

National Report on Schooling in Australia 2011



www.acara.edu.au

National Report on Schooling in Australia 2011

Copyright

This work is copyright. In addition to any use permitted under the Copyright Act 1968, this work may be downloaded, displayed, printed, or reproduced in whole or in part for non-commercial purposes subject to an acknowledgement of the source. Enquiries concerning copyright should be directed to the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Contact details

Australian Curriculum, Assessment and Reporting Authority
Level 10, 255 Pitt Street
Sydney NSW 2000
T 1300 895 563
F 1800 982 118
www.acara.edu.au

The appropriate citation for this report is:
Australian Curriculum, Assessment and Reporting Authority,
National Report on Schooling in Australia 2011, ACARA,
Sydney, 2013

National Report on Schooling in Australia 2011
ISSN 1036-0972

National Report on Schooling in Australia 2011

Contents	Page
Overview	1
Part 1 National policy context	2
Part 2 National initiatives and achievements	8
Part 3 Schools and schooling	38
Part 4 Student participation	48
Part 5 Student achievement	62
Part 6 Senior schooling and youth transitions	72
Part 7 Aboriginal and Torres Strait Islander education	85
Part 8 Funding Australia's schools	119
Part 9 Additional statistics (separate document)	–
Part 10 Glossary	148

National Report on Schooling in Australia 2011

Overview

The *National Report on Schooling in Australia 2011* is the annual national report on school education of the Standing Council on School Education and Early Childhood (SCSEEC),¹ formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

The report provides a range of information on schooling in Australia in 2011 but its main focus is to report on progress in 2011 towards the Educational Goals for Young Australians and the Commitment to Action for achieving them announced by Australian Education Ministers in the [Melbourne Declaration](#) of December 2008.

A four-year plan, released in March 2009, outlines the key strategies and initiatives that Australian governments will undertake in each of eight interrelated areas to support the achievement of the educational goals over the period 2009 to 2012. This plan is aligned with relevant work of the Council of Australian Governments (COAG), in particular the [National Education Agreement \(NEA\)](#).² The plan provides a framework for nationally consistent, collaborative activities in education, including COAG initiatives.

Under the NEA, which came into effect in January 2009, all governments agreed to streamlined and consistent reports on national progress including the continued publication of an annual national report on the outcomes of schooling in Australia.

The report addresses the eight areas of commitment specified in the Melbourne Declaration. It describes the national policy and reporting context for school education in Australia, outlines nationally agreed policy initiatives and reports against nationally agreed key performance measures for schooling in Australia. This is the third annual *National Report on Schooling in Australia* to address the Educational Goals for Young Australians and the National Education Agreement.

This report has been compiled by the Australian Curriculum, Assessment and Reporting Authority (ACARA), as required under its charter, on behalf of SCSEEC. The *National Report on Schooling in Australia 2009* and *2010* are available on the [ACARA website](#). Previous annual publications of the report prior to 2009 are available on the [SCSEEC/MCEECDYA website](#).

¹ The (COAG) Standing Council on School Education and Early Childhood (SCSEEC) replaced MCEECDYA as the Ministerial Council with responsibility for schooling in Australia in January 2012. In this report, contemporary references to the council of Australian Education Ministers are to SCSEEC. Historical references, including for the reporting year, 2011, are to MCEECDYA, or to its predecessor until July 2009, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

² A review of the National Education Agreement was undertaken in 2012 and a revised agreement came into effect in July 2012. References and links to the NEA in this report are to the first agreement, which was in effect during the reporting year 2011.

National Report on Schooling in Australia 2011

Part 1

National policy context

Overview

Within Australia's federal system, constitutional responsibility for school education rests predominantly with the Australian States and Territories. The six State and two Territory governments and the Australian Government have cooperated to develop and work towards agreed goals for improving the educational outcomes for all young Australians.

In Australia, joint decisions on shared priorities and agreed national initiatives are made through intergovernmental policy councils. For education in 2011, these councils are the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), the Ministerial Council for Tertiary Education and Employment (MCTEE)¹ and the Council of Australian Governments (COAG).

MCEECDYA

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) was established in July 2009 following a realignment of the roles and responsibilities of two previously existing councils – the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and the Ministerial Council for Vocational and Technical Education (MCVTE).

Membership of the Council comprises State, Territory, Australian Government and New Zealand Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs.

The areas of responsibility covered by MCEECDYA are:

- primary and secondary education
- youth affairs and youth policy relating to schooling
- cross-sectoral matters including transitions and careers
- early childhood development including early childhood education and care
- international education (school education).

MCEECDYA is responsible for overseeing progress towards the Educational Goals for Young Australians announced by Ministers in the [Melbourne Declaration](#) of December 2008. The Melbourne Declaration supersedes the National Goals for Schooling in the Twenty-First Century (the Adelaide Declaration, agreed in 1999), which itself superseded the original National Goals for Schooling in Australia (Hobart Declaration, agreed in 1989).

MCTEE

The Ministerial Council for Tertiary Education and Employment (MCTEE) is responsible for higher education, vocational education and training, international education (non-school), adult and community education, employment and youth policy relating to participation in tertiary education, work and workforce productivity.

¹ In January 2012, MCEECDYA was replaced by the COAG Standing Council on School Education and Early Childhood (SCSEEC) and MCTEE was replaced by the COAG Standing Council on Tertiary Education, Skills and Employment (SCOTESE).

COAG

The Council of Australian Governments (COAG) is the peak intergovernmental forum in Australia. The Council comprises the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association (ALGA).

COAG's assent in 2008 to the Intergovernmental Agreement on Federal Financial Relations and the [National Education Agreement](#) resulted in a common framework for reform in education across Australia.

This framework includes a set of nationally agreed objectives, outcomes, targets and performance indicators to guide education reform across the country.

National Report on Schooling in Australia 2011

National policy context

1.1 Educational goals

The [Melbourne Declaration on Educational Goals for Young Australians](#) articulates nationally consistent future directions and aspirations for Australian schooling agreed by all Australian Education Ministers.

The Melbourne Declaration has two overarching goals for schooling in Australia:

Goal 1 Australian schooling promotes equity and excellence

Goal 2 All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

Commitment to Action

The Melbourne Declaration includes a Commitment to Action in the following eight interrelated areas in order to support the achievement of the educational goals:

- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency.

The Melbourne Declaration is supported by its companion document, the [MCEETYA¹ four-year plan 2009–2012](#), which was endorsed by Education Ministers in March 2009. The plan identifies key strategies that Australian governments agreed to undertake in each area of action and is aligned with key Council of Australian Governments (COAG) and other national agreements. Progress in implementing these strategies is outlined in [Part 2: National initiatives and achievements](#).

National Education Agreement

The Council of Australian Governments (COAG) [National Education Agreement \(NEA\)²](#) articulates the shared objective of Australian governments that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

The agreement details the roles and responsibilities of the Australian Government and the States and Territories and a comprehensive and rigorous framework for performance reporting. These, along with agreed policy and reform directions, are designed to help in achieving the following outcomes:

- all children are engaged in, and benefiting from, schooling
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Australian students excel by international standards

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) replaced the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2009.

² References and links to the National Education Agreement in this report are to the first agreement, which was in effect during the reporting year 2011. A revised NEA came into effect in July 2012.

- schooling promotes social inclusion and reduces the education disadvantage of children, especially Indigenous children
- young people make a successful transition from school to work and further study.

The reporting agreed by all governments includes the following elements:

- streamlined and consistent reports on national progress, including an annual national report on the outcomes of schooling in Australia [this report] and the biennial COAG report [Overcoming Indigenous Disadvantage: Key Indicators](#)
- national reporting on performance of individual schools to inform parents and carers and for evaluation by governments of school performance
- provision by schools of plain language student reports to parents and carers and an annual report made publicly available to their school community on the school's achievements and other contextual information.

Under the provisions of the [Schools Assistance Act 2008](#), the accountability framework for non-government schools and school systems is consistent with that of the NEA.

Achievement in 2011 against the NEA outcomes and indicators is reported in [Education 2011: Comparing performance across Australia – Report to the Council of Australian Governments](#) by the COAG Reform Council (CRC).

National Report on Schooling in Australia 2011

National policy context

1.2 Measuring and reporting performance

The [Measurement Framework for Schooling in Australia](#)

The [Measurement Framework for Schooling in Australia 2010](#) provides the basis for national reporting on the performance of schooling in Australia, as agreed by Education Ministers, and is the focus of the statistical data included in this report.

The Measurement Framework 2010 defines the national key performance measures (KPMs), specifies the data sources for the key performance measures and outlines the reporting cycle for the period 2010–15. It replaces the MCEETYA *Measurement Framework for National Key Performance Measures* (2008).

The framework is maintained by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) and is published on the ACARA website. It will be revised by ACARA in consultation with jurisdictions and sectors. A full review of the framework will be undertaken by ACARA every three years, commencing in 2012.

Key performance measures

The core of the Measurement Framework is the Schedule of Key Performance Measures. By intent, these KPMs are:

- strategic measures that provide nationally comparable data on aspects of performance critical to monitoring progress against the Melbourne Declaration
- focused on student participation, achievement and attainment
- based on sound and reliable assessment practice
- supportive of open and transparent reporting
- relevant and of interest to the public
- cost effective, practical to collect, and take account of the burden and impact that data collection may place on students, schools and schooling systems.

Agreed areas

The agreed areas of performance monitoring for which KPMs have been developed are:

Student achievement in the National Assessment Program (NAP) in:

- literacy
- numeracy
- science
- civics and citizenship
- information and communication technologies (ICT)
- specified international assessments.

Student participation and attainment including:

- school enrolment
- student attendance
- school completion and attainment
- engagement of young people in vocational education and training (VET).

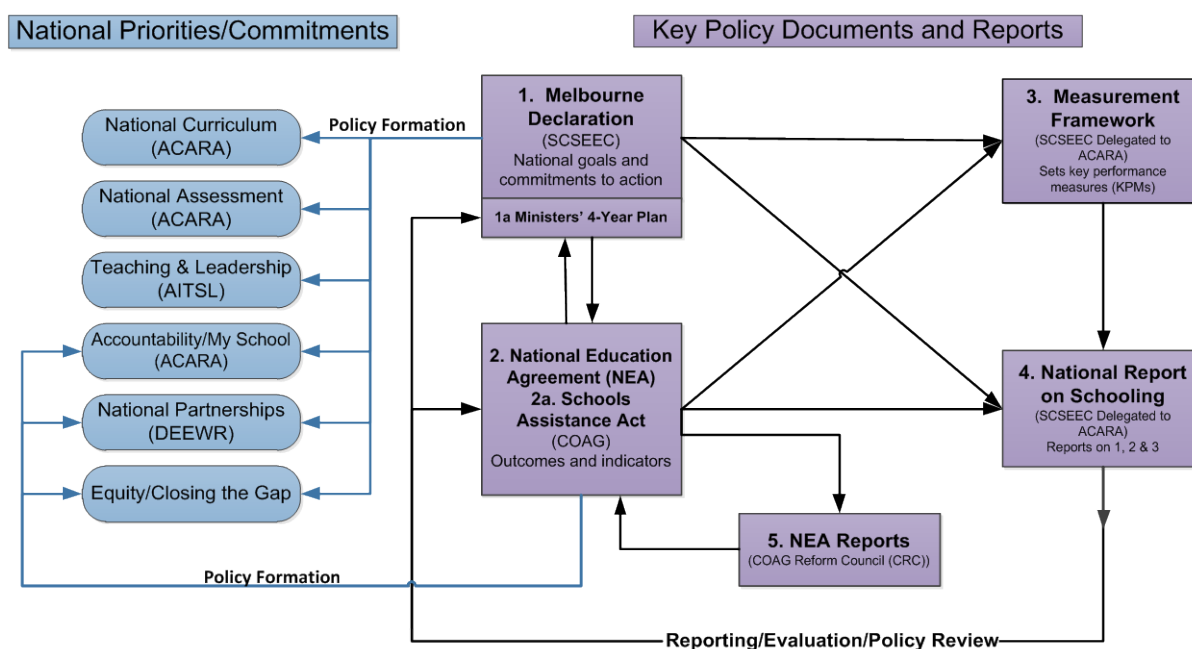
For national reporting purposes, measures of equity are derived by disaggregating KPMs for student achievement, participation and attainment by Indigenous status, sex,

geolocation, socio-economic status and language background where it is possible and appropriate to do so.

Policy and reporting framework

The key national school education policy documents and reports including the Melbourne Declaration, the National Education Agreement, the *Measurement Framework for Schooling in Australia* and the *National Report on Schooling in Australia* relate to and reinforce each other. Their relationships and roles in policy formation, reporting, evaluation and review are summarised in Figure 1.1.

Figure 1.1 National school education policy and reporting framework



The Measurement Framework incorporates national key performance measures arising from the Melbourne Declaration goals and commitment to action and key performance measures reflecting COAG targets and indicators drawn from the performance reporting framework of the National Education Agreement.

The performance reporting framework of the NEA includes an annual national report on the outcomes of schooling in Australia (the National Report on Schooling) covering the Melbourne Declaration and the Measurement Framework. The Measurement Framework is included as a schedule of the NEA.

The National Report on Schooling reports on national initiatives and achievements arising from the Melbourne Declaration and is the main vehicle for reporting the key performance measures defined in the Measurement Framework.

The COAG Reform Council (CRC) reports publicly and to COAG on performance against the objective and outcomes of the NEA. CRC reports cover NEA targets and indicators which are also reflected in the KPMs in the Measurement Framework.

National Report on Schooling in Australia 2011

Part 2

National initiatives and achievements

Overview

This section outlines the key national strategies designed to address the Commitment to Action in the [Melbourne Declaration](#) and identified in the [MCEETYA four-year plan 2009–2012](#)¹, together with initiatives for education agreed by the Council of Australian Governments (COAG), in particular through the [National Education Agreement \(NEA\)](#). It also reports on the implementation of these initiatives in 2011. National initiatives are defined as those in which States, Territories and the Australian Government are working together, at a national level, to progress their joint commitments.

Jurisdictions are also committed to progressing work towards the educational goals for young Australians and COAG targets and indicators specified in the NEA on an individual basis. Information on the implementation of programs within jurisdictions is available on State and Territory education authority websites.

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) replaced the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2009. The (COAG) Standing Council on School Education and Early Childhood (SCSEEC) replaced MCEECDYA as the Ministerial Council with responsibility for schooling in Australia in January 2012.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.1 Developing stronger partnerships

Australian governments have committed to working with all school sectors to ensure that schools engage young Australians, parents, carers, families, other education and training providers, business and the broader community to support students' progress through schooling, and to provide them with rich learning, personal development and citizenship opportunities ([Melbourne Declaration on Educational Goals for Young Australians](#) 2008).

States and Territories are committed to fostering:

- school-based partnerships with parents, carers and families; with local community groups; with Indigenous communities and between schools
- system-based partnerships with business, higher education, government agencies and others.

Jurisdictions are developing these partnerships on an individual basis, sharing and learning from best practice across jurisdictions and school sectors.

Smarter Schools National Partnerships

Through the Council of Australian Governments (COAG), the Australian Government and State and Territory governments have entered into national partnerships for:

- Improving Teacher Quality
- Education in Low Socio-economic Status School Communities
- Literacy and Numeracy.

Known collectively as Smarter Schools National Partnerships, these contribute to achieving objectives, outcomes and targets for schooling under COAG and the policy and reform directions outlined in the [National Education Agreement \(NEA\)](#). In addition to the Australian Government funding shown below, States and Territories contribute to the implementation of National Partnerships in money terms and in kind. Participation by non-government schools in these partnerships is determined through collaboration between the non-government sectors and State and Territory governments.

- **Improving Teacher Quality**

Under the Teacher Quality National Partnership (2008–09 to 2012–13), governments and school sectors are implementing a range of reforms that aim to attract, train, place, develop and retain quality teachers and leaders in Australia's schools. Commonwealth funding of \$550 million has been committed to this partnership over the five-year period. All teachers and school leaders are targeted under this partnership. In 2011, activity was focused on establishing structures, institutions and nationally agreed standards to carry forward major reforms in teaching. There has been activity at system, regional and school levels across the reforms. Some examples include the establishment of the Australian Institute for Teaching and School Leadership in January 2010, and the endorsement by Education Ministers of the National Professional Standards for Teachers in December 2010. Under the National Partnership various activities are undertaken at a jurisdictional level including improving performance management systems and pay structures.

Further information on this partnership and its implementation in 2011 is included in [Part 2.2: National initiatives and achievements – supporting quality teaching and school leadership](#). More detailed information is available on the Department of Education,

Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

- **Low Socio-economic Status School Communities**

Through the Low Socio-economic Status School Communities National Partnership (2008–09 to 2014–15), participating schools are working with their local communities and education authorities to identify reform activities that will generate the best educational outcomes for their disadvantaged students, including Aboriginal and Torres Strait Islander students, students from non-English speaking backgrounds and students with disabilities. Commonwealth funding of \$1.5 billion is being provided to States and Territories over the seven-year period, to be matched by State and Territory co-investment. Over the life of this National Partnership, approximately 1,700 schools serving low socio-economic status communities will be targeted for support. This National Partnership is supporting student engagement and attendance through whole-of-school strategies as well as targeted intervention for particular cohorts, including Aboriginal and Torres Strait Islander students. There has been a strong focus on the establishment of external partnerships with parents and organisations to support student learning and wellbeing.

Further information on this partnership and its implementation is included in [Part 2.7: National initiatives and achievements – improving educational outcomes for Indigenous youth and disadvantaged young Australians](#). More detailed information is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

- **Literacy and Numeracy**

The \$540 million Literacy and Numeracy National Partnership (2008–09 to 2011–12) aims to deliver sustained improvement in literacy and numeracy outcomes for students, especially those needing support. Over the life of this National Partnership, approximately 1,070 schools will be targeted for support. Progress has been made on improved literacy and numeracy outcomes through explicit and individualised support for students and targeted professional learning for school leaders and classroom teachers. Intensive, school-based coaching by literacy/numeracy experts on the use of data to identify individual student learning needs has made a significant contribution to improved learning outcomes.

The Literacy and Numeracy National Partnership provides for the development of an internet-based national database of effective literacy and numeracy strategies and approaches through a framework of effective practice, referred to as the National Evidence Base.

In November 2011, the *Teach Learn Share: The National Literacy and Numeracy Evidence Base* website was launched. Education practitioners – including principals, jurisdictions, professional associations and academic institutions – were invited to submit literacy or numeracy strategies for consideration for inclusion on *Teach Learn Share*.

Teach Learn Share is aimed at supporting greater information sharing and transparency around which literacy and numeracy interventions demonstrate success and how that success can be built on and replicated. The website offers teachers the opportunity to learn about strategies that work and assists them to make informed and evidence-based decisions about how to improve literacy and numeracy outcomes for their students.

Further information on this partnership is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

National Partnership on Youth Attainment and Transitions

The [National Partnership on Youth Attainment and Transitions](#) covering the period July 2009 to December 2013 aims to increase participation of young people in education and training, increase attainment levels nationally and improve successful transitions from school.

Commonwealth funding of \$708 million has been committed to this partnership over the life of the agreement, including up to \$100 million in reward funding to be made available to jurisdictions on the achievement of agreed participation and attainment targets. This partnership includes the Compact with Young Australians and the implementation of a National Youth Participation Requirement which commenced on 1 January 2010. The partnership also clarifies the respective roles and responsibilities of the Commonwealth, States and Territories and promotes immediate, concerted action supported by broader long-term reform.

Many of the initiatives implemented by jurisdictions with funding under the partnership are delivering positive outcomes. The funding has enabled tailoring of initiatives to jurisdictional needs and enhancement of existing reforms designed to improve attainment and transition outcomes for young people.

Under the Compact with Young Australians, young people had an entitlement to a government-subsidised education or training place for 15 to 19-year-olds (from 1 July 2009) or to a government-subsidised place which would result in an individual attaining a higher qualification for 20 to 24-year-olds (from 1 January 2010).

For 2011, all States and Territories met their obligation through the Compact with Young Australians to require young people to complete at least Year 10 and then remain in full-time study or work, or a combination of these, until age 17.

Two programs implemented from 2010 to support the achievement of the National Partnership were School Business Community Partnership Brokers (Partnership Brokers) and Youth Connections.

Further information on this partnership is included in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#) and on the [DEEWR website](#).

National Partnership on Digital Education Revolution

This National Partnership Agreement has been established to facilitate the implementation of the Digital Education Revolution (DER). The DER is a \$2.1 billion investment by the Commonwealth Government over six years, which aims to contribute sustainable and meaningful change to teaching and learning in Australian schools to prepare students for further education, training, jobs of the future and to live and work in a digital world.

The [Digital Education Revolution National Partnership](#) aims to deliver system-wide reforms in education to ensure that students are equipped for learning in a digital environment and to enable schools to better access the benefits of technology for their students.

Further information on the Digital Education Revolution is provided in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#).

National Partnership Agreement on Early Childhood Education

Through the National Partnership Agreement on Early Childhood Education, Commonwealth and State and Territory governments have committed to ensuring that, by 2013, all children will have access to a quality early childhood education program in the year before full-time schooling. The Commonwealth has committed \$970 million over five years towards the implementation of universal access to early childhood education, by 2013. Of this funding \$955 million is being provided directly to State and Territory governments to support their implementation of universal access and \$15 million is being spent over five years on the development of better data and performance information on early childhood education in Australia.

The National Partnership includes a specific focus on ensuring preschool education is available to Indigenous and disadvantaged children. The National Partnership is closely linked to other elements of the Australian Government's early childhood reform agenda, including the early childhood education Closing the Gap target, the development of the national Early Years Learning Framework, workforce reforms and the development of a national quality framework for early childhood education and care.

Further information on the National Partnership Agreement on Early Childhood Education, including the Aboriginal and Torres Strait Islander Universal Access Strategy, is available on the [DEEWR website](#).

National Partnership on Indigenous Early Childhood Development

Through the National Partnership Agreement on Indigenous Early Childhood Development the Australian Government is providing \$292.62 million for the establishment of at least 35 Children and Family Centres across Australia by June 2014. The Children and Family Centres will deliver integrated services, including early learning, child care and family programs in areas where there is a demonstrated need for these services, high disadvantage and a high proportion of Indigenous children under five years of age.

National Partnership Agreement on the Nation Building and Jobs Plan – Building the Education Revolution

In 2009, COAG agreed to the National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now incorporating Building the Education Revolution (BER). This agreement provides Commonwealth funding for the BER program over four years and will expire on 31 December 2012. The \$16.2 billion BER aims to provide economic stimulus through rapid construction and refurbishment of school infrastructure and build learning environments to help children, families and communities participate in activities that support achievement and develop learning potential. BER funding was allocated to nearly 24,000 projects in approximately 9,500 schools under the three elements of the BER.¹

Further information on this partnership and its implementation is included in [Part 2.9: National initiatives and achievements – other national initiatives](#) and on the [DEEWR website](#).

¹ Data are at 31 December 2011.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.2 Supporting quality teaching and school leadership

Australian governments are committed to working with all school sectors to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools ([Melbourne Declaration](#) 2008).

Among the key strategies agreed by Education Ministers for this commitment are the creation of new professional standards, a framework to guide professional learning for teachers and school leaders, and national consistency in the registration of teachers. Improved pay dispersion to reward quality teaching, improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools and joint engagement with higher education to provide improved pre-service teacher education are other agreed strategies.

This commitment is aligned with the policy and reform directions outlined in the National Education Agreement (NEA), which will contribute to achieving the Council of Australian Governments (COAG) targets for schooling in Australia.

National Partnership Agreement on Improving Teacher Quality

Through COAG, Australian governments have agreed to a five-year [National Partnership Agreement on Improving Teacher Quality](#). This partnership runs from January 2009 to December 2013 and is designed to drive systemic reforms to improve the quality of teaching and leadership in Australian schools. It aims to deliver system-wide reforms targeting critical points in the teacher 'life cycle' to attract, train, place, develop and retain quality teachers and leaders in schools.

The National Partnership Agreement states that it will contribute to the following outcomes:

- attracting the best entrants to teaching, including mid-career entrants
- more effectively training principals, teachers and school leaders for their roles and the school environment
- placing teachers and principals to minimise skill shortages and enhance retention
- developing teachers and school leaders to enhance their skills and knowledge throughout their careers
- retaining and rewarding quality principals, teachers and school leaders
- improving the quality and availability of teacher workforce data.

COAG also agreed to the development and implementation of national professional standards for teachers and a certification process for highly accomplished and lead teachers.

Commonwealth funding for this National Partnership is \$550 million over five years. Of this funding, \$50 million is allocated to professional development and support to enable principals to better manage their schools and achieve improved student results.

Individual States and Territories have implemented a range of initiatives, including the establishment of centres of excellence, expanding traditional pathways into teaching, trialling rewarding excellence with pay and piloting programs that enhance school-based decision-making.

Australian Institute for Teaching and School Leadership

The [Australian Institute for Teaching and School Leadership](#) (AITSL) was established to provide national leadership for Commonwealth, State and Territory governments in promoting excellence in the profession of teaching and school leadership. AITSL is responsible for fostering high-quality professional development for teachers and school leaders, working collaboratively across jurisdictions and engaging with key professional bodies.

AITSL is funded by the Australian Government. Over the four years from 2009–10 to 2012–13 AITSL will receive around \$54 million from the National Partnership on Improving Teacher Quality, the Australian Government Quality Teacher Program and other Australian Government project funds.

During 2011, AITSL undertook extensive research and consultation about the development of the *Australian Charter for the Professional Learning of Teachers and School Leaders*, which together with the National Professional Standards for Teachers underpins the Australian Teacher Performance and Development Framework. The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) agreed in October 2011 that AITSL would develop this framework.

National Professional Standards for Teachers

The [National Professional Standards for Teachers](#)¹ were endorsed by MCEECDYA in December 2010 and published in February 2011. Implementation in all States and Territories will commence from 2013.

The *National Professional Standards for Teachers* comprise seven standards which outline what teachers should know and be able to do at different stages of their career. The standards are interconnected, interdependent and overlapping. They are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. Within each standard, focus areas provide further illustration of these domains. These are then separated into descriptors at four professional career stages: Graduate, Proficient, Highly Accomplished and Lead.²

The National Professional Standard for Principals

The National Professional Standard for Principals³ sets out what school principals are expected to know, understand and do to achieve excellence in their work. It will be used to build the quality and capacity of school principals across Australia and will provide a basis for the broader Australian community to understand the scope and complexity of a principal's work and what can be expected of school leaders.

The standard is supported by a [clearinghouse for school leaders](#) which provides an interactive research repository and online tools designed to foster exchange and development of the knowledge and skills of principals. The clearinghouse is a project under the Smarter Schools National Partnership.

Both standards support the commitment in the Melbourne Declaration and align with the reforms included in the National Partnership on Improving Teacher Quality.

More information is available on the [AITSL website](#).

¹ Subsequently renamed the Australian Professional Standards for Teachers

² *National Professional Standards for Teachers*, AITSL, February 2011, p. 3

³ Subsequently renamed the Australian Professional Standard for Principals

Australian Government Quality Teacher Program

The Australian Government Quality Teacher Program (AGQTP) provides funding to non-government education authorities in each State and Territory to run a variety of projects and activities that offer ongoing professional learning and development for teachers and school leaders. AGQTP complements the reforms of the National Partnership for Improving Teacher Quality. Funding recipients are required to address one or more of the three priority areas: curriculum; targeted learning needs; and cross-curricular/whole school, with a focus on the Australian Curriculum, student wellbeing and the National Professional Standards for Teachers.

The objectives of the AGQTP are to:

- equip teachers with the skills and knowledge needed for teaching in the 21st century
- provide national leadership in high priority areas of teacher professional learning need
- improve the professional standing of school teachers and leaders.

From January 2010, the component of the AGQTP for the government sector was rolled into the National Schools Specific Purpose Payments. Funding for the non-government sector continues to flow directly to State and Territory non-government education authorities in accordance with current funding agreements.

Total funding for the 2011 calendar year was \$7.0 million.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.3 Strengthening early childhood education¹

Australian governments have committed to supporting the development and strengthening of early childhood education, to provide every child with the opportunity for the best start in life ([*Melbourne Declaration on Educational Goals for Young Australians*](#) 2008).

Through the Council of Australian Governments (COAG), all Australian governments have established early childhood education and development as a priority, committing to a five-year [*National Partnership Agreement on Early Childhood Education*](#).

[National Partnership Agreement on Early Childhood Education](#)

Through the National Partnership Agreement on Early Childhood Education, Commonwealth and State and Territory governments have committed to ensuring that all children will have access to a quality early childhood education program by 2013, delivered by a university-trained early childhood teacher, for 15 hours a week, 40 weeks a year, in the year before full-time schooling.

The Commonwealth's commitment of \$970 million over the five years to 30 June 2013 includes \$955 million directly to States and Territories to support their implementation of universal access to early childhood education. Three million dollars each year (for five years) has also been set aside for research, data development and evaluation. The National Partnership includes a specific focus on ensuring early childhood education is available to Indigenous and disadvantaged children.

The National Partnership is closely linked to other elements of the Australian Government's early childhood reform agenda, including the early childhood education Closing the Gap target, the development of the national Early Years Learning Framework, workforce reforms and the development of a national quality framework for early childhood education and care.

Further information on the National Partnership Agreement on Early Childhood Education, including the Aboriginal and Torres Strait Islander Universal Access Strategy, is available on the [DEEWR website](#).

[National Partnership Agreement on Indigenous Early Childhood Development](#)

Under the National Partnership Agreement on Indigenous Early Childhood Development, COAG agreed that at least 35 Children and Family Centres would be established across Australia by June 2014. Locations for 38 centres have been agreed. The Australian Government is providing \$292.62 million in funding to establish the centres.

The Children and Family Centres are being established in a mix of remote, regional and urban locations. They are concentrated in areas where there is demonstrated need for these services, high disadvantage and a high proportion of Indigenous children under five years of age. The centres will deliver integrated services, including early learning, child care and family support programs.

¹ Early childhood education and care occurs before children are enrolled in full-time schooling. Statistical and other information on early childhood education in Australia is therefore outside the scope of the *National Report on Schooling in Australia*. This section on strengthening early childhood education is included as a national initiative in this report to acknowledge Education Ministers' commitment within the Melbourne Declaration to strengthen early childhood education and to acknowledge the role of early childhood education in preparing children for full-time schooling.

National Partnership Agreement on National Quality Agenda for Early Childhood Education and Care

In 2009, COAG endorsed the [National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care](#). This National Partnership Agreement will contribute to improving outcomes for children attending education and care services (including long day care, family day care, kindergarten/preschool², and outside school hours care (OSHC)) through the following objectives:

- deliver an integrated and unified national system for early childhood education and care services, which is jointly governed and which drives continuous improvement in the quality of services
- improve educational and developmental outcomes for children attending early childhood education and care services, including by establishing a new national quality standard for all education and care services
- reduce regulatory burden for education and care service providers
- improve public knowledge about and access to information about the quality of education and services, which will help families to understand the quality of education and care provided to their children
- build a highly skilled workforce.

National Information Agreement on Early Childhood Education and Care

In 2009, MCEECDYA endorsed the [National Information Agreement on Early Childhood Education and Care](#). This agreement facilitates the collection, sharing and reporting of early childhood education and care information. It was developed in consultation with the Australian Government, States and Territories, as well as key data agencies. The National Information Agreement on Early Childhood Education and Care is an important step in national efforts to improve the quality and reliability of early childhood education and care data. The agreement is a key element of the COAG monitoring and reporting arrangements, especially for early childhood education for all children in the year before school under the National Partnership Agreement on Early Childhood Education, and for Indigenous children in that age group, under the Closing the Gap agenda.

Under the [MCEETYA four-year plan 2009–2012](#), the Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the ‘alignment between the Early Years Learning Framework and school-based curriculum frameworks which relate to the early years of schooling’. The Early Years Learning Framework was taken into account during Phases 1 and 2 of the development of the Australian Curriculum, Foundation to Year 10.

Further information on the commitment for strengthening early childhood education is outside the scope of the *National Report on Schooling in Australia* but is available on the [DEEWR website](#).

² In jurisdictions where preschool is currently delivered by government or non-government schools there will be an option of administering the National Quality Framework for Early Childhood Education and Care through existing government quality assurance processes with respect to preschools. (*National Partnership Agreement on National Quality Agenda for Early Childhood Education and Care*, Appendix B-8.53)

National Report on Schooling in Australia 2011

National initiatives and achievements

2.4 Enhancing middle years development

Australian governments are committed to working with all school sectors to ensure that schools provide programs that are responsive to students' developmental and learning needs in the middle years, and which are challenging, engaging and rewarding ([Melbourne Declaration on Educational Goals for Young Australians](#) 2008).

Jurisdictions are committed to progressing work in this area on an individual basis, and to sharing and learning from best practice across jurisdictions and school sectors.

This commitment is aligned with policy and reform directions outlined in the [National Education Agreement \(NEA\)](#) which contribute to achieving the Council of Australian Governments (COAG) targets relating to enhancing middle years development.

Through COAG, the Australian Government and State and Territory governments have entered into national partnerships for:

- Improving Teacher Quality
- Education in Low Socio-economic Status School Communities
- Literacy and Numeracy.

These partnerships are relevant to the commitment to enhancing middle years development. Participation by the non-government school sectors in these partnerships is determined by State and Territory government processes.

The Improving Teacher Quality National Partnership supports a range of strategies and actions for students in the middle years of schooling, including:

- preparation of varied and engaging teaching and learning approaches relevant to middle years students, including the use of innovative learning technologies that respond to the needs and characteristics of this unique phase of development
- providing stimulating and relevant experiences, excursions and school–community links for middle years students, for example in remote, rural and international settings
- supporting school leaders and middle years teachers to provide learning and teaching programs that engage and motivate all students through innovative, integrated multimodal approaches.

The Low Socio-economic Status School Communities National Partnership assists participating schools in engaging students in the middle years by providing appropriate support that addresses their personal circumstances and local contexts.

The Literacy and Numeracy National Partnership contributes to this commitment in participating schools by providing teachers with the skills and strategies to teach the key concepts in literacy and numeracy from the early years and to extend these skills in the middle and later years.

More information on these partnerships is available in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#) and on the DEEWR [Smarter Schools National Partnerships website](#).

The development and implementation of the Foundation to Year 10 Australian Curriculum is also central to the provision of challenging, engaging and rewarding programs in the middle years. This initiative is outlined in [Part 2.6: National initiatives and achievements – promoting world-class curriculum and assessment](#) and on the Australian Curriculum, Assessment and Reporting Authority (ACARA) [Australian Curriculum website](#).

National Report on Schooling in Australia 2011

National initiatives and achievements

2.5 Supporting senior years of schooling and youth transitions

Australian governments are committed to working with all school sectors to support the senior years of schooling and the provision of high quality pathways to facilitate effective transitions between further study, training and employment ([Melbourne Declaration](#) 2008).

The Council of Australian Governments (COAG) has established a target to lift the Year 12 or equivalent attainment rate to 90 per cent by 2015.¹ Specifically, COAG has agreed to a target for 2015 that 90 per cent of Australian 20 to 24-year-olds will have achieved Year 12 or equivalent or an Australian Qualifications Framework (AQF) Certificate II or above and for 2020 that 90 per cent of 20 to 24-year-olds will have achieved Year 12 or equivalent or an AQF Certificate III or above.²

To support achievement of this target, to increase the educational engagement and attainment of young people and to improve their transition to post-school education, training and employment, COAG has established the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians.

Compact with Young Australians

In April 2009, COAG agreed to a Compact with Young Australians. The compact includes three components designed to promote skills acquisition and ensure young people are 'learning or earning':

- [A National Youth Participation Requirement](#) which requires all young people to participate in schooling (or an approved equivalent) to Year 10, and then participate full-time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17. Similar requirements were introduced in Queensland, South Australia, Western Australia and Tasmania between 2006 and 2008. In 2010, the National Youth Participation Requirement also came into effect in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory. This extends the period of compulsory education (or approved equivalent) for young people in these jurisdictions, and effectively raises the minimum school (or approved equivalent) leaving age. The participation requirement raises expectations about the level of education and training undertaken by Australia's young people and, for the first time, makes those expectations consistent across the nation.
- [An entitlement to an education or training place](#) for 15 to 24-year-olds, which focuses on attaining Year 12 or equivalent qualifications. Entitlement places are for government-subsidised qualifications, subject to admission requirements and course availability. The education/training place entitlement came into effect for 15 to 19-year-olds from July 2009 and for 20 to 24-year-olds from January 2010 and expired on 31 December 2011, having been embedded in State and Territory policies.
- [Strengthened participation requirements for some types of income support](#) by which young people under the age of 21 who seek income support through the Australian Government's Youth Allowance (Other) are required to participate in education and

¹ The original target, quoted in the *MCEETYA four-year plan 2009–2012*, was to lift the Year 12 or equivalent or Certificate II attainment rate to 90 per cent by 2020. This was revised by COAG in April 2009.

² The AQF is the national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. Certificate II and Certificate III are VET qualifications within the AQF.

training full-time, or participate in part-time study or training in combination with part-time work or other approved activities until they attain Year 12 or a Certificate Level II qualification. (Exemptions apply to this requirement.) A requirement to be in full-time education or training applies to young people whose parents seek the Family Tax Benefit Part A.

The Compact with Young Australians will deliver benefits to young people, to industry and to the Australian economy. It also has significant resource implications for Australia's schools and publicly funded VET systems, including State and Territory Technical and Further Education (TAFE) systems.

Since the introduction of the compact there have been substantial increases in the apparent rates of student progression and retention to the later years of schooling and in the proportion of 15 to 19-year-olds participating in education and training overall. These developments are reported in [Part 4.2: Student participation – progression and retention](#) and [Part 6.2: Senior schooling and youth transitions – participation](#).

National Partnership on Youth Attainment and Transitions

The Compact with Young Australians forms part of the National Partnership on Youth Attainment and Transitions. This National Partnership runs from July 2009 to December 2013 and includes \$708 million of project and reward funding.

Under the partnership, the Australian Government is providing funding of \$608 million over four years for improved youth engagement, attainment and transition arrangements. This is made up of:

- \$288 million to provide services through the Youth Connections program to support young people at risk of not attaining Year 12 or an equivalent qualification. Since 2010, more than 55,000 young people have received support from Youth Connections and, of that number, over 30,000 have re-engaged with education, training or employment.
- \$183 million for the School Business Community Partnership Brokers program, to improve community and business engagement with schools to extend learning beyond the classroom. Partnership Brokers supports 1,450 partnerships involving 4,700 partners (schools, training providers, business and industry community bodies, and parents and families).
- \$106 million for States and Territories to maximise engagement, attainment and successful transitions through the areas of career development, multiple learning pathways and mentoring
- \$30 million for national career development initiatives administered by the Commonwealth.

Further information is available on the [Department of Education, Employment and Workplace Relations \(DEEWR\) website](#).

MCEECDYA strategies to support senior years of schooling and youth transitions

The MCEECDYA commitment to support senior years of schooling and youth transitions and the strategies identified in the Ministers' four-year plan 2009–12 address the COAG target of raising the rate of completion of Year 12 or equivalent but preceded the agreement for the National Partnership on Youth Attainment and Transitions.

Under Ministers' four-year plan all States and Territories committed to supporting reforms in senior years of schooling and youth transitions and to sharing and learning from each other and from evidence about best practice.

National strategies and actions identified in the four-year plan include:

Trade Training Centres in Schools Program

- MCEECDYA strategy: increasing access to and participation in high quality, industry-recognised training at Certificate III level for secondary school students, including through Trade Training Centres.

The [Trade Training Centres in Schools Program](#) is an important element of the Australian Government's Education Revolution. It is providing \$2.5 billion in 2008–18 to enable secondary students to access vocational education and training (VET) through Trade Training Centres.

Through their education authorities, schools can access funding to build new or upgrade existing trade or vocational education and training facilities. They can do this individually or can cluster together to develop more substantial trade training facilities.

This program supports and complements existing programs for VET in Schools and school-based apprenticeships and traineeships operating in all States and Territories. Under these programs school students are able to combine school study with training towards an accredited AQF VET qualification.

Digital Education Revolution

- MCEECDYA strategy: ensuring learning in the senior years is supported by access to computers, online tools and resources, and teaching expertise in using information and communication technologies (ICT).

