.9
Western Australia	0	0.0	55	21.4	1,312	632.4	3,513	602.2	4,880	1,256.0	4,880	1,256.0
Tasmania	5	2.9	16	7.5	2,668	1,426.3	0	0.0	2,684	1,433.8	2,689	1,436.7
Northern Territory	0	0.0	352	148.5	595	258.5	105	32.7	1,052	439.7	1,052	439.7
Australian Capital Territory	83	36.9	0	0.0	10	5.0	0	0.0	10	5.0	93	41.9
Australia	1,220	532.9	2,192	969.7	17,774	8,676	5,339	1,253.7	25,305	10,899.4	26,525	11,432.3
<i>Males</i>	825	360.3	1,042	492.1	6,915	3,448.7	1,990	505.8	9,947	4,446.6	10,772	4,806.9
<i>Females</i>	395	172.6	1,150	477.6	10,859	5,227.3	3,349	747.9	15,358	6,452.8	15,753	6,625.4
Non-government												
New South Wales	155	107.3	262	165.4	165	87.7	18	13.6	445	266.7	600	374.0
Victoria	307	174.4	263	105.9	99	53.4	55	18.8	417	178.1	724	352.5
Queensland	145	71.3	7	1.7	27	16.9	6	2.8	40	21.4	185	92.7
South Australia	80	46.5	13	4.8	333	198.9	13	9.0	359	212.7	439	259.2
Western Australia	547	414.9	3	0.5	6	2.9	2	0.4	11	3.8	558	418.7
Tasmania	94	37.1	107	47.2	40	15.0	4	1.6	151	63.8	245	100.9
Northern Territory	38	30.4	1	0.2	14	6.5	1	0.6	16	7.3	54	37.7
Australian Capital Territory	103	71.0	5	2.5	5	2.0	7	3.4	17	7.9	120	78.9
Australia	1,469	952.9	661	328.2	689	383.3	106	50.2	1,456	761.7	2,925	1,714.6
<i>Males</i>	803	514.1	316	157.8	257	147.2	69	32.0	642	337.0	1,445	851.1
<i>Females</i>	666	438.8	345	170.4	432	236.1	37	18.2	814	424.7	1,480	863.5
All schools												
New South Wales	155	107.3	262	165.4	2,620	1,187.7	18	13.6	2,900	1,366.7	3,055	1,474.0
Victoria	731	387.7	594	304.5	2,753	1,404.5	99	43.1	3,446	1,752.1	4,177	2,139.8
Queensland	815	334.1	1,333	537.5	2,785	1,078.9	18	8.0	4,136	1,624.4	4,951	1,958.5
South Australia	118	63.5	125	62.7	5,655	3,039.6	1,678	598.3	7,458	3,700.6	7,576	3,764.1
Western Australia	547	414.9	58	21.9	1,318	635.3	3,515	602.6	4,891	1,259.8	5,438	1,674.7
Tasmania	99	40.0	123	54.7	2,708	1,441.3	4	1.6	2,835	1,497.6	2,934	1,537.6
Northern Territory	38	30.4	353	148.7	609	265.0	106	33.3	1,068	447.0	1,106	477.4
Australian Capital Territory	186	107.9	5	2.5	15	7.0	7	3.4	27	12.9	213	120.8
Australia	2,689	1,485.8	2,853	1,297.9	18,463	9,059.3	5,445	1,303.9	26,761	11,661.1	29,450	13,146.9
<i>Males</i>	1,628	874.4	1,358	649.9	7,172	3,595.9	2,059	537.8	10,589	4,783.6	12,217	5,658.0
<i>Females</i>	1,061	611.4	1,495	648.0	11,291	5,463.4	3,386	766.1	16,172	6,877.5	17,233	7,488.9

(a) See Glossary for details of calculation of FTE.

(b) Students in special schools are allocated to either primary or secondary education on the basis of age – primary if aged 12 or under and secondary if over 12. See Glossary for definition of special schools.

(c) Junior secondary comprises years 7–10 in NSW, Vic., Tas. and ACT and years 8–10 in Qld, SA, WA and NT.

Source: MCEETYA, *National Schools Statistics Collection*, 2002

Table 10 Number of year 12 students enrolled^(a) in tertiary-accredited subjects, by key learning area, by sex, Australia, 2002

Key learning area	Subject enrolments		
	Males	Females	Total
English	79,702	94,137	173,839
Mathematics	73,564	74,830	148,394
Studies of society and environment	56,746	69,730	126,476
Science	48,313	57,448	105,761
Arts	20,079	37,112	57,191
LOTE	8,312	16,107	24,419
Technology	43,504	32,207	75,711
Health and physical education	18,414	25,703	44,117
Total subject enrolment	348,634	407,274	755,908
Total year 12 students	91,959	101,713	193,672

(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 purpose of this collection is only counted once.

Sources: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities; ABS, Cat. No. 4221.0, *Schools Australia*, 2002

Table 11 Year 12 enrolments in tertiary accredited LOTE by languages, all schools, Australia, 1996–2002 (per cent)

Language	1996	1997	1998	1999	2000	2001	2002	No. of enrolments 2002
Japanese	22	21	22	22	22	21	20	5,298
French	17	16	17	17	17	17	16	4,237
German	11	11	11	11	11	11	10	2,682
Chinese	10	10	10	11	12	14	16	4,117
Italian	9	9	8	8	8	8	8	2,196
Indonesian	7	8	8	8	9	9	8	2,126
Greek	5	5	4	4	4	4	4	956
Vietnamese	4	4	3	3	3	2	2	626
Spanish	3	3	3	3	3	3	3	741
Arabic	2	2	2	2	2	3	3	642
Other	10	11	11	12	11	10	10	2,522
Total	100	100	100	100	100	100	100	26,143

Note: Components may not add to totals due to rounding.

Source: Commonwealth DEST, derived from data supplied by State accreditation authorities

Table 12 Destinations of school leavers^(a) aged 15–19 years, by category of school last attended and sex, May 2002, Australia (per cent)

Category of school last attended	Government			Non-government			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Enrolled to study at May 2002	54.1 ± 6.4	52.7 ± 6.6	53.4 ± 4.5	72.7 ± 6.1	70.9 ± 7.2	71.9 ± 4.6	60.2 ± 4.6	57.8 ± 5.0	59.1 ± 3.3
Higher education	22.8 ± 7.1	27.4 ± 6.3	25.1 ± 4.7	49.0 ± 5.6	49.7 ± 6.2	49.3 ± 4.1	31.4 ± 4.6	33.7 ± 4.6	32.5 ± 3.2
TAFE	28.8 ± 4.2	20.6 ± 5.2	24.7 ± 3.3	21.0 ± 7.3	12.5 ± 10.9	17.2 ± 6.2	26.2 ± 3.6	18.3 ± 4.8	22.4 ± 2.9
Other institutions	2.4 ± 2.9	4.7 ± 2.2	3.6 ± 1.8	2.7 ± 3.8	8.7 ± 2.4	5.4 ± 2.1	2.5 ± 2.4	5.8 ± 1.7	4.1 ± 1.4
Not enrolled to study at May 2002	45.9 ± 5.2	47.3 ± 5.1	46.6 ± 3.6	27.3 ± 11.3	29.1 ± 12.0	28.1 ± 8.2	39.8 ± 4.8	42.2 ± 4.8	40.9 ± 3.3
Employed	31.2 ± 4.9	30.7 ± 4.9	31.0 ± 3.4	20.5 ± 9.2	20.0 ± 10.3	20.2 ± 6.9	27.7 ± 4.3	27.7 ± 4.5	27.7 ± 3.1
Not employed ^(b)	14.7 ± 3.8	16.6 ± 3.5	15.7 ± 2.6	6.8 ± 8.0	9.1 ± 7.6	7.8 ± 5.6	12.1 ± 3.5	14.5 ± 3.2	13.3 ± 2.3
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	100.2	98.6	198.8	49.0	39.3	88.3	149.2	137.9	287.1

(a) Persons aged 15–19 years who attended school in 2001 but were not attending in May 2002.

(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*, 2002

Table 13 Destinations of school leavers^(a), aged 15–19 years, 1995–2002, Australia (per cent)

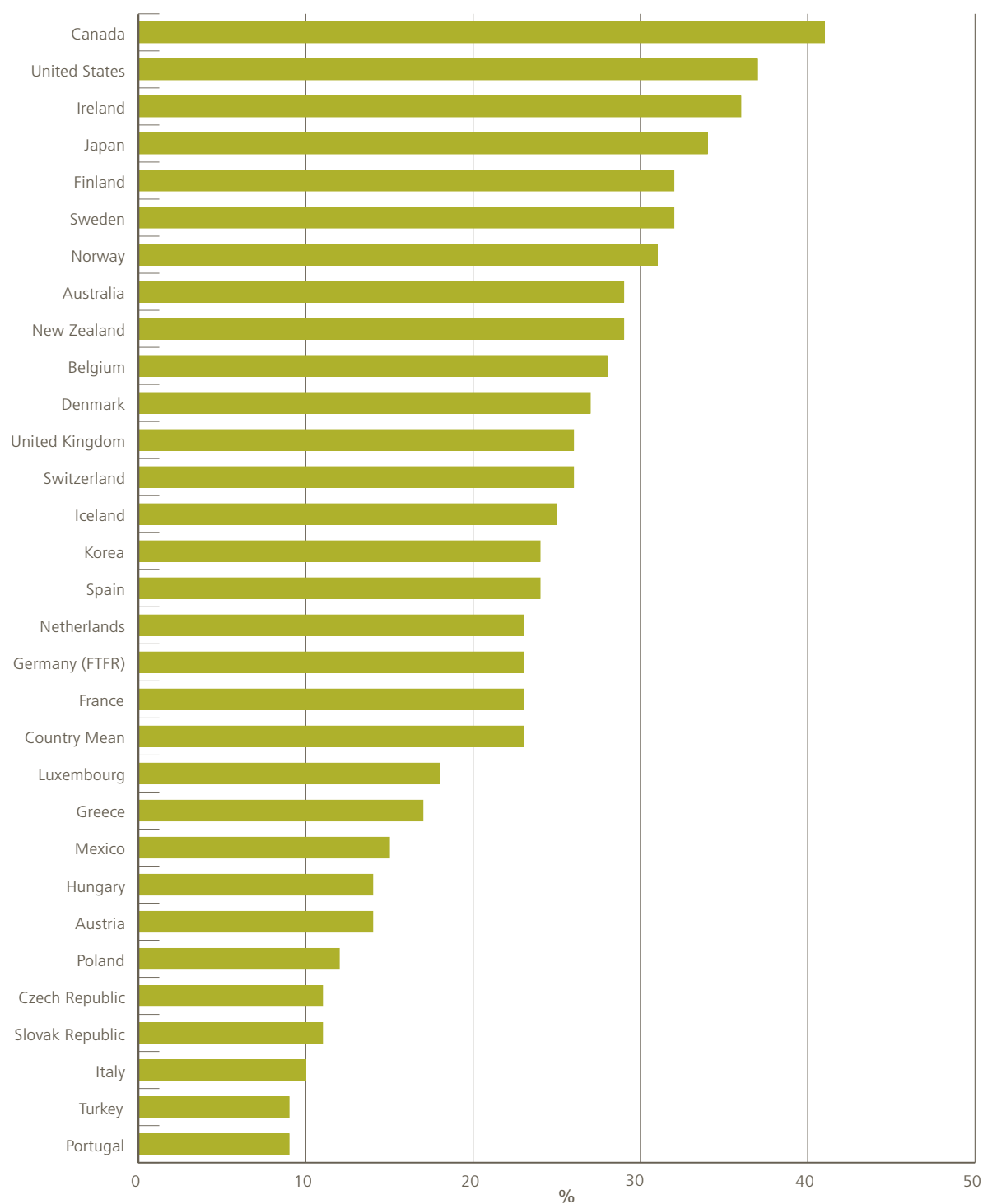
Category of school last attended	1995	1996	1997	1998	1999	2000	2001	2002
Enrolled to study at May 2002	50.8	53.6	51.8	58.3	61.5	59.7	60.1	59.1 ± 3.3
Higher education	25.4	29	27.2	29.9	32.6	29.5	31.3	32.5 ± 3.2
TAFE	23.5	21.9	21.5	23.9	23.5	25.5	25	22.4 ± 2.9
Other institutions	1.9	2.7	3.2	4.5	5.4	4.7	3.9	4.1 ± 1.4
Not enrolled to study at May 2002	49.2	46.4	48.2	41.7	38.5	40.3	39.9	40.9 ± 3.3
Employed	29.1	29.1	29.5	22.9	24.8	27.1	25.3	27.7 ± 3.1
Not employed ^(b)	20	17.3	18.7	18.8	13.6	13.2	14.7	13.3 ± 2.3
Total %	100	100	100	100	100	100	100	100
Total	269.4	261.3	251.5	254.4	277	297.1	269.6	287.1

(a) Persons aged 15–19 years who were attending school in May of one year, but were not attending in May the following year.

(b) 'Not employed' includes both unemployed persons and those not in the labour force.