Through the [Digital Education Revolution](#) (DER), the Australian Government is providing more than \$2.1 billion over six years to:

- provide new information and communication technology (ICT) equipment for all secondary schools with students in Years 9 to 12 through the National Secondary School Computer Fund. The aim of the fund is to achieve a one to one computer to student ratio for all students in Years 9 to 12 by the start of Term 1, 2012.
- support all teachers in implementing the Australian Curriculum by enhancing the pool of national, State and Territory digital curriculum resources through the Supporting the Australian Curriculum Online program.
- support four projects under the Information and Communication Technology Innovation Fund to assist teachers and school leaders to embrace technology and encourage teachers to creatively and effectively integrate the use of ICT into the classroom.
- provide technical advice and support for national initiatives through the National Schools Interoperability Program
- support the implementation of the Australian Curriculum through the Australian Curriculum Connect project, enabling the use, sharing and discovery of digital resources aligned with the new curriculum.

The DER is governed by the Digital Education Revolution National Partnership agreed in 2009 between the Australian and State and Territory governments and by Digital Education Revolution Funding Agreements between the Australian Government and Catholic and independent education authorities. Further information is available on the DEEWR website.

Australian Blueprint for Career Development

- MCEECDYA strategy: development and implementation of the Australian Blueprint for Career Development, a national project to develop a framework for lifelong, active career management skills.

The Australian Blueprint for Career Development is a framework for designing, implementing and evaluating career development programs for young people and adults. The blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers. Another MCEECDYA initiative, Australia's national career information and exploration service, the [myfuture](#) website, complements the blueprint to provide resources for careers advisers, teachers and students. The *myfuture* website assists school students and others to make informed career decisions, plan career pathways and manage work transitions.

Targeted support for schools, students and parents

- MCEECDYA strategy: increasing access to differentiated and coordinated support and assistance for young people likely to disengage or those who have disengaged from education and training.
- MCEECDYA strategy: ensuring students and parents, particularly those in low socio-economic status schools, have access to extended services such as out-of-school activities and community development resources.

In addition to the National Partnership on Youth Attainment and Transitions, the Low Socio-economic Status School Communities National Partnership supports low socio-economic status schools to work with their local communities and parents to provide improved educational outcomes for disadvantaged students. Further information on this partnership is included in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#) and on the DEEWR [Smarter Schools National Partnerships website](#).

Further information on senior schooling and transitions including the Key Performance Measures related to this commitment is in [Part 6: Senior schooling and youth transitions](#).

National Report on Schooling in Australia 2011

National initiatives and achievements

2.6 Promoting world-class curriculum and assessment

Australian governments are committed to working together with all school sectors to ensure world-class curriculum and assessment for Australia at national and local levels ([*Melbourne Declaration on Educational Goals for Young Australians*](#) 2008).

The Australian Curriculum, Assessment and Reporting Authority

The key national strategy to support this commitment identified in the [*MCEETYA¹ four-year plan 2009–2012*](#) was the establishment of the [*Australian Curriculum, Assessment and Reporting Authority \(ACARA\)*](#).

ACARA is responsible for the delivery of key national reforms in curriculum and assessment including:

- development of a rigorous, world-class national curriculum, which builds on early childhood learning, from the first year of schooling to Year 12
- alignment between the Early Years Learning Framework and school-based curriculum frameworks that relate to the early years of schooling
- development of plans to improve the capacity of schools to assess student performance, and to link assessment to the national curriculum where appropriate
- managing the development and overseeing the delivery of assessments and reporting for the National Assessment Program (NAP), including national tests in Literacy and Numeracy (NAPLAN) and sample assessments in Science Literacy, Civics and Citizenship, and Information and Communication Technology (ICT) Literacy.

ACARA is an independent statutory authority, established in December 2008 under the *Australian Curriculum, Assessment and Reporting Authority Act (2008)* (the ACARA Act), and is subject to the *Commonwealth Authorities and Companies Act (1997)*. ACARA became operational at the end of May 2009.

ACARA is a cooperative enterprise between state and federal jurisdictions and its activities are jointly funded by Commonwealth, State and Territory governments. The ACARA Board comprises members nominated by Commonwealth, State and Territory Education Ministers, as well as the National Catholic Education Commission and Independent Schools Council of Australia.

ACARA's work is carried out in collaboration with a wide range of stakeholders, including teachers, principals, governments, State and Territory education authorities, non-government education authorities, professional education associations, community groups and the general public.

Its role in the reporting of educational information is outlined in [*Part 2.8: National initiatives and achievements – strengthening accountability and transparency*](#).

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) replaced the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in July 2009. In January 2012, MCEECDYA was replaced by the COAG Standing Council on School Education and Early Childhood (SCSEEC).

In terms of curriculum and assessment, the functions of ACARA, as provided in Section 6 of the ACARA Act, are to:

- develop and administer a national school curriculum, including content of the curriculum and achievement standards, for school subjects specified in the Charter²
- develop and administer national assessments
- provide school curriculum resource services
- provide information, resources, support and guidance to the teaching profession.

The Australian Curriculum

The Australian Curriculum is being developed in phases. Each phase involves substantial consultation with government and non-government education authorities, professional associations, teachers, academics, business, industry and parent and community groups across all States and Territories and comprehensive review and revision processes. Development of the Australian Curriculum from Foundation³ to Year 12 (F–12) follows ACARA's [Curriculum Development Process](#) and [Curriculum Design](#) papers.

The overall development of the Australian Curriculum is guided by the *Shape of the Australian Curriculum* which is approved by Education Ministers and was first published in 2009. The third version of the shape paper was published in October 2011. It provides background for the implementation of the first phase of curriculum development and guides further development of the Australian Curriculum.

The Australian Curriculum F–12 comprises content descriptions, elaborations, achievement standards and annotated work samples, which are published online.

The first phase of curriculum development, which commenced in 2009, involved the development of curriculum content and achievement standards for English, mathematics, science and history, with Foundation to Year 10 (F–10) and senior secondary development operating on different timelines. The development of the Australian Curriculum for this phase was guided by shape papers for English, mathematics, science and history as well as the first *Shape of the Australian Curriculum* paper.

In December 2010, Ministers approved the content of the Foundation to Year 10 Australian Curriculum in English, mathematics, science and history, subject to the validation of achievement standards.

The 2011 validation of F–10 achievement standards involved feedback from classroom teachers and State and Territory school and curriculum authorities. Revised achievement standards and refined curriculum content for F–10 English, mathematics, science and history were approved by Ministers and published on the ACARA website in October 2011. In addition, to clarify achievement standards for each of these subjects, portfolios of student work were developed and published in December 2011.

Responsibility for implementing the Australian Curriculum lies with each State and Territory. Implementation of English, mathematics, science and history Australian Curriculum from Foundation to Year 10 commenced in some States and Territories in 2011 with substantial implementation planned to occur by the end of 2013 in most States and Territories.

² MCEECDYA (SCSEEC from 2012) determines the ACARA Charter and specifies the subjects for development within the Charter.

³ The Foundation year is known as Preparatory in Victoria, Queensland and Tasmania, Kindergarten in New South Wales and the Australian Capital Territory, Reception in South Australia, Pre-primary in Western Australia and Transition in the Northern Territory.

Draft senior secondary (Years 11 and 12) curriculum for English, mathematics, science and history was released for public consultation in May 2010. Feedback was reviewed by advisory groups and State and Territory education authorities and this analysis, along with ACARA's responses, has informed the draft senior curriculum in these learning areas, to be released for consultation in the first half of 2012.

The second phase of the Australian Curriculum development involves the learning areas of geography, languages and the arts.

Following national consultation during 2010, the *Shape of the Australian Curriculum: Geography* was published in January 2011 and the draft Australian Curriculum: Geography F–12 was released for consultation in October 2011. The *Shape of the Australian Curriculum: The Arts* was published in August 2011 and writing of the draft F–10 curriculum began after the consultation period. Following publication of the *Shape of the Australian Curriculum: Languages* in November 2011, curriculum writing began for F–10 Chinese and Italian.

The third phase includes the development of the Australian Curriculum for other learning areas specified in the Melbourne Declaration: health and physical education; technologies (including information and communication technology and design and technology); civics and citizenship; and business and economics. In mid-2011, work began on the development of shape papers for technologies and health and physical education, with national forums in both learning areas held in December 2011.

In addition to its focus on learning areas, the Australian Curriculum pays particular attention to general capabilities. These encompass skills, behaviours and dispositions that students develop and apply to content. The Australian Curriculum includes seven general capabilities: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding. These are addressed in each learning area as appropriate.

The curriculum also gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The Australian Curriculum Consultation portal allows stakeholders and the general public to read, review and provide feedback on draft curriculum materials as they become available. The feedback is used to revise and improve the draft materials so that the highest quality documents are developed and published.

Curriculum documents are progressively released on the ACARA [Australian Curriculum website](#).

[School curriculum resource services and information and support to the teaching profession](#)

While implementation of the Australian Curriculum is a matter for each State and Territory, ACARA is continuing to work with States and Territories to facilitate implementation by providing leadership, advice and opportunities to coordinate implementation planning.

As the Australian Curriculum is developed, approved and released, ACARA is working with jurisdictions, sectors, other agencies and professional associations to provide tools and resources to support schools, teachers and the public in implementing and interacting with the Australian Curriculum.

ACARA collaborates with Education Services Australia regarding online resource discovery and access and with the Australian Institute for Teaching and School Leadership regarding professional learning requirements in relation to the Australian Curriculum.

To ensure the Australian Curriculum is accessible to students for whom English is another language or dialect (EAL/D), teacher resources have been developed in consultation with expert advisers and the States and Territories. The [English as an Additional Language or Dialect: Teacher Resource](#) was published on the ACARA website in August 2011 and will assist teachers to support EAL/D students in accessing the Australian Curriculum.

Advice has also been developed for schools and teachers on using the Australian Curriculum to meet the needs of students with disabilities. It is available on the Australian Curriculum Consultation website.

[The National Assessment Program \(NAP\)](#)

The National Assessment Program is an ongoing program of assessments to monitor progress towards the Educational Goals for Young Australians. The NAP encompasses the annual national literacy and numeracy tests (NAPLAN), three-yearly sample assessments in science literacy, civics and citizenship, and information and communication technology (ICT) literacy, and Australia's participation in international assessments.

- [National Assessment Program — Literacy and Numeracy \(NAPLAN\)](#)

NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9 in Australia in the areas of Reading, Writing, Language Conventions (spelling, punctuation and grammar) and Numeracy (number; function and pattern; measurement, chance and data; and space).

NAPLAN tests were first conducted in 2008, replacing former State and Territory based literacy and numeracy tests.

ACARA has been responsible for the development of and overseeing the delivery of the NAPLAN tests from 2010.

Information on results of the 2011 NAPLAN tests, including the key performance measures related to them, is included in [Part 5: Student achievement](#).

The [NAPLAN National Report](#) for 2011 is published on ACARA's [National Assessment Program website](#). This report provides analyses of results including breakdowns by State and Territory, and student background characteristics, including sex, language background, Indigenous status, geolocation and parental education and occupation. Further information about NAPLAN for parents, schools and students is also available on this website. This information includes samples of the individual student reports that are provided to all students who participate in the NAPLAN tests, and background information about the NAPLAN tests. Average NAPLAN results for schools are also reported on the [My School website](#).

- [The National Assessment Program – sample assessments](#)

The national sample assessments test students' skills and understanding in Science Literacy, Civics and Citizenship, and Information and Communication Technology (ICT) Literacy. Selected groups of students in Years 6 and 10 participate in these sample assessments, which are held on a rolling three-yearly basis.

Sample assessments began in 2003 with Science Literacy, followed by Civics and Citizenship in 2004 and ICT Literacy in 2005. The third ICT Literacy assessment was undertaken by a sample of Year 6 and Year 10 students in October 2011.

Information on results of the 2011 ICT Literacy assessment, including the key performance measures related to it, is included in [Part 5: Student achievement](#).

The full report on this sample assessment is available on ACARA's [National Assessment Program website](#).

- [National Assessment Program — international assessments](#)

There are two NAP sample assessments conducted by international organisations that are used as a basis for key performance measures in the *Measurement Framework for Schooling in Australia*: the [Programme for International Student Assessment](#) (PISA) and the [Trends in International Mathematics and Science Study](#) (TIMSS).

PISA is conducted every three years by the Organisation for Economic Co-operation and Development (OECD) and involves the assessment of a sample of 15-year-old students in reading, mathematical and scientific literacy. The most recent PISA assessment for which results are available took place in 2009 and the national report for this assessment was released in December 2010. This and other PISA reports are available on the [Australian Council for Educational Research \(ACER\) website](#).⁴

TIMSS is a four-yearly international sample assessment of student achievement in mathematics and science at Years 4 and 8 administered by the International Association for the Evaluation of Educational Achievement (IEA). The most recent TIMSS assessment (TIMSS 2011) took place for Australian students in late 2010 with approximately 13,700 students sitting the test. Results from TIMSS 2011 are reported in [Part 5.3: National Assessment Program – Trends in International Mathematics and Science Study](#).

In late 2010, approximately 6,100 Australian students participated in an additional international assessment: the Progress in International Reading Literacy Study (PIRLS) 2011. PIRLS is an international sample assessment of Year 4 student achievement in reading literacy administered by the IEA. National reports for TIMSS and PIRLS 2011 are available on the [ACER website](#).

In October 2011, Australian Education Ministers also agreed to Australia's participation in the IEA's [International Computer and Information Literacy Study \(ICILS\)](#) in 2013.

⁴ An additional report, [PISA 2009: Preparing Australian Students for the Digital World](#), was published by ACER in 2012.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.7 Improving educational outcomes for Indigenous¹ youth and disadvantaged young Australians, especially those from low socio-economic backgrounds

The first goal of the [Melbourne Declaration on Educational Goals for Young Australians](#) is that Australian schooling promotes equity and excellence.

Within the Melbourne Declaration, Ministers acknowledged that:

- educational outcomes for Indigenous children and young people are substantially behind those of other students in key areas of enrolment, attendance, participation, literacy, numeracy, retention and completion
- students from low socio-economic backgrounds, those from remote areas, refugees, homeless young people, and students with disabilities often experience educational disadvantage
- Australian governments must support all young Australians to achieve not only equality of opportunity but also more equitable outcomes

and committed Australian governments to working with all school sectors to:

- 'close the gap' for young Indigenous Australians
- provide targeted support to disadvantaged students
- focus on school improvement in low socio-economic communities.

The Council of Australian Governments (COAG) has set targets to lift educational attainment overall and to close the gap between the educational outcomes of Indigenous and non-Indigenous students that are incorporated in the [National Education Agreement](#). These are to:

- lift the Year 12 or equivalent attainment rate to 90 per cent by 2015
- halve the gap between Indigenous and non-Indigenous students in reading, writing and numeracy within a decade (by 2018)
- at least halve the gap between Indigenous and non-Indigenous students' Year 12 or equivalent attainment rates by 2020.

Progress towards these targets is discussed in [Part 6.3: Senior school and transitions – attainment](#) and Part 7: Aboriginal and Torres Strait Islander education.

COAG has also set a target to ensure access to early childhood education for all Indigenous four-year-olds in remote communities by 2013.²

MCEECDYA strategies

National strategies and actions identified in the [MCEETYA four-year plan 2009–2012](#) include:

- development of a four-year action plan to close the gap for Indigenous children and young people, building on the review of the Australian Directions in Indigenous Education 2005–2008
- providing increased access to quality early childhood education programs for Indigenous children, including for all Indigenous four-year-olds

¹ The Melbourne Declaration, *MCEETYA four-year plan 2009–2012* and data collections use the term 'Indigenous' to refer to Australia's Aboriginal and Torres Strait Islander people. Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to the term 'Indigenous'.

² Reporting on this target and on other data on early childhood education is outside the scope of the National Report on Schooling.

- establishment of integrated Children and Family Centres where there is a significant Indigenous population and high general disadvantage
- attracting high quality principals, school leaders and teachers to schools in disadvantaged communities
- providing support and incentives to increase Indigenous participation in the education workforce, especially in remote schools
- supporting coordinated community services for Indigenous students and their families that can increase attendance and engagement in schooling
- enhancing professional development in the teaching of English as a second language (ESL)³, literacy and assessment for teachers working with students from Indigenous language backgrounds
- strengthening school leadership in disadvantaged schools
- encouraging a strong focus on the educational needs, mental health and wellbeing of individual students
- generating meaningful pathways for all disadvantaged students.

Aboriginal and Torres Strait Islander youth

State and Territory governments, non-government education authorities and Aboriginal and Torres Strait Islander communities are working in collaboration to close the gap between the outcomes of schooling for Aboriginal and Torres Strait Islander and non-Indigenous students.

The [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) was developed by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) as part of the COAG reform agenda to improve life outcomes for Aboriginal and Torres Strait Islander Australians. The plan was approved by MCEECDYA in April 2010 and endorsed by COAG in May 2011. The plan focuses on six priority areas identified as having the greatest impact on closing the gap:

- readiness for school
- engagement and connections
- attendance
- literacy and numeracy
- leadership, quality teaching and workforce development
- pathways to real post-school options.

The plan endeavours to bring together existing commitments made through other key reforms including the National Indigenous Reform Agreement (NIRA) and the National Education Agreement and was informed by public consultations undertaken in 2009 and 2010.

The plan also builds on commitments by governments to introduce substantial structural and innovative reforms in early childhood education, schooling and youth engagement.

Funding of the plan is a shared responsibility of participating education providers and the Australian Government. For its part, the Australian Government has committed \$128.6 million between 2010 and 2014 (calendar years) to a range of measures in the Action Plan. Implementation of the plan is progressing well.

The first report against the action plan, the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014: 2010 Annual Report* was released by MCEECDYA in January 2012. The second report, covering 2011 activities under the plan, is due for release by SCSEEC in December 2012.

³ This term has been changed to English as an Additional Language (EAL).

Aboriginal and Torres Strait Islander students are also benefiting from the three Smarter Schools National Partnership agreements (Literacy and Numeracy, Low Socio-economic Status School Communities and Improving Teacher Quality) and the Youth Attainment and Transitions National Partnership. These agreements are for all Australians, but have Aboriginal and Torres Strait Islander specific measures. More information on these partnerships is included in [Part 2.1: National initiatives – developing stronger partnerships](#).

The Youth Attainment and Transitions National Partnership Agreement also has an explicit focus on Aboriginal and Torres Strait Islander participation and attainment. It is providing action to engage young people aged 18 to 24 in education and help them to make the transition to further education, training, employment and a career. The [Youth Connections](#) program began in January 2010 and provides an individualised and responsive service to support those most at risk of disengaging from education, including Aboriginal and Torres Strait Islander young people.

More information on initiatives for Aboriginal and Torres Strait Islander youth is available on the [DEEWR website](#). Information on schooling for Aboriginal and Torres Strait Islander students in 2011, including relevant key performance measures disaggregated by Indigenous status, is provided in Part 7: Aboriginal and Torres Strait Islander education.

[Low socio-economic status school communities](#)

All governments have agreed that they have mutual interest in and shared responsibility for improving educational outcomes in low socio-economic status (SES) school communities and in supporting reforms in the way schooling is delivered to those communities.

The [National Partnership for Low Socio-economic Status School Communities](#) facilitates a range of school-level and broader reforms addressing educational disadvantage associated with low socio-economic status school communities including:

- incentives to attract high quality principals and teachers
- more flexible management and staffing arrangements
- more flexible school operational arrangements
- innovative and tailored learning opportunities for students
- strengthened school accountability to parents and the community
- external partnerships with parents, schools, businesses and local communities.

Commonwealth funding of \$1.5 billion is being provided to States and Territories over a seven-year period, to be matched by State and Territory co-investment. Over the life of this National Partnership, approximately 1,700 schools serving low socio-economic status communities will be targeted for support. This National Partnership is supporting student engagement and attendance through whole-of-school strategies as well as targeted intervention for particular cohorts, including Aboriginal and Torres Strait Islander students, students from a non-English speaking background and students with disabilities. There has been a strong focus on the establishment of external partnerships with parents and organisations to support student learning and wellbeing.

Information on this partnership is also included in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#). More detailed information is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

The needs of students from low socio-economic backgrounds (whether or not they attend a school participating in the Low Socio-economic Status School Communities National

Partnership), as well as those experiencing other forms of educational disadvantage, are also addressed in the other Smarter Schools National Partnerships. Information on these partnerships – Improving Teacher Quality, and Literacy and Numeracy – is included in [Part 2.1: National initiatives and achievements – developing stronger partnerships](#).

The [National Partnership on Youth Attainment and Transitions](#), including the Compact with Young Australians and the National Youth Participation Requirement, is also vital to addressing outcomes for educationally disadvantaged young Australians. These initiatives are outlined in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#).

National Report on Schooling in Australia 2011

National initiatives and achievements

2.8 Strengthening accountability and transparency

Both the [Melbourne Declaration on Educational Goals for Young Australians](#) and the Council of Australian Governments (COAG) [National Education Agreement \(NEA\)](#) emphasise increased transparency for reporting educational information and improved accountability for the use of public resources for education as core reforms.

This includes improved reporting to schools, families and students about student achievement and school performance and improved public reporting of individual and comparative school performance as well as reporting on the performance of Australian schooling overall.

In the Melbourne Declaration, Australian governments committed to working with all school sectors to ensure that public reporting of education:

- focuses on improving performance and student outcomes
- is both locally and nationally relevant
- is timely, consistent and comparable.

States and Territories have committed to increasing the provision of transparent information about schools and their performance, including fostering direct discussion between parents and teachers on students' progress and improving the capacity of schools to report in clear language to students and parents.

Under the NEA (government schools) and the [Schools Assistance Act 2008](#) (non-government schools), all schools are required to provide to parents and carers of students in Years 1–10 a plain language report on the progress and achievement of each student. These twice-yearly reports must include an assessment against available national standards and, for each subject studied, an assessment against a five-point scale (such as an A–E scale) and an assessment relative to the performance of the student's peer group.

All schools across Australia are also required to provide a publicly available school annual report. Schools must publish a range of information which includes contextual information, key student outcomes and information on satisfaction.

The NEA accountability framework also includes the following elements:

- streamlined and consistent reports on national progress, including an annual national report on the outcomes of schooling in Australia¹ and the biennial COAG report *Overcoming Indigenous Disadvantage: Key Indicators*
- national reporting on performance of individual schools to inform parents and carers and for evaluation by governments of school performance.

Under the *Schools Assistance Act 2008*, the accountability framework for non-government schools and school systems is consistent with that of the NEA.

The Australian Curriculum, Assessment and Reporting Authority

Ministers have assigned to the Australian Curriculum, Assessment and Reporting Authority (ACARA) the implementation of the majority of national strategies and actions for accountability and transparency identified in the *Four-year plan 2009–2012*. These include:

¹ The National Report on Schooling in Australia, i.e. this report

- developing nationally comparable data collections for all schools to support school evaluation, accountability and resourcing decisions
- implementing fair, public, comparable national reporting on individual school performance, including comparing individual school performance against schools with similar characteristics
- developing, where appropriate, value-added measures for schools' performance and analysing student results over time
- reviewing key performance measures for education in light of the *Melbourne Declaration on Educational Goals for Young Australians* and COAG agreed measures.

In terms of data collection and reporting², the functions of ACARA as provided in Section 6 of the *Australian Curriculum, Assessment and Reporting Authority Act (2008)*, are to:

- collect, manage and analyse student assessment data and other data relating to schools and comparative school performance
- facilitate information sharing arrangements between Australian government bodies in relation to the collection, management and analysis of school data
- publish information relating to school education, including information relating to comparative school performance.

ACARA's responsibilities under its charter include the monitoring and review of the *Measurement Framework for Schooling in Australia*³, which sets out agreed national key performance measures for schooling, and the preparation and publication of the *National Report on Schooling in Australia* (this report).

ACARA led a major review of the Measurement Framework in 2010, to reflect the Melbourne Declaration and to incorporate COAG targets and NEA indicators for education. The revised framework, the [Measurement Framework for Schooling in Australia 2010](#), was published on the ACARA website in early 2011.

In 2011, ACARA undertook the preparation of the [National Report on Schooling in Australia 2010](#) in consultation with representatives of State and Territory education authorities, the non-government sectors and other relevant agencies. The 2010 report is the second to be published by ACARA and the second to report on progress in the reporting year towards the Melbourne Declaration Commitment to Action, on NEA indicators and against the *Measurement Framework for Schooling in Australia 2010*.

My School

ACARA is also responsible for the national data collection on individual schools housed on the [My School website](#). *My School* reporting addresses both the Education Ministers' strategy to establish fair, public, comparable national reporting on individual school performance and the requirement under the NEA to report on performance of individual schools to support school evaluation, accountability, resource allocation and policy development.

Developed by ACARA and first launched in January 2010, the *My School* website introduced a new level of transparency and accountability to schooling in Australia by providing extensive information on approximately 9,500 schools. The website includes a profile of each school and data on enrolment, attendance, staff numbers and senior secondary outcomes as well as summary data on student performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for Years 3, 5, 7 and 9.

² ACARA's role in developing the Australian Curriculum and administering the National Assessment Program is outlined in Part 2.6 of this report.

³ Formerly the MCEETYA *Measurement Framework for National Key Performance Measures*

These data are provided, directly or indirectly, by jurisdictions, non-government school authorities and individual schools.

The website introduced the Index of Community Socio-Educational Advantage (ICSEA), developed specifically for the purpose of identifying schools serving similar student populations. This enables students' results on NAPLAN tests to be understood in a fair and meaningful way, and allows schools seeking to improve their students' performance to learn from other schools with statistically similar populations.

In March 2011, an enhanced version of the website, *My School 2.0*, was released. As well as information previously included, the new version of the website provided data on schools' recurrent income and capital expenditure at schools.

For the first time the website also depicted students' gains in literacy and numeracy, along with the 2010 NAPLAN results. The measures of gain were obtained from results in NAPLAN 2008 and NAPLAN 2010 for students who were in the same school in the two years. *My School 2.0* also employed a revised methodology for calculating ICSEA and included graphical presentations of data that combine information on mean results, margins of error and on whether differences are large enough to be noteworthy.

Between the launch of *My School 2.0* on 4 March 2011 and 31 December 2011 there were 1,609,022 visits to the *My School* website.

As well as reporting NAPLAN results for each school on the *My School* website, ACARA is responsible for national reporting to the Australian public on the outcomes of the National Assessment Program. The [NAPLAN National Report 2011](#) is published, along with previous reports for 2008 to 2010, on the ACARA [National Assessment Program website](#). This report provides analyses of NAPLAN results including breakdowns by State and Territory, gender and language background. Further information about NAPLAN for parents, schools and students is also available on this website. This includes information on NAPLAN tests and on the individual student reports provided to the parents/carers of all students who participate in the NAPLAN tests.

Other initiatives

In their *Four-year plan 2009–2012*, Ministers identified two further strategies for strengthening accountability and transparency:

- developing protocols for access to and use of information on schooling and how this is reported to students, parents and the community in line with agreed principles for reporting information on schooling
- establishing a unique student identifier to track student performance from the first year of compulsory schooling to post-school education and training.

In 2009 MCEECDYA agreed to revised [Principles and protocols for reporting on schooling in Australia](#). This document sets out eight principles for reporting on schooling, specifies the forms that national reporting will take, lists strategies to promote the responsible use of data, and lays down protocols for reporting on Australian schools and for third-party access to National Assessment Program data. The principles and protocols for reporting on schooling in Australia are intended to guide and inform the use and publication of data generated in the process of measuring the performance of schooling in Australia.

In February 2011, COAG endorsed the development of a unique student identifier to record all accredited vocational education and training (VET) undertaken, and qualifications achieved, for each individual who accessed VET over their lifetime. Once the unique student identifier has been implemented in the VET sector COAG will be able to consider its application to other education and training sectors.

National Report on Schooling in Australia 2011

National initiatives and achievements

2.9 Other initiatives

Building the Education Revolution

In 2008–09, the Australian Government committed \$16.2 billion in funding over four years to provide new facilities and refurbishments in Australian schools to meet the needs of 21st century students and teachers through the Building the Education Revolution (BER) program.

The BER is the single largest element of the Australian Government's \$42 billion Nation Building – Economic Stimulus Plan, providing economic stimulus by supporting jobs and infrastructure projects to modernise schools in communities across Australia.

BER funding has been allocated for nearly 24,000 projects in approximately 9,500 schools under the three elements of the BER¹:

1. \$14.1 billion *Primary Schools for the 21st Century* (P21), funding 7,917 schools for 10,471 projects, including new libraries, multipurpose halls, classrooms and the refurbishment of existing facilities
2. \$821.8 million *Science and Language Centres for 21st Century Secondary Schools* (SLC), funding 537 schools for refurbishment or construction of new science laboratories or language learning centres
3. \$1.28 billion *National School Pride* (NSP) program, funding 9,461 schools for 12,628 projects, including the refurbishment of buildings and construction or upgrade of fixed shade structures, covered outdoor learning areas, sporting grounds and facilities and green upgrades.

All education authorities had received their BER funding by December 2011.

Through the BER, the Commonwealth aims to:

- provide economic stimulus through the rapid construction and refurbishment of school infrastructure
- build learning environments to help children, families and communities participate in activities that support achievement, develop learning potential and bring communities together.

The BER is underpinned by a strong partnership approach between the Australian, State and Territory governments and non-government education authorities.

The Commonwealth, States, Territories and Block Grant Authorities (BGAs) agreed to work in partnership to deliver the BER in accordance with:

- the National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now, Bilateral Agreements on the Nation Building and Jobs Plan that the Commonwealth has with each State and Territory
- the Funding Agreements supporting the Building the Education Revolution: the National Partnership Agreement on Nation Building and Jobs Plan (BGA Funding Agreement) with each BGA.

In addition, the Commonwealth, State, Territory and BGA responsibilities are set out in the program guidelines.

¹ Data are at 31 December 2011.

Online Diagnostic Tools initiative

In 2010, the Australian Government announced the Online Diagnostic Tools (ODT) initiative. Through the ODT the Government is investing \$54.3 million from 2010–11 to 2015–16 to deliver the initiative, which has three parts:

- tools to help teachers assess student progress linked to the Australian Curriculum and address individual learning needs
- development and trialling of online delivery of national tests within the National Assessment Program (NAP) under the direction of the Standing Council on School Education and Early Childhood (SCSEEC)
- assessment and homework resources for parents to use to help them support their child's learning at home.

In December 2011, an enhanced version of the online learning tool 'Improve' was made available nationally to all teachers through the ODT initiative. 'Improve' provides teachers with access to ready-made standard test items in key learning areas, empowering them to monitor student progress and cater for individual learning needs. It also enables teachers to create their own tests and quizzes. The tool supports differentiated learning by providing students with links to online learning activities based on their individual results in tests or quizzes. The tool also measures students' confidence in their answers. This helps teachers better understand individual student performance, and can also indicate the degree to which entire cohorts of students are 'confident' with ideas and concepts. The enhanced version of 'Improve' has the technical capacity to support 200,000 users (teachers and students) through Scootle and jurisdiction portals.

Work on the ODT initiative, including the development and trialling of online assessment for national tests within the NAP, will continue beyond 2011.

National Report on Schooling in Australia 2011

Part 3

Schools and schooling

Overview

Within Australia's federal system, constitutional responsibility for school education rests predominantly with the six State and two Territory governments.

All States and Territories provide for 13 years of formal school education. Primary education, including a preparatory year, lasts for either seven or eight years and is followed by secondary education of six or five years respectively. Typically, schooling commences at age five, is compulsory from age six until age 17 (with provision for alternative study or work arrangements in the senior secondary years) and is completed at age 17 or 18.

The majority of schools, 71 per cent, are government schools, established and administered by State and Territory governments through their education departments or authorities. The remaining 29 per cent are non-government schools, made up of 18 per cent Catholic schools and 11 per cent independent schools. Non-government schools are established and operated under conditions determined by State and Territory governments through their registration authorities.

National Report on Schooling in Australia 2011

Schools and schooling

3.1 School structures

School structures and age requirements for student enrolment in Australia are summarised in Table 3.1. While differences in requirements between the States and Territories still exist, these differences have been substantially reduced since 2009.

In New South Wales, Victoria, Tasmania, the Northern Territory and the Australian Capital Territory, primary education consists of a preliminary year followed by Years 1 to 6. Secondary education consists of Years 7 to 12. In Queensland, South Australia and Western Australia, primary education consists of a preliminary year followed by Years 1 to 7 and secondary education consists of Years 8 to 12. The preliminary year has different names in the various jurisdictions.

The age at which schooling becomes compulsory is six years in all States and Territories except Tasmania, where it is five years. In practice, most children start the preliminary year of primary school at between four-and-a-half and five-and-a-half.

Prior to 2010, the minimum school leaving age in most jurisdictions was 15 or 16. However, in January 2010, the National Youth Participation Requirement, agreed by the Council of Australian Governments (COAG) in 2009, came into effect across all States and Territories. This includes a mandatory requirement for all young people to participate in schooling until they complete Year 10 and to participate full time in education, training or employment, or a combination of these activities, until the age of 17.

This requirement had already existed in Queensland, South Australia, Western Australia and Tasmania. From 2010, it also applied in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory, effectively lengthening the period of compulsory education for young people in these jurisdictions. The National Youth Participation Requirement is part of the National Partnership on Youth Attainment and Transitions and is a major step in achieving national consistency in the structure of schooling.

The move for Australian governments to raise minimum school leaving ages (while accepting vocational training and employment as acceptable alternatives to senior secondary schooling) recognises the need for higher levels of education and skill in the modern globalised economy. It reflects the policy intent expressed in the [Melbourne Declaration on Educational Goals for Young Australians](#) that to maximise their opportunities for healthy, productive and rewarding futures, Australia's young people should be encouraged not only to complete secondary education or equivalent, but also to proceed into further training or higher education.

More information on the National Partnership on Youth Attainment and Transitions is provided in [Part 2.5: National initiatives and achievements – supporting senior years of schooling and youth transitions](#).

Table 3.1 summarises school structures and requirements for school enrolment by jurisdiction.

Table 3.1 Primary and secondary school structures – minimum age of commencement for Year 1 and minimum school leaving age by State and Territory, 2011

State/Territory	Preparatory year (first year of school)	Month of and age at commencement for Year 1	Primary schooling	Secondary schooling	Minimum school leaving age
New South Wales	Kindergarten	January, 5 turning 6 by 31 July	Kindergarten Years 1–6	Years 7–12	17 years ^(a)
Victoria	Preparatory	January, 5 turning 6 by 30 April	Preparatory Years 1–6	Years 7–12	17 years ^(b)
Queensland	Preparatory	January, 5 turning 6 by 30 June	Preparatory Years 1–7	Years 8–12	17 years ^(c)
South Australia	Reception	January, 5 years 6 months by 1 January	Reception Years 1–7	Years 8–12	17 years ^(d)
Western Australia	Pre-primary	January, 5 turning 6 by 30 June	Pre-primary Years 1–7	Years 8–12	17 years ^(e)
Tasmania	Preparatory	January, turning 6 by 1 January	Preparatory Years 1–6	Years 7–12	17 years ^(f)
Northern Territory	Transition	January, 5 turning 6 by 30 June	Transition Years 1–6	Years 7–12 ^(g)	17 years ^(h)
Australian Capital Territory	Kindergarten	January, 5 turning 6 by 30 April	Kindergarten Years 1–6	Years 7–12	17 years ⁽ⁱ⁾

(a) From 2010 all NSW students must complete Year 10. After Year 10, students must be in school, in approved education or training, in full-time employment or in a combination of training and employment until they turn 17.

(b) From 2010 all Victorian students are required to complete Year 10 and remain in some form of education, training or employment until the age of 17.

(c) From 2006 Queensland students have been required to participate in 'learning or earning' for two years after completing compulsory schooling, or until they turn 17 or until they attain a Senior Secondary Certificate or a Certificate III (or higher) vocational qualification.

(d) From 2007 South Australian students who have turned 16 are required to remain at school or undertake an approved learning program until they turn 17 or gain a Senior Secondary Certificate or equivalent or a Certificate II (or higher) vocational qualification.

(e) From 2008 Western Australian students are required to remain at school or undertake an approved combination of training and employment until the end of the year in which they turn 17.

(f) From 2008 Tasmanian students are required to continue participating in education, training or full-time employment until they turn 17.

(g) The Northern Territory moved to include Year 7 students exclusively in secondary education in 2008.

(h) From January 2010, it is compulsory for all Northern Territory students to complete Year 10 and then participate in education, training or employment until they turn 17.

(i) From 2010 ACT students are required to complete Year 10 and then participate full time in education, training or employment until they complete Year 12 or equivalent, or reach age 17.

Sources: Australian Government, *Country Education Profile: Australia*; States and Territories

Within the overall structure of primary and secondary education there is further scope for variation in the structure of individual schools. Both government and non-government schools may be primary only, secondary only or combined primary and secondary. Secondary schools may accommodate the full age range of secondary students or be

divided into junior and senior campuses. Government and some non-government school authorities operate special schools for students with disabilities and other special needs, while in some jurisdictions a high proportion of students with special needs are integrated into mainstream schools. (See [Part 10: Glossary](#) for definition of special schools.)

Children may be exempted from attending a school if they live too far away from an appropriate institution. These children receive tuition through various means, including distance education, School of the Air, and use of computer, facsimile and satellite technologies. Boarding facilities are available at some non-government schools, mainly in cities and regional centres. A small number of government schools, in particular those catering for groups such as Indigenous students, have residential hostels located close by. Children may be home-schooled if they have met the criteria set down by the relevant State or Territory education authority ([Year Book Australia, 2009–2010](#)).

Each State and Territory also has a preschool sector that is separate from primary and secondary schooling, but preschools are sometimes attached to or accommodated in primary schools. Data on preschools and on preschool education within schools are not included in this report. Data on secondary education provided by adult learning institutions such as colleges of Technical and Further Education (TAFE) are also excluded from this report, except for VET in Schools programs undertaken by secondary school students.

National Report on Schooling in Australia 2011

Schools and schooling

3.2 School numbers

In 2011 there were 9,435 schools in Australia.¹ This total included primary, secondary, combined (primary and secondary) and special schools, across government (71 per cent) and non-government (29 per cent) sectors. (See [Part 10: Glossary](#) for definitions of school levels and sectors.)

Of the total number of schools, 71 per cent were administered by State and Territory governments, 18 per cent identified as having Catholic affiliation and 11 per cent were classified as independent. Most independent schools provide a religious-based education or promote a particular educational philosophy.

Seventy-seven per cent of primary schools, 73 per cent of secondary schools and 79 per cent of schools for students with special needs were in the government sector. The Catholic sector accounted for 20 per cent of primary schools and 22 per cent of secondary schools while just over half of all combined schools were in the independent sector.

The number and proportion of schools by sector and school category in 2011 is shown in Table 3.2.

Table 3.2 Number and proportion of schools by sector and school category, Australia, 2011

School sector								
School category	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	4,847	51.4	1,231	13.0	234	2.5	6,312	66.9
Secondary	1,023	10.8	305	3.2	68	0.7	1,396	14.8
Combined	504	5.3	148	1.6	653	6.9	1,305	13.8
Special	331	3.5	26	0.3	65	0.7	422	4.5
Total	6,705	71.1	1,710	18.1	1,020	10.8	9,435	100.0

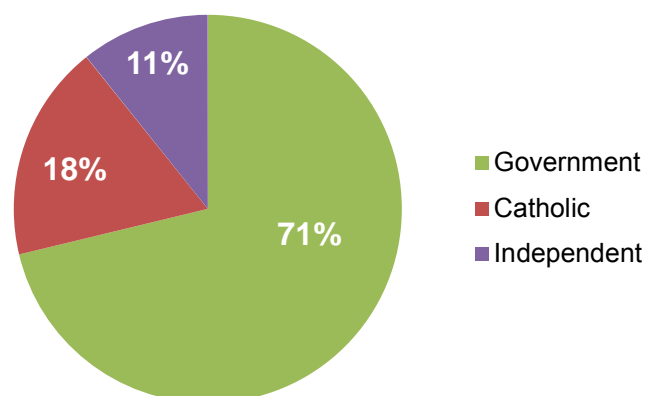
Note: Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Victoria, Tasmania, NT and ACT. In Queensland, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 1

The proportion of schools in each sector in 2011 is shown in Figure 3.1.

¹ As at the National Schools Statistics Collection (NSSC) census, August 2011

Figure 3.1: Proportion of schools by sector, Australia, 2011

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

For the number of schools by sector by State and Territory 2011 see Additional Statistics Table 1.

The total number of schools fell by 1.5 per cent over the period 2007–11. This resulted from falls of 2.1 per cent in the number of government schools and 0.5 per cent in the number of independent schools, which were partially offset by a rise of 0.4 per cent in the number of Catholic schools. This is reflected in a slight change in the proportions of schools in the three sectors within this period, as shown in Table 3.3.

Table 3.3 Number and proportion of schools by sector, Australia, 2007–11

School sector								
Year	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2007	6,851	71.5	1,703	17.8	1,025	10.7	9,579	100.0
2008	6,833	71.5	1,705	17.8	1,024	10.7	9,562	100.0
2009	6,802	71.4	1,705	17.9	1,022	10.7	9,529	100.0
2010	6,743	71.2	1,708	18.0	1,017	10.7	9,468	100.0
2011	6,705	71.1	1,710	18.1	1,020	10.8	9,435	100.0

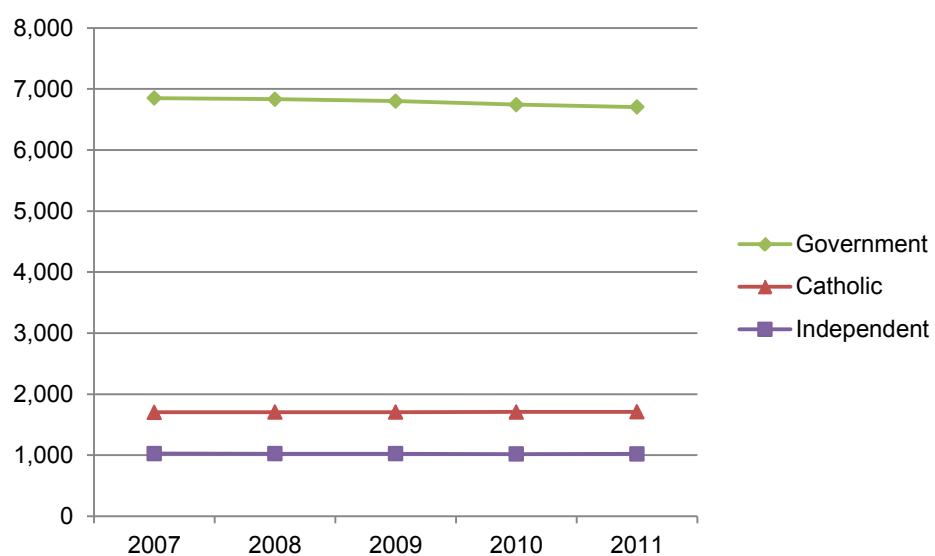
Source: ABS Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 1

Caution is required when interpreting time series for numbers of schools. The number of schools from year to year may vary because of structural changes in individual schools or groups of schools. For example: several schools at the same level of education may be amalgamated; primary schools and secondary schools may merge to create combined schools; secondary schools may split to create junior and senior secondary schools. Each of these scenarios may affect the number of schools reported year to year.

Figure 3.2 shows the number of schools in each sector over the period 2007–11.

Figure 3.2 Number of schools by sector, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

National Report on Schooling in Australia 2011

Schools and schooling

3.3 Staff

Staff numbers

At the time of the schools census in August 2011, there were 255,110 full-time equivalent (FTE)¹ teaching staff across primary and secondary schooling in Australia. The number of FTE teaching staff by school sector, school level and sex is shown in Table 3.4.

Table 3.4 Full-time equivalent (FTE) of teaching staff by school sector, school level and sex, Australia, 2011

Sector	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government	17,424	74,398	91,821	30,025	43,426	73,451	47,448	117,824	165,272
Catholic	4,004	18,677	22,681	10,790	14,921	25,712	14,794	33,599	48,393
Independent	3,759	12,337	16,096	11,251	14,099	25,350	15,010	26,436	41,445
Total non-government	7,763	31,014	38,777	22,041	29,020	51,061	29,804	60,034	89,838
All schools	25,186	105,412	130,598	52,066	72,446	124,512	77,252	177,858	255,110

Notes:

Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis. Components may not add to totals due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 2 and Table 3

Australia's teaching workforce was predominantly female, with women accounting for 70 per cent of FTE teachers and men making up 30 per cent. This was most pronounced at the primary level where FTE teaching staff was made up of 81 per cent females and only 19 per cent males. In secondary schooling, the balance between male and female teachers was closer, but females still accounted for 58 per cent of the total.

Across Australia, 65 per cent of FTE teachers were employed by the government school sector, 19 per cent by the Catholic school sector and 16 per cent by the independent sector.

The numbers of FTE teaching staff by school sector from 2007 to 2011 are shown in Table 3.5. Between 2007 and 2011 the total number of FTE teaching staff grew by 10,752 or 4.4 per cent. The rise in teaching staff numbers was concentrated in non-government schools with 6,271 additional teachers (a rise of 7.5 per cent) compared to 4,481 (an increase of 2.8 per cent) in government schools.

¹ In the calculation of numbers of full-time equivalent (FTE) teaching staff, a part-time teacher is counted as a proportion of a full-time teacher according to the time spent in teaching activities compared to a full-time teacher in the same school system or school. (See [Part 10: Glossary](#) for definitions of FTE and teaching staff.)

Table 3.5 Full-time equivalent (FTE) of teaching staff by school sector, Australia, 2007–11

Sector	2007	2008	2009	2010	2011
Government	160,791	161,351	162,566	163,697	165,272
Catholic	45,716	46,390	46,807	47,391	48,393
Independent	37,850	39,366	39,823	40,333	41,445
Total non-government	83,567	85,755	86,630	87,724	89,838
All schools	244,358	247,106	249,196	251,422	255,110

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 3

Student–teacher ratios

The student–teacher ratio is calculated as the number of full-time equivalent (FTE) students per FTE teaching staff. A lower student–teacher ratio means there is a smaller number of students per teacher. However, while lower student–teacher ratios would tend to allow smaller class sizes, ratios are not, by themselves, reliable indicators of class size. Average student–teacher ratios do not take into account the different requirements of different age groups/school years, of special needs students or of different subjects, especially in secondary schools. Nor do they reflect other administrative or specialist duties undertaken by teaching staff. These factors help to explain the consistently higher average student–teacher ratios in primary compared to secondary schooling.

Table 3.6 summarises average student–teacher ratios in Australia in 2011 across the three school sectors.

Table 3.6 Full-time equivalent (FTE) student–teacher ratios, by sector and school level, Australia, 2011

Sector	Primary	Secondary	All schools
Government	15.3	12.2	13.9
Catholic	17.5	12.8	15.0
Independent	14.8	10.4	12.1
Total non-government	16.4	11.6	13.6
All schools	15.6	12.0	13.8

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 4

For all Australian schools, the average FTE student–teacher ratio in 2011 was 13.8, with little overall difference between government schools (13.9) and non-government schools (13.6). However, within the non-government sector, student–teacher ratios were noticeably lower in independent schools.

Across all primary schools in 2011 the average FTE student–teacher ratio was 15.6 compared to 12.0 for secondary schools, and there were higher ratios for primary than secondary schools in all three sectors. Overall, the student–teacher ratio was lower in government primary schools than non-government primary schools but higher in government than non-government secondary schools.

As shown in Table 3.7, the average student–teacher ratio across all schools decreased from 14.0 students per teacher in 2007 to 13.8 students per teacher in 2011. Ratios fell or remained constant in all sectors and levels of schooling over this period except in independent primary schools, where the average student–teacher ratio rose marginally from 14.7 to 14.8.

Table 3.7 Full-time equivalent (FTE) student–teacher ratios, by sector and level of education, Australia, 2007–11

School sector and level	2007	2008	2009	2010	2011
Government primary	15.7	15.6	15.5	15.4	15.3
Government secondary	12.3	12.3	12.3	12.3	12.2
Catholic primary	17.8	17.6	17.6	17.6	17.5
Catholic secondary	12.8	12.8	12.8	12.8	12.8
Independent primary	14.7	14.7	14.8	14.9	14.8
Independent secondary	10.5	10.5	10.6	10.5	10.4
All schools	14.0	13.9	13.9	13.9	13.8

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 4

International comparisons

On average, in Organisation for Economic Co-operation and Development (OECD) member countries in 2010 (the latest year available), there were 15.9 students for every teacher in primary schools and 13.8 students per teacher at the secondary level. Most, but not all, OECD countries conformed to the pattern of higher student–teacher ratios for primary than for secondary schooling. Australia's average student–teacher ratios of 15.7 for primary and 12.0 for secondary were lower than the OECD averages. Ratios for Australia were lower than the United Kingdom (19.8 and 16.0), Japan (18.4 and 13.2) and Germany (16.7 and 14.4) but higher than ratios for Spain (13.2 and 9.9) and Norway (10.5 and 9.7).² A comparison of student–teacher ratios in OECD countries and other Group of 20 nations for 2010 is included as Table 5 in Part 9: Additional Statistics.

² Source: OECD, *Education at a Glance 2012: OECD Indicators*, Table D2.2

National Report on Schooling in Australia 2011

Part 4

Student participation

Overview

The first agreed outcome of the Council of Australian Governments (COAG) [National Education Agreement \(NEA\)](#) is that all children are engaged in and benefiting from schooling.

Two measures of engagement in schooling, in the sense of participation, are:

- the number and proportion of children enrolled in school
- the rate at which children attend school.

Enrolment and attendance are specified as performance indicators within the NEA and as key performance measures in the [Measurement Framework for Schooling in Australia 2010](#).

This section provides data and commentary on enrolment and attendance in Australian schools including these performance indicators/measures. It also includes data on the apparent progression and retention of students through secondary school.

National Report on Schooling in Australia 2011

Student participation

4.1 Enrolment

Enrolment rates

The proportion of children of compulsory school age who are enrolled in school is a measure of the reach and coverage of Australian schooling. It is specified as a performance indicator for schooling in the [National Education Agreement](#) and is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia 2010](#).

This measure, specified as the number of students aged six to 15 years enrolled in school, expressed as a proportion of the six to 15-year-old population, is reported in Table 4.1.

Key Performance Measure 7(a) Proportion of children aged 6 to 15 years who are enrolled in school				
Table 4.1 Number and proportion of children aged 6 to 15 years enrolled in school, 2008–11				
	2008	2009	2010	2011
Population, Australia (6 to 15 years) ^(a)	2,774,934	2,782,495	2,785,486	2,790,093
School enrolments, Australia (6 to 15 years) ^(b)	2,739,205	2,748,736	2,755,893	2,768,177
Proportion of 6 to 15-year-olds enrolled in school, Australia (%)	98.7	98.8	98.9	99.2

(a) Estimates for the total population are sourced from ABS, Cat. No. 3101.0, *Australian Demographic Statistics*, 30 June 2011. The Australian total includes 'other territories' including Jervis Bay and Norfolk Island.

(b) School data include students who cross State and Territory boundaries to attend school. Includes children enrolled full time or part time. Jervis Bay enrolments and Norfolk Island enrolments are included. 'Other territory' enrolments are excluded.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011; ABS, Cat. No. 3101.0, *Australian Demographic Statistics, Australian States and Territories*, June 2011

See also Part 9: Additional Statistics Table 9

The rate of enrolment in schooling of six to 15-year-olds has been close to 100 per cent in each of the four years (2008–11) for which this measure has been reported. This reflects the compulsory nature of primary and junior secondary schooling in Australia. The rate has risen marginally in each of these years with a total increase of 0.5 percentage points over the period 2008–11 to 99.2 per cent in 2011.

This increase was partly made up by a rise in the rate of enrolment for 15-year-olds, which increased by 1.5 percentage points from 95 per cent to 96.5 per cent over the same period¹, coinciding with the adoption by States and Territories of requirements for 15 and 16-year-olds to participate in education, training or an approved alternative.

The age at which schooling becomes compulsory is six years in all States and Territories except Tasmania, where it is five years. Prior to 2006, the minimum school leaving age in

¹ ABS, *Schools, Australia*, 2011, Table 42b

most jurisdictions was 15² so that schooling was not generally compulsory for 15-year-olds, although the great majority of students remained at school until the end of Year 10.

However, between 2006 and 2008, Queensland, South Australia, Western Australia and Tasmania moved to increase the age to which students must remain at school, or an approved combination of schooling, training and employment, until age 17. In January 2010, the National Youth Participation Requirement³, agreed by the Council of Australian Governments (COAG) in 2009, came into effect across all States and Territories, extending the requirement to students in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory. The National Youth Participation Requirement includes the mandatory requirement for all young people to participate in schooling until they complete Year 10, and to participate full time in education, training or employment, or a combination of these activities, until the age of 17.

As a result, enrolment in school was effectively compulsory for nearly all⁴ 15-year-olds by the time of the schools census in August 2011.⁵

The effect of the National Youth Participation Requirement is observable in changes to national apparent progression and apparent retention rates discussed later in this section.

Following the adoption of the National Youth Participation Requirement there are now few variations in specific enrolment requirements between States and Territories. (See Table 3.1: Primary and secondary school structures, minimum age of commencement for Year 1 and minimum school leaving age by State and Territory, 2011 for a summary of enrolment requirements in each jurisdiction.)

Part 9: Additional Statistics Table 9 reports KPM 7(a) by State and Territory.

Enrolments by school level and sector

Students in the six to 15 years age group made up 78.2 per cent of total enrolments. A further 774,000 students were either under six or 16 and over at the time of the schools census in August 2011. In total, more than 3.5 million individual students were enrolled in Australian schools in 2011. Of these, approximately two million were primary school students and approximately 1.5 million were secondary school students. This difference is mainly due to schooling structures, in which primary schooling comprises more year groups/cohorts than secondary schooling. The number of students by school level and sector for 2011 are summarised in Table 4.2.

² Students were permitted to leave school at the time of their fifteenth birthday. Typically, this occurs between mid-Year 9 and the end of Year 10.

³ The National Youth Participation Requirement is a component of the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians. Further information on this National Partnership is provided in Part 2.5: Supporting senior years of schooling and youth transitions.

⁴ Students who had already completed Year 10 but were still 15 in 2011 could undertake alternative training pathways in 2011 rather than enrol in Year 11.

⁵ This was not yet the case in August 2010 as, in NSW, the ACT and the NT, students who had turned 15 in the second half of 2009 and had left school in 2009 were not required to return to school in 2010.

Table 4.2 Number and proportion of students (full-time plus part-time) enrolled in schools by school level and sector, Australia, 2011

School level	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	1,407,370	68.9	396,570	19.4	238,141	11.7	2,042,081	57.7
Junior secondary	611,978	60.6	224,466	22.2	173,617	17.2	1,010,061	28.5
Senior secondary	295,905	60.4	103,558	21.1	90,204	18.4	489,667	13.8
Total secondary	907,883	60.5	328,024	21.9	263,821	17.6	1,499,728	42.3
Total	2,315,253	65.4	724,594	20.5	501,962	14.2	3,541,809	100.0

Notes:

Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Victoria, Tasmania, the Northern Territory and the ACT. In Queensland, South Australia and Western Australia, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

Junior secondary comprises the years from commencement of secondary school to Year 10, including ungraded secondary.

Senior secondary comprises Years 11 and 12.

Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. See [Part 10: Glossary](#) for definition of special schools.

Percentages may not add to 100 due to rounding.

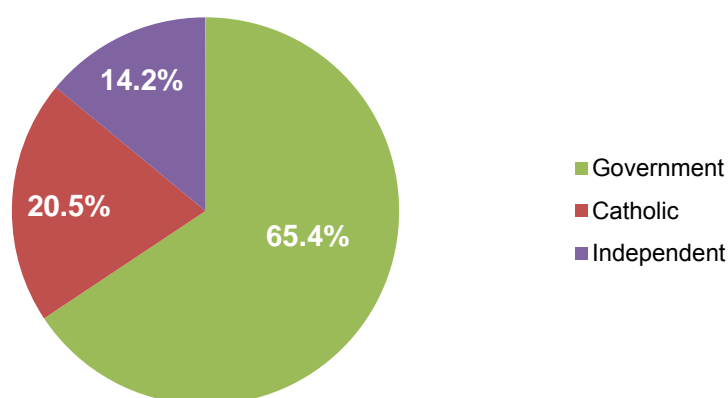
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 10

Part 9: Additional Statistics Table 10 reports the number of students in 2011 by full-time and part-time status and by State and Territory, as well as by school level and sector.

As shown in Table 4.2 and Figure 4.1, almost two thirds (65.4 per cent) of Australian school students in 2011 were enrolled in government schools, approximately one fifth (20.5 per cent) of students were enrolled in Catholic schools and the remainder (14.2 per cent) attended independent schools.

Figure 4.1 Proportion of students (full-time plus part-time) enrolled in schools by sector, Australia, 2011 (%)

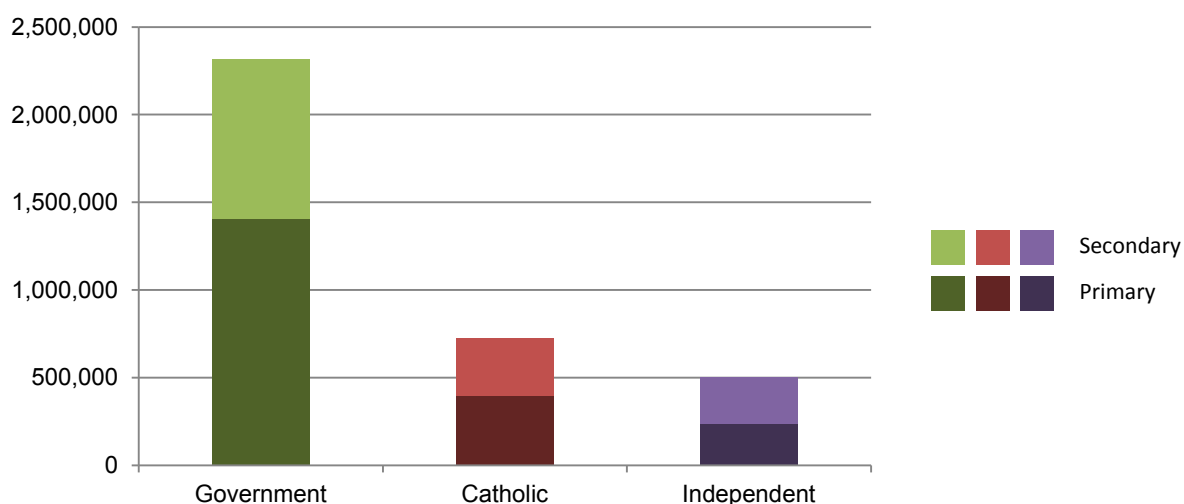


Note: Percentages may not add to 100 due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

As shown in Table 4.2 and Figure 4.2, the proportion of students enrolled in government schools in 2011 was higher for primary than secondary students, while the reverse was true for independent schools.

Figure 4.2 Number of students (full-time plus part-time) enrolled by school level and sector, Australia, 2011



Source: ABS, Cat. No. 4221.0, *Schools, Australia, 2011*

This implies a movement of students from the government to the independent sector, particularly between primary and secondary schooling. However, as the movement of individual students between schools is currently not tracked, it is not clear to what extent this is the net effect of larger student movements among all three sectors. The higher proportion of senior secondary students in the independent sector, shown in Table 4.2, is consistent with higher Year 10 to 12 apparent retention rates for this sector. Apparent progression rates and apparent retention rates are discussed in [Part 4.2: Progression and retention](#).

The numbers of students enrolled in all three sectors have risen over the last four years, but with proportionately greater growth in the non-government sectors. The proportion of students enrolled in government schools has fallen by 1.2 percentage points over this period, whereas the proportion of students in independent schools has risen by 0.9 percentage points. The proportion of students enrolled in Catholic schools has risen by 0.4 percentage points. Table 4.3 and Figure 4.3 summarise these data.

Table 4.3 Number and proportion of students enrolled (full-time plus part-time) by school sector, Australia, 2007–11

Year	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2007	2,290,443	66.6	691,557	20.1	459,026	13.3	3,441,026	100.0
2008	2,284,801	66.1	697,354	20.2	474,895	13.7	3,457,050	100.0
2009	2,294,638	65.8	704,837	20.2	485,329	13.9	3,484,804	100.0
2010	2,304,259	65.6	713,911	20.3	492,705	14.0	3,510,875	100.0
2011	2,315,253	65.4	724,594	20.5	501,962	14.2	3,541,809	100.0

Notes:

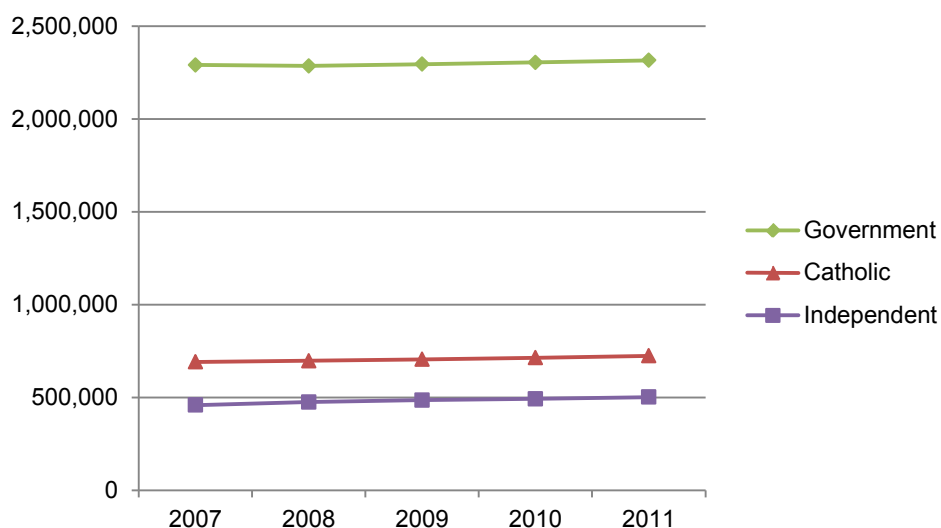
Percentages may not add to 100 due to rounding.

Data are drawn from the most recent ABS series and may differ from those in previous publications.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Part 9: Additional Statistics Table 10

Figure 4.3 Number of students enrolled (full-time plus part-time) by school sector, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Data on full-time equivalent (FTE) enrolments by State and Territory, by school sector and by level of education, are included in Part 9: Additional Statistics Table 12 and Table 13.

National Report on Schooling in Australia 2011

Student participation

4.2 Progression and retention

Increased student progression and retention to Year 10 and Year 12 (or approved alternative) are in line with the policy intent of Australian governments in establishing the National Youth Participation Requirement.

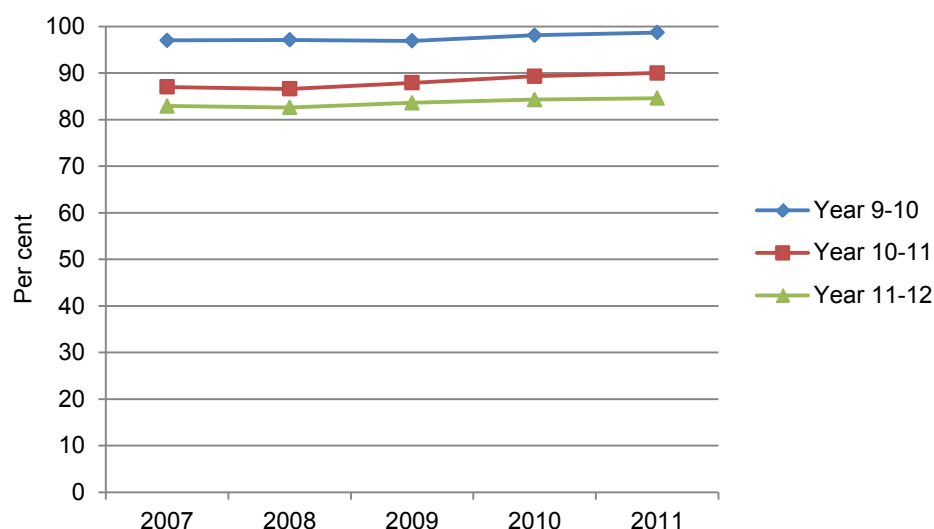
Apparent grade progression rates estimate the progression of students from one school grade/year level to the next. An apparent progression rate is calculated as the number of full-time students in a designated grade/year level as a percentage of the number enrolled in the grade/year level below in the previous calendar year.

Apparent retention rates estimate the progression of students through school over several calendar years and several grades/year levels, from the beginning to the end of a stage/level of schooling, for example, retention from Year 7/8 to Year 10, or across stages, for example, from Year 10 to Year 12. An apparent retention rate is calculated as the number of full-time students in a designated grade/year level as a percentage of their respective cohort group in a base year.

It is important to note that these progression and retention rates are 'apparent' only. They are based on aggregate enrolment data and do not record the progression of individual students. As such, they do not take into account that some students may repeat a grade or be promoted (moving between cohorts) or that new students may join a cohort through immigration. Apparent retention rates do not take account of changes in the cohort that may have occurred in the years between the base year and the designated year.

When apparent progression and retention rates are disaggregated, for example by state and territory or by school sector, they become less meaningful, as they do not then take into account movements of students between jurisdictions or sectors.

Figure 4.4 illustrates national apparent progression rates from Year 9 to Year 10, from Year 10 to Year 11 and from Year 11 to Year 12 for students enrolled in these cohorts over the five-year period 2007–11.

Figure 4.4 Apparent progression rates, Year 9 to Year 10, Year 10 to Year 11 and Year 11 to Year 12, Australia (2007–11)

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

The upward movements in apparent progression rates from Year 9 to Year 10 and Year 10 to Year 11 shown in Figure 4.4 coincide with the progressive implementation of strengthened participation requirements for 15 and 16-year-olds across jurisdictions from 2006 and of the National Youth Participation Requirement in 2010 and 2011.

The apparent progression rate from Year 9 to Year 10 rose by 1.7 percentage points from 97.0 per cent in 2007 to 98.7 per cent in 2011, when the requirement for compulsory completion of Year 10 took full effect in all jurisdictions. Apparent progression from Year 10 to Year 11 rose by 3.0 percentage points from 87 per cent to 90 per cent over the same period, although the potential impact of the post-Year 10 participation requirement on Year 11 enrolments was not yet fully felt in all jurisdictions in 2011.¹

The apparent progression rate (Australia) from Year 11 to Year 12 has also risen in each of the past three years. This is less directly attributable to strengthened participation requirements, as most Year 12 students had reached their seventeenth birthday before the time of the schools census.² However, there is still likely to be a positive effect on Year 12 enrolments, due to students who commence Year 11 in order to meet the post-Year 10 participation requirement then choosing to complete Year 12 after they have turned 17. The potential effect of the youth participation requirement on Year 12 enrolments had not been fully realised by 2011, as it did not yet apply to Year 12 students in those jurisdictions that had implemented the requirement in 2010.

Data on apparent progression rates in each State and Territory are available in the ABS publication [Schools, Australia](#) (Table 65a).

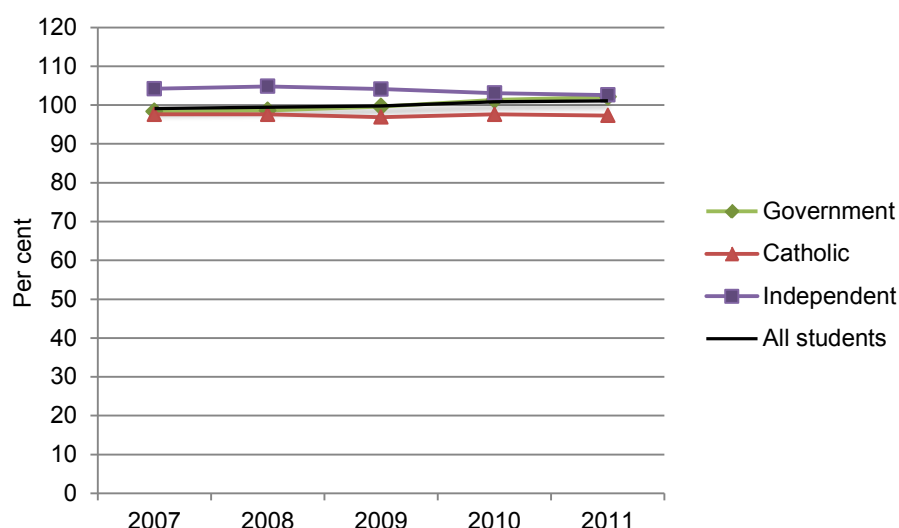
The effects of strengthened participation requirements for older school students are also observable in rising retention rates over the last five years.

¹ The actual effect on Year 11 and 12 enrolments will depend on the proportion of students who pursue approved alternative pathways to senior schooling.

² Those who were under 17 were concentrated in Queensland and Western Australia. Source: ABS, *Schools, Australia*, 2011, Table 42b

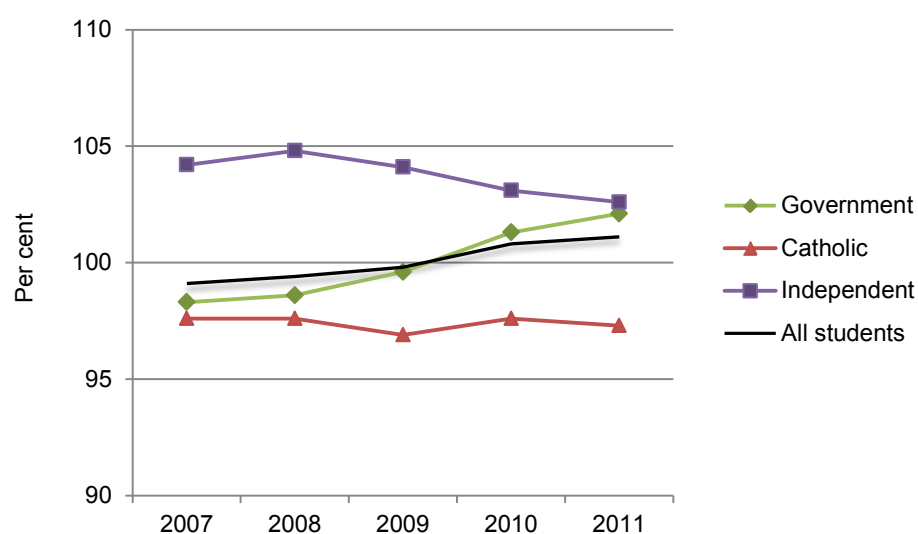
Figure 4.5 illustrates apparent retention rates from the first year of secondary school (Year 7 or Year 8 depending on jurisdiction) to Year 10 over the period 2007–11. (Detail from Figure 4.5 is also shown below the main graph.)

Figure 4.5 Apparent retention rates, Year 7/8 to Year 10 by sector, Australia (2007–11)



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Figure 4.5 (Detail) Data are identical to above – the vertical axis has been truncated for enhanced visibility

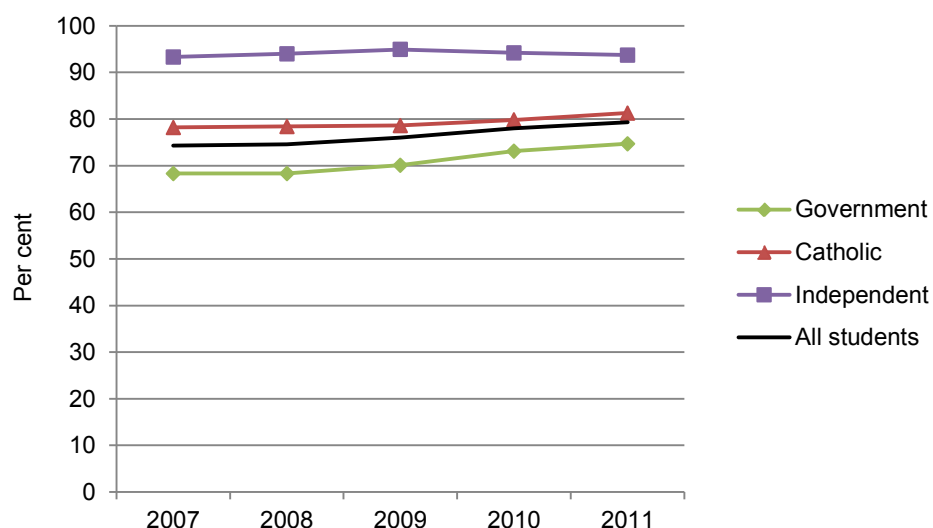


During this period the apparent retention rate Year 7/8 to Year 10 for all students rose by 2 percentage points from 99.1 per cent to 101.1 per cent. (Percentages exceeding 100 per cent are possible because of net immigration to Australia of junior secondary students.) The proportionately higher rise in apparent retention in the government sector by 3.8 percentage points from 98.3 per cent to 102.1 per cent is likely to reflect both strengthened participation requirements for 15 and 16-year-olds and a greater share in enrolments of newly arrived migrant children. However, as noted above, comparisons between sectors are somewhat speculative as sector-specific retention rates can mask a variety of student movements between sectors.

Increased student progression and retention to Year 10 are outcomes intended by Australian governments in implementing the National Youth Participation Requirement. However, compulsory enrolment in Year 10 may also have had a negative impact on Year 10 school attendance rates, particularly for Indigenous students, in some jurisdictions and sectors. This effect is discussed further in [Part 4.3: Student participation – attendance](#) and Part 7: Aboriginal and Torres Strait Islander education.

Figure 4.6 illustrates national apparent retention rates from the first year of secondary school (Year 7 or Year 8 depending on jurisdiction) to Year 12 over the period 2007–11.

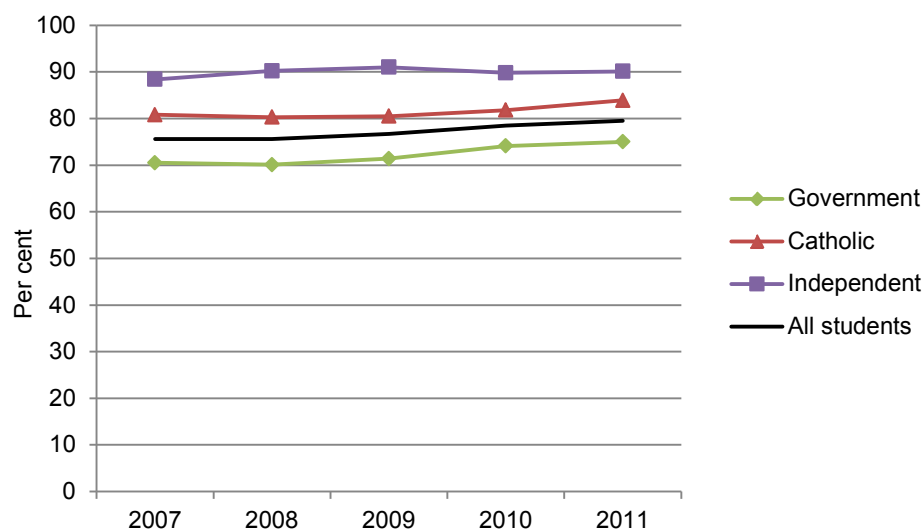
Figure 4.6 Apparent retention rates, Year 7/8 to Year 12 by sector, Australia (2007–11)



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

During this period the Year 7/8 to Year 12 apparent retention rate for all students rose by 5.0 percentage points, from 74.3 per cent to 79.3 per cent. The greatest rise of 6.4 percentage points to 74.7 per cent was for the government sector, narrowing the gap in apparent retention to Year 12 between government and non-government schools, with apparent retention for Catholic schools up 3.1 percentage points to 81.3 per cent and a net gain for independent schools of 0.4 percentage points to 93.7 per cent. However, as noted above, sector-specific retention rates should be interpreted with caution as they do not take into account movements of students between sectors. In the case of Year 7/8 to Year 12 apparent retention, this includes students transferring between government and non-government schools for Years 11 and 12.

Figure 4.7 shows national apparent retention rates from Year 10 to Year 12 by sector.

Figure 4.7 Apparent retention rates, Year 10 to Year 12 by sector, Australia (2007–11)

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Apparent retention rates from Year 10 to Year 12 have also risen in all sectors in the period 2007–11 with the overall apparent retention rate up 3.9 percentage points to 79.5 per cent in 2011 and the apparent rate for government schools rising 4.5 percentage points to 75.0 per cent. The gap between apparent retention Year 10 to Year 12 for government and non-government schools has narrowed from 13.6 percentage points in 2007 to 11.7 percentage points in 2011. These data are also subject to the caveat that they do not take into account movement of students between sectors, particularly between Years 10 and 11.

National Report on Schooling in Australia 2011

Student participation

4.3 Attendance

The [National Education Agreement](#) and the *Schools Assistance Act 2008* adopt the key performance measure (KPM) for attendance as agreed to by Education Ministers and included in the [Measurement Framework for Schooling in Australia 2010](#) as KPM 7(b).

KPM 7(b) is defined as:

The number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

The NEA also specifies that this KPM will be disaggregated by State/Territory and school sector for all students, Indigenous status students and by socio-economic status and that the period for this collection will be Semester 1 of each school year for government school systems (Term 1 for Tasmania) and the last 20 school days in May of each school year for non-government schools.

In 2011, all school sectors in all States and Territories collected and reported attendance data for Years 1 to 10 for the specified period.

However, because the definitions and methodologies used by jurisdictions and sectors to collect the data are not uniform, accurate comparisons between jurisdictions and sectors cannot currently be made. Nor can the data collected in 2011 be aggregated or averaged to calculate KPM 7(b) at the national level.

As such, reporting against this indicator remains in a transitional phase until all jurisdictions and sectors have the capacity to report their data using an agreed national standard. States and Territories and the non-government sectors have been collaborating to standardise the collection and reporting of attendance data, in cooperation with the Australian Curriculum, Assessment and Reporting Authority (ACARA).

These standards, once developed, will enable consistent and comparable reporting of attendance rates for students in Years 1 to 10 (including ungraded students where applicable) across all sectors and jurisdictions in Australia for the 2014 collection period and onwards.

For 2011, each jurisdiction has provided explanatory notes about the methods used to collect and report on student attendance data. These explanatory notes, which serve to highlight where and how such differences exist, are attached to [Part 10: Glossary](#).

Tables 15, 16 and 17 in Part 9: Additional Statistics show 2011 attendance data by:

- school sector
- State and Territory
- year level
- sex.

Tables 15, 16 and 17 depict data for the government, Catholic and independent sectors respectively. The comments below, for each sector, refer to the data in these tables and the corresponding tables in the 2007, 2008, 2009 and 2010 National Reports on Schooling. The

comments should be read in conjunction with these tables and with the explanatory notes. The explanatory notes are accompanied by summary attendance tables for 2007–11 for each sector by State and Territory.

Student attendance data by Aboriginal and Torres Strait Islander and non-Indigenous status are shown in Tables 54, 55 and 56 in the Additional Statistics section of this report and are discussed in Part 7 of the report.

Although differences in methodology currently prevent direct comparisons of attendance data between jurisdictions and sectors, one characteristic common to all is an apparent fall in attendance rates as students move through secondary school to Year 10.

In 2011, in all sectors in all jurisdictions, Year 10 attendance rates were lower than Year 7 attendance rates. The variations between Year 10 and Year 7 attendance rates were from one to seven percentage points, with larger variations more common in the government sector. Further comments on attendance rates for each sector are included below.

Government school sector

For the 2011 collection period, student attendance rates were largely consistent for Years 1 to 7 with attendance rates dropping for Years 8, 9 and 10. All jurisdictions exhibited similar trends, with the lowest attendance rates recorded for Year 10. Variations between year levels ranged between four and eight percentage points for all jurisdictions. There were smaller variations in attendance rates between year levels in Victoria with up to a four percentage point variation, compared to eight percentage point variations in Tasmania, Northern Territory and the Australian Capital Territory.

Between 2007 and 2011, there was limited change in student attendance rates for specific Year levels in the government sector in most jurisdictions with variations up to two percentage points. The exception was the Northern Territory where attendance rates for Years 5, 7, 8, 9 and 10 fell by up to five percentage points.