Sources: ABS, Cat. No. 6227.0, *Survey of Education and Work*, 2002 and earlier publications

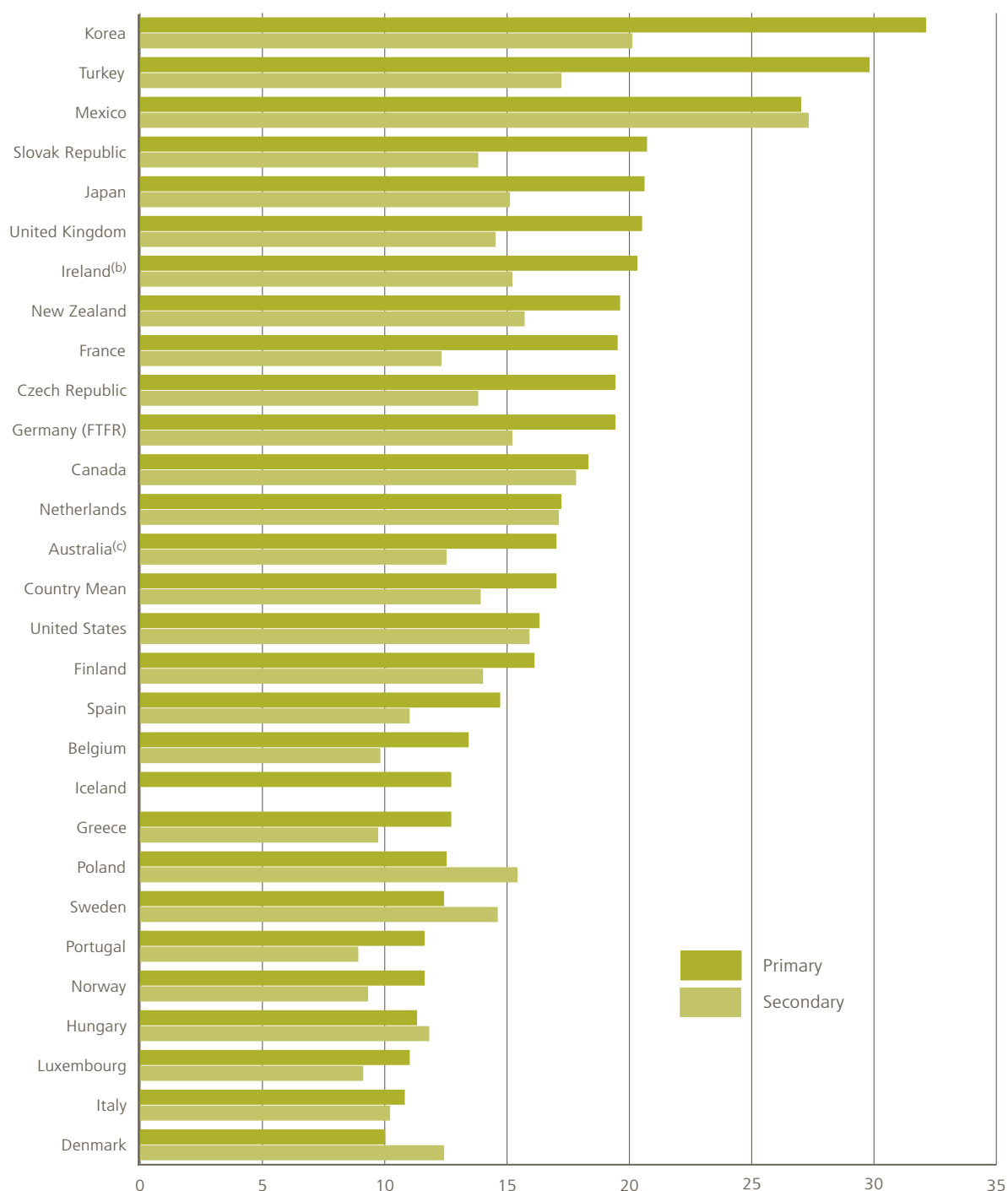
Figure 1 Educational attainment of the population aged 25–64 in OECD countries^(a), 2001



(a) Percentage of the population 25 to 64 years of age that has completed tertiary education.

Source: OECD, *Education at a Glance*, 2002, Table A2.3

Figure 2 Ratio of primary and secondary students to teaching staff, government and non-government education, OECD countries^(a), 2001



(a) Some countries did not provide information for this figure.

(b) Ireland includes post-secondary, non-tertiary (vocational education).

(c) Australia did not provide a secondary ratio. The figure above was sourced from: ABS, Cat. No. 4221.0, *Schools Australia*, 2002, Table 21 (2001 ratio).

Sources: OECD, *Education at a Glance*, 2003 Table D2.2 and ABS, Cat. No. 4221.0, *Schools Australia*, 2002, Table 21 (2001 ratio)

Teachers and teaching

Staff

Table 14 Full-time equivalent (FTE)^(a) school staff^(b), by area of activity, sex, category of school and major function, Australia, 2002

Major function	Primary			Secondary			Total ^(c)		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government									
Teaching ^(d)	17,541	65,706	83,247	31,292	38,444	69,736	48,833	104,150	152,982
Specialist support	530	1,987	2,517	1,041	1,718	2,760	1,572	3,705	5,277
Administrative & clerical (including teacher aides)	892	20,853	21,745	1,602	13,534	15,136	2,494	34,387	36,881
Building operations, general maintenance & other	2,242	163	2,406	1,509	139	1,649	3,751	303	4,054
Total^(c)	21,204	88,710	109,914	35,445	53,835	89,280	56,650	142,545	199,194
Catholic									
Teaching ^(d)	3,568	16,196	19,764	9,558	12,418	21,976	13,126	28,614	41,740
Specialist support	32	204	237	201	420	622	234	625	858
Administrative & clerical (including teacher aides)	160	4,361	4,521	875	4,208	5,083	1,035	8,569	9,604
Building operations, general maintenance & other	341	211	551	980	341	1,321	1,320	552	1,873
Total^(c)	4,101	20,972	25,073	11,614	17,388	29,002	15,715	38,360	54,075
Independent									
Teaching ^(d)	2,777	8,647	11,423	8,971	10,237	19,208	11,748	18,884	30,631
Specialist support	79	298	377	201	358	559	281	656	936
Administrative & clerical (including teacher aides)	523	2,990	3,513	1,204	3,940	5,144	1,727	6,930	8,657
Building operations, general maintenance & other	679	160	839	1,229	303	1,533	1,908	464	2,372
Total^(c)	4,058	12,095	16,152	11,606	14,838	26,444	15,663	26,933	42,596
Non-government									
Teaching ^(d)	6,345	24,842	31,187	18,529	22,655	41,184	24,874	47,497	72,371
Specialist support	112	502	614	402	778	1,180	514	1,280	1,794
Administrative & clerical (including teacher aides)	683	7,351	8,034	2,079	8,149	10,228	2,762	15,499	18,261
Building operations, general maintenance & other	1,019	371	1,390	2,209	645	2,854	3,228	1,016	4,244
Total^(c)	8,159	33,066	41,225	23,220	32,226	55,446	31,378	65,292	96,670
All schools									
Teaching ^(d)	23,885	90,548	114,434	49,821	61,099	110,920	73,706	151,647	225,353
Specialist support	642	2,490	3,131	1,444	2,496	3,940	2,086	4,986	7,071
Administrative & clerical (including teacher aides)	1,574	28,204	29,778	3,682	21,682	25,364	5,256	49,886	55,142
Building operations, general maintenance & other	3,261	534	3,796	3,718	784	4,502	6,980	1,318	8,298
Total 2002^(c)	29,363	121,776	151,139	58,665	86,061	144,726	88,028	207,837	295,865
2001	29,398	118,615	148,013	57,724	84,866	142,590	87,122	203,480	290,603
2000	29,055	115,564	144,619	57,283	82,577	139,860	86,337	198,142	284,479
1999	28,609	109,517	138,126	56,652	81,509	138,161	85,261	191,026	276,287
1998	28,103	105,385	133,488	55,697	76,877	132,573	83,799	182,262	266,061

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*, 2002 and earlier publications

Table 15 Full-time equivalent (FTE)^(a) school staff (teaching and non-teaching)^{(b)(c)}, by category of school and level of education, by State and Territory, 2002

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ^(c)	Males	Females
Government											
Teaching											
Primary	25,713	19,192	18,110	6,663	8,541	2,261	1,445	1,322	83,247	17,541	65,706
Secondary	24,372	17,624	12,021	4,887	6,710	1,992	767	1,362	69,736	31,292	38,444
Total ^(c)	50,084	36,816	30,132	11,550	15,252	4,253	2,212	2,684	152,982	48,833	104,150
Non-teaching											
Primary	6,852	5,182	6,495	2,335	3,999	834	614	358	26,668	3,664	23,004
Secondary	5,910	4,359	4,349	1,643	1,969	615	282	300	19,425	4,034	15,391
Total ^(c)	12,762	9,540	10,844	3,977	5,967	1,449	896	657	46,093	7,698	38,395
Total ^(c)	62,847	46,356	40,975	15,528	21,219	5,702	3,108	3,341	199,075	56,531	142,545
Catholic											
Teaching											
Primary	6,629	5,511	3,302	1,450	1,889	350	194	439	19,764	3,568	16,196
Secondary	8,281	5,951	3,389	1,306	1,860	451	124	614	21,976	9,558	12,418
Total ^(c)	14,909	11,462	6,691	2,757	3,750	800	318	1,053	41,740	13,126	28,614
Non-teaching											
Primary	1,324	1,215	1,146	420	912	124	81	88	5,309	533	4,776
Secondary	2,158	2,027	1,302	446	688	164	42	199	7,026	2,056	4,969
Total ^(c)	3,482	3,242	2,448	866	1,600	288	123	287	12,335	2,589	9,745
Total ^(c)	18,391	14,703	9,140	3,623	5,351	1,088	441	1,339	54,075	15,715	38,359
Independent											
Teaching											
Primary	3,525	2,796	2,161	1,198	1,230	245	100	170	11,423	2,777	8,647
Secondary	5,794	5,732	3,470	1,342	1,960	396	198	316	19,208	8,971	10,237
Total ^(c)	9,319	8,528	5,630	2,540	3,190	642	297	486	30,631	11,748	18,884
Non-teaching											
Primary	1,248	1,071	1,191	387	642	96	52	42	4,729	1,281	3,448
Secondary	1,817	2,232	1,470	540	809	153	98	117	7,236	2,634	4,601
Total ^(c)	3,065	3,303	2,661	927	1,451	249	150	159	11,965	3,915	8,049
Total ^(c)	12,383	11,831	8,291	3,467	4,641	890	448	646	42,596	15,663	26,933
Total non-government											
Teaching											
Primary	10,154	8,307	5,463	2,648	3,119	595	293	610	31,187	6,345	24,842
Secondary	14,075	11,683	6,859	2,649	3,821	847	322	929	41,184	18,529	22,655
Total ^(c)	24,228	19,989	12,322	5,296	6,940	1,442	615	1,539	72,371	24,874	47,497
Non-teaching											
Primary	2,571	2,286	2,336	807	1,554	220	133	130	10,038	1,814	8,224
Secondary	3,974	4,259	2,772	987	1,497	317	140	315	14,262	4,691	9,571
Total ^(c)	6,545	6,545	5,109	1,794	3,052	537	273	446	24,299	6,504	17,795
Total ^(c)	30,773	26,534	17,430	7,090	9,991	1,979	889	1,985	96,670	31,378	65,292
All schools											
Teaching											
Primary	35,866	27,499	23,573	9,311	11,660	2,856	1,738	1,932	114,434	23,885	90,548
Secondary	38,447	29,307	18,880	7,536	10,531	2,839	1,089	2,291	110,920	49,821	61,099
Total ^(c)	74,313	56,806	42,453	16,847	22,191	5,694	2,827	4,223	225,353	73,706	151,647
Non-teaching											
Primary	9,423	7,468	8,831	3,142	5,553	1,054	747	488	36,705	5,478	31,228
Secondary	9,884	8,617	7,121	2,629	3,466	932	422	615	33,687	8,725	24,962
Total ^(c)	19,307	16,085	15,952	5,771	9,019	1,986	1,169	1,103	70,392	14,202	56,190
Total all schools											
Total ^(c)	93,620	72,890	58,405	22,618	31,210	7,681	3,996	5,326	295,746	87,909	207,837
2001	91,813	70,968	59,239	22,503	29,421	7,633	3,826	5,199	290,603	87,122	203,480
2000	90,024	69,001	57,772	22,282	28,856	7,605	3,898	5,040	284,479	86,337	198,141
1999	88,868	66,788	54,086	22,021	28,164	7,504	3,822	5,036	276,287	85,261	191,026
1998	87,144	63,910	50,256	21,752	26,995	7,381	3,634	4,988	266,061	84,441	179,907

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*, 2002 and earlier publications

Student–teaching staff ratios

Table 16 Full-time equivalent (FTE)^(a) student–teaching staff ratios, by level of education, category of school (and non-government affiliation), by State and Territory, 2002

Level of education	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Government									
Primary	17.5	16.5	15.7	16.8	17.7	16.1	14.0	15.8	16.7
Secondary	12.5	12.4	13.1	12.5	12.4	13.4	10.9	12.0	12.6
Total	15.1	14.5	14.7	15.0	15.4	14.8	13.0	13.9	14.8
Catholic									
Primary	18.9	18.4	17.7	18.3	18.5	19.5	17.7	20.0	18.5
Secondary	13.3	13.3	13.1	12.9	13.2	13.4	11.2	13.7	13.3
Total	15.8	15.8	15.4	15.8	15.9	16.1	15.2	16.3	15.7
Independent									
Primary	15.5	13.8	15.8	16.6	15.9	14.5	17.5	15.3	15.3
Secondary	10.6	10.9	12.3	11.7	11.5	11.4	9.7	11.4	11.2
Total	12.4	11.8	13.6	14.0	13.2	12.6	12.3	12.7	12.7
Total non-government									
Primary	17.7	16.9	16.9	17.5	17.5	17.4	17.6	18.7	17.3
Secondary	12.2	12.1	12.7	12.3	12.4	12.5	10.3	12.9	12.3
Total	14.5	14.1	14.6	14.9	14.7	14.5	13.8	15.2	14.5
All schools									
Primary	17.6	16.6	16.0	17.0	17.7	16.3	14.6	16.7	16.9
Secondary	12.4	12.3	12.9	12.4	12.4	13.1	10.7	12.4	12.5
Total									
2002	14.9	14.4	14.6	15.0	15.2	14.7	13.1	14.4	14.7
2001	15.0	14.5	14.6	14.7	14.8	14.4	13.1	14.8	14.7
2000	15.1	14.7	14.9	14.8	15.0	14.4	13.2	15.2	14.9
1999	15.2	14.9	14.8	14.9	15.1	14.6	13.1	15.1	15.0
1998	15.3	15.3	15.5	15.0	15.4	14.8	13.5	15.5	15.3

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*, 2002 and earlier related publications

Teacher education

Table 17 Students, selected higher education statistics (DEST), domestic enrolments in teacher-education courses, by course level and field of education^(a), 2002

Field of education	Higher degree ^(b)	Other Postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	36	326	7,467	62	7,891
Teacher education: early childhood	5	140	7,356	44	7,545
Teacher education: primary	25	738	22,623	67	23,453
Teacher education: secondary	39	3,730	10,845	0	14,614
Teacher education: vocational education and training	0	177	1,274	64	1,515
Teacher education: higher education	14	0	181	0	195
Teacher education: special education	0	0	454	0	454
English as a second language teaching	0	71	0	0	71
Teacher education not elsewhere classified	0	244	1,612	128	1,984
Total	119	5,423	51,651	237	57,430
Other than initial teacher training					
Teacher education	1,259	232	1,766	68	3,325
Teacher education: early childhood	70	217	1,014	0	1,301
Teacher education: primary	51	380	974	0	1,405
Teacher education: secondary	68	683	668	0	1,419
Teacher-librarianship	0	136	0	0	136
Teacher education: vocational education and training	182	300	346	149	977
Teacher education: higher education	65	254	104	0	423
Teacher education: special education	634	440	297	31	1,402
English as a second language teaching	400	808	29	0	1,237
Nursing education teacher training	42	26	0	0	68
Teacher education not elsewhere classified	3,165	1,988	816	243	6,212
Total	5,936	5,464	6,014	491	17,905
All teacher courses					
Teacher education	1,295	558	9,233	130	11,216
Teacher education: early childhood	75	357	8,370	44	8,846
Teacher education: primary	76	1,118	23,597	67	24,858
Teacher education: secondary	107	4,413	11,513	0	16,033
Teacher-librarianship	0	136	0	0	136
Teacher education: vocational education and training	182	477	1,620	213	2,492
Teacher education: higher education	79	254	285	0	618
Teacher education: special education	634	440	751	31	1,856
English as a second language teaching	400	879	29	0	1,308
Nursing education teacher training	42	26	0	0	68
Teacher education not elsewhere classified	3,165	2,232	2,428	371	8,196
Total	6,055	10,887	57,665	728	75,335

(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: Commonwealth DEST

Table 18 Students, selected higher education statistics (DEST), number of students graduating in teacher-education courses, by course level and field of education^(a), 2002

Field of education	Higher degree ^(b)	Other Postgraduate ^(c)	Bachelor ^(d)	Other ^(e)	Total
Initial teacher training^(f)					
Teacher education	13	257	1,662	23	1,955
Teacher education: early childhood	0	84	1,365	8	1,457
Teacher education: primary	12	395	4,491	3	4,901
Teacher education: secondary	35	2,585	1,903	1	4,524
Teacher education: vocational education and training	0	79	237	17	333
Teacher education: higher education	6	2	50	0	58
Teacher education: special education	0	0	133	0	133
English as a second language teaching	0	21	0	0	21
Teacher education not elsewhere classified	0	201	444	13	658
Total	66	3,624	10,265	52	14,007
Other than initial teacher training					
Teacher education	436	129	472	20	1,057
Teacher education: early childhood	12	65	219	0	296
Teacher education: primary	9	158	321	0	488
Teacher education: secondary	19	456	205	0	680
Teacher-librarianship	0	47	1	0	48
Teacher education: vocational education and training	17	122	72	55	266
Teacher education: higher education	7	102	36	3	148
Teacher education: special education	175	125	81	8	389
English as a second language teaching	119	374	0	0	493
Nursing education teacher training	25	11	0	0	36
Teacher education not elsewhere classified	921	920	231	23	2,095
Total	1,740	2,509	1,638	109	5,996
All teacher courses					
Teacher education	449	386	2,134	43	3,012
Teacher education: early childhood	12	149	1,584	8	1,753
Teacher education: primary	21	553	4,812	3	5,389
Teacher education: secondary	54	3,041	2,108	1	5,204
Teacher-librarianship	0	47	1	0	48
Teacher education: vocational education and training	17	201	309	72	599
Teacher education: higher education	13	104	86	3	206
Teacher education: special education	175	125	214	8	522
English as a second language teaching	119	395	0	0	514
Nursing education teacher training	25	11	0	0	36
Teacher education not elsewhere classified	921	1,121	675	36	2,753
Total	1,806	6,133	11,903	161	20,003

- (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: Commonwealth DEST

Resourcing

Expenditure – government

Table 19 Expenditure by government education systems, by level of education and area of expenditure, by State and Territory, 2001–02 financial year (\$'000 – accrual^(a) financial reporting)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
In-school, primary education									
Teaching staff salaries	1,804,531	1,234,017	1,156,174	467,075	570,951	156,403	106,171	95,148	5,590,470
Non-teaching staff salaries	272,334	217,618	261,049	100,533	144,064	33,035	41,394	18,560	1,088,587
Redundancy payments	42	n.a.	4,362	15,271	n.a.	n.a.	91	283	20,049
Non-salary costs	845,890	474,559	395,959	224,284	227,357	69,517	77,259	25,778	2,340,602
Recurrent costs excluding notional user cost of capital	2,922,797	1,926,194	1,817,544	807,164	942,372	258,955	224,914	139,769	9,039,708
Notional user cost of capital	621,287	234,173	285,169	63,923	182,830	23,285	30,248	20,242	1,461,157
Recurrent costs including notional user cost of capital	3,544,083	2,160,367	2,102,713	871,087	1,125,202	282,240	255,162	160,011	10,500,865
Capital/investing costs	167,109	141,345	118,895	9,170	75,975	10,005	8,980	10,609	542,089
In-school, secondary education									
Teaching staff salaries	1,690,381	1,167,456	804,719	342,581	465,573	138,729	57,282	101,854	4,768,576
Non-teaching staff salaries	257,247	176,035	191,587	81,015	97,084	23,881	25,745	12,782	865,376
Redundancy payments	41	n.a.	4,333	11,201	n.a.	n.a.	73	606	16,253
Non-salary costs	745,835	445,801	293,525	132,631	173,480	63,521	46,466	34,122	1,935,381
Recurrent costs excluding notional user cost of capital	2,693,504	1,789,292	1,294,164	567,429	736,137	226,131	129,566	149,364	7,585,586
Notional user cost of capital	414,191	215,057	160,983	56,550	119,930	28,884	19,349	27,839	1,042,784
Recurrent costs including notional user cost of capital	3,107,695	2,004,349	1,455,146	623,979	856,067	255,015	148,915	177,203	8,628,370
Capital/investing costs	111,406	129,431	150,712	9,153	57,222	4,831	1,113	5,513	469,382
Out-of-school									
Teaching staff salaries	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Non-teaching staff salaries	162,146	89,394	125,179	57,129	78,684	21,373	34,264	13,165	581,334
Redundancy payments	n.a.	n.a.	718	11,506	824	n.a.	323	n.a.	13,371
Non-salary costs	96,961	135,513	100,630	27,242	71,398	15,246	9,899	11,444	468,333
Recurrent costs excluding notional user cost of capital	259,107	224,907	226,527	95,877	150,906	36,619	44,486	24,609	1,063,038
Notional user cost of capital	10,061	28,674	n.a.	4,279	n.a.	159	19	n.a.	43,192
Recurrent costs including notional user cost of capital	269,167	253,582	226,527	100,156	150,906	36,778	44,504	24,609	1,106,230
Capital/investing costs	2,706	17,790	9,626	2,434	465	n.a.	26	n.a.	33,047
Total – primary, secondary and out-of-school									
Recurrent costs excluding notional user cost of capital	5,875,408	3,940,393	3,338,235	1,470,469	1,829,415	521,705	398,965	313,742	17,688,332
Recurrent costs including notional user cost of capital	6,920,946	4,418,298	3,784,387	1,595,221	2,132,175	574,033	448,581	361,823	20,235,464
Capital/investing costs	281,221	288,566	279,233	20,758	133,662	14,836	10,120	16,122	1,044,518

Notes:

- (i) Salary-related expenses include notional payroll tax for WA (\$73.93m) and the ACT (\$15.459m), 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 2002' 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:
 - Commonwealth direct payments to parents and/or students, eg Austudy
 - preschools and TAFE establishments
 - sinking fund payments and interest on Commonwealth 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 School Statistics Collection*, 2002

Table 20 Per capita expenditure on government schools by level of education, by State and Territory, 2001–02 (\$/full-time equivalent student – accrual^(a) financial reporting)

Recurrent per capita expenditure	Primary	Secondary	Total
New South Wales	8,213	10,555	9,157
Victoria	7,310	9,648	8,265
Queensland	7,934	9,845	8,612
South Australia	8,268	10,707	9,127
Western Australia	8,307	10,963	9,265
Tasmania	8,345	10,079	9,081
Northern Territory	14,037	19,315	15,572
Australian Capital Territory	8,198	11,428	9,609
Australia	8,050	10,344	8,937
Capital/investing per capita expenditure	Primary	Secondary	Total
New South Wales	374	369	372
Victoria	480	626	540
Queensland	441	988	635
South Australia	95	163	119
Western Australia	519	691	581
Tasmania	275	180	235
Northern Territory	441	134	351
Australian Capital Territory	500	335	428
Australia	405	551	461
Total per capita expenditure	Recurrent	Capital/investing	
New South Wales	9,157	372	
Victoria	8,265	540	
Queensland	8,612	635	
South Australia	9,127	119	
Western Australia	9,265	581	
Tasmania	9,081	235	
Northern Territory	15,572	351	
Australian Capital Territory	9,609	428	
Australia	8,937	461	

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 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:
- Commonwealth direct payments to parents and/or students, eg Austudy
 - preschools and TAFE establishments
 - sinking fund payments and interest on Commonwealth loans
 - teacher housing and student hostel provisions
 - funds raised by schools, school councils or community organisations
- (a) From 1999–2000 MCEETYA has 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*, 2002

Table 21 Commonwealth, State and Territory and local government outlays on primary and secondary education as a percentage of gross domestic product (GDP), Australia, 1988–89 to 2001–02

Year	% of GDP
1988–1989	2.8
1989–1990	2.7
1990–1991	2.8
1991–1992	3.0
1992–1993	2.9
1993–1994	2.8
1994–1995	2.7
1995–1996	2.7
1996–1997	2.7
1997–1998	2.6
1998–1999 ^(a)	2.9
1999–2000	2.9
2000–2001	2.9
2001–2002	3.0

Note: Data for 1997–1998 and after are based on a revised methodology for calculating national accounts when compared with previous editions of the *National Report on Schooling in Australia*. Refer to ABS, Cat. No. 5253.0, for a detailed explanation of the changes.

(a) Updated following new data from ABS.

Source: Derived by Commonwealth DEST from ABS, Cat. No. 5518.0.55.001, *Australia, Expenditure on Education*

Income and expenditure – non-government

Table 22 Expenditure of non-government schools, by level of education, by State and Territory, 2002 calendar year (\$'000)

Primary schools	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(b)
Teaching staff salaries	409,779	327,979	196,210	87,253	98,179	17,005	9,441	24,650	1,170,500
Non-teaching staff salaries	76,557	50,726	48,322	18,897	33,434	4,284	3,184	4,446	239,853
Other costs ^(a)	304,545	188,231	130,594	79,839	78,174	14,662	8,973	16,822	821,843
Subtotal^(b)	790,882	566,937	375,127	185,990	209,788	35,951	21,599	45,919	2,232,198
Secondary schools									
Teaching staff salaries	457,750	329,449	182,073	43,412	85,373	15,762	14,225	30,527	1,158,571
Non-teaching staff salaries	91,207	88,223	51,856	12,210	22,356	4,069	4,156	7,435	281,515
Other costs ^(a)	370,090	286,758	159,313	40,678	86,153	10,657	16,119	23,526	993,297
Subtotal^(b)	919,048	704,430	393,243	96,302	193,883	30,489	34,501	61,489	2,433,388
Combined schools									
Teaching staff salaries	589,117	511,826	335,496	167,326	190,133	46,079	7,912	33,470	1,881,359
Non-teaching staff salaries	129,758	131,479	99,314	42,577	58,926	11,757	2,139	8,555	484,507
Other costs ^(a)	666,133	501,044	327,974	165,259	196,455	39,030	8,173	35,387	1,939,460
Subtotal^(b)	1,385,009	1,144,350	762,785	375,163	445,515	96,866	18,225	77,413	4,305,330
Total schools									
Teaching staff salaries	1,456,646	1,169,254	713,780	297,993	373,685	78,847	31,579	88,649	4,210,438
Non-teaching staff salaries	297,522	270,428	199,492	73,684	114,718	20,110	9,480	20,436	1,005,876
Other costs ^(a)	1,340,770	976,034	617,882	285,778	360,783	64,349	33,267	75,735	3,754,602
Total^(b)	3,094,940	2,415,718	1,531,156	657,456	849,187	163,307	74,327	184,822	8,970,916

Notes:

- Excludes amounts related to boarding facilities, and direct payments by the Commonwealth 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) Components may not add to totals due to rounding.

Source: Commonwealth DEST

Table 22A Breakdown of 'other costs' component of expenditure of non-government schools, by State and Territory, 2002 calendar year (\$'000)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Primary schools									
Staff-related expenditure	76,620	44,720	28,844	12,833	17,316	2,950	1,505	3,710	188,500
Debt servicing	14,547	5,361	4,076	3,712	1,525	538	646	483	30,892
Other operating expenditure	120,844	86,854	53,353	32,700	33,021	5,979	3,819	8,828	345,402
Capital expenditure	92,533	51,295	44,320	30,593	26,311	5,192	3,002	3,799	257,048
Total^(a)	304,545	188,231	130,594	79,839	78,174	14,662	8,973	16,822	821,843
Secondary schools									
Staff-related expenditure	84,627	58,843	28,704	7,211	14,314	2,285	2,310	4,955	203,252
Debt servicing	16,804	10,929	5,610	2,595	2,431	459	436	697	39,964
Other operating expenditure	158,589	132,852	70,474	20,968	38,314	5,910	6,602	12,963	446,675
Capital expenditure	110,070	84,132	54,524	9,903	31,092	2,002	6,770	4,909	303,406
Total^(a)	370,090	286,758	159,313	40,678	86,153	10,657	16,119	23,526	993,297
Combined schools									
Staff-related expenditure	102,830	81,858	53,656	28,231	32,803	7,862	1,186	7,811	316,239
Debt servicing	41,227	16,732	27,138	8,641	8,015	1,661	371	1,235	105,024
Other operating expenditure	254,329	253,059	144,313	77,358	86,334	18,521	3,438	15,412	852,768
Capital expenditure	267,746	149,394	102,866	51,028	69,301	10,985	3,177	10,927	665,427
Total^(a)	666,133	501,044	327,974	165,259	196,455	39,030	8,173	35,387	1,939,460
Total schools									
Staff-related expenditure	264,077	185,422	111,204	48,276	64,434	13,098	5,002	16,477	707,992
Debt servicing	72,579	33,022	36,825	14,949	11,973	2,659	1,454	2,416	175,880
Other operating expenditure	533,762	472,767	268,141	131,026	157,671	30,411	13,860	37,205	1,644,846
Capital expenditure	470,350	284,822	201,711	91,525	126,704	18,180	12,949	19,636	1,225,882
Total^(a)		976,034	617,882	285,778	360,783	64,349	33,267	75,735	3,754,602

Notes:

- Excludes amounts related to boarding facilities, and direct payments by the Commonwealth 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) Components may not add to totals due to rounding.