In the period 2007–11 Year 10 attendance rates for the government sector in all jurisdictions fell or remained the same. The falls in Year 10 attendance rates in some jurisdictions may be related to increased apparent retention rates from Year 7/8 to Year 10 and increased apparent progression rates from Year 9 to 10. These are outlined in [Part 4.2: Progression and retention](#).

Increased retention of students to Year 10 in the government school sector coincided with strengthened participation requirements for schooling culminating in the National Youth Participation Requirement. Under this requirement, all young people must participate in schooling to Year 10, and then participate full-time in education, training or employment or a combination of these activities until age 17.¹ The requirement came into effect in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory in 2010 (other jurisdictions implemented similar requirements between 2006 and 2008). The effect of the participation requirement is that some students who would otherwise have left school are required to participate in Year 10. This group may have lower attendance rates than the remainder of the Year 10 cohort and, if so, their inclusion in the attendance data would exert a downward pressure on attendance rates for Year 10.

The attendance rates for male and female government school students during the 2011 collection period were fairly even within year levels, within most jurisdictions. Variations, where they occurred, were no more than one or two percentage points.

¹ The requirement is part of the National Partnership on Youth Attainment and Transitions which is outlined in Part 2.5: Supporting senior years of schooling and youth transitions.

Catholic school sector

For the 2011 collection period, student attendance rates were largely consistent for Years 1 to 10, with variations up to three percentage points for most jurisdictions. The exceptions were the Northern Territory, where variations of up to 13 percentage points were recorded between year levels, and the Australian Capital Territory where variations of up to four percentage points occurred.

Between 2007 and 2011, there was little change in student attendance rates for specific year levels in the Catholic sector in most jurisdictions with variations up to three percentage points. An exception was the Northern Territory, where the lowest attendance rates since 2007 were recorded in 2011 for Years 2, 7, 9 and 10. The Northern Territory's Year 10 attendance rate dropped to 74 per cent in 2011 from 82 per cent in 2010.

The attendance rates for male and female Catholic school students during the 2011 collection period were fairly even within year levels, within most jurisdictions, with slightly higher male attendance rates for Years 9 and 10. An exception was again the Northern Territory where the Year 10 male attendance rate was 10 percentage points higher than the female attendance rate and the Years 2 and 7 female attendance rate was higher than the male rate by six to seven percentage points.

Independent school sector

For the 2011 collection period, student attendance rates were generally consistent for Years 1 to 10, with variations between two to four percentage points for all jurisdictions.

Between 2007 and 2011, there was little change in student attendance rates for specific Year levels in the independent sector in most jurisdictions, with variations up to three percentage points. The exception was the Northern Territory where variations of up to seven percentage points were recorded.

The attendance rates for male and female independent school students during the 2011 collection period were fairly even within year levels for most jurisdictions with variations up to two percentage points. In 2011 Tasmania and the Northern Territory recorded slightly higher attendance rates, of between three to four percentage points, for males in Year 10. The Northern Territory recorded a higher attendance rate for females in Year 4; this was four percentage points higher than for the equivalent male attendance rate.

National Report on Schooling in Australia 2011

Part 5

Student achievement

Overview

The [Melbourne Declaration on Educational Goals for Young Australians](#) identifies literacy and numeracy and the knowledge of key disciplines as the cornerstone of schooling. Goal 2 is that ‘All young Australians become successful learners, confident and creative individuals, and active and informed citizens’. Having the ‘essential skills in literacy and numeracy’ is one attribute of successful learners listed under this goal.

The Declaration commits all Australian governments to work with all school sectors and the broader community to achieve the educational goals for young Australians. As part of the commitment to promote world-class curriculum and assessment, Ministers agreed that ‘together the national curriculum and curriculum specified at the State, Territory and local levels will include a strong focus on literacy and numeracy skills’.

The Council of Australian Governments (COAG) [National Education Agreement](#) also articulates high-level policy and reform directions for measuring and improving the literacy and numeracy achievement of young people. As part of its commitment to ensuring that young people are meeting basic literacy and numeracy standards, in 2008 COAG agreed to a [Literacy and Numeracy National Partnership](#), with funding over four years, focusing on:

- achieving sustainable improvements in literacy and numeracy, as a key indicator of the ability to go on and complete Year 12, for all students
- improving literacy and numeracy for primary school students, especially Indigenous students
- developing a national understanding of what works and a shared accountability for the achievement of Australian students.

Australian Curriculum, Assessment and Reporting Authority

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is directed, under its charter, to manage the development, and oversee the delivery, of assessments and reporting for the National Assessment Program (NAP) including the National Assessment Program – Literacy and Numeracy (NAPLAN), Science Literacy, ICT Literacy and Civics and Citizenship.

ACARA publishes nationally comparable information on student achievement to support accountability, policy development and resource allocation. Information on student achievement in NAPLAN at the national, State and Territory, and student subgroup levels is published in reports for the [National Assessment Program](#) and is reported at the school level on the [My School website](#).

The National Assessment Program (NAP)

The National Assessment Program is run at the direction of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). It has both national and international components. It includes:

- annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN)
- triennial national sample assessments in science literacy (Year 6), information and communication technology literacy (Years 6 and 10) and civics and citizenship (Years 6 and 10)

- participation by a sample of 15-year-old students in the Programme for International Student Assessment (PISA) conducted every three years by the Organisation for Economic Co-operation and Development (OECD) which assesses students' reading, mathematical and scientific literacy. The most recent PISA assessment for which results are publicly available took place in 2009. The national report for this assessment is available on the [Australian Council for Educational Research \(ACER\) website](#). A further report, published by ACER in 2012, revealed that Australian students ranked second of participating countries in the Electronic Reading Assessment component of PISA 2009.¹
- participation by a sample of Year 4 and Year 8 students in the Trends in International Mathematics and Science Study (TIMSS) conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA) which assesses students' performance in mathematics and science.

National assessments conducted for 2011 included both national and international elements:

- annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN). Key performance measures for NAPLAN 2011 are reported in [Part 5.1: Student achievement – measuring student achievement – NAPLAN](#).
- National Assessment Program (NAP) Year 6 and Year 10 Information and Communication Technology Literacy (ICTL) sample assessment. Key performance measures for NAPLAN 2011 are reported in [Part 5.2: Student achievement – National Assessment Program – Information and Communication Technology Literacy](#).
- Trends in International Mathematics and Science Study (TIMSS) sample assessment in mathematics and science for Year 4 and Year 8. Australian students took part in testing for TIMSS 2011 in late 2010. The international reports will be released in December 2012, followed by the international database and user guide in January 2013. Key performance measures for TIMSS are reported in [Part 5.3: Student achievement – Trends in International Mathematics and Science Study \(TIMSS\)](#).

¹ Sue Thomson and Lisa Bortoli, 2012, [Preparing Australian Students for the Digital World: Results from the PISA 2009 Digital Reading Literacy Assessment](#), ACER Press

National Report on Schooling in Australia 2011

Student achievement

5.1 Measuring student achievement: NAPLAN

In 2011, the fourth year of national literacy and numeracy testing, Year 3, 5, 7 and 9 students in Australia were assessed on Reading, Writing, Language Conventions (Spelling, Punctuation and Grammar) and Numeracy. These tests, known as the National Assessment Program – Literacy and Numeracy (NAPLAN), were first conducted in May 2008.

NAPLAN tests provide rich, nationally comparable data on student performance across the range of student achievement, providing an indication of how students are performing. The same tests are used in each State and Territory.

Another key aspect of NAPLAN test design is the single scale of achievement across 10 bands from Years 3 to 9 in each domain. Each band for each domain has a summary of skills assessed at each year level. The introduction of the 10 achievement bands from Year 3 to Year 9 means that, as a student advances through schooling, it is possible to see how much progress has been made in each domain.

A change of genre was introduced in the Writing domain in 2011 in order to test students' ability to write another form. In the first three years of testing (2008 to 2010), students responded to a narrative writing task. In 2011, a persuasive writing task was introduced. Results for the persuasive writing task were reported on a new Persuasive Writing scale.

In January 2012, Education Ministers released the [2011 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report. The Summary Report was released in September 2011, around the same time that parents received an individual report on their child's achievement in the NAPLAN tests. The student report shows student performance against the national average and relative to the achievement band scale.

The NAPLAN national report shows results at national and State and Territory levels by achievement levels and/or mean scores, as well as by sex; Indigenous status; language background other than English; geolocation (metropolitan, provincial, remote and very remote); parental education and parental occupation at each year level and for each domain of the test.

NAPLAN results are reported at the school level on the [My School website](#).

Key performance measures

The mean scale scores and proportion of students achieving at or above the national minimum standard in each domain and year level are measures of literacy and numeracy achievement in Australian schooling. These are specified as performance indicators in the National Education Agreement and as key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia 2010](#).

More information about the assessment scale can be found at www.nap.edu.au/Test_Results/How_to_interpret/Scales/index.html.

More information about national minimum standards can be found at www.nap.edu.au/Test_Results/How_to_interpret/Standards/index.html.

For 2011, the proportions of students achieving at or above the national minimum standard and mean scale scores at the national level are reported for Reading in Table 5.1, for Persuasive Writing in Table 5.2 and for Numeracy in Table 5.3.

The proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy is also a key performance measure. These proportions for 2011 are reported in Table 5.4.

Key Performance Measure 1(a)	
Proportion of students achieving at or above the national minimum standard for Reading	
Key Performance Measure 1(b)	
NAPLAN mean scale scores for Reading	

Table 5.1 Summary for Reading for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2011

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	93.8	91.5	94.7	92.4
CI±	0.2	0.3	0.3	0.3
Mean scale score (standard deviation)	415.7 (87.5)	488.1 (76.3)	540.2 (67.5)	579.5 (66.2)

Notes:

Exempt students were not assessed and are deemed not to have met the national minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*; ACARA (unpublished data)

Key Performance Measure 1(c)	
Proportion of students achieving at or above the national minimum standard for Writing	
Key Performance Measure 1(d)	
NAPLAN mean scale scores for Writing	

Table 5.2 Summary for Persuasive Writing for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2011

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.3	92.5	91.1	84.8
CI±	0.2	0.3	0.3	0.6
Mean scale score (standard deviation)	415.9 (67.1)	482.6 (69.3)	529.1 (75.8)	565.9 (86.5)

Notes:

Exempt students were not assessed and are deemed not to have met the national minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*; ACARA (unpublished data)

Key Performance Measure 2(a)
Proportion of students achieving at or above the national minimum standard for Numeracy
Key Performance Measure 2(b)
NAPLAN mean scale scores for Numeracy

Table 5.3 Summary for Numeracy for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2011

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.6	94.4	94.5	93.0
CI±	0.2	0.2	0.2	0.3
Mean scale score (standard deviation)	398.1 (70.6)	487.8 (68.2)	544.6 (73.7)	583.4 (72.1)

Notes:

Exempt students were not assessed and are deemed not to have met the national minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*; ACARA (unpublished data)

Key Performance Measure 7(i)
Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy

Table 5.4 Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Persuasive Writing and Numeracy, 2011 (per cent)

	Year 3	Year 5	Year 7	Year 9
Proportion of students participating in Reading	95.7	96.2	96.0	92.9
Proportion of students participating in Persuasive Writing	95.6	96.2	96.2	93.3
Proportion of students participating in Numeracy	95.4	95.9	95.6	92.4

Notes:

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.

Exempt students were not assessed and are deemed not to have met the national minimum standard.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy, Achievement in Reading, Persuasive Writing, Language Conventions and Numeracy, National Report for 2011*

National Report on Schooling in Australia 2011

Student achievement

5.2 National Assessment Program – Information and Communication Technology Literacy

The [National Sample Assessment for Information and Communication Technology Literacy](#) (NAP – ICT Literacy) commenced in 2005.

Every three years samples of Year 6 and Year 10 students from across Australia are tested on their ability to use ICT to appropriately access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society.

The 2011 NAP – ICT Literacy assessment was undertaken by 5,710 Year 6 students from 333 schools and 5,313 Year 10 students from 316 schools. The participating students were from both government and non-government schools.

The next NAP – ICT Literacy is scheduled for 2014.

Proficient standards for ICT Literacy

Proficiency scores are grouped into six proficiency levels ranging from below Level 1 (comprising the least difficult items) to Level 6 (comprising the most difficult items). Each level represents an equal range of student ability/item difficulty on the NAP – ICT Literacy proficiency scale.

Proficient standards for ICT Literacy were established for both Years 6 and 10 in 2005. Each proficient standard is a point on the NAP – ICT Literacy proficiency scale that represents ‘a challenging but reasonable’ expectation of student achievement at the respective year level.

The proficient standards are important because they provide reference points of reasonable expectation of student achievement on the scale. In some senses the standards can be considered as indicators of ICT literacy preparedness for students as they begin the transition to the next stages of their educational or vocational lives.

The two proficient standards (one for Year 6 and one for Year 10) were established as a result of consultation with ICT education experts and representatives from all States and Territories and all school sectors. This group included practising teachers with specific ICT expertise, ICT curriculum experts and educational assessment experts.

- The Proficient Standard for Year 6 was defined as the boundary between levels 2 and 3 on the ICT Literacy proficiency scale.
- The Proficient Standard for Year 10 was defined as the boundary between levels 3 and 4 on the ICT Literacy proficiency scale.

The full ICT Literacy proficiency scale and descriptions are available on the [National Assessment Program website](#).

Year 6 students who reach the proficient standard locate simple, explicit information from within a given electronic source. They add content to and make simple changes to existing information products when instructed. They edit information products to create products that show limited consistency of design and information management. They recognise and identify basic ICT electronic security and health and safety usage issues and practices. For

example, students make changes to some presentation elements in an information product, apply simple software and file management functions such as copying and pasting information from one column of a spreadsheet to another column, add a web page to a list of favourites (bookmarks) in a web browser, and recognise the need to keep virus protection software up to date.

Year 10 students achieving the proficient standard generate simple general search questions and select the best information source to meet a specific purpose. They retrieve information from given electronic sources to answer specific, concrete questions. They assemble information in a provided simple linear order to create information products. They use conventionally recognised software commands to edit and reformat information products. They recognise common examples in which ICT misuse may occur and suggest ways of avoiding them. For example, students create an information product that follows a prescribed explicit structure, use graphics and text software editing features to manipulate aspects such as colour, image size and placement in simple information products, and recognise the potential for ICT misuse such as plagiarism, computer viruses and deliberate identity concealment.

Key performance measure

The proportion of students achieving at or above the proficient standard (Level 3 in Year 6 and Level 4 in Year 10) is a basic measure of ICT literacy achievement in Australian schooling. This is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia 2010](#).

The proportion of students achieving at each proficiency level is reported in Table 5.5.

Key Performance Measure 5							
Proportion of students achieving at or above the proficient standard in ICT Literacy							
Table 5.5 Proportion of students achieving at each proficiency level and at or above the proficient standards (Level 3 in Year 6; Level 4 in Year 10) in Information and Communication Technology Literacy, 2011 (per cent)							
	Proficiency level						At or above the proficient standard
	1	2	3	4	5	6	
Year 6							
Australia (%)	11	27	40	20	1		62
CI±	(1.6)	(1.7)	(2.0)	(1.8)	(0.6)		(2.0)
Year 10							
Australia (%)	2	8	25	44	19	2	65
CI±	(0.7)	(1.1)	(1.8)	(2.4)	(1.6)	(0.6)	(2.3)

Notes:

CI = Confidence Interval

Confidence intervals ($\pm 1.96 \times SE$) are reported in brackets. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

Source: ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report 2011*

The results show that 62 per cent of Year 6 students and 65 per cent of Year 10 students met or exceeded the relevant Proficient Standard in 2011. Overall, nearly two-thirds of Australian students in Years 6 and 10 have met or exceeded the Proficient Standard for NAP – ICT Literacy in 2011.

The *National Assessment Program – ICT Literacy Years 6 and 10 Report 2011* is available on the [National Assessment Program website](#).

National Report on Schooling in Australia 2011

Student achievement

5.3 National Assessment Program – Trends in International Mathematics and Science Study (TIMSS)

The Trends in International Mathematics and Science Study (TIMSS) measures the mathematics and science achievement of students in their fourth and eighth years of schooling.

TIMSS is designed to inform educational policy and practice by providing an international perspective on teaching and learning in mathematics and science. TIMSS assessments are supported with data about country, home, school and classroom learning environments.

TIMSS was first conducted in 1995. Australia has participated in all five cycles. Although the study is referred to as 2011, in Australia the assessment took place in 2010, because of differences in the timing of the school year in the northern and southern hemispheres.

In 2010–11, 52 countries and 7 benchmarking¹ participants participated in the Year 4 TIMSS assessment, and 45 countries and 14 benchmarking participants participated in the Year 8 TIMSS assessment. In Australia, 280 schools (Year 4) and 290 schools (Year 8) were involved, with approximately 13,700 students sitting the test.

TIMSS is a project of the International Association for the Evaluation of Educational Achievement (IEA) and is directed by the TIMSS International Study Center at Boston College in collaboration with a worldwide network of organisations and representatives from the participating countries. The Australian Council for Educational Research (ACER) is responsible for undertaking the data collection in Australian schools.

Information about the background of TIMSS, the framework that is used to design the assessments, the management of the assessment and further technical information is available from ACER.

A national report, which provides information about the performance of Australian students, is published for the TIMSS assessment. Key findings from the 2011 report are available on the [ACER website](#).

TIMSS is specified as a component of the National Assessment Program (NAP) in the [Measurement Framework for Schooling in Australia 2010](#). The proportions of students achieving at or above the proficient standard (Intermediate) in Years 4 and 8 in the TIMSS mathematics and science study are key performance measures in the Measurement Framework.

The proportions of students achieving at or above the proficient standard for each subject are reported in Tables 5.6 and 5.7.

¹ A benchmarking participant is a province or region that participated in TIMSS for its own internal benchmarking. Data from these provinces are not included in the international mean and are not included in the report.

Key Performance Measure 2(d)

Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Mathematics scales

Table 5.6 Students achieving at or above the proficient standard (Intermediate) on the TIMSS Mathematics, 2011

Mathematics	Year 4	Year 8
Percentage of students at or above the proficient standard	70	63
Mean scale score (standard error)	516 (2.9)	505 (5.1)

Source: Sue Thomson, Kylie Hillman, Nicole Wernert, Marina Schmid, Sarah Buckley and Ann Munene, *Highlights from TIMSS & PIRLS 2011 from Australia's perspective*, 2012, ACER, Melbourne

Key Performance Measure 3(c)

Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Science scales

Table 5.7 Students achieving at or above the proficient standard (Intermediate) on the TIMSS Science, 2011

Science	Year 4	Year 8
Percentage of students at or above the proficient standard	71	71
Mean scale score (standard error)	516 (2.8)	519 (4.8)

Source: Sue Thomson, Kylie Hillman, Nicole Wernert, Marina Schmid, Sarah Buckley and Ann Munene, *Highlights from TIMSS & PIRLS 2011 from Australia's perspective*, 2012, ACER, Melbourne

National Report on Schooling in Australia 2011

Part 6

Senior schooling and youth transitions

Overview

The national key performance measures (KPMs) for schooling, specified in the [Measurement Framework for Schooling in Australia 2010](#), include measures for participation and attainment, including:

- student enrolment and attendance at school
- school completion and attainment
- engagement of young people in vocational education and training (VET)
- participation and attainment in education, training and employment.

The KPMs for the participation and attendance of students in primary and junior secondary school are reported in [Part 4: Student participation](#), which also reports on apparent progression and apparent retention rates for secondary school students.

This section of the report deals with the participation and attainment of older students, including those in senior secondary school. For senior school students, it outlines participation in VET and the completion of secondary education (Year 12). It also deals with the participation of young people in education, training and work beyond school, and their attainments in post-school education and training.

These measures reflect the policy intent of the Melbourne Declaration to define educational goals, not just for school students, but for all young Australians, and the role of the *National Report on Schooling in Australia* as a comprehensive report on the outcomes of schooling.

VET engagement, participation and attainment are reported in terms of qualifications within the Australian Qualifications Framework (AQF). The AQF is the comprehensive national framework of qualifications in the school, VET and higher education sectors. It was first introduced in 1995 to underpin the national system of qualifications in Australia. The AQF was significantly revised in 2010 and the strengthened AQF First Edition was released in July 2011.

Qualifications within the AQF include:

- Senior Secondary Certificates of Education issued by State and Territory school curriculum, assessment and certification authorities to students meeting requirements on completion of Year 12
- VET qualifications at various certificate and diploma levels delivered by institutes of technical and further education (TAFEs) and other registered training organisations (RTOs)
- higher education diplomas and degrees provided through Australian universities and other educational institutions.

Detailed information on qualification levels is contained in the [Australian Qualifications Framework document](#).

The KPMs reported in this section indicate progress in achieving the Council of Australian Governments (COAG) agreed outcome in the [National Education Agreement](#) and the [National Partnership Agreement on Youth Attainment and Transitions](#) that young people make a successful transition from school to work and further study and progress towards the

related COAG targets. They are also indicators of the success of Australian schooling in preparing and empowering young people to do so.

National Report on Schooling in Australia 2011

Senior schooling and youth transitions

6.1 Engagement in VET

The Australian Vocational Education and Training (VET) system provides nationally consistent vocational training and qualifications for those entering or already engaged in the workforce. Competency standards (units of competency) for vocational qualifications in different industries and occupations are set out in nationally endorsed training packages, which also define the qualifications in each industry. The requirements for each level of qualification are set out in the Australian Qualifications Framework (AQF), which also sets out guidelines for Senior Secondary Certificates of Education (Year 12 qualifications) and qualifications in the higher education sector. Qualifications delivered through the VET sector range from Certificate I (AQF level 1) to Graduate Diploma (AQF level 8).

Secondary school students in all States and Territories are able to undertake VET courses as part of their school program (VET in Schools courses), usually in the senior years of schooling as part of the Senior Secondary Certificate of Education in each jurisdiction. Secondary students can also take VET courses in addition to their school studies, or move from school to full-time VET study or a combination of part-time VET and work.

Until 2008, the proportion of senior secondary students undertaking VET in Schools courses was a key performance measure (KPM) for schooling. From 2009, this KPM was broadened to all 15 to 19-year-old VET students (whether or not they were enrolled in school) as a proportion of the 15 to 19-year-old population. The measure of participation adopted is the completion of at least one unit of competency in a VET qualification at AQF Certificate II or above.

This measure, KPM 6 in the [Measurement Framework for Schooling in Australia 2010](#), includes VET in Schools students, but also includes school-aged students who have left school and are still engaged in education through a campus of Technical and Further Education (TAFE) or other Registered Training Organisation (RTO). Broadening the KPM is consistent with the Compact with Young Australians and the National Youth Participation Requirement which came into force across all jurisdictions in January 2010. These initiatives are outlined in [Part 2.5: Initiatives and achievements – supporting senior years of schooling and youth transitions](#).

Table 6.1 shows the Australian data for this key performance measure for the period 2009–11. Part 9: Additional Statistics Table 18 shows State and Territory data for this KPM.

Key Performance Measure 6			
Proportion of the population aged 15 to 19 years who, in the calendar year, successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above			
Table 6.1 Number and proportion of 15 to 19-year-olds who successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, Australia, 2009–11			
Australia	2009	2010	2011
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above ('000)	360.3	375.2	400.1
15 to 19-year-old population ('000)	1,499.4	1,501.0	1,456.4
Proportion of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (%)	24.0	25.0	27.5

The key performance measure is derived by calculating student numbers in the 15 to 19 year age group as a percentage of the estimated residential population in the corresponding group.

Sources: NCVER, National VET in Schools Collection 2009–11; NCVER, National VET Provider Collection 2009–11; ABS, Estimated Resident Population, Cat. No. 3101.0, *Australian Demographic Statistics*, Dec. 2011

See also Part 9: Additional Statistics Table 18

VET in Schools includes school-based apprentices and trainees. These are students who, as well as undertaking an accredited VET qualification as part of their school studies, have entered into a formal contract of part-time paid employment and training with an employer. Typically, these students undertake part of their traineeship or apprenticeship while at school and complete it once they have left school.

Table 6.2 shows the number of 15 to 19-year-old school students undertaking VET in Schools programs each year 2007–11. In 2011 there was a seven per cent increase in the number of VET in Schools students, from approximately two hundred and twenty-one thousand in 2010 to approximately two hundred and thirty-six thousand in 2011.

Table 6.2 Number of 15 to 19-year-old students undertaking VET in Schools programs, Australia, 2007–11

Australia	2007	2008	2009	2010	2011
School-based apprentices and trainees ^(a) ('000)	14.8	25.2	20.9	17.3	18.1
Other VET in Schools program students ('000)	154.5	183.5	195.8	203.6	218.3
Total VET in Schools students ('000)	169.3	208.6	216.7	220.9	236.4

(a) School-based apprentices and trainees includes students who undertook at least one module/unit of competency in a school-based apprenticeship or traineeship.

Source: NCVER, *Australian Vocational Education and Training Statistics: Young people in education and training 2011*

See also Part 9: Additional Statistics Table 19 and Table 20

The VET qualifications attempted by school students are most commonly at AQF Certificate II, but there is an increased policy emphasis on encouraging participation in AQF Certificate III and above, especially for school-based apprentices and trainees. In 2011 there was a noticeable shift from lower to higher level qualifications, with a 14.5 per cent rise in the number of students undertaking Certificate III qualifications and a 9.6 per cent fall in the number undertaking Certificate I.¹

It should be noted that, due to time constraints, VET in Schools courses do not necessarily lead to the achievement of a full AQF VET qualification. Where they do not, students assessed as competent receive a Statement of Attainment towards a certificate or other qualification and are eligible to complete the full qualification post-school.

Tables 19 and 20 in Part 9: Additional Statistics provide extra information on VET in Schools participation and achievement in 2011 and for the period 2007–11. Further detailed information is contained in the National Centre for Vocational Education Research (NCVER) publication [Australian Vocational Education and Training Statistics: young people in education and training 2011](#).

¹ Part 9: Additional Statistics Table 20

National Report on Schooling in Australia 2011

Senior schooling and youth transitions

6.2 Participation

The key performance measures (KPMs) for participation specified in the [Measurement Framework for Schooling in Australia 2010](#) reflect not only the participation of young Australians in schooling, but their participation in post-school education, training and employment. As such, they indicate the success of schooling in preparing students for further education and work. This addresses both the Melbourne Declaration commitment to facilitate effective transitions and the Council of Australian Governments (COAG) National Education Agreement (NEA) outcome that young people make a successful transition from school to work and further study.

KPMs 7(c), (d), (e) and (f) measure the full-time participation in education, training and employment of different groups of young people. Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work. The measures are based on the Australian Bureau of Statistics (ABS) [Survey of Education and Work](#), which is conducted in May each year.

KPM 7(c) measures the full-time participation of young people from the ages of 15 to 19, and includes students who are still at school. It also includes 15 to 19-year-olds who have left school and have moved into tertiary study or the workforce. KPM 7(d) measures the full-time participation of 20 to 24-year-olds, who may be undertaking vocational education and training (VET) or university study, working, or a combination of these activities. KPMs 7(c) and 7(d) are shown for the period 2007–11 in Table 6.3.

Key Performance Measure 7(c)	
Proportion of 15 to 19-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	
Key Performance Measure 7(d)	
Proportion of 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	

Table 6.3 Proportions of 15 to 19-year-olds and 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training, Australia, 2007–11 (%)

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Full-time participation rates for 15 to 19-year-olds	87.2	87.5	84.5	85.2	85.9
CI±	1.0	1.1	1.3	1.5	1.3
Full-time participation rates for 20 to 24-year-olds	80.0	80.5	77.8	78.1	77.5
CI±	1.2	1.3	2.0	1.6	1.5

Notes:

CI = Confidence Interval

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

estimate of 80 with a 95 per cent 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.

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 22 and Table 23

As shown in Table 6.3, full-time participation rates for young people in their mid to late teens were consistently higher than for those in their early to mid-20s. This is to be expected, as the 15 to 19 year age group includes a high proportion of full-time school students. In particular, it includes 15 and 16-year-olds who, from 2010, are subject to the National Youth Participation Requirement¹ for all young people to participate in schooling until they complete Year 10, and to participate full-time in education, training or employment, or a combination of these activities, until the age of 17.

The falls in these youth participation rates between 2008 and 2009 are consistent with the reduction in employment opportunities for young people in the wake of the 2008–09 global financial crisis. They reflect falls in participation in employment in these age groups rather than falls in participation in education and training.²

From 2009 to 2011 there was an apparent partial recovery in engagement for 15 to 19-year-olds but, based on the Survey of Education and Work, no noticeable change in participation rates for 20 to 24-year-olds.

The National Centre for Vocational Education Research (NCVER) has estimated that 81.9 per cent of 15 to 19-year-olds were engaged in education and training as at August 2011. This was made up of school students (54.7 per cent), higher education students (14.7 per cent) and publicly funded VET students, including apprentices and trainees (12.4 per cent).³ This compares to the estimate of participation of Australians aged 15 to 19 years in education and training by education and training activity, for August 2009 of 75.9 per cent and for August 2010 of 78.8 per cent.⁴ While these data do not represent full-time participation in education, training or employment, they do indicate that participation in education and training by 15 to 19-year-olds increased in 2010 and 2011.

KPM 7(f) also measures full-time participation in education, training and/or work but for a slightly different age group: 18 to 24-year-olds. Typically, members of this group would have left school, with a substantial number of them undertaking post-school training and education in the VET and/or higher education sectors. This KPM focuses on a specified level of education and training being undertaken as AQF Certificate III or above. This corresponds to the National Education Agreement indicator, the proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above Certificate III.

¹ The National Youth Participation Requirement is a component of the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians. Further information on this National Partnership is provided in Part 2.5: Supporting senior years of schooling and youth transitions.

² COAG Reform Council, *National Education Agreement: Performance Report for 2009, Report to the Council of Australian Governments*, 30 September 2010 p. xv

³ NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2011*, (See Part 9 Additional Statistics, Table 19)

⁴ NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2009*; NCVER, *Australian Vocational Education and Training Statistics: young people in education and training 2010* (see also Additional Statistics, Table 19, *National Report on Schooling in Australia*, 2009 and 2010)

Key Performance Measure 7(f)

Proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above AQF Certificate III

Table 6.4 Proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above AQF Certificate III, Australia, 2007–11 (%)

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Full-time participation rates at or above AQF Certificate III for 18 to 24-year-olds	75.5	76.3	72.7	72.6	72.5
CI±	1.1	1.2	1.8	1.5	1.4

Notes:

CI = Confidence Interval

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 estimate of 80 with a 95 per cent 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.

Full-time participation at or above AQF III is defined as participation in full-time employment, full-time education/training at or above AQF III level, or a combination of full or part-time employment and full or part-time education/training at or above AQF Certificate III level.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 25

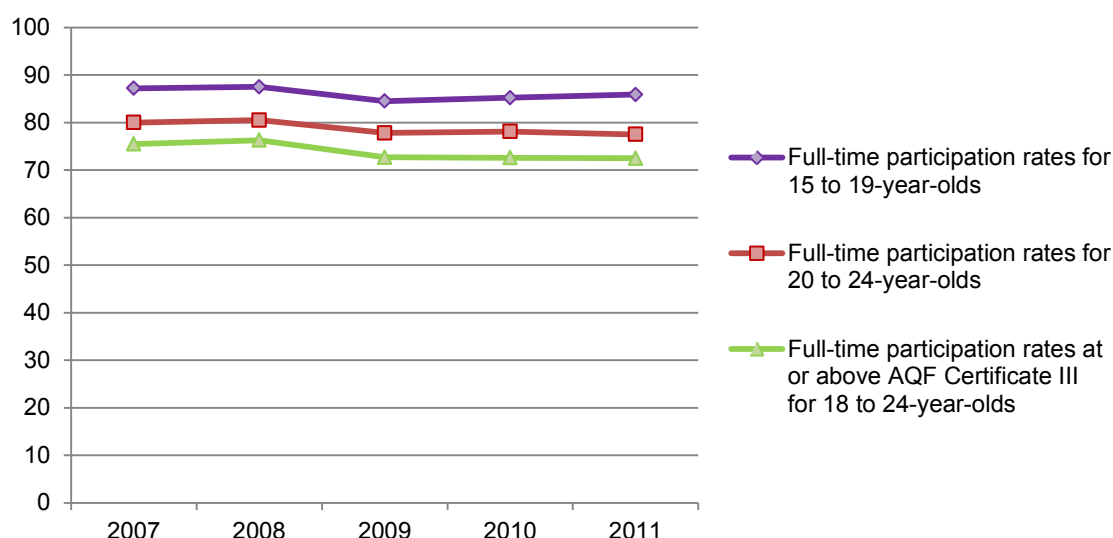
According to survey data, the proportion of 18 to 24-year-olds engaged in full-time employment, education or training at or above AQF Certificate III (Table 6.4) followed a similar pattern to the full-time participation measures for 15 to 19 and 20 to 24-year-olds: rising between 2006 and 2008 and falling significantly to below 2006 levels in 2009. There was no observable recovery in this measure in 2010 and 2011.

The participation rates for KPM 7(f) are consistently lower than those for measures 7(c) and 7(d), because KPM 7(f) excludes young people undertaking initial or entry level training in many occupations. Students who are fully engaged in education or training but at VET Certificate II or below, and those young people who are fully engaged in a combination of work and education or training but with the training component at Certificate II or below, are included in measures 7(c) and 7(d) but excluded from KPM 7(f). Students who were 18 years or above and still at school at the time of the survey are also excluded from the numerator of KPM 7(f), but are counted in the denominator (all 18 to 24-year-olds).

Figure 6.1 illustrates the movement in KPMs 7(c), 7(d) and 7(f) over the period 2007–11.

Key Performance Measures 7(c), 7(d) and 7(f)

Figure 6.1 Proportions of 15 to 19-year-olds and 20 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training; proportion of 18 to 24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training at or above AQF Certificate III, Australia, 2007–11 (%)



Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

KPM 7(e), shown in Table 6.5, also measures the full-time participation of 15 to 19-year-olds but includes only those who had left school at the time of the survey. This KPM corresponds to the COAG indicator for post-school engagement in education or training.

Key Performance Measure 7(e)

Proportion of 15 to 19-year-olds who have left school and are fully engaged in education, training or employment, by highest level of schooling

Table 6.5 Proportion of 15 to 19-year-olds who have left school and are fully engaged in education, training or employment, by highest level of schooling, Australia, 2008–11 (%)

	2008	2009	2010	2011
Engagement by level of school completed	%	%	%	%
Completed Year 12				
Fully participating in education, training and/or employment	82.5	78.6	77.3	78.8
Completed Year 11				
Fully participating in education, training and/or employment	63.8	58.2	62.5	60.0
Completed Year 10 or below				
Fully participating in education, training and/or employment	58.7	50.1	53.0	54.7
All 15 to 19-year-old school leavers				
Fully participating in education, training and/or employment	74.3	68.4	69.8	70.7
CI±	2.0	2.5	2.9	2.5

Notes:

CI = Confidence Interval

The percentages reported in this table for all 15 to 19-year-olds 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 estimate of 80 with a 95 per cent 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.

Full-time participation is defined as participation in full-time education or training or full-time work, or a combination of both part-time education or training and part-time work.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 24

The data in Table 6.5 confirm previous findings of a positive relationship between the level of schooling reached by students and their subsequent engagement in post-school training, education and employment. These data provided an evidence base for Australian governments to adopt targets for the completion of Year 12 or equivalent or a VET qualification and to establish the Compact with Young Australians including the Youth Participation Requirement.

KPM 7(e) parallels the other youth participation measures in showing a sharp decline in participation between 2008 and 2009 by 15 to 19-year-olds who had left school, reflecting the fall in full-time employment for this age group in 2009 as a result of economic conditions. As with the other participation KPMs, this proportion remained below 2008 levels in 2010 and 2011.

National Report on Schooling in Australia 2011

Senior schooling and youth transitions

6.3 Attainment

The attainment key performance measures (KPMs) specified in the [Measurement Framework for Schooling in Australia 2010](#) report the level of educational qualification achieved by young Australians.

KPM 8(a) (Table 6.6) reports the proportion of 20 to 24-year-olds who have completed Year 12 or equivalent¹ or attained an Australian Qualifications Framework (AQF) Certificate II or above.

Key Performance Measure 8(a)

Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above

Table 6.6 Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above, Australia, 2007–11

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Australia	83.5	84.2	84.5	85.6	84.1
CI±	1.1	1.2	1.6	1.3	1.3

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 29

From 2007 to 2010 the proportion of 20 to 24-year-olds who had attained Year 12 or equivalent or AQF Certificate II or above rose from 83.5 per cent to 85.6 per cent. The COAG target for this measure is that, by 2015, 90 per cent of 20 to 24-year-olds will have attained at least one of these qualifications. On the basis of the 2007–10 data, this target appeared to be achievable at the national level. The fall in this measure to 84.1 per cent in 2011 is not statistically significant but does raise doubts as to the continuation of the trend. However, increased participation in education and training by 15 to 19-year-olds in 2011, reported in [Part 6.2: Senior schooling and transitions – participation](#), is likely to flow on to attainment of Year 12 or equivalent or Certificate II by 2015.

¹ 'Year 12 or equivalent' may include AQF Senior Secondary Certificates of Education issued by Australasian Curriculum, Assessment and Certification Authorities in each State and Territory and recognised tertiary preparation qualifications such as the International Baccalaureate.

KPM 8(b) (Table 6.7) indicates the proportion of 20 to 24-year-olds who have completed Year 12 or equivalent or attained an Australian Qualifications Framework (AQF) Certificate III or above.

Key Performance Measure 8(b)

Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above

Table 6.7 Proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above, Australia, 2007–11

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Australia	82.3	83.2	83.5	84.5	82.7
CI±	1.2	1.3	1.7	1.5	1.3

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 30

The COAG target for this measure is that, by 2020, 90 per cent of 20 to 24-year-olds will have attained at least one of these qualifications. Based on the trend 2007–10 this target also appeared to be achievable at the national level. The apparent fall in 2011 raises some doubts but, like KPM 8(a), this measure is likely to move upwards as increased participation in education and training by 15 and 16-year-olds flows on to their levels of attainment in later years.

KPM 8(c) (Table 6.8) indicates the proportion of 25 to 29-year-olds who have attained an Australian Qualifications Framework (AQF) Certificate III or above. This measure reflects post-secondary qualifications only and excludes those who successfully completed Year 12 but have not, since leaving school, successfully completed tertiary qualifications at AQF Certificate III or above.

Key Performance Measure 8(c)

The proportion of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above

Table 6.8 Proportion of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, Australia, 2007–11

Year	2007	2008	2009	2010	2011
	%	%	%	%	%
Australia	59.0	60.0	63.0	62.7	63.5
CI±	1.5	1.6	2.0	1.8	1.8

Notes:

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals. The confidence interval figure relates to the upper and lower limits of a confidence range. A 95 per cent interval means there is that chance that a value will be within the range, e.g. Proportion = 90 per cent; 95 per cent CI = 2.0. Hence there is a 95 per cent chance that the value will be within the range of 88 per cent (90.0 - 2.0) and 92 per cent (90.0 + 2.0).

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

See also Part 9: Additional Statistics Table 31

In the period 2007–11 the proportion of 25 to 29-year-olds who had attained a post-secondary qualification at AQF Certificate III or above rose by 4.5 percentage points.