Source: Commonwealth DEST

Table 23 Income and expenditure per student of non-government schools, by affiliation, by State and Territory, 2002 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic schools									
Fees and charges	1,468	1,578	1,562	1,941	1,400	1,221	1,012	1,607	1,534
Private donations and income	626	313	398	464	297	334	496	547	454
Total private income ^(a)	2,095	1,892	1,960	2,405	1,697	1,555	1,508	2,154	1,989
State government grants	1,489	1,129	1,486	1,283	1,667	1,479	1,865	1,323	1,391
Commonwealth government grants	3,836	3,891	3,806	3,785	3,758	3,982	4,016	3,579	3,833
Total income ^(a)	7,420	6,912	7,252	7,473	7,122	7,016	7,389	7,056	7,213
Recurrent expenditure	6,513	6,239	6,477	6,712	6,160	6,177	6,684	6,184	6,399
Capital expenditure	839	733	775	1,047	993	773	386	334	811
Total expenditure ^(a)	7,352	6,972	7,252	7,759	7,153	6,950	7,070	6,518	7,209
Loans at the end of the year	1,838	1,491	1,348	2,799	2,317	1,517	1,711	759	1,737
Loans at the start of the year	1,576	1,400	1,181	2,691	2,154	1,473	2,084	684	1,570
Annual movement in borrowing	262	91	168	108	163	44	-373	75	168
Independent schools									
Fees and charges	6,178	7,354	4,084	4,078	4,473	4,543	2,587	6,038	5,612
Private donations and income	771	694	479	429	403	351	886	719	613
Total private income ^(a)	6,949	8,048	4,564	4,507	4,875	4,894	3,473	6,758	6,224
State government grants	1,349	812	1,426	1,089	1,482	1,481	2,376	1,069	1,225
Commonwealth government grants	2,573	2,502	3,183	3,008	2,887	2,628	6,143	2,354	2,783
Total income ^(a)	10,871	11,362	9,173	8,604	9,245	9,003	11,991	10,180	10,232
Recurrent expenditure	9,409	9,873	8,011	7,682	8,076	7,967	9,306	9,284	8,911
Capital expenditure	2,352	1,499	1,490	1,290	1,542	1,000	3,077	2,191	1,749
Total expenditure ^(a)	11,761	11,372	9,501	8,972	9,619	8,967	12,383	11,475	10,661
Loans at the end of the year	5,930	3,089	6,135	4,049	5,080	2,661	3,938	3,716	4,855
Loans at the start of the year	4,995	3,068	5,719	3,600	4,626	2,584	2,782	3,168	4,379
Annual movement in borrowing	935	21	416	449	453	77	1,156	548	476
All non-government schools									
Fees and charges	3,023	3,658	2,647	2,901	2,661	2,516	1,766	2,801	3,058
Private donations and income	674	450	433	448	340	340	683	593	513
Total private income ^(a)	3,697	4,108	3,080	3,350	3,002	2,857	2,449	3,394	3,571
State government grants	1,443	1,015	1,460	1,196	1,591	1,480	2,110	1,255	1,329
Commonwealth government grants	3,419	3,391	3,538	3,435	3,401	3,454	5,034	3,249	3,441
Total income ^(a)	8,559	8,514	8,078	7,981	7,994	7,791	9,593	7,898	8,341
Recurrent expenditure	7,469	7,547	7,137	7,148	6,947	6,875	7,939	7,019	7,337
Capital expenditure	1,338	1,009	1,083	1,156	1,218	861	1,675	834	1,161
Total expenditure ^(a)	8,807	8,556	8,220	8,304	8,165	7,736	9,615	7,854	8,499
Loans at the end of the year	3,189	2,067	3,408	3,361	3,451	1,963	2,778	1,556	2,902
Loans at the start of the year	2,705	2,001	3,133	3,099	3,169	1,906	2,418	1,353	2,619
Annual movement in borrowing	484	66	274	261	282	57	360	203	283

Notes:

- Excludes amounts related to boarding facilities, and direct payments by the Commonwealth 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) Components may not add to totals due to rounding.

Source: Commonwealth DEST

Table 24 Expenditure of non-government schools, by affiliation and level of education, by State and Territory, 2002 calendar year (\$ per student)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust. ^(a)
Catholic									
Primary	5,953	5,256	5,753	6,683	5,442	6,219	6,104	4,989	5,693
Secondary	8,596	8,742	9,240	9,281	9,050	7,957	9,578	7,977	8,766
Combined	9,284	11,422	8,253	8,429	8,954	6,946	6,906	7,749	8,932
Total^(a)	7,352	6,972	7,252	7,759	7,153	6,950	7,070	6,518	7,209
Independent									
Primary	8,601	7,941	7,798	6,559	7,047	6,806	9,157	11,535	7,762
Secondary	13,485	13,480	12,939	10,401	8,969	6,959	14,620	12,399	12,517
Combined	12,002	11,463	9,408	9,575	10,050	9,132	11,678	11,286	10,851
Total^(a)	11,761	11,372	9,501	8,972	9,619	8,967	12,383	11,475	10,661
Total non-government									
Primary	6,185	5,405	5,962	6,648	5,663	6,273	7,219	5,325	5,904
Secondary	8,918	9,081	9,701	9,664	9,039	7,943	13,061	8,582	9,140
Combined	11,496	11,459	9,211	9,100	9,790	8,394	8,691	9,995	10,468
Total^(a)	8,807	8,556	8,220	8,304	8,165	7,736	9,615	7,854	8,499

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 Commonwealth 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) Components may not add to totals due to rounding.

Source: Commonwealth DEST

Recurrent funding

Table 25 Commonwealth funding per capita rates for government schools, 1997 and 2002 (\$)

	1997	2002
Primary	379	504
Secondary	559	747

Source: Commonwealth DEST

Table 26 Non-government schools funded by the Commonwealth government through the SES model^(a): number of schools and students full-time equivalent (FTE)^(b) by level of education, percentage AGSRC^(c) funding and whether systemic, or non-systemic for the school year, 2002

Systemic status	SES funding level as % of AGSRC	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic Catholic schools				
	51.2	27	8,176.8	4,811.5
	56.2	1,585	352,171.8	238,174.2
Total systemic Catholic schools		1,612	360,348.6	242,985.7
Non-systemic schools ^(d)				
	13.7	2	898.0	958.0
	15.0	1	319.0	777.5
	16.2	3	1,074.0	2,455.0
	17.5	3	785.0	407.0
	18.7	4	1,238.0	2,275.6
	20.0	4	915.0	1,625.0
	21.2	7	2,283.8	4,813.0
	22.5	6	1,271.0	1,467.0
	23.7	8	2,801.0	4,919.0
	25.0	9	2,174.0	6,366.6
	26.2	8	1,610.2	3,598.0
	27.5	7	1,348.0	4,297.0
	28.7	7	2,845.0	5,445.1
	30.0	11	3,128.0	5,966.8
	31.2	8	2,571.0	2,663.4
	32.5	6	1,150.7	3,461.0
	33.7	12	2,904.0	5,387.1
	35.0	8	1,770.2	2,495.5
	36.2	10	2,897.0	6,076.1
	37.5	12	2,238.0	5,389.9
	38.7	13	2,382.0	3,649.4
	40.0	14	2,594.0	5,569.1
	41.2	10	1,400.5	1,983.7
	42.5	10	2,157.0	4,050.7
	43.7	14	2,905.3	3,855.8
	45.0	15	3,150.4	4,951.9
	46.2	19	3,414.6	4,681.9
	47.5	15	4,066.3	4,188.2
	48.7	16	3,250.5	4,116.5
	50.0	17	3,872.2	3,426.8
	51.2	15	2,528.3	2,960.9
	52.5	29	5,899.8	4,456.2
	53.7	28	5,306.8	5,386.5
	55.0	33	3,622.9	2,304.5
	56.2	26	3,730.0	4,042.8
	57.5	27	4,396.5	2,789.3
	58.7	30	3,510.9	2,217.7
	60.0	22	2,081.5	1,309.0
	61.2	24	3,137.7	2,327.4
	62.5	13	1,859.3	651.4
	63.7	13	1,479.2	625.3
	65.0	14	2,868.0	1,561.0
	66.2	10	1,625.4	894.0
	67.5	9	1,969.1	641.2
	68.7	2	444.0	311.0
	70.0	77	2,709.4	2,141.1
Total non-systemic schools		651	112,582.5	145,936.9

Cont ...

(Cont)

Table 26 Non-government schools funded by the Commonwealth government through the SES model^(a); number of schools and students full-time equivalent (FTE)^(b) by level of education, percentage AGSRC^(c) funding and whether systemic, or non-systemic for the school year, 2002

Systemic status	SES funding level as % of AGSRC	Number of schools	Number of funded students (FTE) ^(b)	
			Primary	Secondary
Systemic non-Catholic schools				
	37.5	1	304.0	727.0
	45.0	1	368.4	266.0
	46.2	5	1,113.0	859.0
	47.5	1	481.0	711.0
	48.7	2	427.4	49.0
	50.0	7	1,298.0	1,670.5
	51.2	10	2,329.4	1,486.0
	52.5	12	3,156.8	2,925.0
	53.7	12	1,946.8	2,645.0
	55.0	13	2,605.6	1,946.6
	56.2	21	2,976.0	2,514.6
	57.5	10	1,480.4	484.0
	58.7	13	2,000.4	855.0
	60.0	7	583.9	368.0
	61.2	5	1,114.4	571.0
	62.5	9	1,340.4	330.0
	63.7	2	167.0	0.0
	65.0	5	863.0	699.1
	66.2	4	86.0	26.0
	67.5	2	252.0	0.0
	68.7	1	101.0	18.0
	70.0	1	18.0	0.0
Total systemic non-Catholic schools		144	25,012.9	19,150.8
Total schools with SES funding		2,407	497,944	408,073

- (a) From 2001, the Commonwealth introduced new funding arrangements for non-government schools which are based on the socioeconomic status (SES) of their school community.
- (b) See Glossary for details of calculation of FTE.
- (c) AGSRC – Average Government School Recurrent Costs.
- (d) Includes non-systemic Catholic schools.

Source: Commonwealth DEST

Table 27 Commonwealth-funded non-government schools maintaining year 2000 funding levels: number of schools and students full-time equivalent (FTE)^(a) by level of education, year 2000 funding level as a percentage of AGSRC^(b) and whether systemic or non-systemic for school year, 2002

Systemic status	Year 2000 funding levels		Number of schools	Number of funded students (FTE)(a)	
	Primary % of AGSRC	Secondary % of AGSRC		Primary	Secondary
Systemic schools					
	35.0	39.1	2	316.0	0.0
	43.8	48.8	10	3,583.0	5,303.2
	47.5	53.0	26	5,199.4	7,063.4
	51.6	57.5	6	550.0	300.2
	56.0	62.4	2	1,058.0	1,188.1
Total systemic schools			46	10,706.4	13,854.9
Non-systemic schools					
	15.7	18.9	3	1,283.0	3,530.7
	19.6	21.9	10	2,810.8	5,110.8
	19.7	21.9	1	48.2	0.0
	23.9	28.7	3	430.0	0.0
	29.0	32.2	5	539.0	1,609.5
	32.0	35.7	11	1,596.5	4,066.0
	35.0	39.1	4	960.0	1,831.9
	38.7	43.2	12	2,427.6	4,446.0
	43.8	48.8	23	4,231.6	9,089.1
	47.5	53.0	70	17,780.4	28,211.3
	51.6	57.5	33	2,827.4	13,909.1
	56.0	62.4	28	1,561.3	2,246.7
Total non-systemic schools			203	36,495.8	74,051.1
Total non-government schools with year 2000 funding levels			249	47,202.2	87,906

(a) See Glossary for details of calculation of FTE.

(b) AGSRC – Average Government School Recurrent Costs.

Source: Commonwealth DEST

Table 28 Commonwealth grants for schools, by program and category of school, by State and Territory, 2002 calendar year (\$'000 – accrual financial reporting)

Program	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total
Government schools									
General Recurrent	448,818	323,497	268,931	102,309	138,739	38,238	16,220	20,400	1,357,150
Capital	80,498	54,633	44,517	18,015	23,352	6,496	2,992	3,972	234,475
Country Areas	5,647	2,117	4,432	2,018	2,949	552	965		18,679
Strategic Assistance for Improving Student Outcomes Recurrent	84,093	53,105	39,999	19,713	20,333	7,305	4,380	2,354	231,282
ESL New Arrivals	15,566	10,147	3,715	2,865	2,415	459	324	400	35,890
National Asian Languages and Studies in Australian Schools	6,589	4,573	3,912	1,540	2,108	559	258	332	19,869
Language Other Than English	5,613	4,089	1,210	853	631	147	56	239	12,838
Indigenous Education Strategic Initiatives Programme	20,732	5,046	28,550	6,977	15,324	2,764	17,145	1,031	97,569
Total government	667,556	457,205	395,265	154,289	205,851	56,518	42,339	28,728	2,007,752
Non-government schools									
General Recurrent (including Distance Education)	1,101,511	870,182	609,017	250,609	326,356	66,725	28,235	70,136	3,322,771
General Recurrent Short Term Emergency Assistance	238		795		100	10			1,143
Establishment Grant 1	508	245	585	371	510	9	6	63	2,296
Capital	29,904	25,314	15,754	6,870	8,721	2,070	384	2,013	91,029
Country Areas	1,271	587	770	248	391	119	117		3,503
Strategic Assistance for Improving Student Outcomes Recurrent	43,854	33,809	12,135	8,240	10,180	1,972	1,459	1,565	113,215
ESL New Arrivals	1,165	1,018	454	223	510	118	-74	21	3,435
Centre Support	9,200	6,014	6,564	3,602	928	162	91	516	27,076
National Asian Languages and Studies in Australian Schools	2,916	2,375	1,541	658	850	182	67	194	8,782
Language Other Than English	2,112	5,748	863	429	472	63	7	199	9,892
Indigenous Education Strategic Initiatives Programme	13,766	1,766	9,409	1,869	10,557	1,114	11,902	630	51,013
Total non-government	1,206,446	947,058	657,886	273,120	359,575	72,543	42,193	75,336	3,634,156
Joint programs									
National Asian Languages and Studies in Australian Schools	100	733	84	175	109			-9	1,193
National Literacy and Numeracy Strategies and Projects	1,137	1,380	1,448	377	1,236	120	553	104	6,356
Indigenous Education Strategic Initiatives Programme									114
Total joint programs	1,237	2,113	1,532	552	1,346	120	553	95	7,663
Total all programs	1,875,239	1,406,376	1,054,684	427,961	566,771	129,181	85,085	104,159	5,649,571

Notes:

- Figures in this table relate to the 2002 calendar year as at 30 June 2003.
- Cash expenditure in respect to a certain program year may continue in relation to that year in future years.
- Indigenous Education Strategic Initiatives Programme joint funding cannot be split by State/Territory.

Source: Commonwealth DEST

Table 29 Commonwealth expenditure on schools, annual appropriations, 2001–02 (\$'000)

Grants and awards	Actual expenditure
Grants in Aid	1,130
Australian Students Prize	1,000
Curriculum Corporation	127
Asia Education Foundation	1,219
Subtotal^(a)	3,476
Literacy	
Projects to enhance literacy and numeracy outcomes	562
Quality Outcomes	
Civics and Citizenship Education ^(b)	4,082
School Drug Education Strategy	3,205
Quality Outcomes – Other	7,435
Quality Teacher Programme	31,383
Subtotal^(a)	46,105
Australian Book Industry Assistance Plan	36,327
Careers, Transitions and Partnerships	51,462
Career Information Service	
Career Counselling Service	1,661
Indigenous education	
Aboriginal Education Direct Assistance^(b)	
ATAS ^(c)	35,370
VEGAS ^(d)	9,049
ASSPA ^(e)	18,041
Subtotal^(a)	62,460
Framework for Open Learning^(b)	
Schools Online Curriculum Content Initiative	3,751
Open Learning	2,549
Subtotal^(a)	6,300
Total^(a)	208,353

(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: Commonwealth DEST

Table 30 Commonwealth student assistance for school-age students, 2002 (\$'000)

ABSTUDY	68,256
Assistance for Isolated Children	36,837
Total	105,093

Source: Commonwealth DEST

Capital expenditure

Table 31 Summary of Commonwealth capital expenditure, all schools, by State and Territory, 2002 (\$'000)

State	Government	Non-government	Total
New South Wales	80,498	29,904	110,402
Victoria	54,633	25,314	79,947
Queensland	44,517	15,754	60,271
South Australia	18,015	6,870	24,886
Western Australia	23,352	8,721	32,073
Tasmania	6,496	2,070	8,566
Northern Territory	2,992	384	3,376
Australian Capital Territory	3,972	2,013	5,985
Total	234,475	91,029	325,504

Source: Commonwealth DEST

Equity

Student sub-group data

Table 32 Year 12 completion rates^(a), by locality^(b), gender, State and Territory, 2002 (per cent)

	Capital city			Other city regions			Other provincial and remote			Very remote			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
New South Wales	66	74	70	54	63	58	55	75	64	56	63	59	61	72	66
Victoria	66	80	73	57	71	64	62	86	74	(c)	(c)	(c)	64	79	72
Queensland	71	76	73	67	73	70	70	85	77	61	74	67	69	76	73
South Australia	64	79	71	(d)	(d)	(d)	53	79	65	27	55	39	61	79	70
Western Australia	62	70	66	48	63	55	57	77	66	24	35	29	59	70	64
Tasmania	75	90	82	61	75	68	47	75	60	(c)	(c)	(c)	64	82	73
Northern Territory	(e)	(e)	(e)	53	68	60	36	47	41	9	12	10	37	47	42
Australian Capital Territory	75	81	78	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	75	81	78
Australia	66	76	71	59	69	64	59	80	69	31	41	36	63	75	69

- (a) These figures are estimates only. They express the number of year 12 completions 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 completion across States and Territories.
- (b) Definitions of geographical locations are based on the agreed MCEETYA Classification (see Glossary, *Remote*; *Rural* and *Urban/Metropolitan areas*). These figures may therefore be different from those shown in other publications relating to the 2002 year that use a different geographical classification.
- (c) There are no 'Very remote' areas in Victoria and ACT and only a small population in Tasmania.
- (d) There are no 'Other city regions' defined in South Australia.
- (e) Darwin is included under 'Other city regions'.
- (f) All of the ACT is defined as 'Capital city'.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Table 33 Year 12 completion rates^(a), by locality^(b) and gender, Australia, 1997–2002 (per cent)

Year	Metropolitan ^(c)			Provincial ^(d)			Remote			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1997	59	72	67	55	72	63	43	62	52	60	72	66
1998	64	75	69	57	74	65	46	61	53	62	74	68
1999	64	76	70	57	75	66	44	67	55	62	75	69
2000	65	75	70	58	76	67	45	62	53	63	75	69
2001	65	74	69	58	74	66	44	62	52	62	74	68
2002	66	75	70	59	76	67	46	63	54	63	75	69

- (a) These figures are estimates only. They express the number of year 12 completions 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 completions across States and Territories.
- (b) Definitions of geographical locations are based on the agreed MCEETYA Classification (see Glossary, *Remote*; *Rural* and *Urban/Metropolitan areas*). These figures may therefore be different from those shown in other publications relating to the 2002 year that use a different geographical classification.
- (c) Includes State capital city Statistical Divisions (SD), all of the ACT and other Statistical Districts with populations of 100,000 or more.
- (d) Includes Darwin SD, Statistical Districts with populations less than 100,000 and other non-remote areas.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Table 34 Year 12 completion rates^(a) by socioeconomic status^(b), gender, State and Territory, 2002 (per cent)

State	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	70	63	58	69	63	72	77	75	61	72	66
Victoria	56	72	64	58	76	67	76	87	81	64	79	72
Queensland	66	77	71	70	77	73	75	75	75	69	76	73
South Australia	48	66	57	58	79	68	76	91	83	61	79	70
Western Australia	47	59	53	56	70	62	73	79	76	59	70	64
Tasmania	54	75	65	70	87	78	84	93	88	64	82	73
Northern Territory	15	22	18	53	66	59	(c)	(c)	(c)	37	47	42
Australian Capital Territory	(d)	(d)	(d)	(d)	(d)	(d)	75	81	78	75	81	78
Australia	56	70	63	61	74	67	74	82	78	63	75	69

- (a) These figures are estimates only. They express the number of year 12 completions 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 completions across States and Territories.
- (b) The ABS Index of Relative Socioeconomic Disadvantage (IRSED) deciles have been derived from national Postal Area (POA) data using the 2001 Census Socioeconomic Indexes for Areas (SEIFA) and the estimated resident population based on the 2001 Census.
- (c) Figures relating to High SES in the Northern Territory are not reliable and have been combined with Medium SES to give a more accurate view.
- (d) Figures relating to Low and Medium SES in the ACT are not reliable but are included in the calculations for total Australia.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Table 35 Year 12 completion rates^(a) by socioeconomic status^(b) and gender, 1997–2002 (per cent)

Year	Low socioeconomic status deciles			Medium socioeconomic status deciles			High socioeconomic status deciles			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1997	53	67	60	57	70	63	71	79	75	60	72	66
1998	55	69	62	59	73	66	72	80	76	62	74	68
1999	55	70	62	60	74	66	73	82	78	62	75	69
2000	55	71	63	60	74	67	74	82	78	63	75	69
2001	56	69	62	60	73	66	72	80	76	62	74	68
2002	56	70	63	61	74	67	74	82	78	63	75	69

Note: These figures may be different from those shown in other publications relating to the 2002 year due to the use of a different index.

(a) These figures are estimates only. They express the number of year 12 completions 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 completions across States and Territories.

(b) The ABS Index of Relative Socioeconomic Disadvantage (IRSED) deciles have been derived from national Postal Area (POA) data using the 2001 Census Socioeconomic Indexes for Areas (SEIFA) and the estimated resident population based on the 2001 Census.

Source: Commonwealth DEST, derived from data supplied by State secondary accreditation authorities and the ABS

Appendix 2

Publications

New South Wales

Department of Education and Training

The Department produces a wide range of pamphlets, books, periodicals, CD-ROMs and audiovisual materials, with further information available online at <https://www.det.nsw.edu.au/>

Some materials produced during 2002 include:

Computer Skills Assessment (in 22 languages) http://www.det.nsw.edu.au/languagesupport/documents/computer_skills.htm

Department of Education and Training Annual Report 2002

Parents' Guide to Schools

http://www.det.nsw.edu.au/languagesupport/documents/parents_guide.htm
(This website is for the translated versions of this document, including English.)

School Attendance

http://www.det.nsw.edu.au/languagesupport/documents/sch_attendance/parent_brochure.htm
(This website is for the translated versions of this document, including English.)

Who's Going to Teach My Child? <http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/lrngdifficulties/whoteach.pdf>

Literacy and numeracy

The following websites provide information and showcase New South Wales' performance and achievements in literacy and numeracy in 2002, particularly in relation to the National Literacy and Numeracy Plan and performance against the national benchmarks.

Count Me In Too

<http://www.curriculumsupport.nsw.edu.au/primary/index.cfm?i=3&kla=Maths>

Literacy – Premier's Reading Challenge

<http://www.schools.nsw.edu.au/premiersreadingchallenge/index.htm>

National Literacy and Numeracy Week New South Wales

<http://www.nlnw.nsw.edu.au/>

Vocational education

VET in Schools Information Package for Students and Parents from Language Backgrounds other than English

This document provides information on VET in Schools, Enterprise Education and Vocational Learning in 2002.

Catholic Education Commission

In 2002, Diocesan Catholic Education Offices did not produce major publications other than systemic policies and strategic plans, curriculum support materials, research reports and administrative bulletins related to the needs of school communities.

Representatives from all dioceses worked through the Catholic Education Commission, New South Wales, in responding to major State and Territory and Commonwealth reports, discussion papers and similar documents. The Catholic Education Commission's website, <http://www.cecsw.catholic.edu.au/> provides links to publication information, statistical information on Catholic schooling, and a range of resources.

Victoria

Curriculum

Early Years Numeracy Electronic Interview (CD-ROM distributed to all primary schools)

Early Years Numeracy in the Classroom (brochure)
http://www.curriculum.edu.au/catalogue/product.php?cat_id=1321

Handwriting in Early Years: A Guide for Parents (brochure)
http://www.curriculum.edu.au/catalogue/product.php?cat_id=1320

Making Intervention Work – implications for improving literacy learning in the middle years
<http://www.sofweb.vic.edu.au/mys/pdf/makinginterventionwork.pdf>

Middle Years Matters: Pedagogy Discussion Paper and School Organisation Discussion Paper
<http://www.sofweb.vic.edu.au/mys/supportmaterials/index.htm#matters>

2002 Reading Recovery Text Level Guide
http://www.curriculum.edu.au/catalogue/product.php?cat_id=1330

Student Action Teams: Learning in the Community (Middle Years resource)
<http://www.sofweb.vic.edu.au/mys/supportmaterials/index.htm#matters>

Accountability

School Management Benchmarks 2001
<http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

VCE Benchmarks 2001
<http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Years Prep – 10 CSF Benchmarks 2001
<http://www.sofweb.vic.edu.au/standards/publicat/bench.htm>

Victorian Curriculum and Assessment Authority (VCAA)

A number of VCAA publications are sold through Information Victoria. These include Victorian Certificate of Education (VCE) Study Designs, the *VCE Administrative Handbook 2003* and Curriculum Standards Framework (CSF) publications. Only major publications are listed below. A full list is available from the website of the Information Victoria Bookshop at:
<http://www.information.vic.gov.au/index.html>.

VCE publications

Report of the Working Party on the Publication of VCE Performance Data (August 2002)

VCE Administrative Handbook 2003 (October 2002)

VCE Assessment Handbook 2003: Accounting, Information Technology (December 2002)

VCE Assessment Guides 2003: English, Health and Physical Education, Mathematics, Science, Studies of Society and Environment, Arts, Technology, Languages Other Than English (November 2002)

2002 VCE Examination Papers and GAT on CD-ROM (CD-ROM, March 2002)

VCE for Adults: A Guide for Adults Returning to VCE Studies (November 2002)

VCE Physics 2004–07 (video, May 2002)

VCE Vocational Education and Training publications

Laboratory Skills Assessment Guide 2002 (July 2002)

Program books: *Hospitality (Operations), Business Administration, Multimedia, Community Services – Task Samples, Music Industry* (October – December 2002)

Program books: *Hospitality (Operations) Assessment Guide, Financial Services Assessment Guide, Retail Operations* (revised for implementation from 2003), *Building and Construction* (April 2002, for implementation in 2003).

CSF publications

CSF Annotated Work Samples Professional Development Kit – Program Guides, Worksheets (March – June 2002)

CSF Annotated Work Samples: Studies of Society and Environment, Health and Physical Education, Technology

CSF Mathematics Reasoning and Strategies Levels 1–6 (December 2002)

CSF Vocational Learning Sample Units (January 2002)

Achievement Improvement Monitor (AIM) publications

2002 AIM Online Reporting Guide Year 7 English and Mathematics Assessment Program (supplement, September 2002)

2002 AIM Reporting Guides for Years 3, 5 and 7 (September 2002)

2002 AIM Trend Data Reporting Guide: English and Mathematics Assessment Program Year 7

Post-compulsory education

Evaluation of the Local Learning and Employment Networks
<http://www.vlesc.vic.gov.au/vlesc/pdfs/LLENevaluation.pdf>

Renewing the Capacity for Skills Formation – The Challenge for Victorian Manufacturing, John Buchanan, Justine Evesson and Chris Briggs.
Report for the Victorian Learning and Employment Skills Commission.
http://www.vlesc.vic.gov.au/vlesc/pdfs/VLESC_ACIRRTreport.pdf

The Role of TAFE – Outcomes of Consultations and Identification of Key Issues, Peter Noonan. Research Paper available online at: http://www.vlesc.vic.gov.au/vlesc/pdfs/VLESC_Report.pdf

Transitions from the VET in Schools Program – The 2000 Year 12 Cohort
<http://www.sofweb.vic.edu.au/voced/pdf/research/VET2000Transitions.pdf>

Victorian Learning and Employment Skills Commission – Annual Report 2001–02
<http://www.det.vic.gov.au/det/pdfs/VLESC02.pdf>

Victorian Learning and Employment Skills Commission Review of Industry Advice on Training
http://www.vlesc.vic.gov.au/vlesc/docs/IAS_Report.doc

Catholic Education Office

Annual Report 2002

Guiding Tracks: Literacy and the Indigenous Learner

Success in Numeracy Education

Three Years On: Literacy Advance in the Early and Middle Primary Years

Other publications, such as reports, discussion papers, statistical information on Catholic schooling and a range of other resources are provided on the Catholic Education Commission of Victoria website, <http://www.cecv.melb.catholic.edu.au/>

Association of Independent Schools of Victoria (AISV)

AISV 2001 Annual Report

AISV Directory of Member Schools

Developing Resiliency Programs in Victorian Independent Schools

Early Learning in Independent Schools

A Guide to Independent School Scholarships

Kobuta and Friends: Japanese primary teaching units

Open Days at Independent Schools

Planning for the Future: VET Options for Independent Schools in Victoria

Schooling Away From Home

Queensland

Department of Education

2001–02 Annual Report

<http://education.qld.gov.au/publication/reporting/annual/2002/index.htm>

Destination 2010 – the Action Plan to Implement Queensland State Education – 2010 (to be revised in 2003 and 2004)

<http://education.qld.gov.au/publication/production/reports/pdfs/2002/dest-2010-actionplan.pdf>

Evaluation of the Subject Area Syllabuses Curriculum Development Project: Final Report (November 2002)

<http://www.qsa.qld.edu.au/yrs1to10/subject-areas/docs/eval-sas02.pdf>

Queensland the Smart State — Education and Training Reforms for the Future: A Green Paper

<http://education.qld.gov.au/etrp/pdf/greenpaper.pdf>

Queensland the Smart State — Education and Training Reforms for the Future: A White Paper

<http://education.qld.gov.au/etrp/whitepaper/index.html>

Report of the Assessment and Reporting Taskforce

http://education.qld.gov.au/public_media/reports/curriculum-framework/pdfs/artf.pdf

The Rich Tasks: First Suite: Years 1–4

<http://education.qld.gov.au/corporate/newbasics/html/richtasks/year3/year3.html>

The Rich Tasks: Second Suite: Years 4–7

<http://education.qld.gov.au/corporate/newbasics/html/richtasks/year6/year6.html>

The Rich Tasks: Third Suite: Years 7–10

<http://education.qld.gov.au/corporate/newbasics/html/richtasks/year9/year9.html>

Senior Certificate: A New Deal, John A Pitman

<http://education.qld.gov.au/curriculum/plan/senior-certificate/report.html>

South Australia

Department of Education, Training and Employment

Becoming female, becoming male: using critical literacy to teach about gender

Contextual teaching and learning: a strategy to improve educational outcomes for Aboriginal learners. Available online from a publications menu list at the Government of South Australia Aboriginal Education website: <http://www.aboriginaleducation.sa.edu.au/pages/Educators/>

Cycles for success: action research as a tool for improving outcomes for Aboriginal learners

Department of Education, Training and Employment Annual Report 2002

Diabetes: planning and support guide for education and childcare services. Department of Education, Training and Employment in collaboration with the Women's and Children's Hospital and the Royal District Nursing Service of South Australia.