Key Performance Measures 8(a), 8(b) and 8(c)

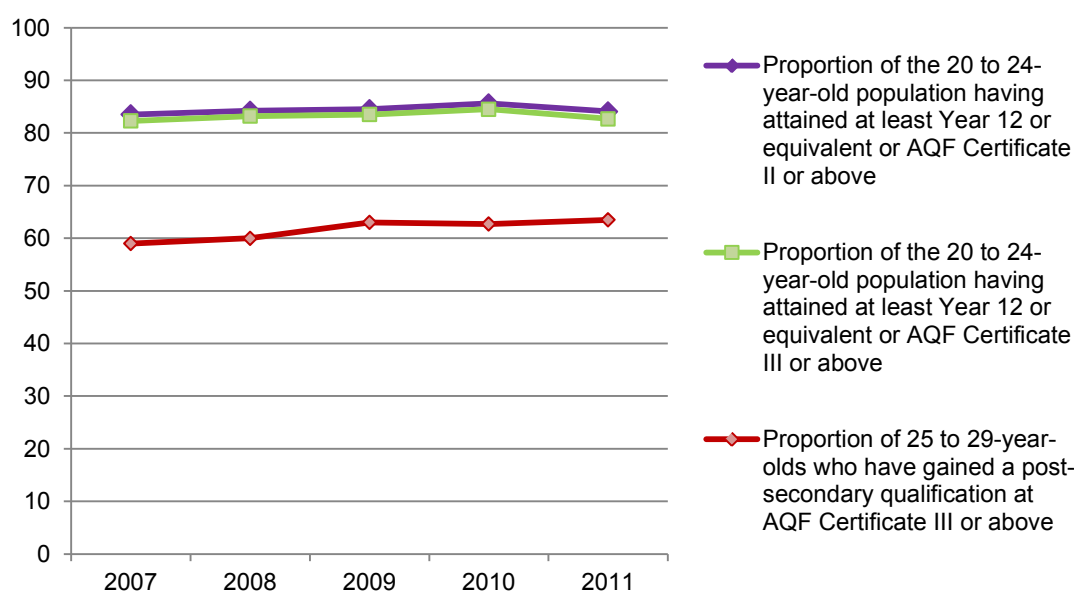
Figure 6.2 Proportions of 20 to 24-year-olds having attained at least Year 12 or equivalent or AQF Certificate II or above; 20 to 24-year-olds having attained at least Year 12 or equivalent or AQF Certificate III or above; 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, Australia, 2007–11 (%)Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2011

Figure 6.2 depicts the movement in all three attainment measures from 2007 to 2011.

It is important to note that the attainment KPMS, 8(a) and 8(b), refer to the completion of Year 12 or equivalent or an AQF VET Certificate. This does not imply equivalence between the award of a Senior Secondary Certificate of Education on the completion of Year 12 and either AQF Certificate II or AQF Certificate III. The Senior Secondary Certificate of Education is an AQF qualification but it has not been allocated to a particular level within the AQF. The AQF does not specify equivalence between Senior Secondary Certificates and other AQF qualifications.²

² The duration of full-time study typically required to attain an AQF Certificate II is much less than that typically required to attain a Senior Secondary Certificate of Education. For example, it is possible for VET in Schools students to complete several Certificate II qualifications as part of their Senior Secondary Certificate.

National Report on Schooling in Australia 2011

Part 7

Aboriginal and Torres Strait Islander education¹

Overview

Equity in education and training outcomes for Aboriginal and Torres Strait Islander people has been a policy objective of Australian governments since the *National Aboriginal and Torres Strait Islander Education Policy* was endorsed in 1989.

Closing the Gap

The Council of Australian Governments (COAG) has set goals of halving the gap in reading, writing and numeracy achievement between Indigenous and non-Indigenous students by 2018, and of halving the gap in Year 12 or equivalent attainment by 2020.

The [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) was developed as part of the COAG reform agenda to improve life outcomes for Aboriginal and Torres Strait Islander Australians, taking into consideration the findings and recommendations of a review of *Australian Directions in Indigenous Education 2005–2008* undertaken in 2009. The plan seeks to bring together existing commitments made through other key reforms including the [National Indigenous Reform Agreement \(NIRA\)](#). Its purpose is to guide national efforts towards closing the gaps in educational outcomes for Aboriginal and Torres Strait Islander students.

The Action Plan identifies national, systemic and local level action in six priority domains identified as having the greatest impact on closing the gap:

- Readiness for school
- Engagement and connections
- Attendance
- Literacy and numeracy
- Leadership, quality teaching and workforce development
- Pathways to real post-school options.

This section reflects this structure, with one minor difference. The domain 'Attendance' is entitled 'Attendance (comprising enrolment, progression, retention and attendance)' to reflect the terms used to describe these measures elsewhere in this report.

¹ The Melbourne Declaration, *MCEETYA four-year plan 2009–2012* and Australian Bureau of Statistics (ABS) data collections use the term 'Indigenous' to refer to Australia's Aboriginal and Torres Strait Islander people. Where possible, this report uses 'Aboriginal and Torres Strait Islander' in preference to 'Indigenous'. However, in some instances, particularly in relation to data, the term 'Indigenous' has been retained.

This section adopts the domain structure to report national data and commentary on:

- Key performance measures (KPMs) set out in the Measurement Framework for Schooling in Australia, disaggregated, where data are available, by Indigenous status
- performance indicators for Aboriginal and Torres Strait Islander education outcomes prescribed in the National Education Agreement (NEA) and NIRA
- gaps in outcomes for Aboriginal and Torres Strait Islander students related to COAG targets.

However, national data are not available for all of the Action Plan priority domains. For 2011, the domains for which national data are available are:

- Readiness for school
- Attendance (comprising enrolment, progression, retention and attendance)
- Literacy and numeracy.

Additional information on activities at national and State and Territory level to support outcomes under the domains is available in the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report](#).

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.1 Readiness for school

The [*Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*](#) makes the following statement:

Participation in culturally inclusive, high quality early childhood education programs and care can assist Aboriginal and Torres Strait Islander children to get the best start in life. These programs build upon the rich cultural, linguistic and conceptual skills that Aboriginal and Torres Strait Islander children bring to early childhood education and:

- promote early engagement with learning
- provide a strong foundation for future educational achievement
- encourage the social, emotional, physical and cognitive development of children from birth
- support children in their transition to school.²

While the publication of enrolment data for the early childhood/preschool sector is outside the general reporting scope of the *National Report on Schooling in Australia*, these data are reported here specifically to illustrate outcomes for Aboriginal and Torres Strait Islander children.

The relevant performance indicator specified in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* (p. 10) is as follows:

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in and attending (where possible to measure) a preschool program.

For the National Early Childhood Education and Care (ECEC) Collection, a preschool program is defined as:

... a structured, play-based learning program, delivered by a degree-qualified teacher, primarily aimed at children in the year before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded, or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school.³

Additionally, there are estimates of the percentage of children enrolled that are attending, and the percentage of all children (enrolled and not enrolled) that are attending. In these categories the percentage point differences are 3.1 and 7.3 respectively.

² MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 9

³ ABS, Cat. No. 4240.0.55.001, *National Early Childhood Education and Care Collection: Concepts, Sources and Methods*, 2011, p. 8

Table 7.1 Estimates of preschool enrolments for Aboriginal and Torres Strait Islander children, and all children, 2011^(a)

Category	Aboriginal and Torres Strait Islander children	All children
Number of children enrolled	10,167	233,128
Children enrolled (per cent) ^(b)	75.7	80.8
Number of children attending ^(c)	9,536	225,886
Percentage of children enrolled that are attending	93.8	96.9
Percentage of children attending	71.0	78.3

(a) While there have been improvements in consistency of reporting across jurisdictions, preschool education estimates have not yet achieved complete alignment with nationally agreed standards.

(b) Data are drawn from ABS, Cat. No. 4240.0, *Experimental Estimates of Preschool Education 2011*. Numerator data are derived from the National Early Childhood Education and Care) Collection; denominator data are derived from ABS, Cat. No. 3101.0, *Estimated Population by Age and Sex*, June 2011.

(c) For the purposes of the ABS publication *Experimental Estimates of Preschool Education 2011*, a child is considered to be attending a preschool program if a child has attended at least one hour during the reference period.

Source: *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014, 2011 Annual Report*

It is possible that the different data sources for the numerator and denominator may bias these estimates, noting that self-identification as being of Aboriginal or Torres Strait Islander origin may differ between the preschool enrolment process (from which the data in the numerator are derived) and the process of completing questionnaires for the Census of Population and Housing (the basis for estimated residential population estimates, from which data in the denominator are derived). The direction of this bias would be downwards (underestimating preschool enrolment among Aboriginal and Torres Strait Islander children) if parents are less likely to identify as being of Aboriginal or Torres Strait Islander origin in preschool enrolment forms than in the Census of Population and Housing, and upwards (overestimating preschool enrolment among Aboriginal and Torres Strait Islander children) if the reverse is true.

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.2 Engagement and connections

Within the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) ‘engagement’ refers to the participation of students in personalised learning and the involvement of families and communities in schooling.

The Action Plan emphasises that schools that work in partnership with families and communities can better support the education of Aboriginal and Torres Strait Islander children. Such partnerships are regarded as important in establishing a collective commitment to high expectations and fostering culturally safe and supportive learning environments. The involvement of Aboriginal and Torres Strait Islander people in educational decision-making and as principals, teachers, other education workers and community members in schools and classrooms is also seen as vital.⁴

The *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* specifies the following performance indicators under this domain:

- Proportion of Aboriginal and Torres Strait Islander students with personalised learning strategies in place
- Proportion of focus schools with a school–community partnership agreement in place.

The [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report](#) reports this information at state and territory level but national data for this domain are not available.

⁴ MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 12

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.3 Attendance (comprising enrolment, progression, retention and attendance)

Within the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#) the domain ‘attendance’ includes targets and performance indicators, not only for attendance rates but also for enrolment, for progression from one secondary school year level or grade to the next and for retention from Year 7/8 to Years 10 and 12. This chapter includes data and commentary on measures of:

- Enrolment
- Progression
- Retention
- Attendance.

These measures are grouped as ‘participation’ measures elsewhere in this report.

7.3.1 Enrolment

The proportion of children of compulsory school age who are enrolled in school is a measure of the reach and coverage of Australian schooling. It is a performance indicator for schooling in the [National Education Agreement](#) and is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia](#).

This measure is defined as the number of students aged six to 15 years enrolled in school, expressed as a proportion of the six to 15-year-old population. The Measurement Framework states that measures should, where feasible and appropriate, be reported disaggregated by equity subgroup, including by Indigenous status.

This disaggregated measure is also specified as an indicator in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

While this disaggregated measure has been reported in previous editions of the *National Report on Schooling in Australia*, the Australian Bureau of Statistics (ABS) has advised that such reporting is no longer appropriate or reliable. Jurisdictions have agreed that this KPM, disaggregated by indigenous status, will no longer be published.

Specifically, the number of Indigenous students aged six to 15 years enrolled in school, expressed as a proportion of the six to 15-year-old Indigenous population, is not reliable due to modal differences between the numerator and denominator. The numerator is sourced from the MCEECDYA annual National Schools Statistics Collection (NSSC) published by ABS as *Schools Australia*, whereas the denominator is sourced from the ABS Estimates and Projection, Aboriginal and Torres Strait Islander Australians, which is updated after each

five-yearly Census of Population and Housing. The ABS advises that different rates of Indigenous identification between school enrolments, the five yearly Census and other administrative data (e.g. birth and death registrations) may seriously bias the calculated proportion estimate.

It is possible to report the number and proportion of Indigenous students enrolled in schools by school level and sector, where both numerator and denominator are collected through the NSSC. These figures, which report the number of Indigenous students (full-time and part-time) enrolled in schools, relative to total enrolments are provided in Tables 7.2 and 7.3 below.

Table 7.2 displays the population of enrolled Indigenous students as a proportion of all enrolled students.

Table 7.3 shows the total population of enrolled Indigenous students broken down by school sector and school level.

Additional Statistics Table 38 reports individual enrolments by Indigenous status in 2011 by full-time and part-time and by state and territory as well as by school level and sector.

Table 7.2 Enrolled Indigenous students (full-time plus part-time) as a proportion of all enrolled students by school level and sector^{(a)(b)(c)(d)}, 2011 (per cent)

	Government schools	Catholic schools	Independent schools	All schools
Primary	6.60	2.36	1.57	5.19
Junior secondary	6.31	2.19	2.14	4.68
Senior secondary	4.17	1.75	1.57	3.18
Total secondary	5.61	2.05	1.95	4.19
Total	6.21	2.22	1.77	4.77

(a) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

(b) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.

(c) Senior secondary includes Years 11 and 12.

(d) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each state or territory. See Glossary for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 38

As shown in Table 7.2, a disproportionately high percentage of Indigenous students are enrolled in government schools, relative to the overall level across all sectors. In the government and Catholic sectors, the number of Indigenous students as a proportion of all students is higher at primary than at junior secondary level and is higher at junior secondary than at senior secondary level. However, for the independent sector the proportion is lower at primary and senior secondary than at junior secondary level.

Table 7.3 Numbers of Indigenous students (full-time and part-time) enrolled in schools by school level and sector^{(a)(b)(c)(d)}, and the proportions within these subpopulations, Australia, 2011

	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	92,878	55.0	9,362	5.5	3,731	2.2	105,971	62.8
Junior secondary	38,622	22.9	4,926	2.9	3,721	2.2	47,269	28.0
Senior secondary	12,339	7.3	1,810	1.1	1,414	0.8	15,563	9.2
Total secondary	50,961	30.2	6,736	4.0	5,135	3.0	62,832	37.2
Total	143,839	85.2	16,098	9.5	8,866	5.3	168,803	100.0

(a) Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA, primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

(b) Junior secondary is the years from commencement of secondary school to Year 10, including ungraded secondary.

(c) Senior secondary includes Years 11 and 12.

(d) Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each state or territory. See Glossary for definition of special schools.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 38

As shown in Table 7.3, in 2011 85.2 per cent of Indigenous students were enrolled in government schools, 9.5 per cent were enrolled in Catholic schools and 5.3 per cent were enrolled in independent schools.

This compares to 65.4 per cent, 20.5 per cent and 14.2 per cent respectively for all students, as reported in Part 4.1: Student engagement – enrolment, demonstrating the higher concentration of Aboriginal and Torres Strait Islander students enrolled in the government sector.

Of those Indigenous students in government schools, 64.6 per cent were at primary level. This compares with 58.2 per cent in the Catholic sector and 42.1 per cent in the independent sector. These figures and figures for junior and senior secondary levels are shown in Table 7.4.

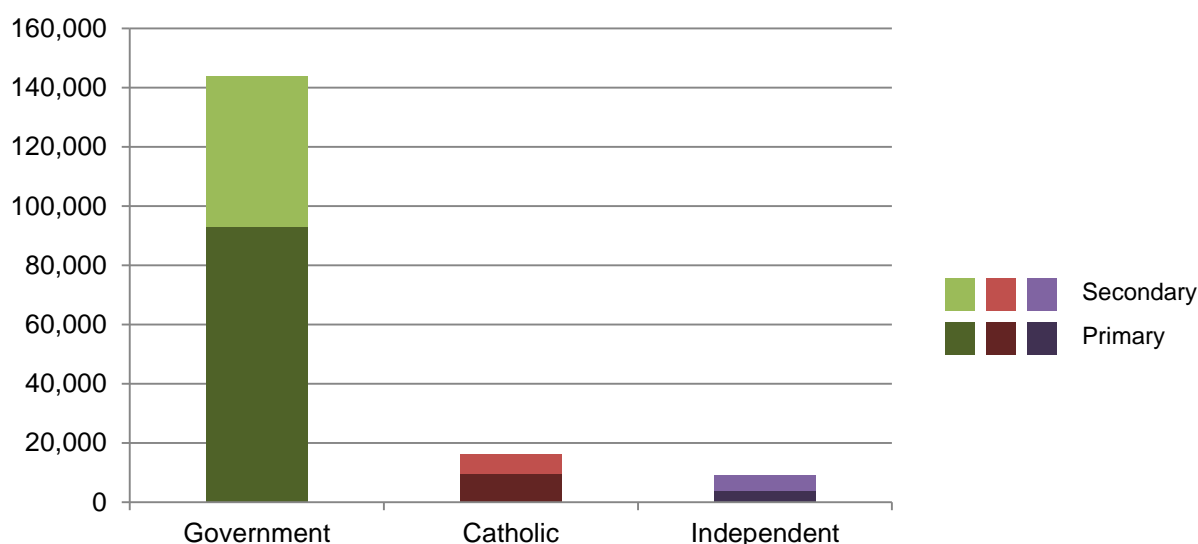
Table 7.4 Distribution of Indigenous students enrolled, by school level, by sector, Australia, 2011 (per cent)

	Sector					
	Government		Catholic		Independent	
	No.	%	No.	%	No.	%
Primary	92,878	64.6	9,362	58.2	3,731	42.1
Junior secondary	38,622	26.9	4,926	30.6	3,721	42.0
Senior secondary	12,339	8.6	1,810	11.2	1,414	15.9
Total	143,839	100.1	16,098	100.0	8,866	100.0

Note: Percentages may not add to 100 due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Figure 7.1 shows the number of Indigenous students enrolled by sector and by primary and secondary levels.

Figure 7.1 Number of Indigenous students enrolled by school level and sector, Australia, 2011

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

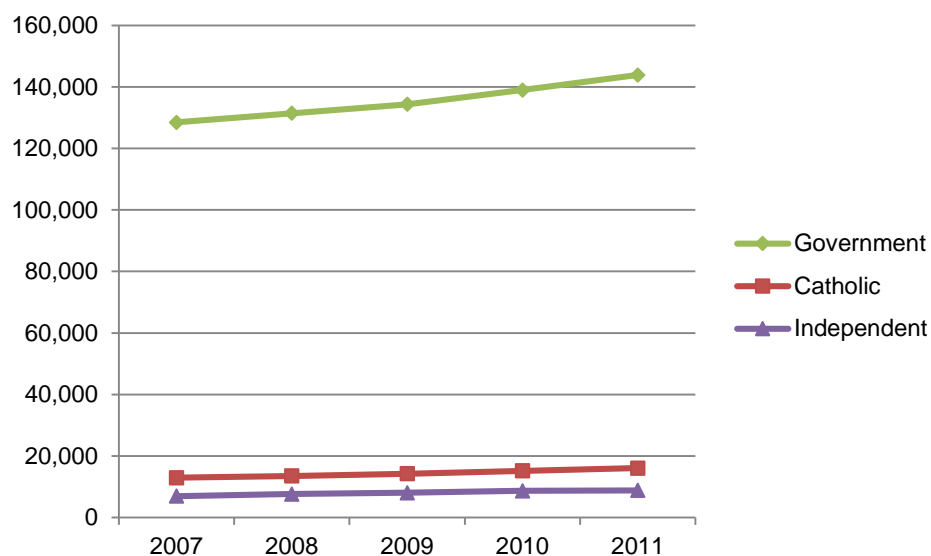
The number of Indigenous students enrolled in all three sectors has risen over the last five years. The proportion of Indigenous students enrolled in government schools has fallen slightly over this period, while the proportion of Indigenous students enrolled in the non-government sector has risen slightly. Table 7.5 and Figure 7.2 summarise these data.

Table 7.5 Number of Indigenous students (full-time and part-time) enrolled by sector, Australia, 2007–11

	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2007	128,471	86.6	12,951	8.7	6,990	4.7	148,412	100.0
2008	131,428	86.1	13,536	8.9	7,644	5.0	152,608	100.0
2009	134,326	85.7	14,270	9.1	8,090	5.2	156,686	100.0
2010	138,954	85.3	15,200	9.3	8,677	5.3	162,831	100.0
2011	143,839	85.2	16,098	9.5	8,866	5.3	168,803	100.0

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 38

Figure 7.2 Number of Indigenous students enrolled by school sector, Australia, 2007–11

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

7.3.2 Progression

An apparent grade progression rate estimates the progression of students from one school grade (year level) to the next and is a specific application of the apparent retention rate. It is calculated as the number of full-time students in a designated grade/year level as a percentage of the number enrolled in the grade/year level below in the previous calendar year, at the time of the annual August schools census.

Apparent grade progression rates from Years 8 to 12 are not KPMs for schooling but, when compared by Indigenous status, provide information on the points at which Aboriginal and Torres Strait Islander students leave school. 'Progression ratios for Aboriginal and Torres Strait Islander students' is specified as a performance indicator in the [Aboriginal and Torres Strait Islander Action Plan 2010–2014](#).

As Table 7.6 shows, nearly all Aboriginal and Torres Strait Islander students proceeded to Year 10 in 2011. However, compared to non-Indigenous students, higher proportions of Aboriginal and Torres Strait Islander students left school before completing senior school studies. The percentage point gaps for the apparent progression rates between Aboriginal and Torres Strait Islander and non-Indigenous students increased markedly for Year 10–11 and Year 11–12.

Table 7.6 Comparative Indigenous and non-Indigenous apparent grade progression rates (per cent) and the percentage point gap between Indigenous and non-Indigenous apparent grade progression rates, Australia, 2011

Grade progression	Indigenous	Non-Indigenous	% point gap
Year 8–9	99.7	100.6	0.9
Year 9–10	97.8	100.6	2.8
Year 10–11	76.5	92.8	16.3
Year 11–12	67.5	86.7	19.2

Notes:

Apparent grade progression rates measure the number of full-time school students in a designated Year (level) of education as a percentage of their respective cohort group in the previous calendar year (the base year). Ungraded students are not included.

Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as migration, students repeating a year of schooling and changes to part-time and full-time attendance patterns. These factors may account for apparent grade progression rates exceeding 100%.

Percentage point gap calculations are based on unrounded data.

The above apparent grade progression rates are not published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. They can, however, be derived using full-time student counts that are included in that publication.

The above apparent grade progression rates reflect single year increments of the apparent retention rate concept published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. The above apparent grade progression rates do not rely on population data, unlike the progression rates published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 45

Table 7.7 presents national apparent grade progression rates by Aboriginal and Torres Strait Islander (Indigenous) status and the percentage point gaps over the period 2007–11.

Table 7.7 Comparative Indigenous and non-Indigenous apparent grade progression rates (per cent) and the percentage point gap between Indigenous and non-Indigenous apparent grade progression rates, Australia, 2007–11

	Year 8–9			Year 9–10			Year 10–11			Year 11–12		
	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap	Indigenous	Non-Indigenous	% point gap
2007	97.1	100.5	3.4	92.0	99.4	7.4	76.4	90.4	14.0	63.3	85.0	21.7
2008	98.3	100.4	2.1	92.2	99.4	7.2	74.9	90.3	15.4	67.7	84.7	17.0
2009	98.9	100.5	1.6	91.7	99.6	7.9	77.3	91.9	14.6	67.0	86.1	19.1
2010	100.8	100.5	(0.3)	97.1	100.6	3.5	79.3	92.9	13.6	67.9	86.5	18.6
2011	99.7	100.6	0.9	97.8	100.6	2.8	76.5	92.8	16.3	67.5	86.7	19.2

Notes:

Apparent grade progression rates measure the number of full-time school students in a designated Year (level) of education as a percentage of their respective cohort group in the previous calendar year (the base year). Ungraded students are not included.

Care should be taken when interpreting these rates since a range of factors affecting the calculation are not taken into account, such as migration, students repeating a year of schooling and changes to part-time and full-time attendance patterns. These factors may account for apparent grade progression rates exceeding 100%.

Percentage point gap calculations are based on unrounded data.

The apparent grade progression rates above are not published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. They can, however, be derived using full-time student counts that are included in that publication.

The above apparent grade progression rates reflect single year increments of the apparent retention rate concept published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011. The above apparent grade progression rates do not rely on population data, unlike the progression rates published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2011.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 45

In 2011, the gap between the Aboriginal and Torres Strait Islander and non-Indigenous apparent grade progression rates from Year 9 to Year 10 narrowed to 2.8 per cent compared to a gap of 7.4 per cent in 2007.

These changes coincided with the adoption of the National Youth Participation Requirement in 2010 (requiring students to complete Year 10 and to remain at school or an approved alternative until they turn 17) in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory, joining other jurisdictions which had already implemented this requirement.

The gap between Aboriginal and Torres Strait Islander and non-Indigenous rates widened as students moved from Year 10 to Year 11 and towards the end of schooling. While the non-Indigenous progression rate remained above 90 per cent, the Aboriginal and Torres Strait Islander rate was below 80 per cent.

Between 2010 and 2011 there was a decrease of nearly three percentage points in the Aboriginal and Torres Strait Islander Year 10 to 11 progression, while there was little change for non-Indigenous students. This is not surprising in that it may reflect the postponement of decisions to leave school from Year 9 to the end of Year 10 for this cohort.

As students moved to Year 12 in 2011, the non-Indigenous apparent grade progression rate remained above 85 per cent and the Aboriginal and Torres Strait Islander rate remained below 70 per cent.

7.3.3 Retention

Apparent retention rates estimate the percentage of students who progress from the first year of secondary school (Year 7 or Year 8 depending on the jurisdiction) to Year 10 and Year 12. Apparent retention rates for Indigenous and non-Indigenous students are included in Key Performance Measure 7(h) in the *Measurement Framework for Schooling in Australia 2010*. 'Retention rates for Aboriginal and Torres Strait Islander students' is specified as a performance indicator in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

The Council of Australian Governments (COAG) Closing the Gap targets include halving the gap between Aboriginal and Torres Strait Islander and other students in the completion of Year 12 or its equivalent or Australian Qualifications Framework (AQF) Certificate II by 2020.

Secondary school apparent retention rates from Year 7/8 to Year 10 and Year 7/8 to Year 12 do not directly measure progress towards this target but are related to its Year 12 completion component.

Tables 7.8 and 7.9 show comparative apparent retention rates for Aboriginal and Torres Strait Islander and non-Indigenous students for 2011 and the period 2007–11.

Key Performance Measure 7(h)

Apparent retention rates from Year 7/8 to Year 10 and Year 12

Table 7.8 Comparative Indigenous and non-Indigenous apparent retention rates, Australia, 2011 (per cent)

Indigenous status	Australia (per cent)
Year 7/8–10	
Indigenous	98.7
Non-Indigenous	101.3
Gap (percentage points)	2.6
Year 7/8–12	
Indigenous	48.7
Non-Indigenous	80.7
Gap (percentage points)	32.0

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. The base year is the first year of secondary school – Year 7 in NSW, Victoria, Tasmania, the Northern Territory and the ACT; Year 8 in Queensland, South Australia and Western Australia. Ungraded students are not included in the calculations.

Factors that may affect apparent retention rates at the national level include international migration, students repeating a year of education, students changing between full-time and part-time study and age requirements for participation in education. These factors may account for apparent retention rates exceeding 100%.

Apparent retention rates for Indigenous students can be affected by the disposition to identify as Indigenous over time.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 46

Table 7.9 Comparative Indigenous and non-Indigenous apparent retention rates, Australia, 2007–11 (per cent)

	2007	2008	2009	2010	2011
Year 7/8–10					
Indigenous	90.5	89.8	90.9	95.8	98.7
Non-Indigenous	99.4	99.9	100.1	101.0	101.3
Year 7/8–12					
Indigenous	42.9	47.2	45.4	47.2	48.7
Non-Indigenous	75.6	75.6	77.3	79.4	80.7

Notes:

The apparent retention rate measures the number of full-time school students in a designated level/year of education as a percentage of their respective cohort group in a base year. The base year is the first year of secondary school – Year 7 in NSW, Victoria, Tasmania, the Northern Territory and the ACT; Year 8 in Queensland, South Australia and Western Australia. Ungraded students are not included in the calculations.

Factors that may affect apparent retention rates at the national level include international migration, students repeating a year of education, students changing between full-time and part-time study and age requirements for participation in education. These factors may account for apparent retention rates exceeding 100%.

Apparent retention rates for Indigenous students can be affected by the disposition to identify as Indigenous over time.

Issues that may affect comparability over time can be found in the Explanatory Notes of the source publication.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

See also Additional Statistics Table 46

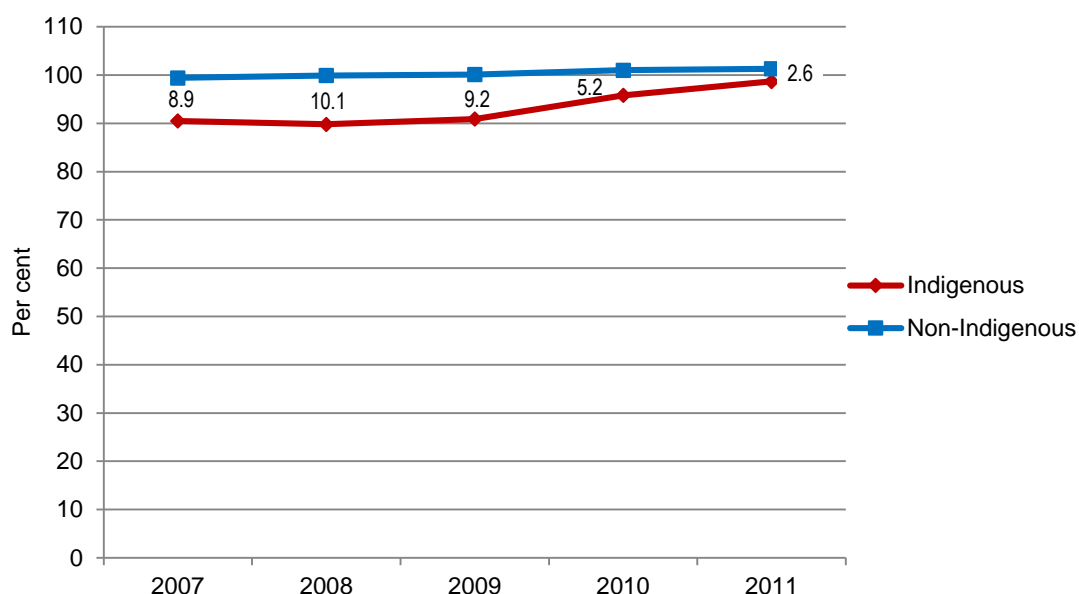
Indigenous student apparent retention rates at the national level are rising but they are still substantially lower than those of non-Indigenous students for apparent retention to Year 12.

In 2011, the apparent retention rate for Indigenous full-time students from Year 7/8 to Year 10 was 99 per cent. This continued an increasing trend from 2009 with an increase of eight percentage points from 91 per cent in 2009. The increases in 2010 and 2011 coincided with the adoption of the National Youth Participation Requirement (requiring students to complete Year 10 and to remain at school or an approved alternative until they turn 17) in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory, joining other jurisdictions, which had already implemented this requirement.

Apparent retention rates from Year 7/8 to Year 12 for Indigenous students increased six percentage points, from 43 per cent in 2007 to 49 per cent in 2011. The gaps in Year 7/8 to Year 10 apparent retention rates between Indigenous students and non-Indigenous students have reduced by approximately six percentage points since 2007, with a gap of less than three percentage points in 2011. However, Aboriginal and Torres Strait Islander students are still much less likely than non-Indigenous students to undertake Year 12 (49 per cent compared with 81 per cent in 2011) with the gap between the two groups remaining steady in recent years.

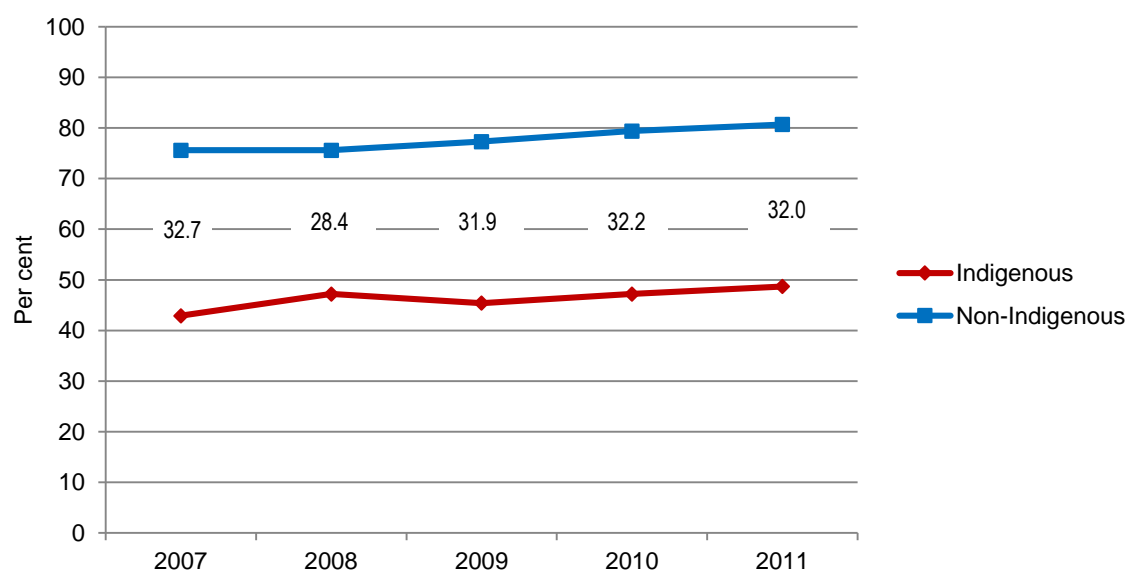
Figures 7.3 and 7.4 illustrate gaps in apparent retention rates between Indigenous and non-Indigenous students in the period 2007–11.

Figure 7.3 Comparative Indigenous and non-Indigenous apparent retention rates for Year 7/8 to 10, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

Figure 7.4 Comparative Indigenous and non-Indigenous apparent retention rates for Year 7/8 to 12, Australia, 2007–11



Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2011

7.3.4 Attendance

KPM 7(b) in the Measurement Framework for Schooling in Australia is defined as:

The number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period.

This is also the performance indicator for attendance adopted in the National Education Agreement (NEA) and for reporting attendance rates in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report*.

However, because the definitions and methodologies used by jurisdictions and sectors to collect the 2011 (and previous years) data are not uniform, accurate comparisons between jurisdictions and sectors cannot currently be made. Nor can the data collected in 2011 be aggregated or averaged to calculate KPM 7(b) at the national level.

All States and Territories and the non-government sectors are collaborating to standardise their collections in cooperation with the Australian Curriculum, Assessment and Reporting Authority (ACARA). These standards will enable consistent and comparable reporting of attendance rates for students in Years 1 to 10 (including ungraded students where applicable) across all sectors and jurisdictions in Australia for the 2014⁵ collection period and onwards.

Further care should be exercised in relation to student attendance data for Aboriginal and Torres Strait Islander students due to low student numbers in some jurisdictions and sectors especially for Catholic and independent schools.

Tables 42, 43 and 44 in Part 9: Additional Statistics show 2011 student attendance data by:

- Indigenous status
- school sector
- state and territory
- year level.

Tables 42, 43 and 44 depict data for the government, Catholic and independent sectors respectively. The comments below for each sector refer to the data in these tables and the corresponding tables in the 2007, 2008, 2009 and 2010 publications of the *National Report on Schooling in Australia*. The comments should be read in conjunction with these tables and with the [Explanatory notes for the 2011 student attendance data](#).

In 2011 the generally higher rate of attendance for non-Indigenous students compared to Aboriginal and Torres Strait Islander students continued.

⁵ Except for NSW government schools, which will comply with the new standards from 2015

Government school sector

Aboriginal and Torres Strait Islander attendance rates did not equal or exceed those of non-Indigenous students in any year level for the government sector in 2011. Generally for the 2011 collection period, student attendance rates were at or above 80 per cent for Aboriginal and Torres Strait Islander students across government schools, with the exceptions of Year 10 in Victoria and Tasmania; Years 9 and 10 in New South Wales and Queensland; Years 8, 9 and 10 in South Australia, Western Australia and the Australian Capital Territory; and Years 1 to 10 in the Northern Territory.

For the 2011 collection period, attendance rates for Aboriginal and Torres Strait Islander students were largely consistent for Years 1 to 6, then dropping from Years 7 to 10. The drop in attendance rates from Year 7 onwards is more pronounced than the drop in attendance rates from Year 8 for non-Indigenous students. All jurisdictions exhibit similar trends.

In 2011, the gaps between attendance rates for Aboriginal and Torres Strait Islander students compared to non-Indigenous students was minimal for Tasmanian government schools where for Years 1–6 the difference did not exceed two percentage points.

The Northern Territory government school sector had large gaps between attendance rates for Aboriginal and Torres Strait Islander students and non-Indigenous students for all year levels, with gaps in attendance rates ranging from 19 to 27 percentage points. The largest gap in the Northern Territory was for Year 9, where the attendance rate for non-Indigenous students was 27 percentage points higher than attendance rate for Aboriginal and Torres Strait Islander students.

Between 2010 and 2011 the gaps between Aboriginal and Torres Strait Islander and non-Indigenous student attendance rates did not increase by more than two percentage points for 74 of the 80 state/territory year cohorts. The six exceptions are for Year 10 in New South Wales, Years 7, 9 and 10 in Tasmania, Year 1 in the Northern Territory and Year 3 in the Australian Capital Territory. There have also been four state/territory year cohorts where the gaps between Aboriginal and Torres Strait Islander and non-Indigenous attendance rates reduced by more than two percentage points from 2010 to 2011. These are Year 8 in Tasmania, Year 9 in the Northern Territory and Years 1 and 5 in the Australian Capital Territory.

Non-government sectors

Care should be taken when interpreting attendance rates for Aboriginal and Torres Strait Islander students in non-government schools, particularly by year levels, due to the relatively low number of Aboriginal and Torres Strait Islander students enrolled

Due to the relatively low number of enrolled students and high variability between year levels, limited commentary is provided on Aboriginal and Torres Strait Islander student attendance rates in non-government schools (especially for jurisdictions with low enrolment numbers).

Catholic school sector

Total full-time and part-time student numbers were lowest in the Australian Capital Territory (236) and highest in New South Wales (5,413) followed by Queensland (4,438).

For New South Wales, Queensland and Tasmania, attendance rates for Aboriginal and Torres Strait Islander students were largely consistent for all year levels, with six percentage point variations between year levels.

The Northern Territory recorded large gaps between attendance rates for Aboriginal and Torres Strait Islander students compared to non-Indigenous students for all year levels, with attendance rates for Aboriginal and Torres Strait Islander students between 12 and 32 percentage points lower than for non-Indigenous students. The largest gap was for Year 10, where the attendance rate for non-Indigenous students was 32 percentage points higher than the attendance rate for Aboriginal and Torres Strait Islander students and, compared to 2010, the gap has increased by 13 percentage points.

Independent school sector

Total full-time and part-time students were lowest in the Australian Capital Territory (48) and Tasmania (218) and highest in Queensland (3,035) followed by New South Wales (1,776).

Between 2010 and 2011, the gaps between Aboriginal and Torres Strait Islander and non-Indigenous student attendance rates in independent schools improved for Year 10 in all jurisdictions except for South Australia and the Northern Territory. For the Northern Territory, the gap between Year 10 Aboriginal and Torres Strait Islander and non-Indigenous student attendance rates fell by 9 percentage points compared to 2010.

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.4 Literacy and numeracy

National Assessment Program – Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy are conducted in May each year for students across Australia in Years 3, 5, 7 and 9.

The [2011 NAPLAN National Report](#) shows results at national and state/territory levels by achievement levels and/or mean scores. Data are also presented by sex, Indigenous status, language background other than English, geolocation, parental education and parental occupation at each year level and for each domain of the test. NAPLAN results are reported at the school level on the [My School website](#).

Further information on NAPLAN is available on the [National Assessment Program](#) website and in [Part 5: Student achievement](#). This section of the report summarises information, at the national level, about the participation and results of Aboriginal and Torres Strait Islander students in NAPLAN 2011.

Key performance measures

The mean scale scores and proportion of students achieving at or above the national minimum standard in each domain and year level are specified as key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia](#).

Table 7.10 shows the national percentages by Indigenous status of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard for Reading and the mean scale scores for Reading, by Indigenous status.

Key Performance Measure 1(a)
Proportion of students achieving at or above the national minimum standard for Reading
Key Performance Measure 1(b)
NAPLAN mean scale scores for Reading

Table 7.10 Achievement in Reading for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2011

Status		Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
Year 3				
Indigenous		76.3	331.6	89.7
	CI±	1.7	4.0	
Non-Indigenous		94.9	420.4	84.9
	CI±	0.2	1.1	
All students		93.8	415.7	87.5
	CI±	0.2	1.2	
Year 5				
Indigenous		66.4	409.8	83.0
	CI±	1.7	4.1	
Non-Indigenous		92.9	492.3	73.5
	CI±	0.2	1.0	
All students		91.5	488.1	76.3
	CI±	0.3	1.1	
Year 7				
Indigenous		77.1	475.3	66.6
	CI±	1.4	2.6	
Non-Indigenous		95.7	543.7	65.6
	CI±	0.2	1.3	
All students		94.7	540.2	67.5
	CI±	0.3	1.3	
Year 9				
Indigenous		71.9	518.1	66.3
	CI±	1.6	2.7	
Non-Indigenous		93.5	582.5	64.5
	CI±	0.3	1.5	
All students		92.4	579.5	66.2
	CI±	0.3	1.5	

Notes:

Exempt students were not assessed and are deemed not to have met the minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*; ACARA (unpublished)

In 2011, Reading achievement was the highest for Year 7 Aboriginal and Torres Strait Islander students, with 77.1 per cent achieving at or above the national minimum standard, compared to the lowest achievement of 66.4 per cent for Year 5 Aboriginal and Torres Strait Islander students.