Drug Education Teacher Support Package: Early R–2

Drug Education Teacher Support Package: Primary 3–5

Drug Education Teacher Support Package: Middle 6–9

Drug Education Teacher Support Package: Senior 10–12

ESL scope and scales: implementation plan 2002 to 2004, South Australian Curriculum Standards and Accountability Framework

Making Languages Work: School models to consider
<http://www.decs.sa.gov.au/curric/pages/languages/13290/>

Risk Management Framework, Department of Education, Training and Employment
<http://www.decs.sa.gov.au/goldbook/default.asp?id=13754&navgrp=883>

School entry assessment: planning for learning
<http://www.earlyyears.sa.edu.au/pages/about/5134/>

Western Australia

Department of Education

The Department of Education produces a range of reports, brochures, support materials, CD-ROMs and audiovisual materials each year. Many key publications, planning documents and policies are available on the Department's website at <http://www.eddept.wa.edu.au/>. Key websites and select publications produced during 2001–02 are listed as follows.

Annual Report 2001–02, Department of Education
<http://www.eddept.wa.edu.au/AnnualReport/>

Curriculum

Curriculum-related information, including policies and guidelines, support materials, professional development and monitoring and reporting is available online at: <http://www.eddept.wa.edu.au/curriculum/index.htm>. Publications for 2001–02 include:

Collaborative Problem-Solving Teams – Professional Development Materials

Curriculum Improvement Program, Formative Evaluation Summary Report

Knowing What They Know: Understanding Students' Mathematical Ideas in Years Six to Nine

Learning Technologies Teacher Survey

Quality Teacher Program Outcomes-Focused Skills and Understandings

Working Scientifically

Indigenous education

Policies, programs and resources in relation to Indigenous education are available online at: <http://www.eddept.wa.edu.au/abled/>. Publications for 2001–02 include:

Aboriginal Employment and Career Action Plan

Inventive Strategies for Students with Conductive Hearing Loss

Ways of Being, Ways of Talk (video package)

Performance and Accountability

Information about the monitoring and assessment of student and school performance, the use of performance information for improvement purposes, and reporting performance information is available at <http://www.eddept.wa.edu.au/accountability/index.html>. Publications for 2001–02 include:

Monitoring Standards in Education: English Reading Report

Monitoring Standards in Education: Mathematics Year 7 Teachers Manual

Western Australian Literacy and Numeracy Assessment 2002

The Regulatory Framework

The Regulatory Framework System is updated regularly and contains all policies, procedures, Chief Executive Officer's instructions and guidelines, Acts, Regulations, Agreements and Awards relevant to the operations of the Department. The Framework is available on CD-ROM, and online at <http://www3.eddept.wa.edu.au/regframe/index.cfm>.

Students at Educational Risk

A range of policies, procedures, guidelines, and resources are available to assist in supporting students at educational risk. These are available online at <http://www.eddept.wa.edu.au/saer/>. Publications for 2001–02 include:

Making the Difference: Case Management

Making the Difference: Developing Individual Behaviour Plans

Making the Difference: Kids' Talk

Staff-Student Mentor Program

Vocational Education and Training in Schools

Information in relation to Vocational Education and Training and enterprise education can be accessed at <http://www.eddept.wa.edu.au/VET/>

Publications for 2001–02 include:

Enterprise and Vocational Education Review 2001

Enterprise and Vocational Education Video Program

Vocational Education and Training: Information and Implementation

Work Readiness Skills Manual

Other Department of Education publications for 2001–02

English as a Second Language: ESL in the Mainstream

Level 3 Classroom Teachers Handbook

International Student Materials

Pathways to Health

Rejuvenation and Retention Surveys

Review of Ageing Trends

School Information System Report

Science Laboratory Manual

Teach WA: Induction Manual and Forms/Brochures

VacSwim Teacher's Handbook

Catholic Education sector

In 2002, the Catholic Education Office produced the following publications:

Aboriginal Teaching Assistants Manual

Annual Report 2002, Catholic Education Office

Child Protection Procedures

Circular magazine (8 editions per year)

Directory of Catholic Schools in Western Australia

K–12 Literacy Strategy for Catholic Schools

Living the Vision

School Board and Financial Management Manual

Surviving the Selection Process – a guide for year 12 students wishing to gain entry into university or TAFE

Western Australia Catholic Block Grant Authority Manual

Association of Independent Schools

In 2002, the Association of Independent Schools produced the publication:

A Choice for All: West Australian Independent Schools' Responses to Students with Disabilities and Learning Difficulties

Tasmania

Department of Education

Adult and Community Education Issues Paper, Office of Post-Compulsory Education and Training
<http://www.education.tas.gov.au/stateoflearning/background/issuespapers/aceissuespaper.pdf>

Assessment, Monitoring and Reporting Policy, Office for Educational Review

Assessment, Monitoring and Reporting Strategic Plan 2003–04, Office for Educational Review

Australian Quality Training Framework: Report Card, Office of Post-Compulsory Education and Training
<http://www.opcet.tas.gov.au/bctraining/policy/policyreviewfinalreport.doc>

Changing Expectations – Curriculum and Campus, Finance and Facilities

e-magine Online Campus Report 2002, e-magine Centre of Excellence in Online Learning

Embedding Educational Teaching into Professional Practice: Teaching and Learning Online Objects, e-magine Centre of Excellence in Online Learning

Essential Learnings Framework 2 – Outcomes and Standards, School Education Division
<http://www.ltag.education.tas.gov.au/references.htm>

Graduate Certificate in Education (Inclusive Practice), School Education Division
<http://www.education.tas.gov.au/recognition/documents/inclusion/default.htm>

Graduate Certificate in Education (Managing Student Behaviour), School Education Division
<http://www.education.tas.gov.au/recognition/documents/behaviourmgt/default.htm>

Graduate Certificate in Education (Teaching and Learning with ICT), School Education Division
<http://www.education.tas.gov.au/recognition/documents/computing/ICT.htm>

Interpretation Research Project Report, Office of Post-Compulsory Education and Training

Learners and Learning Provision, School Education Division
<http://www.ltag.education.tas.gov.au/ELsresources/learnerslearningprov.pdf>

Learning, Teaching and Assessment Guide, School Education Division
<http://www.ltag.education.tas.gov.au/>

Literacy Throughout Life Issues Paper, Office of Post-Compulsory Education and Training
<http://www.education.tas.gov.au/stateoflearning/background/issuespapers/adultliteracyissuespaper.pdf>

Managing Drug Issues and Drug Education in Tasmanian Schools, Equity Standards Branch

Partners in Time – Resources Kit, Equity Standards Branch
<http://www.education.tas.gov.au/partnerships/documents/PITkit.pdf>

National Youth Week 2002 Report, Office of Youth Affairs
<http://www.youthaffairs.tas.gov.au/nyw/documents/NYW2002Report.pdf>

Review of the Government Building and Construction Training Policy and Contractor's Guide, Agency Guide and brochure, Office of Post-Compulsory Education and Training

Revised Kindergarten Development Check, Office for Educational Review
<http://www.education.tas.gov.au/oer/kindergarten/docs/KDCbook.pdf>

School Improvement Guide 2003, Office for Educational Review
<http://www.education.tas.gov.au/oer/SIR/SIR2003/default.htm>

State of Our Youth Report: Tasmanian Government Response – Programs, Policies and Strategies, Office of Youth Affairs
<http://www.youthaffairs.tas.gov.au/publications/sooy/StateofYouth.pdf>

Supportive School Communities: Learning From Experience, Equity Standards Branch

Tasmania, A State of Learning: Scoping Paper, Office of Post-Compulsory Education and Training
<http://www.education.tas.gov.au/stateoflearning/background/scoping/scopingpaper.pdf>

Tasmanian Operational Requirements for Group Training Organisation: A Guide to Registration, Office of Post-Compulsory Education and Training
<http://www.opcet.tas.gov.au/grouptrain/requirementsfortos/guidetoregistration.pdf>

Tasmanian Operational Requirements for Group Training Organisation: Registration Tool Kit, Office of Post-Compulsory Education and Training
<http://www.opcet.tas.gov.au/grouptrain/requirementsfortos/registrationtoolkit.pdf>

Tasmanian State Training Authority Annual Report 2002, Office of Post-Compulsory Education and Training

Tasmanian Vocational Education and Training Strategy 2003, Office of Post-Compulsory Education and Training

2001 Year 10 Destination Survey, Office of Post-Compulsory Education and Training

Youth Pathways Issue Paper, Office of Post-Compulsory Education and Training
<http://www.education.tas.gov.au/stateoflearning/background/issuespapers/youthpathwaysissuespaper.pdf>

Northern Territory

Department of Employment, Education and Training

Behaviour Management Framework

Behaviour Management Framework Guide

Department of Employment, Education and Training Annual Report 2001–02
http://www.deet.nt.gov.au/corporate/annual_report/index.shtml

Indigenous Education Strategic Plan 2000–04
http://www.deet.nt.gov.au/education/indigenous_education/indigenous_education_strategic_plan.shtml

Literacy and Numeracy Strategy

Northern Territory Curriculum Framework
<http://www.deet.nt.gov.au/education/ntcf/index.shtml>

VET in Schools Handbook
<http://www.deet.nt.gov.au/training/vetis/index.shtml>

VET in Schools Policy
http://www.deet.nt.gov.au/training/policies/docs/vetis_policy.pdf

Australian Capital Territory

Department of Education and Community Services

2001 ACT Government Schools LOTE Survey, Department of Education and Community Services

ACT Assessment Program 2002 – Information for Parents/Carers, Department of Education and Community Services

ACT Assessment Program Performance 2002, Department of Education and Community Services

ACT Assessment Program Statistical Report 2002, Department of Education and Community Services

Annual Report 2001–02, Department of Education and Community Services

Census of ACT Government Preschools, Department of Education and Community Services (September 2002)

Census of ACT Government Schools, Department of Education and Community Services (August 2002)

Census of ACT Non-government Schools, Department of Education and Community Services (February 2002)

Foster Care: A Loving Home Away from Home, Department of Education and Community Services (poster)

Improving the Educational Outcomes of Boys: Interim Report to ACT Department of Education and Community Services, Dr Andrew J Martin (June 2002)

Improving the Educational Outcomes of Boys: Final Report to ACT Department of Education and Community Services, Dr Andrew J Martin (December 2002) available online at:
http://www.det.act.gov.au/publicat/pdf/Ed_Outcomes_Boys.pdf

The Inclusivity Challenge: Within Reach of Us All, Department of Education and Community Services (discussion paper)

K–10 Learning Assistance Program: Guidelines for Use in Schools, Department of Education and Community Services (guidelines)

Laptops for Teachers, Department of Education and Community Services (pamphlet)

Policy and Procedures Manual, ACT Board of Senior Secondary Studies

Professional Pathways: Professional Appraisal, Department of Education and Community Services (computer software)

Professional Pathways: Professional Appraisal for ACT Teachers, Department of Education and Community Services (computer software)

Professional Pathways: Teachers Matter, Department of Education and Community Services (pamphlet)

Projected Enrolments 2003–07 ACT Government Schools, Department of Education and Community Services (January, 2002)

Reading Recovery Information for Schools, Department of Education and Community Services (pamphlet)

Report on Performance in Indigenous Education, Department of Education and Community Services (February and August 2002)

Review of the School Nurse Program, Department of Education and Community Services

School Development Report 2001, Department of Education and Community Services

School Management Manual, Department of Education and Community Services

Summary and Analysis of High Schools for the New Millennium Project, Department of Education and Community Services (December 2002)

Teacher Fellowships Program, Department of Education and Community Services (pamphlet)

Teacher Recruitment Information, Department of Education and Community Services, available online at
<http://www.det.act.gov.au/department/recruitment.htm>

What's Happening in ACT Government Colleges, Department of Education and Community Services (pamphlet)

What's Happening in ACT Government High Schools, Department of Education and Community Services (pamphlet)

What's Happening in ACT Government Preschools, Department of Education and Community Services (pamphlet)

Year 12 Study, Board of Senior Secondary Studies

Commonwealth government

Department of Education, Science and Training

Addressing the educational needs of boys: research report, Bob Lingard, Wayne Martino, Martin Mills, Mark Bahr. University of Queensland; Murdoch University

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/addressing_educational_needs_of_boys.htm

An ethic of care: effective programmes for beginning teachers, Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/ethic_of_care.htm

The application of information and communication technologies in the assessment of literacy and numeracy in the early years of schooling, Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/ict_in_assessment_literacy_and_numeracy.htm

Assistance to Isolated Children Scheme: 2002 policy guidelines, Learning Needs Section, Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/assistance_for_isolated_children_scheme_policy_guidelines/2002/

Boys, literacy and schooling: expanding the repertoires of practice, Nola Alloway, Peter Freebody, Pam Gilbert, Sandy Muspratt. Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/boys_literacy_schooling.htm

Changing schools: its impact on student learning, Department of Education, Science and Training; Department of Defence; KPMG Consulting Australia; Australian Council for Educational Research

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/changing_schools_impact_on_student_learning.htm

100 Children turn 10 – a longitudinal study of literacy development from the year prior to school to the first four years of school, Susan Hill, William Loudon, Jo-Anne Reid. University of South Australia; Edith Cowan University; University of New England

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/100_children_turn_10.htm

Citizenship and Democracy: Students' Knowledge and Beliefs – Australian Fourteen Year Olds and the IEA Civic Education Study, University of Canberra (in conjunction with the Australian Council for Educational Research), Suzanne Mellor, Kerry Kennedy and Lisa Greenwood, Department of Education, Science and Training http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/citizenship_democracy_students_knowledge.htm. This report on civic education analyses the level of understanding and attitudes of fourteen-year-old students. The findings emanated from an international study in 1999, which was conducted in 24 countries.

Employability skills for the future: project final report, Department of Education, Science and Training

http://www.dest.gov.au/sectors/training_skills/publications_resources/other_publications/

Financial assistance granted to each State in respect of 2000, Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/financial_assistance_granted_to_each_state_2000.htm

Financial assistance granted to each State in respect of 2002, Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/financial_assistance_to_each_state_2002.htm

Literacy advance research project phase 2: three years on – literacy advance in the early and middle primary years, Australian Council for Educational Research; Catholic Education Commission of Victoria and Melbourne University, for the Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/literacy_advance_research_project_phase2.htm

Literacy and numeracy in the early years of schooling: an overview, Department of Education, Science and Training

http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/literacy_numeracy_early_years_schooling.htm

National Report to Parliament on Indigenous education and training, 2001, Department of Education, Science and Training

http://www.dest.gov.au/sectors/indigenous_education/publications_resources/profiles/national_report_indigenous_education_and_training_2001.htm

Raising the standards: a proposal for the development of an ICT competency framework, University of Western Sydney; Australian Curriculum Studies Association; Australian Council for Computers in Education; Technology Education Federation of Australia; Department of Education, Science and Training
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/raising_standards_ict_competency_framework.htm

Resourcing Australian primary schools: a historical perspective, Max Angus, Harriet Olney, Richard Selleck, John Ainley, and others. Edith Cowan University; Australian Council for Educational Research; Melbourne University; Monash University
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/resourcing_australian_primary_schools.htm

Review of Commonwealth Languages Other Than English (LOTE) Programme, Erebus Consulting Partners
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/review_lote.htm

School insight: volume 1, 2002: Australian Government focuses on quality teaching, Department of Education, Science and Training
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/insight_2002_vol_1.htm

School insight: volume 2, 2002: beyond the school gate, Department of Education, Science and Training
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/insight_2002_vol_2.htm

Schooling issues digest: building better outcomes: the impact of school infrastructure on student outcomes and behaviour, Department of Education, Science and Training
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/schooling_issues_digest_building_better_outcomes.htm

Supporting science teachers: the Commonwealth's commitment to improving science education in Australian schools, Department of Education, Science and Training
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/improving_science_education_australian_schools.htm

Taking stock: report of the Survey of Non-government Schools Infrastructure in Australia 2000-01, Department of Education, Science and Training
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/taking_stock_report_non_government_schools.htm

Teacher education: students' views about their intentions to teach: a review of teaching and teacher education, Debra Tyler, Helen Stokes. Youth Research Centre, Melbourne University
http://www.dest.gov.au/NR/rdonlyres/78529008-251E-49F5-B259-DD851FE2AEDA/1663/students_views.pdf

The use of data to inform effective interventions in literacy and numeracy programmes in the early years of schooling, Department of Education, Science and Training
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/data_in_literacy_numeracy_programmes.htm

The use of integrated learning systems in developing number and language concepts in primary school children: a longitudinal study of individual differences, Don Fitzgerald, Robert Fitzgerald
http://www.dest.gov.au/sectors/school_education/publications_resources/profiles/integrated_learning_systems.htm

Appendix 3

Explanatory notes

New South Wales

Exemption from Testing Policy	All students enrolled in years 3, 5 and 7 should participate in testing. However, parents do have the right to withdraw their children from testing. This is classified as a parent withdrawal and not as an exemption. It is expected that students with learning difficulties and those with mild intellectual disabilities will undertake testing, including those students in specific purpose schools. For a very few students though, testing will not be appropriate. The principal may exempt students from testing, but only in consultation with the parents or care-givers. In these cases the principal must ensure that an exemption has been agreed to by the parents or care-givers. Consideration for exemption can be given to: some students newly arrived in Australia (up to 12 months) from non-English speaking backgrounds; students with moderate or severe disabilities; other students who have a current disability confirmation sheet who cannot be accommodated through special provisions; students with a medical condition that would affect well-being and test performance; and (for years 3 and 5) students attending Stewart House on the test day.
Average Age Calculation Method	Average age at time of testing was determined from New South Wales Department of Education July census student age data for government school years 3, 5 and 7 students.
Years at School Calculation Method	Most year 3 and 5 students in New South Wales schools have completed 3–5 full years of schooling prior to the tests being held at the beginning of August. Years at school were thus taken to be 3 years, 7 months for year 3 students and 5 years, 7 months for year 5 students. Similarly, for year 7 students, literacy tests were held at the beginning of March and numeracy tests early May. Years at school for year 7 students were thus taken to be 7 years, 2 months for reading and writing and 7 years, 4 months for numeracy.
Definition, Identification of Indigenous Students	Indigenous students are those who answered 'Yes' to the question: 'Are you an Aboriginal or Torres Strait Islander person?'.
Definition, Identification of LBOTE Students	LBOTE students are those who answered 'Yes' to the question: 'Does anyone speak a language other than English in your home?'.

Victoria

Exemption from Testing Policy	The principal may grant an exemption to students with disabilities and impairments and to students who have been learning English in Australia for less than two years, and in other exceptional circumstances. The decision is made at the school level. The principal should consult specialist staff and ensure that parents sign a document agreeing to the exemption.
Average Age Calculation Method	Students provide date of birth on test task books. Average age is calculated at August of each testing year by using the month and year of birth and averaging the age of all students who participated in the test.
Years at School Calculation Method	Students commence schooling in the Preparatory year and the year of schooling is calculated as the 3, 5 or 7 years from Prep to the beginning of year 3, 5 or 7, and 7 months to the beginning of August to when testing takes place.
Definition, Identification of Indigenous Students	Schools were asked to answer the following question: 'Is this student Aboriginal or a Torres Strait Islander?' on the front page of each student's test booklet. Students are identified as Indigenous on enrolment forms at the commencement of school.
Definition, Identification of LBOTE Students	Schools were asked to answer the following question: 'Does this student have a language background other than English?' on the front page of each student's test booklet. The generally accepted definition of a LBOTE student is one where the student or either parent was born in a non-English-speaking country or has a home language other than English.

Queensland

Exemption from Testing Policy	The following students may be exempted: those for whom English is not their first language and who are assessed by an English as a Second Language (ESL) teacher and classroom teacher as achieving at or below Reading Level 4 and Writing Level 4 using the National Languages and Literacy Institute of Australia (NLLIA) ESL bandscales and the bandscales for Aboriginal and Torres Strait Islander learners; those with intellectual impairment who have been identified as having educational needs at Levels 5 or 6 through the systemic ascertainment process; or exceptional cases, where taking the tests will cause trauma.
Average Age Calculation Method	The average age of students was calculated from the date of birth written on the test booklet by the student. Teachers were required to check the accuracy of the students' responses.
Years at School Calculation Method	Compulsory schooling commences at year 1. Students sat the test in late August. Year 3 students who sat the test would typically have been at school for 2 years and 8 months. Year 5 students would typically have been at school for 4 years and 8 months. Year 7 students would typically have been at school for 6 years and 8 months.
Definition, Identification of Indigenous Students	Indigenous students were those who answered 'Yes' to either or both of the questions: 'Are you an Aboriginal person?' or 'Are you a Torres Strait Islander person?'. Students self-identified and teachers were required to check the accuracy of the students' responses.
Definition, Identification of LBOTE Students	LBOTE students are those who answer 'Yes' to the question: 'At home, do either of your parents/care-givers speak a language other than English MOST of the time?' and who are not classified as Indigenous. Students self-identify and teachers are required to check the accuracy of the students' responses.

South Australia

Exemption from Testing Policy	A student may be exempted from the testing program by the school principal in consultation with the parent/care-giver. Reasons for exemptions include: students from a non-English-speaking background who have been enrolled in an English-speaking school for less than 12 months; students with high support needs who would not be able to read the test.
Average Age Calculation Method	The average age of students at the time of testing is estimated from student enrolment information which schools collect.
Years at School Calculation Method	A student may begin school once they turn 5 years of age. Most students will spend between 10 and 13 terms in junior primary school classes (ie Reception, and years 1 and 2).
Definition, Identification of Indigenous Students	Indigenous students were identified through their response to a question on the test cover asking if they were an Aboriginal or Torres Strait Islander person.
Definition, Identification of LBOTE Students	LBOTE students were identified through their response to a question on the test cover asking if a language other than English is spoken in their home.

Western Australia

Exemption from Testing Policy	Exemptions may be granted by the principal with the signed agreement of parent/care-givers on the following grounds: temporary or permanent disability or impairment; enrolment in specified intensive language centres; ESL students in mainstream classes who have been in Australia for one year or less.
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Average Age Calculation Method	Students provide date of birth on test booklets. Average age was calculated at the week of testing on the basis of this information.
Years at School Calculation Method	The figure given is an estimate based on the assumptions of: (a) continuous attendance of students in all years of schooling; (b) an equal number of students skipping a year of studies and repeating a year of studies; and (c) that for these cohorts of year 3, 5 and 7 students the pre-primary year was neither full-time nor compulsory and is therefore not included in the calculation.
Definition, Identification of Indigenous Students	Indigenous students were identified through their 'Yes' response to the question: 'Are you an Aboriginal or Torres Strait Islander person?'. This question was included on the front of the student answer booklet.
Definition, Identification of LBOTE Students	Students from a language background other than English were identified by their responses to the question: 'Does anyone in your home usually speak in a language other than English?'.

Tasmania

Exemption from Testing Policy	Government school students were exempted on the following grounds: students on the Department's intellectual disabilities register; ESL students who were identified by the Principal Education Officer (ESL) as being unable to complete the test owing to the students' inability to comprehend English; vision and hearing impaired students identified by Equity Standards Branch as being unable to complete the test; and some students who were exempted, with their parents' written permission, by the Director, Office for Educational Review. Students in Catholic and independent schools were exempted at their principal's discretion, under strict guidelines established by each sector.
Average Age Calculation Method	The average age reported is the weighted average for all three sectors (government, Catholic and independent). The average age of government school students was calculated from date-of-birth enrolment records held in a central database.
Years at School Calculation Method	In Tasmania, most students enrol in Kindergarten. Compulsory schooling begins in Prep, followed by years 1, 2, 3 etc. Testing is conducted in early August. Thus, the average number of years of compulsory schooling at the time of testing was approximately 3 years, 7 months (year 3), 5 years, 7 months (year 5) and 7 years, 7 months (year 7).
Definition, Identification of Indigenous Students	Indigenous students attending government schools were identified from enrolment records, held in a central database. Indigenous students in Catholic and independent schools were identified by enrolment records or self-identification.
Definition, Identification of LBOTE Students	Government school students with a language background other than English were identified by self-identification on test booklets. Catholic schools used new-arrival and special education applications to identify LBOTE students. Independent schools used self-identification. If the LBOTE status of a student was unknown, that student was considered not to have had a language background other than English.

Northern Territory

Exemption from Testing Policy	A student may be exempted from testing if they have high support needs (identified intellectual and/or physical disability) or they have a medically diagnosed communication disorder that would preclude them from completing the test.
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Average Age Calculation Method	The date of birth of each student is recorded on the test cover. The age of the student relative to the official end of the testing period is then calculated as a decimal. The average age of all students in the cohort (eg year 3) is then calculated.
Years at School Calculation Method	Schooling begins at age 5 in Transition classes. The typical time in school for year 3 students was calculated as follows: 2 years, 8 months (years 1, 2 and 3 to time of testing) plus 7 months (Transition) equals 3 years, 3 months. For year 5 students, the calculation was as follows: 4 years, 8 months (years 1, 2, 3, 4 and 5 at time of testing) plus 7 months (Transition), equals 5 years and 3 months. For year 7 students, the calculation was as follows: 6 years, 8 months (years 1, 2, 3, 4, 5, 6 and 7 at time of testing) plus 7 months (Transition) equals 7 years and 3 months.
Definition, Identification of Indigenous Students	Indigenous students are identified by schools at the time of enrolment or by self-identification.
Definition, Identification of LBOTE Students	Students are considered to have a LBOTE if they answer 'No' to the question, 'Does everyone at home speak to you in English?' or answer 'Never/Sometimes' to the question, 'How often do you speak English at home?'.

Australian Capital Territory

Exemption from Testing Policy	All students enrolled in years 3, 5 and 7 are expected to participate in testing. Students eligible for exemption include ESL students who have been learning English in Australia for less than 2 years; students enrolled in Learning Support Classes and Units, except those who can be accommodated through special provisions; Level 5 integration students enrolled in mainstream settings, except those who can be accommodated through special provisions, and students enrolled in Special Education schools.
Average Age Calculation Method	From date of birth until August 1 in the year of testing.
Years at School Calculation Method	The years and months beginning February 1 in the Kindergarten year through to August 1, in year 3, 5 or 7.
Definition, Identification of Indigenous Students	Indigenous students are identified at the time of enrolment by the parents/care-givers.
Definition, Identification of LBOTE Students	Data represents funded ESL students rather than the broader LBOTE category.

Measurement issues

Measurement framework

At the July 2002 meeting of the Ministerial Council on Education, Employment and Youth Affairs (MCEETYA), ministers approved the Measurement Framework for National Key Performance Measures, prepared by the Performance Measurement and Reporting Taskforce (PMRT). The framework sets out the basis for reporting progress towards the achievement of the National Goals for Schooling in the Twenty-first Century. The core of the framework is a schedule setting out the performance measures and the assessment and reporting cycle in priority areas for the period 2002–09. The priority areas covered by the 2002 framework are as follows.

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

Ministers agreed that there should be national three-yearly sample assessment cycles for science at year 6 and for both civics and citizenship and ICT at years 6 and 10, with science commencing in 2003, civics and citizenship in 2004 and ICT in 2005.

Approval was also given to using information from the Organization for Economic Co-operation and Development Programme for International Student Assessment for reporting 15-year-old students' performances in reading literacy, mathematical literacy and scientific literacy.

The PMRT advised ministers on the progress of work to develop a small number of strategic key performance measures for each of the priority areas. The PMRT will review the framework annually to ensure that it remains responsive to MCEETYA decisions and priorities.

Literacy and numeracy

Under agreements reached at the April 1999 MCEETYA meeting, national reporting of students' achievements against the literacy and numeracy benchmarks is achieved through the equating of State and Territory tests. The national equating process enables the benchmark results from States and Territories to be compared.

At the July 2002 MCEETYA meeting, Victoria proposed that the national agreement on assessing and reporting student achievement against the national benchmarks include common technical procedures for equating the benchmarks at the State level each year, for identifying absent and withdrawn students and for calculating and reporting on the known forms of measurement error. This was in response to observations that the benchmark results fluctuate from year to year for reasons other than student achievement, most notably from variations in the methods used to collect, collate and report information.

Ministers referred the technical issues associated with the testing and reporting of nationally comparable data to the PMRT. At the time the taskforce had already initiated work to improve the consistency of the technical procedures used by States and Territories including standardising the software and electronic spreadsheets used to calculate the benchmark percentages. This was expanded following the MCEETYA meeting to include refining the procedures for identifying absent and withdrawn students in State and Territory testing programs and their treatment in the benchmark calculations.