Further information about student achievement in Reading, by Indigenous status, is available from the [2011 NAPLAN National Report](#). Specific achievement data for Reading are included for Year 3 (p. 4), Year 5 (p. 68), Year 7 (p. 132) and Year 9 (p. 196).

Table 7.11 shows the national percentages by Indigenous status of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard for Writing and the mean scale scores for Writing, by Indigenous status.

Key Performance Measure 1(c)

Proportion of students achieving at or above the national minimum standard for Writing

Key Performance Measure 1(d)

NAPLAN mean scale scores for Writing

Table 7.11 Achievement in Persuasive Writing for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2011

Status		Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
Year 3				
Indigenous		79.9	343.5	88.9
	CI±	1.6	4.0	
Non-Indigenous		96.2	420.1	63.1
	CI±	0.2	0.8	
All students		95.3	415.9	67.1
	CI±	0.2	0.9	
Year 5				
Indigenous		68.9	408.1	89.8
	CI±	1.8	4.0	
Non-Indigenous		93.9	486.7	65.6
	CI±	0.2	0.9	
All students		92.5	482.6	69.3
	CI±	0.3	1.0	
Year 7				
Indigenous		66.9	454.5	91.1
	CI±	1.6	3.9	
Non-Indigenous		92.6	533.2	72.5
	CI±	0.3	1.4	
All students		91.1	529.1	75.8
	CI±	0.3	1.4	
Year 9				
Indigenous		55.0	483.0	95.6
	CI±	1.7	4.0	
Non-Indigenous		86.4	570.2	83.7
	CI±	0.5	1.9	
All students		84.8	565.9	86.5
	CI±	0.6	2.0	

Notes:

Exempt students were not assessed and are deemed not to have met the minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*; ACARA (unpublished)

The Year 3 Writing outcome for Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard (79.9 per cent) was the highest of all year levels for Writing in 2011. The proportion of Year 9 students at or above the national minimum standard in Writing (55.0 per cent) was the lowest for all year levels in Writing and across the three key domains in 2011.

Further information about student achievement in Writing, by Indigenous status, is available from the 2011 NAPLAN National Report. Specific achievement data for Writing are included for Year 3 (p. 15), Year 5 (p. 79), Year 7 (p. 143) and Year 9 (p. 207).

Table 7.12 shows the national percentages by Indigenous status of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard for Numeracy and the mean scale scores for Numeracy, by Indigenous status.

Key Performance Measure 2(a)

Proportion of students achieving at or above the national minimum standard for Numeracy

Key Performance Measure 2(b)

NAPLAN mean scale scores for Numeracy

Table 7.12 Achievement in Numeracy for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2011

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	Standard deviation
Year 3			
Indigenous	83.6	334.4	65.0
CI±	1.3	2.4	
Non-Indigenous	96.4	401.7	69.1
CI±	0.1	0.9	
All students	95.6	398.1	70.6
CI±	0.2	0.9	
Year 5			
Indigenous	75.2	421.1	64.0
CI±	1.5	2.7	
Non-Indigenous	95.5	491.3	66.4
CI±	0.2	1.0	
All students	94.4	487.8	68.2
CI±	0.2	1.1	
Year 7			
Indigenous	76.5	474.8	65.8
CI±	1.4	2.4	
Non-Indigenous	95.5	548.5	72.1
CI±	0.2	1.6	
All students	94.5	544.6	73.7
CI±	0.2	1.6	
Year 9			
Indigenous	72.0	515.8	62.2
CI±	1.6	2.3	
Non-Indigenous	94.1	586.7	70.8
CI±	0.3	1.9	
All students	93.0	583.4	72.1
CI±	0.3	1.9	

Notes:

Exempt students were not assessed and are deemed not to have met the minimum standard.

CI = Confidence Interval

The percentages reported in this table include 95 per cent confidence intervals.

Confidence intervals should be used to compare data within 2011 only.

Sources: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*; ACARA (unpublished)

In 2011, Numeracy achievement was the highest for Year 3 Aboriginal and Torres Strait Islander students, with 83.6 per cent achieving at or above the national minimum standard and across the three key domains. Year 9 Aboriginal and Torres Strait Islander students had the lowest achievement, with 72.0 per cent achieving at or above the national minimum standard.

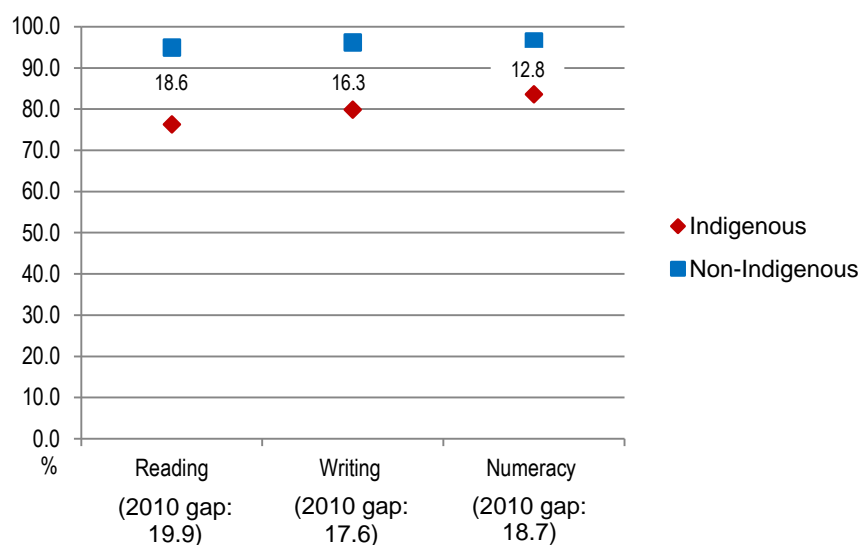
Further information about student achievement in Numeracy, by Indigenous status, is available from the 2011 NAPLAN National Report. Specific achievement data for Numeracy are included for Year 3 (p. 48), Year 5 (p. 112), Year 7 (p. 176) and Year 9 (p. 240).

Closing the Gap

The targets for the Closing the Gap strategy are to halve the gap in Reading, Writing and Numeracy achievement between Aboriginal and Torres Strait Islander students and non-Indigenous students by 2018 and to increase Aboriginal and Torres Strait Islander student participation rates in the National Assessment Program – Literacy and Numeracy (NAPLAN).

Figures 7.5 to 7.8 depict the gaps between the proportions of Indigenous and non-Indigenous students achieving the minimum standards in each of the NAPLAN key domains in 2011. The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

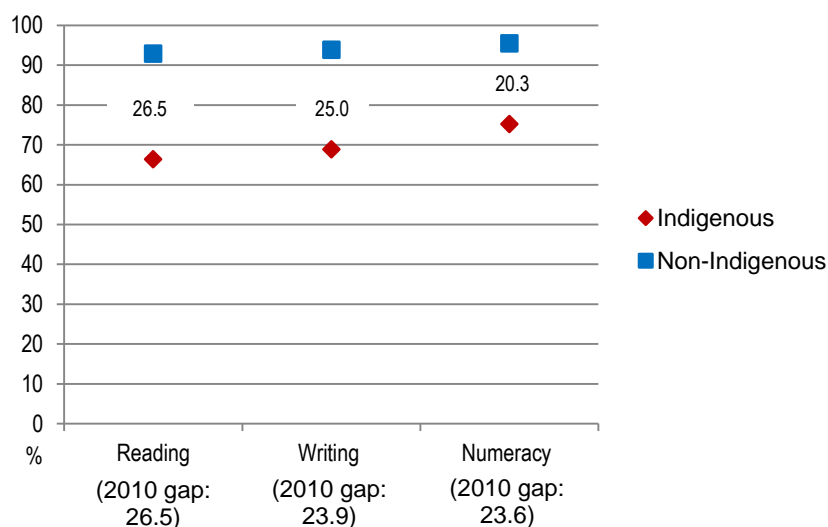
Figure 7.5 Achievement of Year 3 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

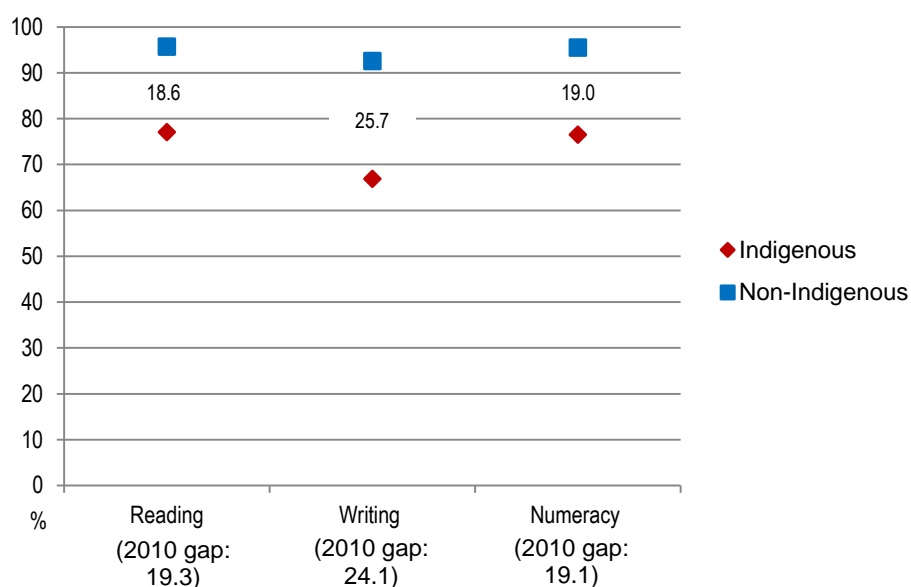
Figure 7.6 Achievement of Year 5 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

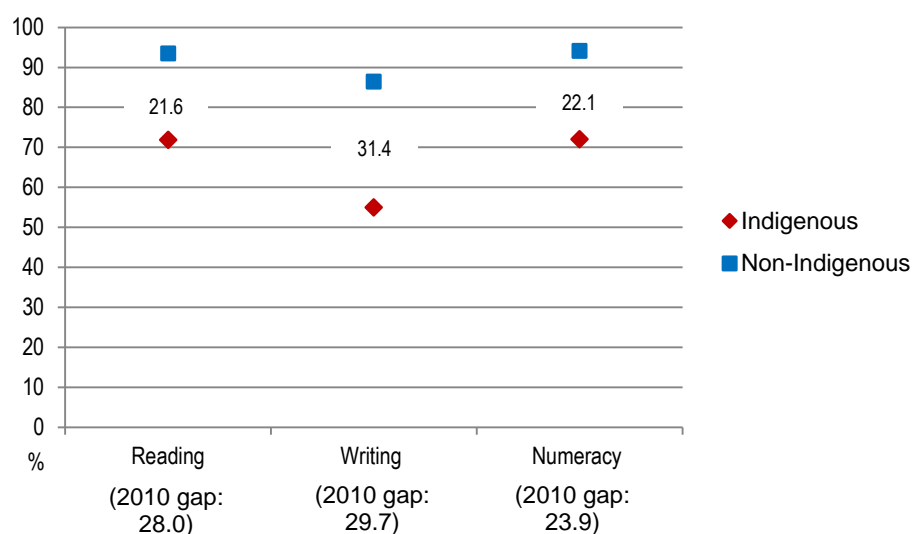
Figure 7.7 Achievement of Year 7 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

Figure 7.8 Achievement of Year 9 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2011



Note: The number shown between the plot points for each domain is the percentage point difference or 'gap' between non-Indigenous and Indigenous achievement.

Source: ACARA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2011*

The gaps between the proportions of Aboriginal and Torres Strait Islander students and non-Indigenous students achieving at or above the national minimum standard in Reading ranged from 18.6 percentage points for the Years 3 and 7 cohorts to 26.5 percentage points for the Year 5 cohort. In Reading, relative to the equivalent gaps in 2010, the gaps for all year levels have decreased or remained the same in 2011.

The gap between the Aboriginal and Torres Strait Islander and non-Indigenous students achieving at or above the national minimum standard in Writing ranged from 16.3 percentage points for the Year 3 cohort to 31.4 percentage points for Year 9 cohort.

Although in 2011 the gap increased in the Writing domain with respect to each of the cohorts except Year 3, it should be noted that the 2011 NAPLAN program included assessment in Persuasive Writing, whereas in 2010 Narrative Writing was assessed. Because there is a difference in the way the narrative and persuasive tasks function across year levels, Persuasive Writing scores should not be compared with Narrative Writing scores from previous years.

The gaps between the proportions of Aboriginal and Torres Strait Islander and non-Indigenous students achieving the national minimum standard in Numeracy ranged from 12.8 percentage points for the Year 3 cohort to 22.1 percentage points for the Year 9 cohort. In Numeracy, relative to the equivalent gaps in 2010, the gaps for all year levels have decreased in 2011.

Overall, the gap between Aboriginal and Torres Strait Islander and non-Indigenous students was larger in Year 9 Writing (31.4 per cent) than the gap in any other year level in any of the key domains, with the smallest gap being in Year 3 Numeracy (12.8 per cent).

Progress towards halving the gap in literacy and numeracy achievement is monitored against indicative trajectories for each state and territory and is reported for the period 2008–11 in Chapter 4 of the report: *Indigenous Reform 2010–11: Comparing performance across Australia*.⁶

Furthermore, in its 2011 report to COAG on the National Education Agreement, the COAG Reform Council includes the following key finding:

There were some significant improvements from 2008 to 2011 in the proportion of Indigenous students reaching minimum standards of reading and numeracy – notably both improved in Year 3.⁷

NAPLAN participation

Key Performance Measure 7(i) in the *Measurement Framework for Schooling in Australia* relates to NAPLAN participation rates. Table 7.13 reports this KPM by Indigenous status.

Key Performance Measure 7(i)						
Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy						
Table 7.13 Number and proportion of students participating in Year 3, 5, 7 and 9 NAPLAN Reading, Persuasive Writing and Numeracy, by Indigenous status, Australia, 2011						
Status	Reading		Writing		Numeracy	
	No.	%	No.	%	No.	%
Year 3						
Indigenous	12,973	90.1	12,940	89.8	12,819	89.0
Non-Indigenous	243,104	96.2	242,873	96.1	242,514	95.9
Year 5						
Indigenous	12,822	90.8	12,807	90.7	12,667	89.7
Non-Indigenous	248,117	96.7	247,988	96.6	247,240	96.3
Year 7						
Indigenous	12,568	88.8	12,591	89.0	12,396	87.6
Non-Indigenous	249,432	96.5	249,769	96.6	248,597	96.2
Year 9						
Indigenous	9,992	79.0	10,040	79.4	9,857	78.0
Non-Indigenous	235,699	93.7	236,693	94.1	234,604	93.2

⁶ COAG Reform Council, *Indigenous Reform 2010–11: Comparing performance across Australia*, COAG Reform Council, Sydney, 2012

⁷ COAG Reform Council, *Education 2011: Comparing performance across Australia*, COAG Reform Council, Sydney, 2012, p. xv

Notes:

Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.

Students for whom 'Indigenous status' was not stated are not included in the data which are provided by Indigenous status.

Source: ACARA, *National Assessment Program: Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy*, 2011

Participation rates in NAPLAN in 2011 were consistently lower for Aboriginal and Torres Strait Islander students than for non-Indigenous students across all cohorts and key domains.

Further information on the participation rates of Year 3, 5, 7 and 9 students in Reading, Writing and Numeracy, by Indigenous status, is available in the 2011 NAPLAN National Report. Specific participation data for Reading, Writing and Numeracy are included for Year 3 (p. 58), Year 5 (p. 122), Year 7 (p. 186) and Year 9 (p. 250).

[National Assessment Program \(NAP\) – Information and Communication Technology Literacy](#)

The [National Sample Assessment for Information and Communication Technology Literacy](#) (NAP – ICT Literacy) tests students' ability to appropriately access, manage, integrate and evaluate information, develop new understandings and communicate with others in order to participate effectively in society.

In 2011, 5,710 Year 6 students, of which three per cent identified as Aboriginal or Torres Strait Islander, participated in the NAP – ICT Literacy assessment. For the Year 10 cohort, 5,313 students participated, of which three per cent identified as Aboriginal or Torres Strait Islander. The participating students were from both government and non-government schools.

Table 7.14 Percentage of students participating in the NAP – ICT Literacy assessment by year level, by Indigenous status, Australia, 2011

Indigenous status	Year 6 (%)	Year 10 (%)
Indigenous	3	3
Non-Indigenous	91	89
Missing data	6	8

Notes:

Codes used in the NAP – ICT Literacy Student Participation Form:

- Non-Aboriginal or Torres Strait Islander: *Neither Aboriginal nor Torres Strait Islander origin*
- Aboriginal or Torres Strait Islander: *Aboriginal but not Torres Strait Islander origin; Torres Strait Islander but not Aboriginal origin; Both Aboriginal and Torres Strait Islander origin*
- Missing: *not stated/unknown*

Sources: ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report, 2011*, Table 2.5, p. 21; ACARA, *National Assessment Program – ICT Literacy Technical Report, 2011*, Table 5.1, p. 37

The proportion of students achieving at or above the proficient standard, Level 3 for Year 6 students and Level 4 for Year 10 students, in Information and Communication Technology Literacy is a key performance measure (KPM) in the *Measurement Framework for Schooling in Australia*.

The proportion of students achieving at the proficiency standards by Indigenous status is reported in Table 7.15.

Key Performance Measure 5

Proportion of students achieving at or above the proficient standard in ICT Literacy

Table 7.15 Proportion of students achieving at or above the proficient standards in ICT Literacy, by Indigenous status, Australia, 2011 (per cent)

Year 6 – Level 3		
	Mean	Percentage
Indigenous	343	31
CI±	22.1	8.4
Non-Indigenous	441	64
CI±	5.6	2.1
Australia	435	62
CI±	5.7	2.0
Year 10 – Level 4		
	Mean	Percentage
Indigenous	469	36
CI±	35.3	11.5
Non-Indigenous	563	66
CI±	5.6	2.3
Australia	559	65
CI±	5.7	2.3

Notes:

Results are rounded to the nearest whole number.

CI± = Confidence Interval (1.96*SE)

Source: ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report, 2011*, Table 4.12, pp. xxii, 61

Nationally, the performance of non-Indigenous students was higher than that of Aboriginal and Torres Strait Islander students at both year levels.⁸ Sixty-four per cent of non-Indigenous Year 6 students performed at or above the Proficient Standard compared to 31 per cent of Indigenous students. Sixty-six per cent of non-Indigenous Year 10 students performed at or above the Proficient Standard compared to 36 per cent of Indigenous students.

The NAP – ICT Literacy results in 2011 show a large gap in performance between Aboriginal and Torres Strait Islander students and non-Indigenous students. These findings are similar to those in previous assessments for both Years 6 and 10.

The National Assessment Program – ICT Literacy Years 6 and 10 Report for 2011 is available on the [National Assessment Program website](#).

⁸ ACARA, *National Assessment Program – ICT Literacy Years 6 and 10 Report, 2011*, p. xviii

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.5 Leadership, quality teaching and workforce development

The [*Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*](#) states the following:

It is important that all Aboriginal and Torres Strait Islander students are taught by high quality teachers in schools led by effective and supportive principals who are assisted by a world-class curriculum that incorporates Aboriginal and Torres Strait Islander perspectives ... Building a well-qualified Aboriginal and Torres Strait Islander educator workforce is an important way of potentially reducing the impact of high teacher turnover in school communities with Aboriginal and Torres Strait Islander students.

Educational leadership by principals that acknowledges and embraces Aboriginal and Torres Strait Islander leadership is also central to establishing and maintaining cultures of learning that are inclusive of Aboriginal and Torres Strait Islander students and their families and enables and celebrates student achievement.⁹

There are no national level data for performance indicators under this domain. However, the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014 2011 Annual Report* publishes data for these performance indicators at state and territory level.

⁹ MCEECDYA, *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, p. 22

National Report on Schooling in Australia 2011

Aboriginal and Torres Strait Islander education

7.6 Pathways to real post-school options

The [Measurement Framework for Schooling in Australia](#) includes a number of key performance measures (KPMs) relating to the participation and attainment of young Australians in senior schooling, post-school education and employment. These encompass the completion of secondary education (Year 12) but also the participation of young people in education, training and work beyond school, and their attainments in post-school education and training.

The measures relating to post-school participation and attainment reflect the policy intent of the Melbourne Declaration to define educational goals, not just for current school students, but for all young Australians and to examine the longer-term outcomes of schooling for students.

These measures are reported for the full cohorts of young people in [Part 6: Senior schooling and youth transitions](#).

However, the measures cannot be disaggregated by Indigenous status for 2011 as the source data specified for the KPMs, the Australian Bureau of Statistics annual Survey of Education and Work, is not suitable for this purpose.

This also impacts on the capacity for reporting on progress against the COAG target to at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020, to which KPM 8(a) relates.

KPM 8(a), 'proportion of the 20 to 24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above', disaggregated by Indigenous status, is also the performance indicator for the domain 'pathways to real post-school options' in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*, expressed as the 'proportion of Aboriginal and Torres Strait Islander people aged 20 to 24 having attained at least Year 12 or equivalent or AQF Certificate II or above'.

As with the disaggregation of the key performance measure, national data are not available to report this indicator for 2011.

National Report on Schooling in Australia 2011

Part 8

Funding Australia's schools

Overview

This section provides information on six main areas:

1. Funding arrangements for Australian schools in 2011
2. Funding overview of government and non-government schools in 2011
3. Government school funding and trends
4. Non-government school funding and trends
5. Capital expenditure on government and non-government schools in 2010–11
6. Overview of *My School* financial information for the 2010 calendar year.

The report provides an outline of government (both Australian and State/Territory) funding arrangements for each of the school sectors.

In line with State and Territory government budgets, government school funding is historically reported on a financial year basis. The financial year reported is the period 1 July 2010 to 30 June 2011. This is referred to as 2011 funding in this section of the report.

Non-government school funding is provided on a calendar year basis and reflects funding and expenditure for the 2011 calendar year except for data sourced from the *Report on Government Services* (ROGS), which are calculated for the 2010–11 financial year. (These are derived by averaging full-time equivalent student numbers for the 2010 and 2011 calendar years.)

Part 8.6 of the report provides high-level profiles of recurrent funding information for the 2010 calendar year published for individual schools on the *My School* website. These data were released at the same time (March 2012) as *My School* non-finance data for the 2011 school year. *My School* calendar year finance data will always lag by one year relative to most *My School* non-finance data.

National Report on Schooling in Australia 2011

Funding Australia's schools

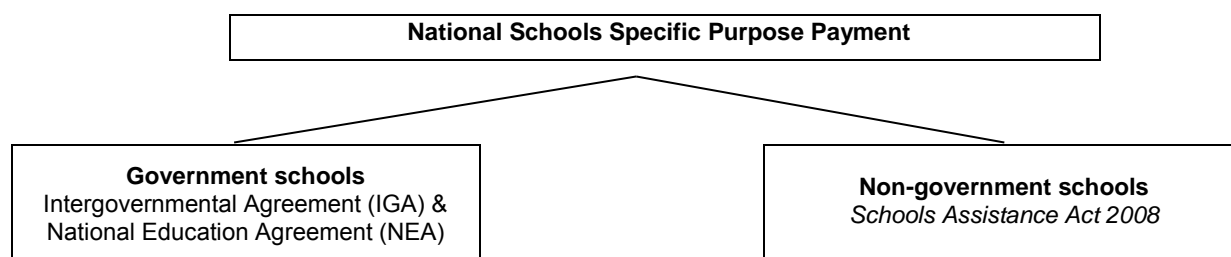
8.1 Funding arrangements in 2011

In 2011 Australian Government funding to schools was allocated under the framework for federal financial relations agreed by the Council of Australian Governments (COAG) in 2009.

Under this framework, the Australian Government provided significant increases to school funding in 2009 and 2010 through the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#); National Partnerships, including Building the Education Revolution and the Digital Education Revolution; [Trade Training Centres in Schools](#) and the [Schools Assistance Act 2008](#). This funding approach continued in 2011.

States and Territories continued to fund specific school education initiatives and the bulk of government school costs for their jurisdictions.

Specific purpose education program funding is provided to State and Territory governments as a National Schools Specific Purpose Payment (National Schools SPP) through the IGA under the *Federal Financial Relations Act 2009*. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*.¹



Other separate components of funding are provided through National Partnerships and other school education programs funded by annual appropriations (Commonwealth Own-Purpose Expenses (COPEs)).

National Schools Specific Purpose Payment – government schools component

The National Schools SPP for government schools is provided through the Intergovernmental Agreement on Federal Financial Relations.

Associated with this funding is a National Education Agreement which sets out the objectives and outcomes for government schooling, the roles and responsibilities of each level of government, performance indicators and benchmarks, reporting mechanisms and 'policy and reform directions'.

State and Territory governments have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes.

¹ Prior to 2009, program-based financial assistance was provided to State and Territory governments for expenditure on government schools and Australian Government funding for government and non-government schools was provided under the same legislation. Due to the changes to Australian Government funding arrangements for government schools from 2009, cross-sectoral funding comparisons by program are no longer possible.

Under the National Schools SPP the previous recurrent, targeted and capital funding has been combined into an agreed base amount. This base amount is indexed each year according to a formula based on increases in Average Government School Recurrent Costs (AGSRC) and growth in full-time equivalent primary and secondary school enrolments.

Additional funding for government primary school students was incorporated into the SPP in 2009. This funding was due to a per capita funding increase from 8.9 per cent to 10 per cent of AGSRC. Government primary and secondary school students are now funded at the same percentage of AGSRC.

Funding for Indigenous students in government schools, previously provided under the *Indigenous Education (Targeted Assistance) Act 2000*, was also incorporated into the base amount.

The government school component of the National Schools SPP becomes part of the total State or Territory government funding pool (which includes Australian and State and Territory government funds). Each State and Territory government then allocates funds from this total pool (or distributes resources) to schools based on its particular allocative mechanism (which is different for each State and Territory).

Average Government School Recurrent Costs (AGSRC) are the benchmark for general recurrent funding levels and relate to the cost of educating a student in a government school. AGSRC are the basis of Australian Government recurrent funding for government and non-government school students. All school students are funded at a percentage of AGSRC.

The AGSRC amounts for primary and secondary school students are calculated based on State and Territory government expense data. These AGSRC amounts are changed annually after consideration of movements in the data reported to ACARA through the MCEECDYA National Schools Statistics Collection (NSSC) (Finance). Capital related items, such as the user cost of capital and depreciation, are excluded from the calculation of AGSRC.

National Schools Specific Purpose Payment – non-government schools component

Australian Government funding for the non-government schools component of the National Schools SPP (for the 2009 to 2012 quadrennium, with funding under that quadrennium being extended to 2013) is determined by the *Schools Assistance Act 2008*. Funding under the Act continues to provide for general recurrent and capital purposes as well as targeted programs. Funding for the Indigenous Supplementary Assistance (ISA) is also provided under the Act.

The distribution arrangements for the non-government schools component of the National Schools SPP vary between systemic and non-systemic non-government schools. (See [Part 10: Glossary](#) for explanations of systemic and non-systemic non-government schools.)

State and Territory Treasuries distribute Australian Government general recurrent grants directly to non-systemic independent schools.

Systemic non-government schools are paid through their system authorities. Like government education systems, non-government system authorities have the flexibility to distribute the general recurrent grants according to their own needs-based allocative mechanisms.

Australian Government funding for targeted programs for non-government schools is distributed through Catholic systemic school authorities and independent school associations in each State and Territory. Funding for capital grants is made through Block Grant Authorities (BGAs).

The *Schools Assistance Act* also provides additional recurrent funding for Indigenous students in non-government schools called Indigenous Supplementary Assistance (ISA). Non-government schools in remote areas receive a higher rate of ISA for Indigenous students. Non-government schools in non-remote areas with more than 50 Indigenous boarding students from remote Indigenous communities also receive a higher rate of ISA for these students.

Funding for Indigenous students in non-government schools was previously provided through a number of different programs under the *Indigenous Education (Targeted Assistance) Act 2000*. This funding was replaced by a single per student payment – Indigenous Supplementary Assistance. The Indigenous Funding Guarantee provides transitional funding to ensure that schools do not receive less funding in dollar terms than under the previous arrangements, taking into account enrolment changes.

A remoteness loading for non-government schools is provided in recognition of the higher cost of delivering education services in regional and remote areas of Australia. Non-government schools that have campuses located in defined remote areas receive a per student remoteness loading at 5 per cent, 10 per cent or 20 per cent of a school's socio-economic status (SES) funding rate for general recurrent grants, depending on the degree of remoteness of the school campus.

Non-government schools also receive funding for distance education students, at the base rate of 13.7 per cent of AGSRC on a full-time equivalent basis.

National Partnerships

Additional funding for both government and non-government schools is provided by a number of special purpose National Partnerships. Most of the National Partnerships have been formulated through COAG and have as their basis an agreed national goal. The structure and conditions of the National Partnerships vary, and include, in some cases, co-payments with State and Territory government and non-government education authorities, facilitation payments, performance rewards based on negotiated outcomes and targets, reform measures and the creation of pilot programs.

National Partnerships include:

- Digital Education Revolution
- Nation Building and Jobs Plan
 - Building the Education Revolution
 - National School Pride Program
 - Primary Schools for the 21st Century
 - Science and Language Centres for 21st Century Secondary Schools
- Smarter Schools
 - Low Socio-economic Status School Communities
 - Literacy and Numeracy
 - Improving Teacher Quality
- Youth Attainment and Transitions

- Closing the Gap (Northern Territory)
- Trade Training Centres in Schools.²

Information on the content of National Partnerships is provided in [Part 2: National initiatives and achievements](#).

Other funding

There are other Australian Government payments, made to both the government and non-government sectors, which are termed Commonwealth Own-Purpose Expenses (COPEs). These are mostly administered by the Department of Education, Employment and Workplace Relations (DEEWR) and are funded through annual appropriations. Major school education programs in this category include:

- National Asian Languages and Studies in Schools Program
- National School Chaplaincy Program
- Quality Outcomes Program.

Payments to States and Territories

National Schools Specific Purpose Payments, for both government and non-government school sectors, are paid by the Commonwealth Treasury to State and Territory Treasuries. State and Territory Treasuries then distribute these funds to State and Territory government education departments, non-government school education authorities and independent schools.

National Partnership payments are paid by the Commonwealth Treasury primarily to State and Territory Treasuries according to the terms of the individual partnership agreements.

Review of funding for schooling

In 2010, the Australian Government initiated a review of funding arrangements for schooling to develop a funding system which was ‘... transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students’. This review, led by a panel of community leaders with expertise in education and public policy, was conducted in 2010 and 2011. The panel received more than 7,000 submissions, visited 39 schools and consulted 71 education groups across Australia.

Its final report, *Review of Funding for Schooling: Final Report* (known as the Gonski Report) was presented to the Commonwealth Minister for School Education in December 2011.

² While Trade Training Centres in Schools does not operate under National Partnerships, payments made to the government sector have been made using the National Partnerships framework.

National Report on Schooling in Australia 2011

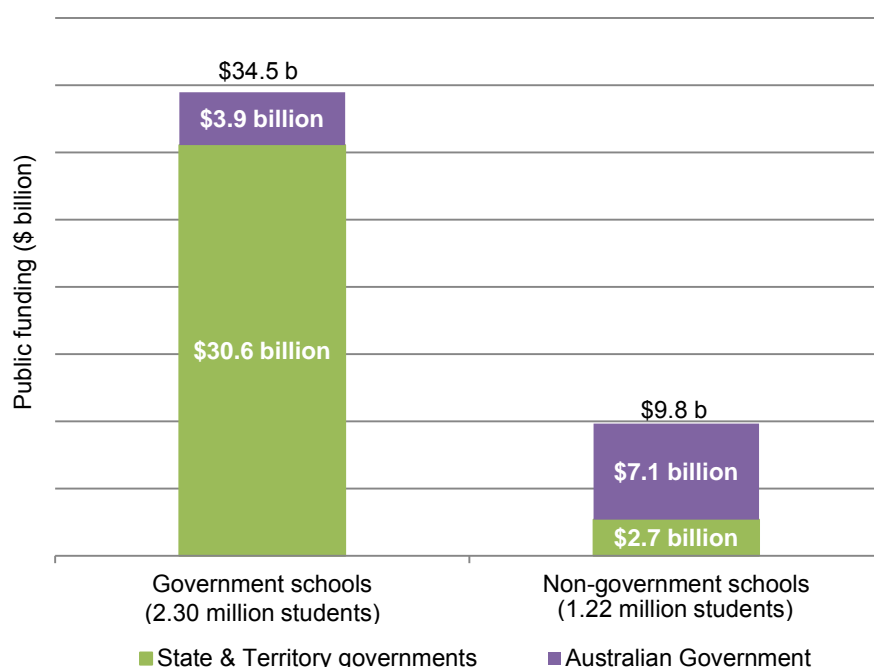
Funding Australia's schools

8.2 An overview of government funding of schools in 2011

The funding arrangements introduced by the Australian Government in 2009 are outlined in [Part 8.1: Funding arrangements in 2011](#). Government school funding for 2011 (2010–11 expenditure) reflects the funding arrangements that commenced in 2009 specified in the Intergovernmental Agreement (IGA) on Federal Financial Relations.

Federal and State and Territory government recurrent expenditure on school education in Australia for 2011 was \$44.3 billion. This is illustrated in Figure 8.1, broken down by government funding sources.

Figure 8.1 Recurrent government funding for school education, Australia, 2010–11 (accrual basis)



Notes:

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

Student numbers are 2010–11 average full-time equivalent (FTE) student populations.

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Tables 4A.6–7; MCEECDYA, National Schools Statistics Collection (NSSC), 2011

See also Part 9: Additional Statistics Table 49, Table 55 and Table 60

Growth in recurrent funding between 2010 and 2011 is outlined as follows:

- **All schools** expenditure increased by 6.0 per cent.

Operating expenditure rose from \$41.8 billion in 2009–10 to \$44.3 billion in 2010–11, an increase of \$2.5 billion.

- **Government school sector** expenditure increased by 4.8 per cent.
Operating expenditure rose from \$32.9 billion in 2009–10 to \$34.5 billion in 2010–11, an increase of \$1.6 billion.
- **Non-government school sector** expenditure increased by 10.6 per cent.
Operating expenditure rose from \$8.9 billion in 2009–10 to \$9.8 billion in 2010–11, an increase of \$0.9 billion.

In 2011, the government school sector received 77.8 per cent of recurrent government funding while the non-government sector received 22.2 per cent.

Total government school education funding, on a student per capita basis, was on average \$15,002 for the government sector and \$8,092 for the non-government sector.

Table 8.1 below indicates the total government funding and student per capita funding from Australian and State/Territory levels of government to the government and non-government sectors.

Table 8.1 Recurrent government funding for school education, Australia, 2010–11 financial year (accrual basis)

2011 government funding to schools	Government		Non-government		Total	
(\$ billion and \$ per capita)	(\$ billion)	\$ per FTE student	(\$ billion)	\$ per FTE student	(\$ billion)	\$ per FTE student
State and Territory governments	30.558	13,299	2.700	2,221	33.258	9,466
Australian Government	3.913	1,703	7.137	5,871	11.050	3,145
Total Australian/State/Territory government funding	34.471	15,002	9.837	8,092	44.308	12,611
Average FTE students ^(a)	2,297,790		1,215,753		3,513,543	

(a) Average number of full-time equivalent (FTE) students, 2010 and 2011 calendar years. See [Part 10: Glossary](#) for definition of FTE.

Note:
Components may not add to totals due to rounding.

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services* 2013, Tables 4A.6, 4A.7, 4A.11, 4A.13, 4A.14; MCEECDYA, National Schools Statistics Collection (NSSC), 2011

See also Part 9: Additional Statistics Table 49, Table 50 and Table 51

Total government funding per student over the past five years is outlined in the graph and table, Figure 8.2. This shows government school per student recurrent funding increasing over this period at a greater rate than for the non-government school sector.

The growth in government school student per capita recurrent funding reflects award increases, government initiatives and also incorporates the changes in funding arrangements under the *Federal Financial Relations Act 2009* by the Australian Government from 1 January 2009 when there was an increase in government funding per primary

student, a new broadbanded specific purpose payment, which included former capital funding in the recurrent base, and National Partnership funding.

Primary student government funding increased from 8.9 per cent of the Average Government School Recurrent Costs (AGSRC) to 10.0 per cent of the AGSRC, and the percentage is now in line with government secondary schools per capita funding. National Partnership funding began in 2009 and expenditure on these programs started to be reflected in increased expenditures.

Funding movements within and between government and non-government schooling also reflect student profiles and related targeted needs funding.

Figure 8.2 Total government per capita recurrent funding, government and non-government schools, 2006–07 to 2010–11 (actual \$ per FTE)

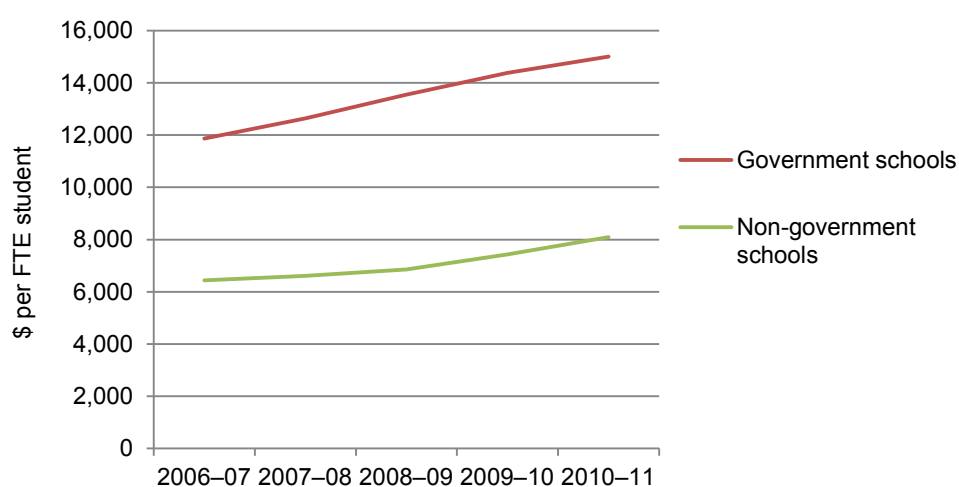


Figure 8.2 – source data (\$)	2006–07	2007–08	2008–09	2009–10	2010–11
Government schools	11,874	12,639	13,544	14,380	15,002
Non-government schools	6,440	6,606	6,851	7,427	8,092

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Tables 4A.11, 4A.13; MCEECDYA National Schools Statistics Collection (NSSC), 2007, 2008, 2009, 2010, 2011

See also Part 9: Additional Statistics Table 49, Table 50 and Table 51 for government school data.

Table 8.2 reflects the Australian Government's funding agreements commenced in 2009, which incorporate National Schools SPP and National Partnership funding; and the Nation Building and Jobs Plan, which incorporates Building the Education Revolution. The Nation Building and Jobs Plan program includes recurrent and capital expenditure elements.

Table 8.2 Australian Government specific purpose payments for schools by government/non-government, recurrent/capital, Australia, 2010–11 financial year (accrual basis) (\$'000)

Australia	
Government schools	
Recurrent expenditure	
National Schools SPP ^(a)	3,550,719
Total recurrent – government schools^(a)	3,550,719
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – government schools	0
Total recurrent & capital – government schools	3,550,719
National Partnership payments	
Smarter Schools	
• Improving Teacher Quality	24,231
• Literacy and Numeracy	118,782
• Low SES School Communities	181,111
Digital Education Revolution	62,946
Trade Training Centres in Schools ^(b)	190,606
Closing the Gap – Northern Territory	
• Teacher housing ^(c)	3,680
• Quality teaching, accelerated literacy	16,290
• Supporting remote schools – additional teachers	29,200
Total National Partnerships	626,846
Total National Partnerships, recurrent & capital – government schools	4,177,565
Nation Building and Jobs Plan	
Building the Education Revolution	3,714,239
Total Nation Building & Jobs Plan	3,714,239
Total Nation Building & Jobs Plan, National Partnerships, recurrent & capital – government schools	7,891,804
Non-government schools	
Recurrent expenditure	
National Schools SPP ^(a)	7,085,608
Total recurrent – non-government schools	7,085,608
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – non-government schools	0
Total recurrent & capital – non-government schools	7,085,608
National Partnership payments	
Smarter Schools	
• Improving Teacher Quality	9,770
• Literacy and Numeracy	19,680
• Low SES School Communities	22,150
Digital Education Revolution	37,000
Trade Training Centres in Schools ^(b)	68,368
Closing the Gap – Northern Territory	

• Teacher housing	516
Total National Partnerships	157,484
Total recurrent, capital & National Partnerships	7,243,092
Nation Building and Jobs Plan	
Building the Education Revolution	1,645,127
Total Nation Building and Jobs Plan – non-government schools	1,645,127
Total recurrent, capital, National Partnerships and Nation Building & Jobs Plan – non-government schools	8,888,219
All schools	
Total recurrent	10,636,327
Total capital^(a)	0
Total National Partnership payments	784,330
Total Nation Building & Jobs Plan	5,359,366
Total	16,780,023

(a) From 1 January 2009 capital expenditure for government schools is included in the National Schools SPP. For consistency, the National Schools SPP for non-government schools includes capital grants totalling \$125.2 m.

(b) The Trade Training Centres in Schools Program operates as a 'deemed' National Partnership through 'Overarching Funding Agreements' with all government and non-government education authorities.

(c) This amount includes \$80,000 relating to Closing the Gap – Northern Territory Teacher Housing Program that was not included in the *Report on Government Services 2013*.

Notes:

Components may not add to totals due to rounding.

Expenditure in respect to a certain program year can be incurred in subsequent years.

National Partnership payments incorporate recurrent and capital elements with the exception of Digital Education Revolution and Trade Training Centres in Schools, which are capital funding only.

Sources: Australian Government DEEWR; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Table 4A.8

See also Part 9: Additional Statistics Table 60

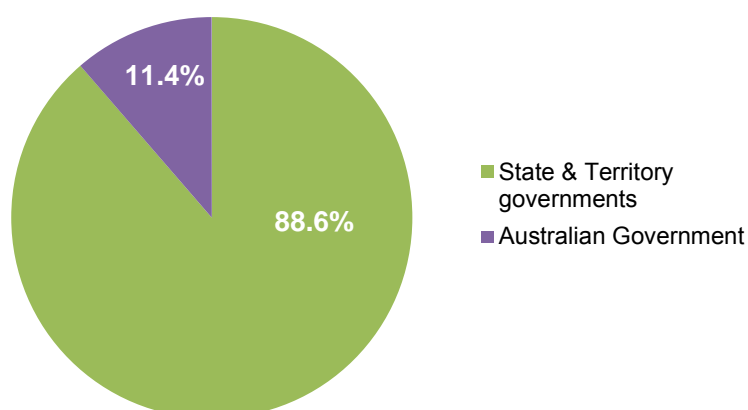
National Report on Schooling in Australia 2011

Funding Australia's schools

8.3 Funding for government schools

Australia's constitutional arrangements allocate primary responsibility for school education to State and Territory governments. They are the major funders of government schools and in 2010–11 contributed 88.6 per cent (\$30.6 b) of total recurrent funding, with the Australian Government contributing the remaining 11.4 per cent (\$3.9 b).

Figure 8.3 Total government recurrent expenditure per student, government schools, Australia, 2010–11 (%)



Source: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.7

Australian Government funding for government schools

In 2009 the Australian Government introduced new funding arrangements for government schools (outlined in [Part 8.1: Funding arrangements in 2011](#)). These incorporated:

- **The National Schools Specific Purpose Payment** under the Intergovernmental Agreement (IGA) is based on primary and secondary enrolments and a per capita grant. This is indexed annually according to increases in the Average Government School Recurrent Costs (AGSRC) and growth in enrolments.
- The Intergovernmental Agreement also covers **National Partnership Agreements**. Each National Partnership Agreement has its own conditions and funding is based on the achievement of educational outcomes.
- **Commonwealth Own-Purpose Expenses Annual Appropriations (COPEs)** include a range of specific purpose programs.

Under the IGA all State and Territory governments are given flexibility in how much of this funding is to be allocated to recurrent and capital programs.

Government school recurrent expenditure

The total recurrent expenditure by government education systems over the past five years is provided at Figure 8.4.

Figure 8.4 Australian, State and Territory government recurrent expenditure (actual \$'000), government schools, 2006–07 to 2010–11

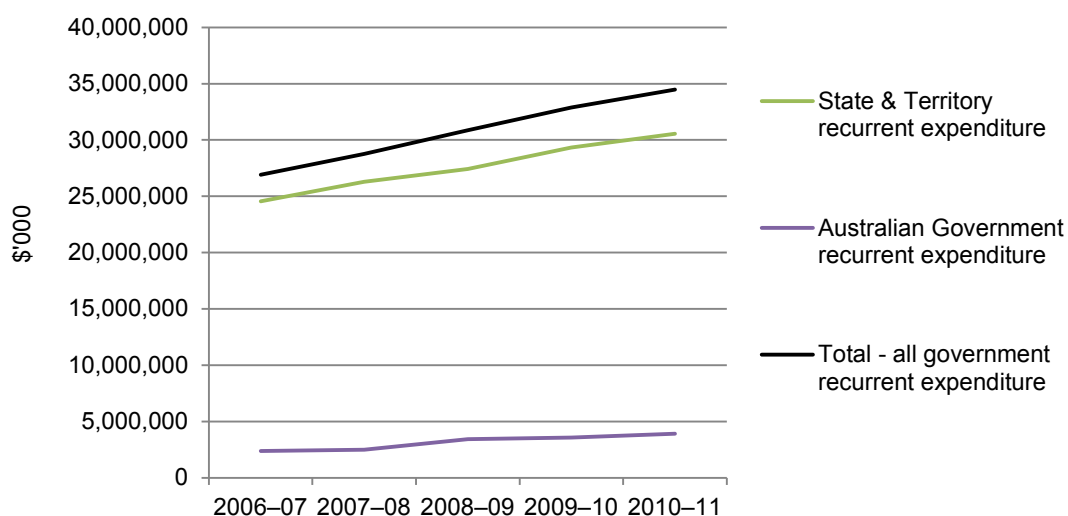


Figure 8.4 – source data (\$'000)	2006–07	2007–08	2008–09	2009–10	2010–11
State and Territory recurrent expenditure	24,550,552	26,272,069	27,415,480	29,332,876	30,558,097
Australian Government recurrent expenditure	2,373,104	2,485,752	3,440,779	3,561,513	3,912,533
Total – all government recurrent expenditure	26,923,656	28,757,821	30,856,259	32,894,389	34,470,630

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services* (various years), Productivity Commission, Canberra; MCEECDYA National Schools Statistics Collection (NSSC) (Finance) 2007, 2008, 2009, 2010, 2011

See also Part 9: Additional Statistics Table 49

Figure 8.4 shows government school recurrent expenditure has increased from \$26.9 billion to \$34.5 billion from 2006–07 to 2010–11, an increase of 28.0 per cent or an annual average increase of 6.4 per cent.

As can also be seen in Figure 8.4, the Australian Government has contributed an increasing proportion of government school funding. This is due to National Partnerships, the broadbanding of programs as a result of new funding arrangements that commenced in 2009 and the impact of increasing primary school per capita funding in 2009. The increased Australian Government funding is reflected as an upward movement in its trend line. This was most pronounced between 2007–08 and 2008–09, with an increase of 38.4 per cent.

In 2011 the primary and secondary student government funding is set at 10.0 per cent of the AGSRC. (Primary funding increased from 8.9 per cent to 10.0 per cent of the AGSRC in 2009 to be in line with government secondary schools per capita funding.)

It should be noted that in 2009 the relative funding shares between the Australian and State and Territory governments were also impacted by the Australian Government transferring former capital funding into its broadbanded recurrent program (National Schools Specific Purpose Payment). It should also be noted that funding arrangements, including the methodology for allocating funding, differ among States and Territories. Historically, government school systems have not reported expenditure related to income received from parents and school communities under national reporting frameworks.

Government school recurrent per capita expenditure

Per capita relativities from 2006–07 to 2010–11 are shown below in Figure 8.5.

Figure 8.5 Australian, State and Territory government recurrent expenditure per student, government schools (actual \$ per FTE student), 2006–07 to 2010–11

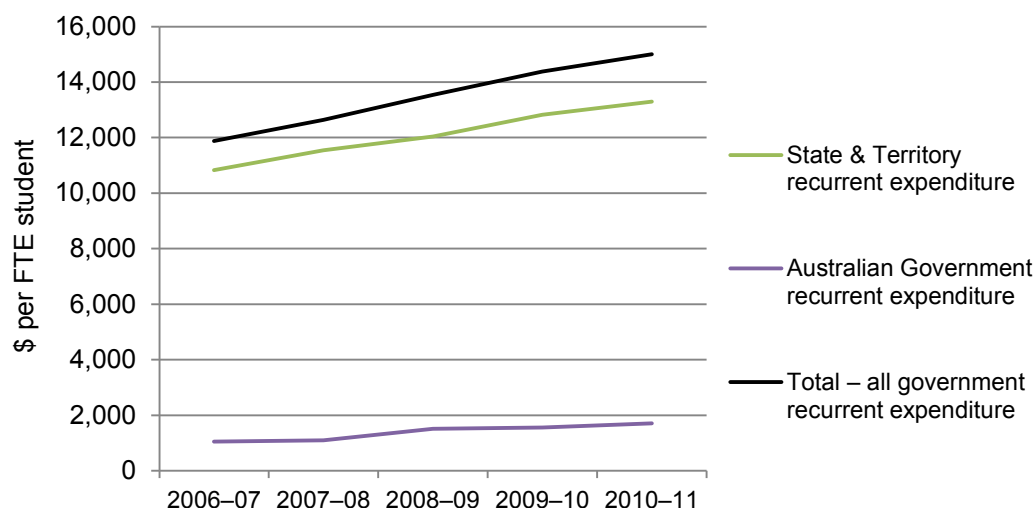


Figure 8.5 – source data (\$)	2006–07	2007–08	2008–09	2009–10	2010–11
State and Territory recurrent expenditure	10,827	11,546	12,034	12,823	13,299
Australian Government recurrent expenditure	1,047	1,092	1,510	1,557	1,703
Total – all government recurrent expenditure	11,874	12,639	13,544	14,380	15,002

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services* (various years), Productivity Commission, Canberra; MCEECDYA National Schools Statistics Collection (NSSC) (Finance), 2007, 2008, 2009, 2010, 2011

See also Part 9: Additional Statistics Table 50

The recurrent student per capita expenditure (shown in Figure 8.5 above) shows similar movements to total government school expenditure. Expenditure per student has increased from \$11,874 to \$15,002 from 2006–07 to 2010–11, an increase of 26.3 per cent or an annual average increase of 6.0 per cent.

Primary and secondary school recurrent per capita expenditure

Per capita recurrent expenditure in government schools has steadily increased over the past decade. Table 8.3 shows that in 2010–11 this expenditure reached \$13,895 for primary students and \$16,720 for secondary students.

Table 8.3 also shows a growth of 4.3 per cent in total per capita funding over 2009–10 to 2010–11, from \$14,380 to \$15,002.

Table 8.3 Recurrent per capita expenditure on government schools, by level of education, Australia, 2006–07 to 2010–11 financial years (accrual basis) (actual \$)

Financial year	Primary	Secondary	Total
2006–07	10,938	13,315	11,874
2007–08	11,557	14,306	12,639
2008–09	12,391	15,312	13,544
2009–10	13,240	16,132	14,380
2010–11	13,895	16,720	15,002

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

Sources: MCEECDYA, National Schools Statistics Collection (NSSC) (Finance), 2007, 2008, 2009, 2010, 2011; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.11

See also Part 9: Additional Statistics Table 51

Recurrent per capita funding for secondary schools increased by 3.6 per cent from 2009–10 to 2010–11, while funding for primary schools increased by 4.9 per cent over the same period.

Secondary schools have a higher rate of per capita expenditure than primary schools, mainly because of the complexity and range of the education services provision and the smaller student–teacher ratios in the last two years of schooling.

Government schools – in-school and out-of-school expenditure

Table 8.4 below shows funding going to in-school and out-of-school activities for the government school systems.

Table 8.4 Operating expenditure by government education systems, Australia, 2006–07 to 2010–11 financial years (accrual basis) (actual \$'000)

Area of expenditure	2006–07	2007–08	2008–09	2009–10	2010–11
In-school expenditure	25,539,118	27,343,426	29,328,166	31,251,676	32,807,006
Out-of-school expenditure	1,384,539	1,414,395	1,528,093	1,642,713	1,663,624
Total	26,923,656	28,757,821	30,856,259	32,894,389	34,470,630

Note: Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (NSSC), 2011; *National Report on Schooling in Australia* (previous years); Steering Committee for the Review of Government Service Provision (SCRGSP), *Report on Government Services 2012*, Productivity Commission, Canberra, Table 4A.12; *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.9

See also Part 9: Additional Statistics Table 49

Out-of-school expenditure for government systems includes state office, regional and local functions supporting schools. In-school expenditure includes teaching and learning and school administration, and library functions within schools.

Expenditure on out-of-school support functions represents approximately five per cent of total government funding on State and Territory government schools. The major component of funding, some 95 per cent, goes to fund schools directly.

Table 8.5 Operating expenditure by government education systems, Australia, 2006–07 to 2010–11 financial years (accrual basis) (actual \$'000)

Area of expenditure	2006–07	2007–08	2008–09	2009–10	2010–11
In-school expenditure					
Salaries (teaching)	13,771,965	14,630,448	15,776,884	16,414,504	17,096,556
Salaries (non-teaching)	2,722,329	2,936,764	3,213,061	3,406,772	3,601,442
Redundancies	32,745	7,017	588	32,998	16,038
Non-salary costs	5,286,666	5,519,632	5,915,317	6,649,279	6,922,245
User cost of capital	3,725,413	4,249,565	4,422,316	4,748,122	5,170,725
Sub-total	25,539,118	27,343,426	29,328,166	31,251,676	32,807,006
Out-of-school expenditure					
Salaries (non-teaching)	740,375	790,040	884,212	946,314	1,037,481
Redundancies	9,360	2,756	2,810	13,866	5,397
Non-salary costs	613,954	598,702	612,934	652,729	587,948
User cost of capital	20,850	22,897	28,137	29,805	32,798
Sub-total	1,384,539	1,414,395	1,528,093	1,642,713	1,663,624
Total	26,923,656	28,757,821	30,856,259	32,894,389	34,470,630

Notes:

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

Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (NSSC), 2011; *National Report on Schooling in Australia* (previous years); Steering Committee for the Review of Government Service Provision (SCRGSP), *Report on Government Services 2012*, Productivity Commission, Canberra, Table 4A.12; SCRGSP, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.9

See also Part 9: Additional Statistics Table 49

In-school expenditure substantially reflects teacher salaries expenditure, which accounts for some 62 per cent of in-school expenditure once the user cost of capital figure has been excluded for comparative purposes. The user cost of capital reflects the opportunity cost of being able to utilise capital funding for recurrent purposes (based on eight per cent of the written down value of capital assets). In-school non-salary costs account for some 25 per cent of in-school expenditure once the user cost of capital figure has been excluded. These expenditures include school materials, maintenance, cleaning and student transport costs.

National Report on Schooling in Australia 2011

Funding Australia's schools

8.4 Funding for non-government schools

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

Australian Government funding for non-government schools

The funding system introduced by the Australian Government in 2001 – based on the socio-economic status (SES) of each non-government school's community – continued in 2011.

The SES approach to school funding involves linking student address data to Australian Bureau of Statistics Census of Population and Housing data to obtain a measure of the capacity of the school community to support its school.

Schools with SES scores of 85 and below are funded by the Australian Government at 70 per cent of Average Government School Recurrent Costs (AGSRC). Schools with scores of 130 or above receive 13.7 per cent of AGSRC. Funding for schools with SES scores within this range receive proportional funding based on their individual SES scores.

Those non-government schools, which, because of their SES score, were entitled to less funding under the SES system when it was introduced in 2001, had their general recurrent funding maintained at their year 2000 per student funding rate. This funding is indexed each year according to increases in AGSRC.

For each new funding period, all non-government schools have their SES scores recalculated according to updated student address data and the information in the latest Census of Population and Housing. Schools therefore had their SES scores recalculated for the 2005–08 and 2009–13 funding periods.

Those year 2000 'funding maintained' (FM) schools that still had an SES score with a funding entitlement less than their current level of funding continued to have their funding maintained at their year 2000 per student funding rate with indexation.

Catholic systemic schools did not join the SES system until 2005. As a result of the 'no losers' commitment, FM arrangements were also created for these schools. Therefore, those Catholic systemic schools that had an SES score with a lower entitlement than previously funded had their funding maintained at their 2004 per student funding rates. This funding is indexed each year according to increases in AGSRC.

A transitional funding guarantee was made available under SES arrangements to schools that experienced a rise in their SES score between the 2005–08 and 2009–13 funding periods. These schools have had their funding frozen (with no adjustment for inflation) until the dollar amount associated with the school's new (higher) SES score is equal to or greater than the dollar amount it received at its lower SES score. This additional measure, defined as a funding guarantee, is separate to funding maintained schools arrangements. Therefore, under the SES funding arrangements, non-government schools are funded on their SES score, are funding maintained or are funding guaranteed.

The non-government sector also receives funding for National Partnerships under the Intergovernmental Agreement (IGA) and in conjunction with the National Education Agreement (NEA).

Per capita income

Non-government schools derive their income from Australian Government and State/Territory government grants, fees and fundraising, including donations.

Table 55 in Part 9: Additional Statistics details this per capita income; some data are summarised as Table 8.6 below. The income shown in Table 8.6 funds both recurrent and capital applications.

Table 8.6 Non-government school per capita incomes, by source, Australia, 2011 calendar year				
Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	7,708	56.5	5,918	33.2
State/Territory grants	2,331	17.1	1,967	11.0
Total government grants	10,039	73.6	7,886	44.2
Private income	3,600	26.4	9,962	55.8
Total	13,640		17,847	

Notes:

Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.

Where figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: Australian Government DEEWR unpublished data, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product, Mar 2011*.

See also Part 9: Additional Statistics Table 55

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 55 and 56 in Part 9: Additional Statistics, while Table 8.7 below summarises total per capita expenditure. The per capita figures reflect recurrent expenditure calculations which are a mixture of cash and accrual based expenditures, including debt servicing of loans for capital and operating purposes.

Non-government school per capita expenditure differs from government school per capita determinations outlined in Part 8.3 as it includes some capital-related expenditure such as interest subsidies for the debt servicing of loans, and excludes user cost of capital, loan principal repayments and government subsidies for transport-related costs, which, historically, have not been applied to the non-government sector.

Table 8.7 Non-government schools per capita expenditure, by affiliation, Australia, 2011 calendar year

Affiliation	Per capita expenditure (\$)
Catholic	
Primary	11,337
Secondary	15,019
Combined	16,292
Independent	
Primary	13,049
Secondary	20,784
Combined	18,195

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.

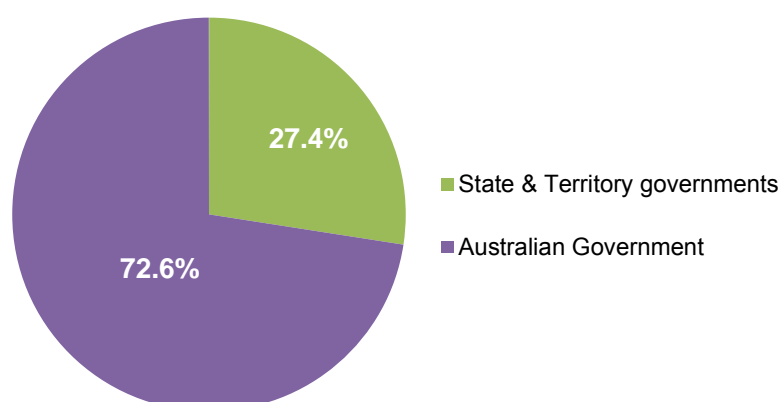
Where applicable, expenditure of system offices is allocated across the schools in proportion to enrolments.

Where figures have been rounded, discrepancies may occur between the sums of component items and totals.

Source: Australian Government DEEWR unpublished data

See also Part 9: Additional Statistics Table 56

Total recurrent expenditure on non-government school education from the Australian Government and State and Territory governments in 2010–11 was approximately \$8,092 per student. Australian Government expenditure was \$5,871 per student, or 72.6 per cent of this total. State and Territory recurrent expenditure was \$2,221 per student, or 27.4 per cent of the total. This is depicted in Figure 8.6.

Figure 8.6 Total government recurrent expenditure per student, non-government schools, Australia, 2010–11 (%)

Source: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.13

State and Territory government recurrent funding for non-government schools

As well as providing recurrent grants to government schools, all States and Territories fund non-government schools. State/Territory governments used a variety of mechanisms for allocating funding to non-government schools in 2011.

New South Wales, Western Australia and the Australian Capital Territory allocated funding based on the former Australian Government Education Resources Index (ERI).

Victoria included both core and needs-based funding related to factors including socio-economic status, disability, Education Maintenance Allowance eligibility, remoteness and indigeneity.

In Queensland, South Australia and Tasmania the allocation mechanism included standard and needs-based components. In Queensland, need is assessed by reference to a variety of factors, including the Australian Government SES scores and a school resource index. In South Australia, both school and student-based measures of need are used, but there is no reference to either the former Australian Government ERI or current Australian Government SES scores. In Tasmania, need is assessed by exclusive reference to SES.

The Northern Territory has separate funding rates for primary, middle and senior secondary students and students attending remote schools. There is also a separate grant for students with severe disabilities – a per capita arrangement based on identified students in independent schools. For Catholic schools the grant is currently based on one per cent of enrolments.

Table 8.8 below outlines total Australian, State and Territory recurrent expenditure on non-government schools in 2010–11.

Total recurrent expenditure on non-government school education from the Australian Government and State and Territory governments in 2010–11 was approximately \$9.8 billion. Australian Government expenditure was \$7.1 billion, or 72.6 per cent of this total. State and Territory recurrent expenditure was \$2.7 billion, or 27.4 per cent of the total.

Table 8.8 Australian, State and Territory government recurrent expenditure, non-government schools (\$'000) (2010–11 \$)

	Australia
Australian Government specific purpose payments (excluding capital grants and including the Smarter Schools National Partnership payments)	7,137,208
State and Territory government recurrent expenditure	2,700,078
Australian, State and Territory government recurrent expenditure	9,837,286

Note: Australian Government specific purpose payments include recurrent, targeted and Indigenous program expenditure.

Source: Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Productivity Commission, Canberra, Table 4A.7

National Report on Schooling in Australia 2011

Funding Australia's schools

8.5 Capital expenditure

State and Territory capital expenditure for government schools

As shown in Table 8.9, capital expenditure by State and Territory governments in government schools was \$6.8 billion in 2011 (the 2010–11 financial year).

This table combines funding provided from the Australian Government and State and Territory sourced funding. It should be noted that it is no longer possible to separate this funding following the Australian Government's decision in 2009 to amalgamate specific purpose capital funding with a broadbanded recurrent specific purpose payment under the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#).

As Table 8.9 illustrates, there has been an increasing level of capital expenditure over the past five years. This is an increase of over 250 per cent over the five-year period 2006–07 to 2010–11.

The increase in capital expenditure reflects both:

- the Australian Government's significant injection of capital funds in recent years under the Investing in Our Schools Program, Building the Education Revolution (BER), the Trade Training Centres (TTC) and the Digital Education Revolution National Partnerships. The BER is part of the government's economic stimulus package. In some jurisdictions a portion of these program funds may be expended as recurrent funds in meeting the programs' objectives and purposes.

Subject to new capital initiatives being introduced, it can be expected that there would be a reduction in overall capital funding in the next few years as funding under the economic stimulus package is exhausted. The National Partnership Agreement on the Nation Building and Jobs Plan expires on 31 December 2012.

- specific initiatives by various State and Territory governments to invest in school infrastructure.

Capital funding and expenditure will, by their nature, reflect growth cycles in enrolments generally, and more specifically, in growth regions and corridors in a State or Territory, as well as having regard to the age and condition of existing capital stock. By contrast, changes in recurrent expenditure will be relatively smooth.

Table 8.9 Capital expenditure by State and Territory governments in government schools, Australia, 2006–07 to 2010–11 financial years (accrual basis) (\$'000)

Financial year	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
2006–07	462,846	552,567	484,447	46,461	321,698	13,487	28,579	40,392	1,950,477
2007–08	486,577	476,513	472,732	75,421	314,295	23,118	48,675	71,133	1,968,464
2008–09	607,518	521,230	668,141	50,616	269,326	38,896	44,223	92,504	2,292,453
2009–10	2,567,386	1,269,900	1,977,011	488,650	690,849	223,232	154,695	199,437	7,571,161
2010–11	1,799,683	1,835,015	1,437,641	440,642	820,969	200,907	106,052	198,547	6,839,455

Notes:

Figures include Australian Government capital grants contributions.

Components may not add to totals due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection, 2011; *National Report on Schooling in Australia*, 2007–10

See also Part 9: Additional Statistics Table 49

Australian Government capital funding

Table 8.10 provides a summary of Australian Government capital funding in 2011.

The Specific Purpose Program element was rolled into the National Schools Specific Purpose Payment (recurrent funds) for government schools in 2009. These funds can be used flexibly by jurisdictions for either capital or recurrent purposes. Capital funding continues as a separate program for the non-government sector.

As was the case in 2009 and 2010, a number of projects funded by the Australian Government were completed physically and financially in non-government schools in 2011. 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. Other capital projects that were funded by the Australian Government included boarding facilities, student amenities and staff administration areas. Capital funding also contributed to the provision of new schools in the non-government sector.

There are also National Partnership funded programs and the Nation Building and Jobs Plan, which incorporate substantial programs of a capital nature. The Building the Education Revolution, Trade Training Centres and Digital Education Revolution Australian Government capital-funded programs are appropriated under the *Federal Financial Relations Act 2009* and expended by States and Territories through both recurrent and capital accounts based on the nature of the expenditure and the capitalisation thresholds that apply.

Table 8.10 Australian Government specific purpose payments for schools by government/non-government, capital, Australia, 2010–11 financial year (accrual basis) (\$'000)

Australia	
Government schools	
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – government schools	0
National Partnership payments	
• Digital Education Revolution	62,946
• Trade Training Centres in Schools ^(b)	190,606
Closing the Gap – Northern Territory	
Teacher Housing ^(c)	3,680
Additional Teachers	7,800
Total National Partnerships	265,032
Total National Partnerships & capital – government schools	265,032
Nation Building & Jobs Plan	
• Building the Education Revolution	3,714,239
Total Nation Building & Jobs Plan	3,714,239
Total Nation Building & Jobs Plan, National Partnerships, Closing the Gap & capital – government schools	3,979,271
Non-government schools	
Capital expenditure	
Capital grants allocation ^(a)	0
Total capital – non-government schools	0
National Partnership payments	
Digital Education Revolution	37,000
Trade Training Centres in Schools ^(b)	68,368
Closing the Gap – Northern Territory	
Teacher Housing	516
Total National Partnerships	105,884
Total National Partnerships & capital – non-government schools	105,884
Nation Building & Jobs Plan	
• Building the Education Revolution	1,645,127
Total Nation Building & Jobs Plan	1,645,127
Total Nation Building & Jobs Plan, National Partnerships, Closing the Gap & capital – non-government schools	1,751,011
Government and non-government schools	
Total non-government capital^(a)	0
Total National Partnership payments	370,916
Total Nation Building & Jobs Plan	5,359,366
Total	5,730,282

(a) From 1 January 2009 capital expenditure for government schools is included in the National Schools SPP. For consistency, the National Schools SPP for non-government schools includes capital grants totalling \$125.2 m.

(b) The Trade Training Centres in Schools Program operates as a 'deemed' National Partnership through 'Overarching Funding Agreements' with all government and non-government education authorities.

(c) This amount includes \$80,000 relating to Closing the Gap – Northern Territory Teacher Housing Program that was not included in the *Report on Government Services 2013*.

Notes:

Components may not add to totals due to rounding.

Expenditure in respect to a certain program year can be incurred in subsequent years.

National Partnership payments incorporate recurrent and capital elements with the exception of Digital Education Revolution and Trade Training Centres in Schools, which are capital funding only.

Sources: Australian Government DEEWR; Steering Committee for the Review of Government Service Provision, *Report on Government Services 2013*, Table 4A.8

See also Part 9: Additional Statistics Table 59, 60 and 61

National Report on Schooling in Australia 2011

Funding Australia's schools

8.6 Overview of *My School* financial information

Important note: As indicated below there are key differences between *My School* finance data and National Schools Statistics Collection (NSSC) (Finance) and other finance data reported in Parts 8.1–8.5 of this report. The income-based finance data from *My School* should not be compared to the expenditure-based finance data quoted in previous subsections.

My School financial reporting

In 2010 Education Ministers approved the publication of school financial information on a school by school basis on the *My School* website. This section of the report provides high-level profiles of recurrent funding information for the 2010 calendar year based on school financial details published on the *My School* website in March 2012.

My School financial reporting is designed to provide parents, teachers and governments with a clear picture of the resources provided to schools to support the education of their students.

The key financial measure reported on *My School* is school Net Recurrent Income and Net Recurrent Income per Student (NRIPS). Government and non-government schools and systems that allocate some of their gross income to capital purposes have these amounts shown and deducted from their gross income. Gross income that is allocated to capital expenses in the reporting year is included in the school's capital expenditure report.

The methodology and other associated material related to *My School* finance data classification may be obtained from the [My School website](#).

My School finance data were developed to show the income available to a school, over a calendar year (not financial year), to deliver education services to students. *My School* income data include private funding that supports a school but exclude user cost of capital (a notional opportunity cost), payroll tax and the cost of transporting students to and from school.

In addition, it should be noted that private funding, as reported on *My School* for the government sector, is excluded from the NSSC (Finance) collection whereas payroll tax, student transport and user cost of capital are included in NSSC expenditure information. Also, the NSSC finance data are reported on a financial year basis. Therefore recurrent income information contained within this section and recurrent expenditure in the preceding sections are not directly comparable.

For government and system schools, where a parent organisation other than the school itself (such as a district, region or state office) incurs expenditure and manages finances for the school, each school's income is composed of all such funds used for and on behalf of the school plus any cash income received at the school level, as if each school were accounted for as a stand-alone entity. This approach is consistent with the principles of Australian Accounting Standard AASB 1004 – Contributions.

It also is important to note that the definitions and counting rules for schools and enrolments used for the *My School* website differ, in some respects, to those of the MCEECDYA

National Schools Statistics Collection (Non-Finance)¹ used for the reporting of school and student data elsewhere in this report.

This section provides summarised NRIPS information based on school size, school location² and school sector derived from *My School* individual school level information.

Net recurrent income per student and school size

My School financial information indicates that generally, the larger the size of the school, the lower is its NRIPS. This is to be expected, due to economies of scale in larger schools where fixed and less variable funding components are spread over a larger student base, reducing NRIPS. There are also demonstrated relationships between remoteness and smaller school size, meaning that smaller schools are more likely to be in non-metropolitan areas and have access to needs-based funding support.

The graphs at Figure 8.7 below show that school size exerts a determining influence on a school's recurrent income. Generally, the lower a school's enrolment, the higher its NRIPS.

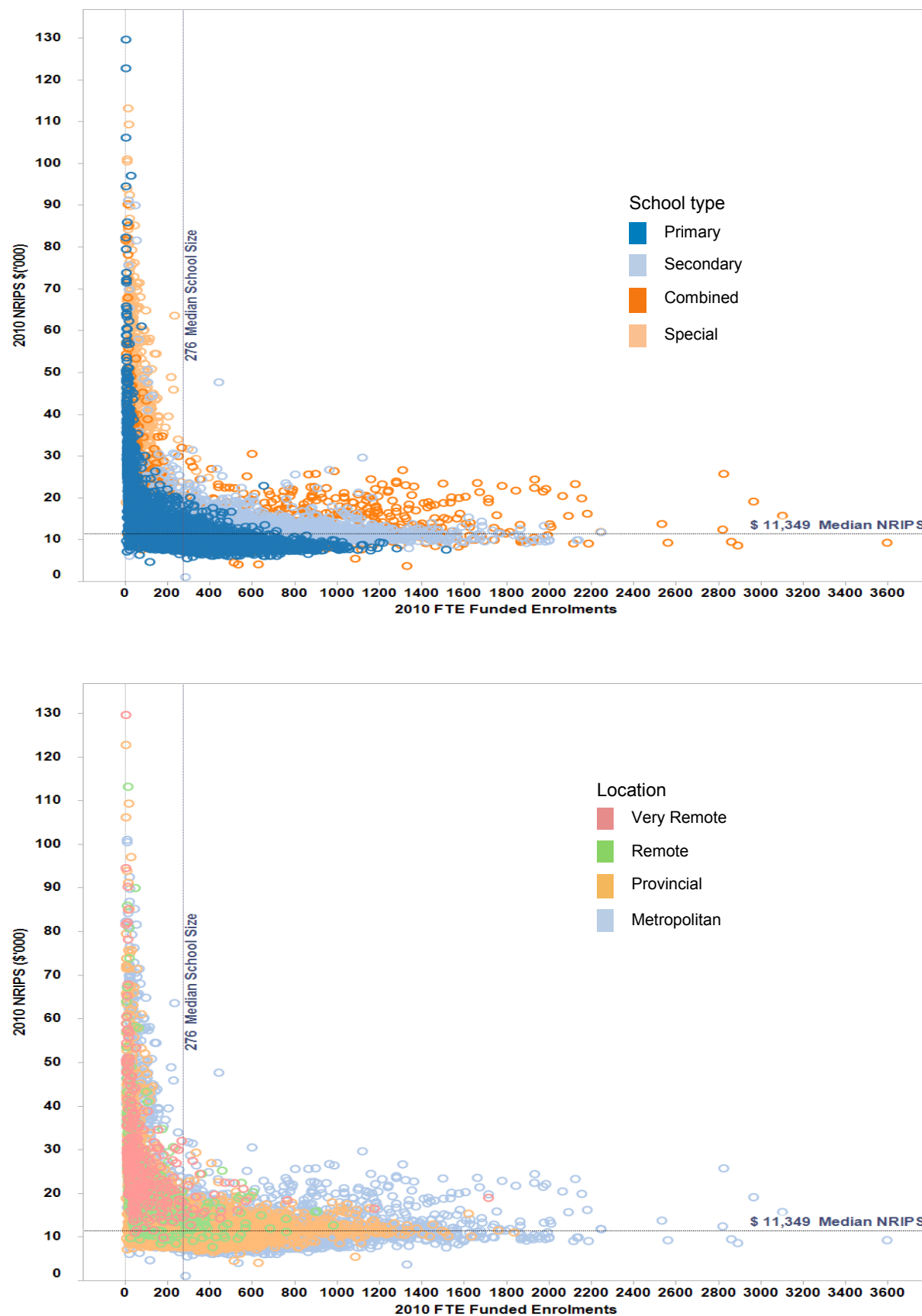
The national median school NRIPS in 2010 was \$11,349 and the median school full-time equivalent (FTE) funded enrolment was 276, based on 2010 FTE funded enrolments reported on *My School*.

As school size progressively increases above the median school size, the NRIPS progressively decreases due to the impact of key factors such as economies of scale and location. As school size decreases below the median school size, per student income rises markedly due to factors such as diseconomies of small scale and remote and very remote locations.

¹ The MCEECDYA National Schools Statistics Collection (NSSC) (Non-Finance) is published by the Australian Bureau of Statistics (ABS) as Cat. No. 4221.0, *Schools, Australia* and is the source of school number and student enrolment data reported elsewhere in this report, including in the Additional Statistics, and in previous editions of the *National Report on Schooling in Australia*. Data included in this section on a per school or per student basis cannot be directly compared to data reported elsewhere in this or previous reports. Further information on the NSSC is included in [Part 10: Glossary](#).

² According to the MCEECDYA Schools Geographic Location Classification Scheme.

Figure 8.7 Distribution of school net recurrent income per student by school size, school type and school location (FTE funded enrolments), 2010



Source: ACARA

Net recurrent income per student and school location

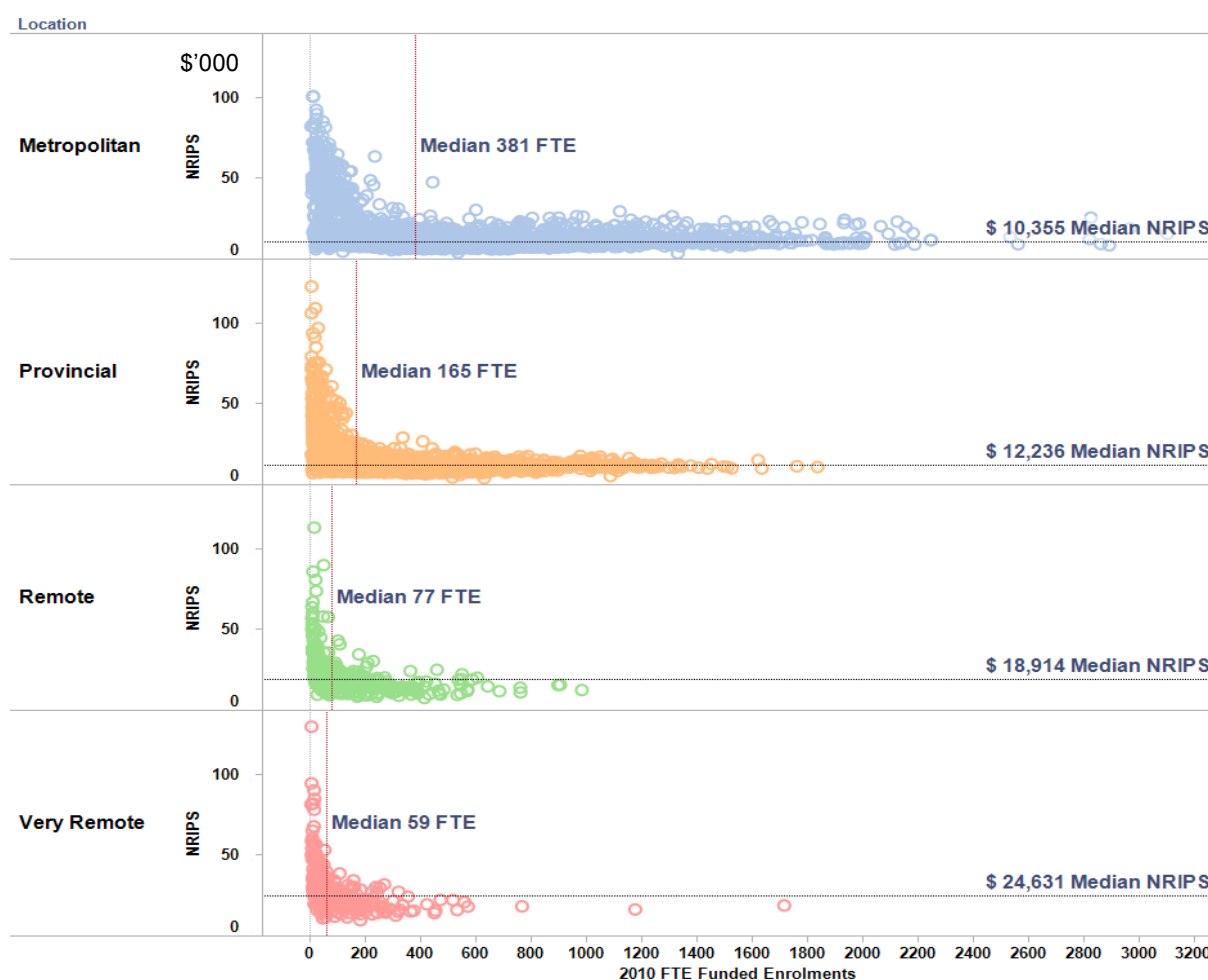
Table 8.11 Median net recurrent income per student by school location, 2010

	Location				
	Metropolitan	Provincial	Remote	Very Remote	All locations
2010 median NRIPS (\$)	10,355	12,236	18,914	24,631	11,349
2010 median FTE funded enrolments	381	165	77	59	276

Source: ACARA

Table 8.11 above and Figure 8.8 below outline median school size across metropolitan, provincial, remote and very remote locations. School size is smallest in very remote and remote locations.