Reporting to parents

Ministers asked that the PMRT investigate the educational and measurement issues associated with reporting individual students' performance against the national literacy and numeracy benchmarks to their parents. This reporting was undertaken in only three of the eight jurisdictions: Western Australia, the Australian Capital Territory and the Northern Territory.

The final report of a review commissioned by the PMRT, *Reporting Benchmark Information to Parents* (AAAJ Consulting Group, December 2002) reached the following conclusions:

- the meaning of the national literacy and numeracy benchmarks was poorly understood
- benchmark reporting provides parents with an additional means of comparison about the adequacy of their children's performance
- to improve educational outcomes, more than basic benchmark information was needed
- the arguments against benchmark reporting are not strong
- where it has been used, benchmark reporting generates neither widespread interest nor concern among parents
- the issue of benchmark reporting to parents of Indigenous students should be a matter for local negotiation.

Information and communication technologies

Rapid developments in ICT and students' widespread use of ICT at home and school presented the PMRT with some difficulties in determining what the national sample assessment program planned for 2005 should test: ICT literacy involves not only the ability to manage software and hardware, but also to evaluate critically and manipulate online resources and demonstrate an awareness of the social, economic and political implications of ICT.

A project officer was engaged by PMRT to examine international and State and Territory assessment programs and curriculum and to assist with the development of the assessment domain and framework.

Collection of student background information

In 2001, ministers approved definitions for Indigenous status and geographic location, having previously indicated the need to reach agreement on nationally consistent definitions for the collection of student background information for reporting purposes. At the July 2002 MCEETYA meeting, ministers approved the adoption, and implementation over an agreed timeframe, of questions and coding procedures for the measurement of socioeconomic status and main language spoken at home. The PMRT reported that further work would be undertaken to implement the agreed definitions.

Consistency in data collections

The PMRT reported to MCEETYA that as part of its terms of reference to improve public reporting and provide advice on consistent approaches to reporting, it was undertaking work with States and Territories to develop consistent methodologies for the collection of financial and non-financial data with the aim of improving the comparability of the information reported in the *National Report on Schooling in Australia*.

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Glossary

Aboriginal and Torres Strait Islander student: A student of Aboriginal or Torres Strait Island origin who identifies as an Aboriginal or a Torres Strait Islander.

ABSTUDY: A Commonwealth financial assistance scheme for Aboriginal and Torres Strait Islander students wishing to go on with further studies.

Affiliation of non-government schools: Non-government schools are classified into two groups: Catholic and independent. Included in the independent category are schools with specific religious affiliations (other than Catholic) and schools that are inter-denominational, non-denominational or which have no religious affiliation.

Apparent retention rate: The percentage of full-time students of a given cohort group who continued to a particular level/year of education. In this publication, retention rates are calculated for students who continued to years 10, 11 and 12 of secondary schooling.

Appraisalment: The appraisalment process is a school-based process, which consists of: the identification of a student who may have learning difficulties or learning disabilities; data gathering about that student; the recommendation of a Program Type for intervention; the construction of a Support Plan by the class teacher; and Learning Support teachers to meet the needs of that student.

Area of activity (of staff): Considered to be primary education or secondary education. As a rule, the full-time equivalent (FTE) of staff is apportioned across areas of activity on the basis of time spent in the various areas of activity.

Austudy: A Commonwealth financial assistance scheme for eligible students aged 25 and over, who are permanent residents of Australia.

Benchmarks: Benchmarks underpin the reporting of student achievement. They are nationally agreed minimum acceptable standards for literacy and numeracy at particular year levels, representing the minimum level of achievement, without which a student will have difficulty making sufficient progress at school. Formulated through assessment procedures undertaken by States and Territories, benchmarks allow teachers to determine students' locations on an achievement continuum. See also Developmental continua; Key Performance Measures.

Category of school: Schools are classified to the government or non-government sector.

Criterion-referenced, or standards-referenced:

A system of assessment whereby results are obtained by assessing whether the candidate has achieved some previously defined standards or criteria. Under this system there is no predetermined pattern of distribution of results.

Developmental continua: The developmental continua use descriptors of behaviour to indicate what and how children are learning. These indicators are clustered into 'phases', allowing teachers to map overall progress. They demonstrate that children's learning does not develop in a linear sequence. Using the continua helps teachers make decisions about appropriate practice in the light of knowledge about student development. Government schools in Queensland use continua to map progress in reading, writing and number in years 1, 2 and 3.

Educational attainment: Measures the highest qualification obtained by the respondent. Qualifications may include those obtained at other than educational institutions (eg nursing qualifications obtained at a hospital).

ESL Bandscales: A nationally produced assessment and reporting framework used in a number of States and Territories to monitor the progress of students whose first language is not English.

First Steps: An early literacy program developed by the Education Department of Western Australia during the early 1990s. First Steps provides teachers in the early years of schooling with developmental continua across a series of developmental phases for reading, writing, spelling and oral language plus support books that help teachers select and apply teaching strategies appropriate to students' needs and current stage of development. The program includes comprehensive professional development that helps K-3 teachers to accurately assess student literacy development and tailor teaching to student needs.

Full-time equivalent (FTE) 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 FTE of part-time staff performing some activities which fall outside the scope of this collection (eg preschool, TAFE) is calculated on the basis of the proportion of time spent on in-scope activities compared with that spent by a full-time staff member solely occupied by in-scope activities.

- (b) The FTE of part-time staff performing activities which fall solely within the scope of the NSSC is calculated on the basis of time worked compared with that worked by full-time staff performing similar duties.

Some States are not able to calculate FTEs on a 'time spent' basis for all staff functions but use wages paid as a fraction of full-time rate, or a resource allocation-based formula. Some also use a pro-rata formula based on student or teacher numbers to estimate aggregate FTE for some categories of staff.

Index of Relative Socio-Economic Disadvantage

(IRSED): A measure developed by the Australian Bureau of Statistics, using Census data to categorise areas on the basis of their social and economic characteristics. IRSED identifies relative attributes such as educational attainment levels; income levels; occupations, skilled–unskilled; and levels of public-sector housing.

Indigenous student: An Indigenous student is a student of Aboriginal or Torres Strait Islander origin. At present, the way in which Indigenous status is determined varies across States and Territories.

Key performance measures: Indicators of student learning outcomes, these are a set of measures, limited in number and strategic in orientation, that provide nationally comparable data on aspects of performance critical to the monitoring of progress against the National Goals for Schooling in the Twenty-first Century. Key performance measures assist in establishing the skills and abilities of a key learning area that are achievable by students in particular year levels.

Leavers: Persons who were full-time students at any time in the previous calendar year, but were not full-time students at the time of the survey.

Level of education: This can be defined as follows:

- (a) Primary education is that full-time education which typically commences at around age 5 and lasts for seven to eight years. It does not include sessional education such as preschool education. In New South Wales, Victoria, Tasmania and the Australian Capital Territory, primary education may extend from pre-year 1 to year 6 (or equivalent). In Queensland and Western Australia it may extend from 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, South Australia, Western

Australia and the Northern Territory it may extend from year 8 to year 12 (or equivalent). Junior secondary education comprises years 7 to 10 in New South Wales, Victoria, Tasmania, and the Australian Capital Territory and years 8 to 10 in Queensland, South Australia, Western Australia and the Northern Territory. Senior secondary education comprises years 11 and 12 in all States and Territories.

- (c) Combined education refers to those schools 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.

Post-school qualification: A level of educational attainment or course attendance, undertaken since leaving school and recognised as one of the seven levels of qualification under the Australian Bureau of Statistics Classification of Qualifications. The seven levels are: Higher Degree, Post-graduate Diploma, Bachelor Degree, Undergraduate Diploma, Associate Diploma, Skilled Vocational Qualifications and Basic Vocational.

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).

Reading Recovery: A one-to-one literacy intervention process based on the work of New Zealand educator Marie Clay and widely used in Australian primary schools.

Relative Standard Errors: Since the Australian Bureau of Statistics survey estimates in this publication are based on information obtained from occupants of a sample survey of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the standard error (SE), which indicates the extent to which an estimate might have varied by chance because only a sample of dwellings was included.

Another measure of the likely difference is the relative standard error, which is obtained by expressing the SE as a percentage of the estimate. The smaller the estimate is, the higher the relative standard error (RSE). Very small estimates may be subject to such high RSEs as to seriously detract from their value for most reasonable uses. In the tables in this publication, percentages without any annotation have RSEs of less than 10 per cent and are considered sufficiently reliable for most purposes. Percentages with RSEs between 10 per cent and 25 per cent are preceded by an 'a' and may be sufficiently reliable depending on the purpose. Percentages with RSEs of 25 per cent or more are preceded by a 'b' and should be used with caution.

Remote areas: The Rural, Remote and Metropolitan Areas Classification (Department of Primary Industries and Energy/

Department of Human Services and Health, 1994) utilises Census data to identify statistical local areas of population density. Under this classification, all States and Territories are divided into three zones: urban/metropolitan, rural and remote, with seven categories within these groupings. 'Remote' includes the categories 'Remote centres', with populations of, or greater than, 5,000 persons; and 'Other remote areas', with populations of, or less than, 5,000 persons. See also *Urban/metropolitan areas*, and *Rural areas*.

Rural areas: The Rural, Remote and Metropolitan Areas Classification (Department of Primary Industries and Energy/ Department of Human Services and Health, 1994) utilises Census data to identify statistical local areas of population density. Under this classification, all States and Territories are divided into three zones: urban/metropolitan, rural and remote, with seven categories within these groupings. 'Rural' includes the categories 'large rural centres', with population levels between 25,000 and 99,999 persons; 'small rural centres', with population levels between 10,000 and 24,999 persons; and 'other rural areas', with population levels of lower than 10,000 persons. See also, *Urban/metropolitan areas*, and *Remote areas*.

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.

Skilled vocational qualification: Skilled vocational qualification courses provide individuals with the knowledge and skills necessary to work in a specific vocation, recognised trade or craft that requires a high degree of skill, usually in a range of related activities. Skilled vocational qualifications are recognised as one of the seven levels of qualification under the Australian Bureau of Statistics Classification of Qualifications. The seven levels are Higher Degree, Post-graduate Diploma, Bachelor Degree, Undergraduate Diploma, Associate Diploma, Skilled Vocational Qualifications and Basic Vocationals.

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 preschool or TAFE courses. A full-time student is one who undertakes a workload specified as full-time in the government or non-government sector. A part-time student is one who undertakes a workload less than that specified as full-time in either sector. The method used to determine student workload varies between States and Territories. The FTE of part-time students has been calculated by dividing the student's workload into that which is considered to be a full workload by that State or Territory. To calculate the FTE of all students the FTE of part-time students is added to the number of full-time students. Most of the tables in this publication relate to full-time students, unless indicated otherwise.

Urban/metropolitan areas: The Rural, Remote and Metropolitan Areas Classification (Department of Primary Industries and Energy/Department of Human Services and Health, 1994) utilises Census data to identify statistical local areas of population density. Under this classification, all States and Territories are divided into three zones: urban/metropolitan, rural and remote, with seven categories within these groupings. 'Urban/ metropolitan areas' includes the categories 'Capital cities', which record populations of, or greater than, 100,000 persons; and 'Other urban/metropolitan centres', with populations of, or less than 100,000 persons. See also, *Rural areas* and *Remote areas*.

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.

Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ABSCQ	Australian Bureau of Statistics Classification of Qualifications
ACER	Australian Council for Educational Research
AEC	Australian Education Council
AESOC	Australian Education Systems Officials Committee
AGSRC	Average Government School Recurrent Costs
AIEWs	Aboriginal and Torres Strait Island Education Workers
AIM	Achievement Improvement Monitor
AISV	Association of Independent Schools of Victoria
ANTA	Australian National Training Authority
ANTA MINCO	Ministerial Council on the Australian National Training Authority
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ARIA	Accessibility/Remoteness Index of Australia
ASP	Application Service Provider
ASSPA	Aboriginal Student Support and Parent Awareness Scheme
ATAS	Aboriginal Tutorial Assistance Scheme
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
BELTS	Basic E-Learning Tool Set
CLNP	Commonwealth Literacy and Numeracy Programme
COAG	Council of Australian Governments
CSF	Curriculum Standards Framework
DEST	Commonwealth Department of Education, Science and Training (prior to November 2001, DETYA, Department of Education, Training and Youth Affairs), Commonwealth
DETYA	Department of Education, Training and Youth Affairs (now DEST, Department of Education, Science and Training), Commonwealth
EdNA	Education Network Australia Online
ERI	Education Resource Index
ESL	English as a Second Language
ESL-ILSS	English as a Second Language – Indigenous Language Speaking Students
FTE	Full-Time Equivalent
GDP	Gross Domestic Product
HSC	Higher School Certificate (New South Wales)
ICT	Information and Communication Technologies
IEA	International Association for the Evaluation of Educational Achievement
IEETY	Indigenous Education, Employment, Training and Youth Taskforce
IESIP	Indigenous Education Strategic Initiatives Programme
IRSED	Index of Relative Socio-Economic Disadvantage (ABS)
KLAs	Key Learning Areas
KPMs	Key Performance Measures
LANs	Local Area Networks
LATIS	Learning and Technology in Schools
LBOTE	Language Backgrounds other than English
LLENs	Local Learning and Employment Networks

LOTE	Languages other than English
LSAY	Longitudinal Surveys of Australian Youth
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MIP	Managed Individual Pathways Program, Victoria
MOVEET	Council of Ministers of Vocational Education, Employment and Training
NCEC	National Catholic Education Commission
NCISA	National Council of Independent Schools' Associations
NEPMT	National Education Performance Monitoring Taskforce (replaced in July 2001 by the PMRT)
NIELNS	National Indigenous English Literacy and Numeracy Strategy
NLLIA	National Languages and Literacy Institute of Australia
NLNW	National Literacy and Numeracy Week
NSSC	National Schools Statistics Collection
OAC	Open Access College
OECD	Organization for Economic Co-operation and Development
POA	Postal Area
PISA	Programme for International Student Assessment
PMRT	Performance Measurement and Reporting Taskforce (replaced the NEPMT after July 2001)
RSE	Relative Standard Error
RTO	Registered Training Organisation
SACSA	South Australian Curriculum Standards and Accountability
SEIFA	Socioeconomic Indexes for Areas
SE	Standard Error
SES	socioeconomic status
SITES	Second Information Technology in Education Study
SOCCEI	Schools Online Curriculum Content Initiative
SOSE	Studies of Society and Environment
SRA	Supplementary Recurrent Assistance
SRT	Schools Resourcing Taskforce
SPPs	Specific Purpose Payments
TAFE	Training and Further Education
TIMSS	Trends in Mathematics and Science Study
TOP	Targeted Outcomes Programme
TRY	Training for Remote Youth (Northern Territory)
TSOF	Technology School of the Future
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VEGAS	Vocational and Educational Guidance for Aboriginals Scheme
VET	vocational education and training
VETIS	Vocational Education and Training In Schools