Based on individual school data reported on *My School*, median school size is 59 in very remote and 77 in remote locations while being highest at 381 in metropolitan schools. Median NRIPS is correspondingly high for smaller size schools, at \$24,631 in very remote and \$18,914 in remote locations. Median NRIPS is lowest at \$10,355 in metropolitan schools.

Figure 8.8 Distribution of school net recurrent income per student by school size, 2010

Source: ACARA

Net recurrent income per student and school type

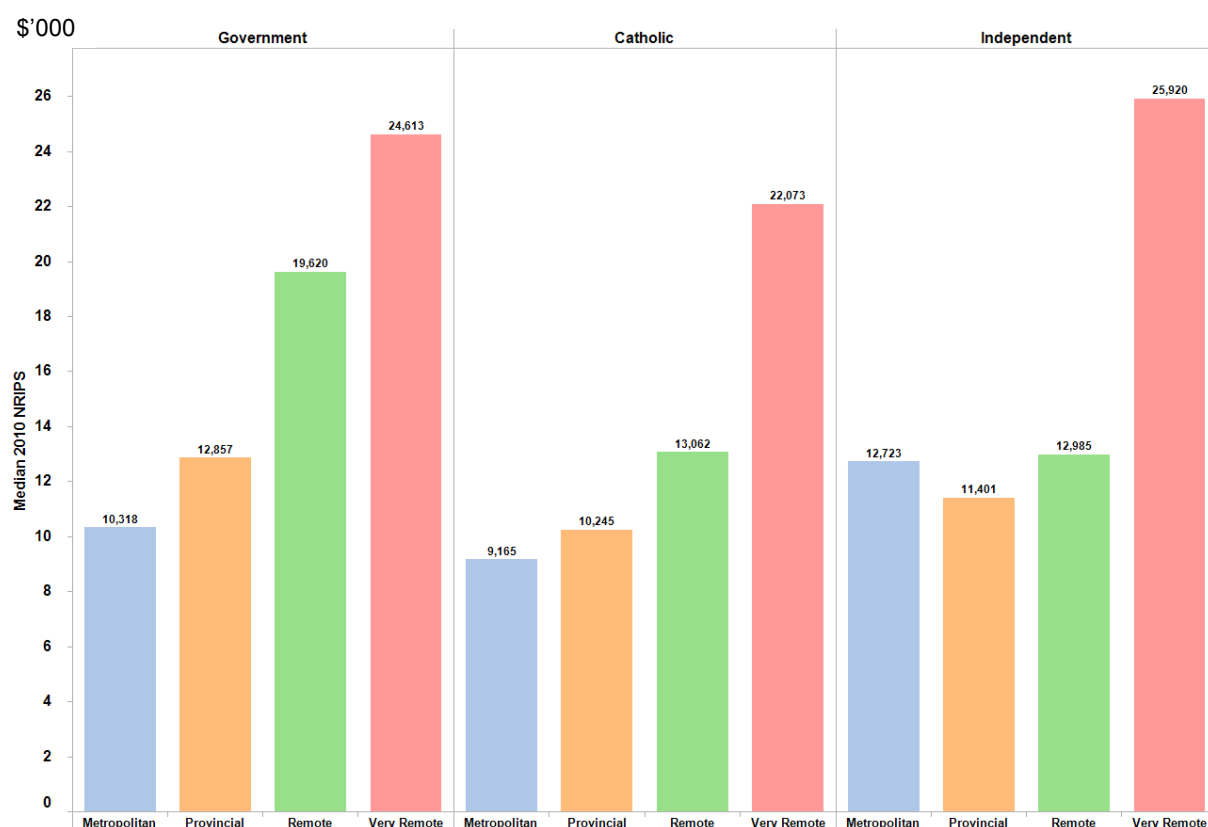
Table 8.12 Median net recurrent income per student by school type, 2010

	Primary	Secondary	Combined	Special	All school types
2010 median NRIPS (\$)	10,138	12,651	13,831	43,447	11,349
2010 median FTE funded enrolments	230	730	376	53	276

Source: ACARA

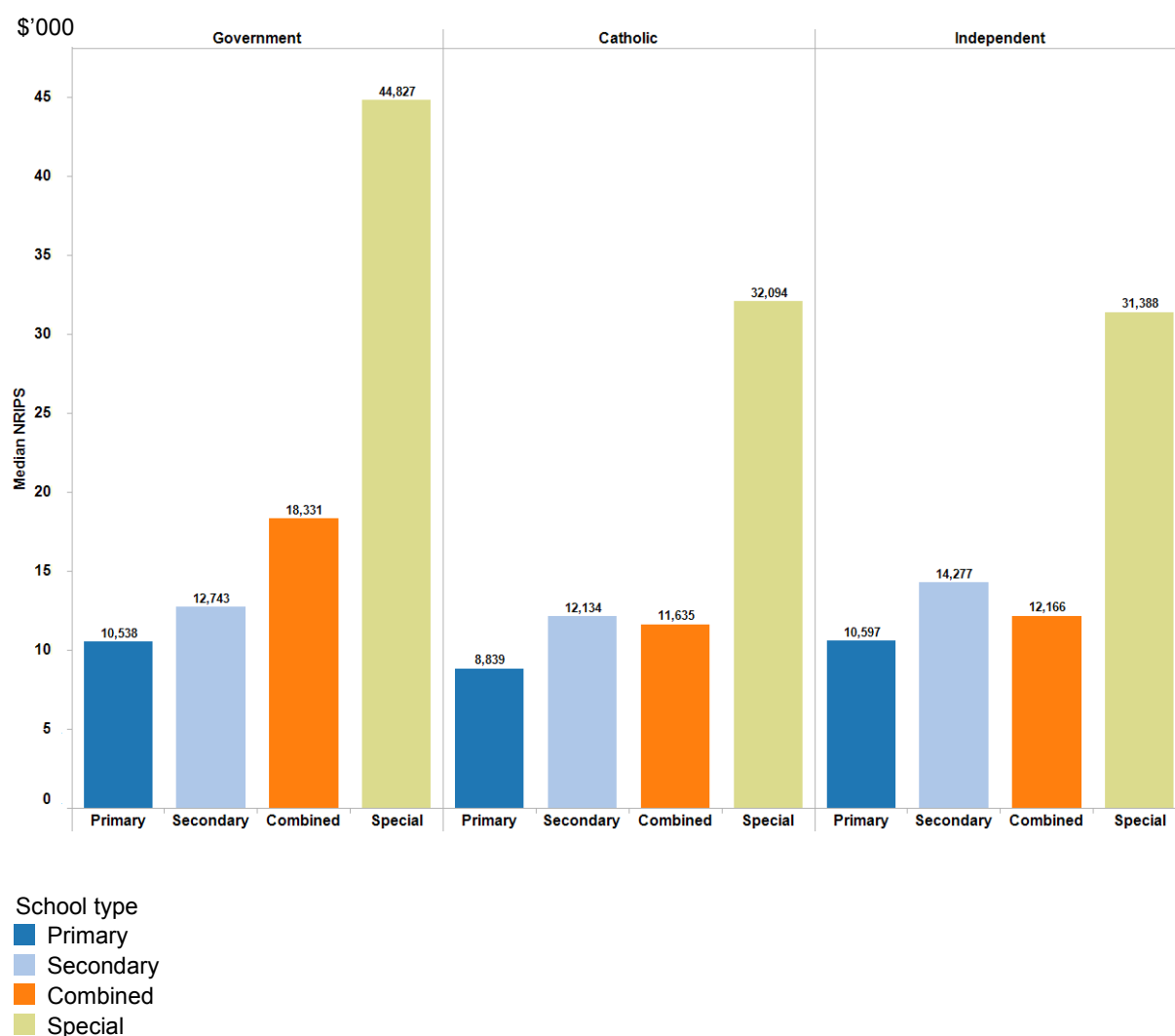
Figure 8.7 and Table 8.12 above also reveal the layered nature of NRIPS according to school type, with primary schools having the lowest levels of NRIPS, followed by secondary, then combined and finally special schools. Table 8.12 provides details of the number and median NRIPS of schools by type.

Net recurrent income per student and school sector

Figure 8.9 Distribution of school net recurrent income per student for school sectors by school location and type, 2010

Location

- Metropolitan
- Provincial
- Remote
- Very Remote



Source: ACARA

The charts at Figure 8.9 highlight the relatively high costs of operating remote and very remote schools, special schools and government combined schools. However, it should be noted that, within the government sector, combined schools are mainly established only in remote or sparsely populated areas and that their high cost of operation is related to their size and location.

Across locations, the government sector has the highest median NRIPS in provincial and remote locations. Schools in the independent sector have the highest median NRIPS in metropolitan and very remote locations.

National Report on Schooling in Australia 2011

Part 10

Glossary

Note on Terms: The majority of data reported in the National Report on Schooling 2011 is sourced from the [National Schools Statistics Collection \(NSSC\)](#). The school census date for the collection, for all States and Territories and all school sectors (affiliations), is the first Friday in August each year. The NSSC is a joint undertaking of the Australian State and Territory departments of education, the Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS) and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). Definitions of terms in this glossary are, for the most part, quoted or adapted from the NSSC Glossary and the ABS *Notes, Instructions and Tabulations* (NIT) document which is available on request from the ABS.

Estimated Resident Population

The Estimated Resident Population (ERP) series is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the quinquennial ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See [ABS, Australian Demographic Statistics](#) (Cat. No. 3101.0) for further details.

Full-time equivalent teaching staff

The full-time equivalent (FTE) value is a measure of the level of staffing resources. All full-time staff, engaged solely on activities that fall within the scope of the National Schools Statistics Collection, have an FTE value of 1.0. All FTE values are rounded to one decimal place.

For staff not employed on a full-time basis, and/or engaged in a combination of in-scope and out-of-scope activities, the FTE value is calculated on the basis of the proportion of time spent on in-scope activities compared with the time that would be spent by a full-time staff member engaged solely on in-scope activities. Allocations of less than 0.1 FTE are ignored.

Some States and Territories are not able to calculate FTE values on a time-spent basis for all staff functions but use wages paid as a fraction of the full-time pay rate, or a resource allocation based formula. Some also use a pro-rata formula based on student or staff numbers to estimate aggregate FTE for some categories of staff.

Full-time equivalent student

A full-time student is one who undertakes a workload equivalent to or greater than that prescribed for a full-time student of that year level. This may vary between States and Territories and from year to year.

A part-time student is one who undertakes a workload less than that specified as full-time. The full-time equivalent (FTE) value of a part-time student is calculated by dividing the student's workload into that which is considered to be the minimum workload for a full-time student by that State or Territory. Methods for estimating the FTE value of part-time students vary between States and Territories due to different policy and organisational arrangements.

The full-time equivalent (FTE) of students is calculated by adding the number of full-time students and the full-time equivalent (FTE) value of part-time students.

Level of education

All States and Territories provide for 13 years of formal school education. Typically, schooling commences at age five, is compulsory from age six until at least age 15, and is completed at age 17 or 18. Primary education, including a preparatory year¹, lasts for either seven or eight years and is followed by secondary education of six or five years respectively.

For national reporting purposes, primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Victoria, Tasmania, Northern Territory and the Australian Capital Territory. For national reporting purposes, primary education comprises a pre-Year 1 grade followed by Years 1 to 7 in Queensland, South Australia and Western Australia.

Junior secondary includes the years from commencement of secondary school to Year 10, including ungraded secondary.

Senior secondary education comprises Years 11 and 12 in all States and Territories.

Students attending special schools are allocated to either primary or secondary education on the basis of grade or school level where identified. Where the grade or school level is not identified, students are allocated to primary or secondary level of education according to the typical age level in each State or Territory. (See below for definition of special schools.)

Combined schools include both primary and secondary students.

Location

Location refers to the geographical location where a school is situated according to the MCEECDYA Schools Geographic Location Classification Scheme. The four categories for location within this scheme are metropolitan, provincial, remote and very remote.

Major function of staff

In some tables, 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. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum. For the purposes of this report, teaching staff includes principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in Homeland Learning Centres and Community Schools in the Northern Territory.
- (b) Specialist support staff are staff who perform functions to support students or teaching staff. While these staff may spend the majority of their time in contact with students, they are not engaged to impart the school curriculum.
- (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.

¹ In some jurisdictions, part-time programs that precede the preparatory year are conducted in primary schools (for example, Kindergarten in Western Australia). However, these programs are outside the scope of the National Schools Statistics Collection (NSSC) and the National Report on Schooling and data on them are not included in this report.

(d) Building operations, general maintenance and other staff are staff involved in the maintenance of buildings and grounds. 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 that 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. This category 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.

National School Statistics Collection

The scope of the National Schools Statistics Collection (NSSC) consists of all establishments which have as their major activity the administration or provision of full-time day primary, secondary and/or special education, or primary or secondary education by distance education.

The NSSC consists of government and non-government statistics.

Government comprises all establishments (as defined) administered by the department/ministry of education under directors-general of education (or equivalent) (as defined by membership of the Conference of Education Systems Chief Executive Officers).

Non-government comprises all such establishments not administered by the departments of education, including those establishments administered by any other government authority.

The two main sections of the NSSC are:

- non-finance statistics (numbers of schools, students and staff) collected for both government and non-government schools and published by the Australian Bureau of Statistics in its annual [Schools, Australia](#) (Cat. No. 4221.0) publication
- finance statistics (expenditure on salaries and non-salary costs collected for government schools) published by ACARA in the *National Report on Schooling in Australia*. Reports prior to 2009 were published by [MCEECDYA](#).

Primary education

See *Level of education*

School

A school is an education establishment that satisfies all of 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 'school' in this publication 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.

Multi-campus arrangements are counted as one school. Multiple schools that amalgamate into a single multi-campus school will decrease school counts in this publication.

School sector

The *National Report on Schooling in Australia* uses the term 'school sector' to distinguish between government schools, which are established and administered by State and Territory governments through their education departments or authorities, and non-government schools, usually with some religious affiliation, which are established and operated under conditions determined by State and Territory governments through their registration authorities.

School sector is also used to further distinguish between non-government schools as Catholic or independent. Catholic schools are affiliated with the Catholic Church and make up the largest group of non-government schools. Independent schools may be associated with other religions, other denominations, particular educational philosophies or operate as single entities.

A further distinction is sometimes made between systemic and non-systemic non-government schools. Systemic schools are formally affiliated with a group or system of schools. Non-systemic non-government schools do not belong to a system.

In this publication Catholic non-systemic schools are counted as Catholic.

The NSSC uses the term 'affiliation' rather than the term 'school sector' to make these distinctions.

Secondary education

See *Level of education*

Special school

A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student or situations to apply before enrolment is allowed:

- mental or physical disability or impairment
- slow learning ability
- social or emotional problems
- in custody, on remand or in hospital.

A student enrolled in both a hospital or prison school and another school should be counted once.

Staff

Staff are persons engaged in the administration and/or provision of day primary, secondary or special school education, or primary or secondary education by distance education at in-scope education establishments.

Staff absent from a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) as at the census date are included. If they have been, or are expected to be, absent from a position for a period of four continuous weeks or longer, their replacement is counted unless the replacement has not occupied, or is not expected to be occupying, the position for four continuous weeks or longer (excluding school vacations for teaching staff).

Included in the definition of staff are:

- the FTE of in-scope staff teaching evening secondary students attending secondary colleges in Queensland, Western Australia, Tasmania and the Northern Territory
- staff paid from school grant payments
- staff employed under various Government sponsored employment schemes.

Excluded from the definition of staff are:

- all persons not under the control of the director-general (or equivalent), e.g. nurses or therapists working for the State or Territory department of health (or equivalent)
- persons responsible to a State, Territory or Commonwealth minister of education but not to the director-general (or equivalent)
- persons under the control of the director-general (or equivalent) who satisfy one or more of the following criteria:
 - are cleaners, whether salaried or employed on contract
 - are involved in the management and/or maintenance of boarding or hostel facilities for students
 - are paid from privately raised funds
 - have been occupying, or expect to be occupying, a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) at the census date
 - persons replacing those who are temporarily absent.

Student

A student is a person who, on the census date, is formally enrolled in a school and is active in a primary, secondary and/or special education program at that school.

Persons not present at a school on the NSSC census date are included as students if they were expected to be absent for less than four continuous weeks (excluding school vacations).

Students undertaking TAFE, tertiary studies, apprenticeships, work placements, VET in schools or a combination of such pathways, in addition to school-based subjects, are in the scope of the NSSC, regardless of which year of schooling these alternative pathways are undertaken. The workload of both the school-based subject(s) and alternative pathways are aggregated to determine whether a student is classified as full-time or part-time and in calculating the full-time equivalent for part-time students.

A full-time student is one who undertakes a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between States and Territories and from year to year.

A part-time student is one who undertakes a workload less than that specified as full time. The full-time equivalent (FTE) value of part-time students is calculated by dividing the student's workload into that which is considered to be a full workload by that State or Territory. Part-time secondary student estimates may vary between States and Territories due to different policy and organisational arrangements.

Survey of Education and Work

The [Survey of Education and Work](#), conducted annually by the ABS, provides selected information on participation in education, highest educational attainment, transition from education to work and current labour force and demographic characteristics for the population aged 15 to 64 years. Data from *Education and Work* are used to report participation and attainment data, including key performance measures for schooling in the *National Report on Schooling in Australia*.

Teaching staff

Teaching staff are staff who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum.

For the purposes of this report, teaching staff includes principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in homeland learning centres and community schools in the Northern Territory.

User cost of capital

In the government budget context the user cost of capital is usually defined as the opportunity cost of funds tied up in the capital assets used to deliver government services.

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.

Explanatory notes for the 2011 student attendance data

Collection period

Government sector

The collection period for government schools is Semester 1 of each school year, except in Tasmania, where Term 1 is used.

Non-government sectors

The collection period for non-government schools is specified as the last 20 school days in May of each school year. In practice, data are usually collected for 20 consecutive school days in May that form four complete school weeks. For 2011, this was the four-week period beginning Monday 2 May and ending Friday 27 May, except for schools in Western Australia. Because of the dates of the school holiday period in Western Australia, the collection period of 9 May to 3 June 2011 was assigned for Western Australian schools.

Collection methods

Government sector

Student attendance data for government schools were collected by government school authorities in each State and Territory and provided to ACARA. There were variations in the methodologies employed for collecting data and for calculating attendance rates.

Explanatory notes on methodology, provided by each jurisdiction, are included below.

Non-government sectors

Data for the Catholic and independent school sectors were collected through the Australian Government's online data collection system, known as the Student Attendance System and provided to ACARA by DEEWR. Individual non-government schools entered 2011 student attendance information directly into this system. The non-government sectors were also able to add data for all of their systemic schools. The collection system does not impose any limitations on the collection methodology used by the non-government school sectors.

The following notes refer to government schools only.

Collection methodology

In [New South Wales](#), returns of absences were collected for full-time, Years 1–10 students. All government school students in Years 1 to 10 were regarded as full time. Schools run two Oasis reports on absences at their school, specifying Semester 1:

- (1) all students by gender and by scholastic year
- (2) Indigenous students by gender and by scholastic year.

These Semester 1 Oasis reports are uploaded via the Data Analysis and Collections Return of Absences website. The Oasis reports are read/parsed and relevant data elements extracted and saved to the database. Absences data are then presented to schools for review. Schools must sign off on the accuracy of the returns. Various validations are performed against the data collected, which include but are not limited to: high absences, unexpected high/low days open, variations in enrolment numbers.

In [Victoria](#), attendance data are collected at the individual student level for all students in Years Prep to 12, although only the data for students in Years 1 to 10 are used for national reporting. Government schools in Victoria may use a variety of software packages to collect attendance data. The data are then uploaded to Computerised Administrative System Environment in Schools (CASES). CASES21 is the software component of CASES which is the package provided to Victorian government schools to support school administration,

finance and central reporting. CASES21 also provides a list of absence codes for schools to record the reasons for the absence.

In [Queensland](#), the student attendance rates for government schools were based on the attendance information for individual students in Years 1–10 recorded on the OneSchool system. Absence details were recorded on the OneSchool system against student records for each full-day or half-day of absence. Absence data for students enrolled in any part of Semester 1 and who were still enrolled as at the August census collection were collected centrally from the OneSchool system.

In [South Australia](#), absence data held in government school administrative systems at the student unit record level are centrally collected through the Central EDSAS Data Store. A snapshot of whole and half-day absences for Semester 1 is taken and stored in the department's Student Census System as part of the Term 3 annual census collection.

Attendance data are calculated for Semester 1 (Term 1 and Term 2) and include SA government students who meet the following criteria:

- full-time students only (FTE \geq 0.89)
- students in Years 1–10 and Years 1–10 ungraded
- enrolled during Semester 1 2011 (Terms 1 and 2)
- active or had left at the time of the Term 3 census
- include those who have not missed a day.

Absences included are on or after the student's enrolment date and on or before the leaving date. Absences are recorded as morning, afternoon or whole-day absences.

In [Western Australia](#), the data were for all full-time students in Years 1–10. Attendance data held in school systems were centrally accessed and stored through the Student Attendance Monitoring database. Attendance/absence data in primary schools were recorded on a half-day basis. For secondary schools, the data were initially recorded on a 'period' basis and then converted to half-days.

Any day where a student is absent from the school site is recorded as an absence. This excludes circumstances where students are participating in an approved educational activity off the grounds. A suspension is treated as a type of absence. In secondary schools the half-day cut-off is set to ensure that the period structure reflects the minimum amount of instructional hours for both the morning and afternoon sessions.

The collection is based on current students as at the end of the collection period.

In [Tasmania](#), attendance data were collected at individual student record level for each school via the Schools Administration Computer System (SACS) or the new web-based reporting system, EduPoint. These data were collected centrally and stored in a data warehouse. Data on whole-day absences for Tasmanian government primary, high, district high and special schools students in Years 1–10 were extracted for Term 1.

Any whole day absence categorised as explained, unexplained, unauthorised or truant is counted as an absence. The following are not counted as days absent:

- when students are away from school on an alternative learning activity
- when a student has a certificate of part-time attendance and is not required to attend
- short and long-term suspensions.

Students identifying as Indigenous are allocated up to five days per year for cultural leave to participate in cultural activities. Such days are not counted as absences.

Absence data are recorded for all schools at which a student is actively enrolled during the sample period. Absences are only counted at the school where the absence occurred.

In the [Northern Territory](#), enrolment and attendance data were collected for individual students through the Schools Administration and Management system. The data were collected at most government schools on a weekly basis, processed centrally and stored in a data warehouse. Attendance data were reported for students in year/grade levels 1–10 attending a government school at any time during Semester 1. Only full-time students in Years 1–10 (i.e. with an FTE of 1.0) were included (i.e. part-time students were excluded). Where attendance/absence data are initially recorded more frequently than on a half-day basis, they are converted to half-days, e.g. secondary schools recording period attendance.

Full-time students attending for all or part of the collection period (Semester 1) were included, as were students who moved between government schools during the collection period (i.e. any component of attendance in a government school was included, regardless of whether a student was enrolled at the one school for the full semester, for part of the semester, or at a number of government schools over the duration of the semester).

In the [Australian Capital Territory](#), enrolment and attendance data were collected through the electronic school management system at the school. For primary school attendance data, teachers recorded student attendance daily (to the level of half-day attendance), and the absence data were aggregated at the end of each term, entered in the school management system and swept into the central database. Secondary school attendance data were recorded at each teaching period, entered into the school electronic system and then swept into the central database. Students whose Indigenous status was recorded as unknown have been excluded when calculating Indigenous/Non-Indigenous attendance rates. Students who moved schools during the collection period were tracked via the Central Administration System and their attendance was derived by possible days attended.

Absences with and without parental approval, truanting and suspensions are counted as absences. Absences due to work experience, excursions and alternative sanctioned programs are not counted as absences.

Inclusion/exclusion

In [New South Wales](#), data were for full-time, Years 1–10 students only. All government school students in Years 1–10 are regarded as full-time. All schools must submit a return, except those classified as schools for specific purposes (SSP), intensive English centres (IEC), or distance education schools/centres (DEC). Students with Indigenous status of 'unknown/not provided' are included under 'all students'.

For [Victoria](#), the figures for Years 1–10 include students in primary, secondary and combined primary and secondary schools.

In [Queensland](#), absences were collected from each school at which the student had an active enrolment. Attendance was calculated for full-time students only, therefore students enrolled at multiple schools were excluded from the calculation.

In [South Australia](#), the data include students who were enrolled during Semester 1, regardless of school, and who were active or had left at the time of the Term 3 census. The calculation includes full-time students (≥ 0.89 FTE) in Years 1–10 and Years 1–10 ungraded students in all South Australian government schools. Indigenous attendance rates include students indicated as being of Aboriginal and/or Torres Strait Islander origin. Non-Indigenous attendance rates include all other students.

In [Western Australia](#), schools for specific purposes were included, students enrolled in intensive English centres were included in data for their host schools and students in hospital schools or detention centres were counted in their home school as undertaking an alternative educational activity and were not counted as absent. Data for students in migrant detention centres, hostels or refugee camps were not included.

In [Tasmania](#), students in distance education centres and detention centres were excluded.

In the [Northern Territory](#), special schools are included, as are special education annexes reported as part of schools. Some hospital students and intensive language students are included as part of a school. Year 10 students in senior colleges are included in the data. Students who attended the Northern Territory School of Music or the Northern Territory Language Centre are excluded (dual enrolments). Distance education centres (including Schools of the Air and the Northern Territory Open Education Centre) are excluded as attendance is not recorded. Remand students were excluded, as remand schools cannot provide identifiable student level information due to the privacy principles of the *Juvenile Justice Act 1987*.

In the [Australian Capital Territory](#), absences were collected from each school at which the student had an active enrolment. There were no students enrolled at more than one ACT public school during the collection period. Students in intensive English centres and schools for specific purposes were included.

Ungraded students

There was variation in the treatment of ungraded students across the jurisdictions.

In [New South Wales](#), ungraded students in mainstream schools were classified as either primary or secondary according to their level of education. Students enrolled in schools for specific purposes were not included in the absence collections.

In [Victoria](#), ungraded attendance includes both primary and secondary students; therefore, while both ungraded columns contain data, the data are the same. The figures for Years 1–10 include students in primary, secondary and combined primary/secondary schools. Ungraded figures include students in special schools only.

In [Queensland](#), from 2011, ungraded students were recorded in their age-specific year levels.

In [South Australia](#), ungraded includes full-time students who were enrolled in Years 1–10 special classes on the basis of disability, personal and other health care needs, or due to intensive English support needs. Expected age for each year level is provided to schools as a guide, however ability is taken into account in assigning to ungraded year levels.

In [Western Australia](#), ungraded students are assigned to one of two categories: 'not specified' or 'ungraded secondary'.

In [Tasmanian](#) government schools, ungraded students were assigned to a grade based on age or ability.

In the [Northern Territory](#), students were allocated to a grade by the school, based on a student's age or current level of schooling. In situations where a student had recently enrolled and a grade had not yet been determined, or the school was unable to allocate a specific year level, e.g. the student had special needs or participated in an intensive English

program, they were allocated to ungraded primary or ungraded secondary by the school. The attendance for these students was reported under Ungraded Primary or Ungraded Secondary based on this identifier.

In the [Australian Capital Territory](#), special needs students were assigned a year level and their attendance data were included in the year level calculation, i.e. there were no ungraded students in the public school system.

Part-day attendance

In [New South Wales](#), only full-day absences are centrally collected and reported in the attendance measures.

In [Victoria](#), both full and half-day absences are collected.

In [Queensland](#), full-day and half-day absences were included in the attendance rates. Schools were required to mark students on the roll as either present or absent from their educational program at least twice daily, once in the morning and once in the afternoon, which directly informed how a student's attendance was recorded in the OneSchool system. Days absent were recorded in the OneSchool system as morning, afternoon or all-day absences.

In [South Australia](#), full and half-day absences counted towards absence rates. Part-day absences, i.e. late arrivals and early departures were not included as absences, therefore are counted as attendance.

In [Western Australia](#), attendance/absence data in primary schools were recorded on a half-day basis. In secondary schools data were initially recorded on a period basis and were converted to half-days. All attendance rate calculations were based on half-days.

Students may enrol in one school but may attend at multiple settings through a formal arrangement.

In [Tasmanian](#) government schools, any absence for students in Years 1–10 was recorded in two half-day sessions or in a single whole-day session. Part-day absence was not included in Tasmanian attendance data.

In the [Northern Territory](#), if a student attended school for 50 per cent of the day or more, they were classified as present for the day. If the student attended less than half a day, they were classified as absent. Primary schools generally mark attendance twice daily, secondary schools for every period, and other schools to suit their operational requirements. All variations were converted to half-day attendance.

In the [Australian Capital Territory](#), primary school students were recorded in the class roll as either present or absent from their educational program at least twice daily. Half-day absences were either morning or afternoon. In secondary school (Years 7–10) student attendance was recorded for every teaching session during the day in the school management system.

Students attending multiple settings as part-time attendees are included in the analysis. The number of days attended by each student was calculated as the difference between the maximum possible days equivalent to FTE and the aggregate number of full-day and half-day absences at multiple schools.

Methodology for calculation

In [New South Wales](#) government schools, the attendance rate is calculated as follows:

Attendance equals (1 minus absences divided by enrolled days) multiplied by 100, where:

- absences equals 'all full day absences for the period in question'
- enrolled days equals 'enrolments multiplied by days open'
- enrolments equals 'all students Year 1 to Year 10 enrolled at any time during the period'
- days open equals 'any day that the school was open for teaching during the period'
- period equals 'Semester 1 comprised of Term 1 and Term 2'.

In [Victoria](#), the data represent the number of actual full-time equivalent 'student days' attended in Semester 1 2011 as a percentage of the total number of possible student days attended over that period.

In [Queensland](#), the attendance data (from the OneSchool system) were used to determine for each student the number of days it was possible for the student to attend in Semester 1. This calculation was based on analysis of the school calendar together with the student's enrolment and exit dates. Only school days were counted, with local holidays and public holidays being removed. The totals of the full and half-day absences for each student were calculated and then subtracted from the days possible to arrive at the number of days in attendance at each school. The attendance rate calculation was based on information for all full-time students enrolled in Years 1–10 at a government school.

In [South Australia](#), an absence rate is calculated by aggregating the number of days of absence (including aggregating half-days) and dividing by the aggregated number of 'potential days of attendance', based on the student enrolled days. Rates are rounded to the nearest whole number, therefore rounding error should be considered if comparing to decimal precision figures or comparing rounded absence and attendance rates.

In [Western Australia](#), the attendance data were aggregated from individual student data using the enrolment commencement and cessation dates and based on available half-days minus half-day absences, divided by the available half-days, multiplied by 100.

For [Tasmanian](#) government school students, the attendance rates are calculated for all students on a full-time equivalent basis by the following method: potential days at school minus number of days absent divided by potential days at school. The number of days absent for each student is counted at student level. The number of potential days absent for each student is calculated at school level, i.e. all students enrolled in the reference period are assumed to have had the opportunity to attend school for the whole reference period.

In the [Northern Territory](#), the attendance rate was calculated as follows:

Each enrolment on each day was counted as a *student attendance day* if 50 per cent or more of the expected sessions were attended by a student. *Total actual student attendance days* was calculated for each cohort of students (e.g. Year 3 girls) by summing the *student attendance days* across the time period. Each enrolment on each day was counted as an *expected attendance day* (considering enrolment date and departure date of each student). *Total expected attendance days* was calculated for each cohort of students (e.g. Year 3 girls) by summing the *expected attendance days* across the time period. *Total actual student attendance days* divided by *total expected attendance days* derives the attendance rate for each cohort.

In [Australian Capital Territory](#) primary schools, the number of days attended by each student was calculated as the difference between the total number of days possible to attend and the

aggregate number of full-day (1.0) and half-day (0.5) absences. In high schools, the aggregate number of days absent for each student was generated by dividing the number of sessions absent by the number of teaching sessions per day and totalling the days it was possible to attend in Semester 1. The number of days attended by each student was calculated as the difference between the total number of days possible to attend and the aggregate number of days absent (or part thereof). The average student attendance rate for each year level was generated by dividing the total number of days attended by all students within the year level by the total number of days possible, expressed as a percentage.

Student attendance rates, government school sector, by State and Territory, 2007–11 (per cent)

NSW										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	92	90	89	87
2010	94	94	94	94	94	94	93	91	89	88
2009	94	94	94	94	94	94	92	90	89	89
2008	94	94	94	94	94	94	92	90	89	89
2007	94	94	94	94	94	94	92	90	89	89
Victoria										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	93	91	90	90
2010	94	94	94	94	94	94	93	91	90	90
2009	93	94	94	94	94	94	93	91	90	90
2008	94	94	94	94	94	94	93	91	90	90
2007	94	95	95	95	95	94	94	92	91	91
Queensland										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	92	92	92	92	93	92	92	91	88	87
2010	92	93	93	93	93	93	92	90	88	87
2009	92	92	93	93	93	93	92	90	88	86
2008	92	93	93	93	93	93	93	90	88	86
2007	94	94	94	94	94	93	93	91	88	87
SA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	92	92	92	92	92	92	92	89	87	85
2010	92	92	92	93	92	92	92	89	87	85
2009	92	92	92	92	92	92	92	89	87	85
2008	92	93	93	93	93	93	92	90	87	86
2007	93	93	93	93	93	93	92	90	88	87
WA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	92	93	93	93	93	93	92	90	87	86
2010	92	93	93	93	93	93	92	90	88	86
2009	92	93	93	93	93	93	93	90	88	86
2008	92	92	93	93	93	93	93	90	88	86
2007	92	93	93	93	93	93	93	91	88	86
Tasmania										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	92	90	88	86
2010	94	94	95	95	95	94	93	91	89	87
2009	94	94	95	94	95	94	92	90	88	86
2008	94	95	95	95	95	95	93	91	89	87
2007	95	95	95	95	95	95	94	91	89	88
NT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	81	83	83	83	83	84	81	79	77	76
2010	83	83	83	84	84	85	81	79	77	77
2009	82	83	84	85	86	85	83	80	80	81
2008	82	83	84	85	84	85	82	81	81	82
2007	82	83	84	85	85	85	85	84	82	81
ACT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	93	94	93	93	93	91	89	87	86
2010	94	94	94	94	94	93	92	89	87	86
2009	94	94	94	94	93	93	91	88	87	87
2008	93	94	94	94	94	93	91	89	88	87
2007	93	94	94	94	94	92	91	90	88	88

Note: Because the definitions and methodologies used by jurisdictions and sectors to collect attendance data are not uniform, data cannot currently be aggregated or averaged at the national level.

Sources: SCSEEC/ACARA Student Attendance Data Collections

Student attendance rates, Catholic school sector, by State and Territory, 2007–11 (per cent)

NSW										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	94	92	92	91
2010	94	94	95	94	95	94	95	93	93	92
2009	94	94	95	94	95	94	94	93	93	92
2008	94	94	95	94	95	94	94	93	93	92
2007	94	94	94	94	94	94	94	93	93	92
Victoria										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	94	95	94	94	93	93	92
2010	94	94	94	94	94	94	96	94	94	94
2009	93	93	94	93	94	93	94	93	92	91
2008	92	93	93	93	93	93	94	92	92	91
2007	93	93	93	93	93	93	94	93	92	91
Queensland										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	94	94	94	94	93	92
2010	94	94	94	94	95	95	95	95	94	93
2009	93	93	94	93	94	93	94	93	92	91
2008	93	94	94	95	95	95	94	93	93	91
2007	93	94	94	94	95	94	94	94	93	92
SA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	95	95	95	95	94	93	93
2010	94	94	95	95	95	94	94	94	92	92
2009	93	94	94	94	94	94	94	94	93	92
2008	94	94	95	94	95	94	94	94	92	92
2007	94	95	95	95	95	95	95	94	93	93
WA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	93	94	94	94	94	95	94	94	94
2010	92	93	94	94	94	94	95	94	94	94
2009	91	93	93	93	93	94	93	94	94	93
2008	91	91	92	92	93	91	93	93	92	92
2007	91	92	92	92	92	92	93	93	92	92
Tasmania										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	94	94	94	94	94	94	93	92	92
2010	94	95	95	95	95	94	95	94	93	92
2009	95	95	96	95	95	94	95	94	93	93
2008	93	93	94	94	93	94	94	93	92	91
2007	89	89	89	91	90	90	90	88	87	86
NT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	82	79	83	86	87	83	81	84	82	74
2010	82	81	83	83	82	83	84	84	84	82
2009	81	80	84	83	84	84	88	83	84	83
2008	82	84	84	86	86	85	85	82	84	83
2007	90	89	89	89	89	89	87	88	90	89
ACT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	93	94	94	94	94	94	91	91	90
2010	94	94	95	94	93	94	92	89	90	89
2009	94	93	94	93	94	94	93	91	91	90
2008	94	93	94	93	93	92	93	91	90	89
2007	94	94	94	94	94	93	93	90	90	88

Note: Because the definitions and methodologies used by jurisdictions and sectors to collect attendance data are not uniform, data cannot currently be aggregated or averaged at the national level.

Sources: SCSEEC/ACARA Student Attendance Data Collections

Student attendance rates, independent school sector, by State and Territory, 2007–11 (per cent)

NSW										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	94	95	94	95	94	94	93
2010	94	94	95	95	95	94	95	94	94	93
2009	94	94	95	94	95	94	95	94	93	93
2008	95	94	95	95	95	95	95	94	94	93
2007	94	94	94	94	94	94	94	93	93	92
Victoria										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	95	94	95	95	95	95	95	94	94	93
2010	94	94	95	94	95	94	94	94	93	93
2009	93	94	94	94	94	94	94	94	93	93
2008	93	94	95	94	94	94	94	94	93	93
2007	94	94	94	94	94	94	95	94	94	94
Queensland										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	95	94	95	94	95	94	93	92
2010	93	94	94	94	94	94	94	94	94	93
2009	93	92	93	93	94	93	93	92	91	91
2008	93	93	93	93	94	94	93	93	93	92
2007	93	93	94	93	93	93	93	92	91	91
SA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	95	95	95	94	95	94	94	94	94	93
2010	94	94	94	94	94	94	94	94	93	93
2009	93	93	93	94	94	93	94	93	93	92
2008	93	94	95	95	95	95	94	94	94	93
2007	93	95	94	95	94	94	94	94	93	92
WA										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	93	94	94	94	95	94	95	94	93	93
2010	93	94	95	94	95	94	94	94	94	93
2009	93	94	94	94	95	94	94	94	94	93
2008	93	93	94	94	94	94	95	94	93	93
2007	93	93	93	93	94	94	94	94	94	94
Tasmania										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	94	94	94	95	94	93	93	92	91
2010	95	95	96	95	94	95	94	95	94	94
2009	94	95	95	96	94	95	96	94	94	94
2008	92	92	94	93	94	94	94	93	93	93
2007	94	95	95	95	95	95	95	94	95	93
NT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	91	90	91	91	90	88	91	90	91	88
2010	91	92	89	91	92	90	94	93	94	94
2009	86	89	90	89	89	92	91	90	90	90
2008	88	91	93	93	92	91	91	90	87	89
2007	90	92	90	93	91	92	95	94	91	91
ACT										
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2011	94	95	94	94	95	94	95	94	94	93
2010	93	94	95	93	96	94	95	94	94	94
2009	93	95	94	94	95	93	95	94	94	94
2008	95	94	94	94	95	94	93	95	94	94
2007	94	95	95	94	95	94	94	93	92	91

Note: Because the definitions and methodologies used by jurisdictions and sectors to collect attendance data are not uniform, data cannot currently be aggregated or averaged at the national level.

Sources: SCSEEC/ACARA Student Attendance Data Collections