

National Report on
Schooling in Australia 2009

National Report on Schooling in Australia 2009

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Contents	Page
Overview	1
Part 1 National policy context	2
Part 2 National initiatives and achievements	8
Part 3 Schools and schooling	34
Part 4 Student engagement	44
Part 5 Student achievement	52
Part 6 Senior schooling and youth transitions	61
Part 7 Aboriginal and Torres Strait Islander education	71
Part 8 Funding Australia's schools	101
Part 9 Additional statistics (separate document)	–
Part 10 Glossary	125

National Report on Schooling in Australia 2009

Overview

Welcome to the *National Report on Schooling in Australia 2009*, the annual national report on school education of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

The report provides a range of information on schooling in Australia in 2009 but its main focus is to report on progress in 2009 towards the Educational Goals for Young Australians and the Commitment to Action for achieving them across eight interrelated areas 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 these eight areas to support the achievement of the educational goals over the period 2009 to 2012. The plan is aligned with relevant work of the Council of Australian Governments (COAG). Key COAG and other national agreements, in particular the National Education Agreement (NEA), have formed the basis of the plan. The plan provides a framework for nationally consistent, collaborative activities in education, including relevant 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 (this report).

The report addresses the eight areas specified in the Commitment to Action and four-year plan. It describes the national policy context for school education in Australia, outlines nationally agreed policy initiatives and reports against nationally agreed key performance measures.

This report has been compiled by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of MCEECDYA. Previous annual publications of the *National Report on Schooling in Australia* are available on the [MCEECDYA website](#).



National Report on Schooling in Australia 2009

Part 1

National policy context

Overview

Within Australia's federal system, 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, these councils are the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), the Ministerial Council for Tertiary Education and Employment (MCTEE) 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.

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 has 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 2009

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 and
- strengthening accountability and transparency.

The Melbourne Declaration is supported by the [*MCEETYA¹ four-year plan 2009–2012*](#), which was endorsed by Education Ministers in March 2009. The plan identifies key strategies that Australian governments will 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 the [National initiatives](#) section of this report.

National Education Agreement

The Council of Australian Governments (COAG) [National Education Agreement](#) (NEA) articulates the commitment of Australian governments to ensure 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

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.

- Australian students excel by international standards
- 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](#)
- 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 2009 against COAG outcomes and targets for education is reported in the [National Education Agreement: Performance report for 2009](#) by the COAG Reform Council.

National Report on Schooling in Australia 2009

National policy context

1.2 Measuring performance

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

The Measurement Framework incorporates measures arising from the [Melbourne Declaration](#) and measures reflecting Council of Australian Governments (COAG) targets and indicators drawn from the performance reporting framework of the National Education Agreement.

Key Performance Measures

The core of the Measurement Framework is the Schedule of Key Performance Measures (KPMs). 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 include:

Achievement in the National Assessment Program (NAP), with a focus on

- literacy
- numeracy
- science
- civics and citizenship
- information and communication technologies.

Participation and attainment, with a focus on

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

The *Measurement Framework for Schooling in Australia* defines the national key performance measures (KPMs), specifies the data sources for the KPMs and outlines the reporting cycle for the period 2010–2015. It replaces the MCEETYA *Measurement Framework for National Key Performance Measures*.

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.

National Report on Schooling in Australia 2009

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](#). It also reports on the implementation of these initiatives in 2009. 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 national goals and COAG targets 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.

National Report on Schooling in Australia 2009

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](#), 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 will develop 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). Participation by the non-government school sectors in these partnerships is determined by State and Territory government processes.

- **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. Further information on this partnership and its implementation in 2009 is included in [National initiatives and achievements – supporting quality teaching and school leadership](#) in this report. 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 Indigenous students, students from non-English speaking backgrounds and students with disabilities. Commonwealth funding of \$1.5 billion and State and Territory funding of \$1.5 billion has been committed to this partnership over the seven-year period. The partnership will involve approximately

1,700 low socio-economic status schools around the country. Further information on this partnership and its implementation in 2009 is included in [National initiatives and achievements – improving educational outcomes for Indigenous youth and disadvantaged young Australians](#) in this report. More detailed information is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

- **Literacy and Numeracy**
The 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. This partnership will provide up to \$540 million in Commonwealth funding over four years to the States and Territories and will involve approximately 1000 schools. Further information on this partnership is available on the Department of Education, Employment and Workplace Relations (DEEWR) [Smarter Schools National Partnerships website](#).

The Smarter Schools National Partnerships provide funding for a range of initiatives to support the educational needs of students in participating schools.

National Partnership on Youth Attainment and Transitions

The [National Partnership on Youth Attainment and Transitions](#) is a COAG agreement that covers the period July 2009 to December 2013. It aims to increase participation of young people in education and training, increase attainment levels nationally and improve successful transitions from school. Commonwealth funding of \$723 million has been committed to this partnership over the life of the agreement. The national partnership includes the Compact with Young Australians and the implementation of a National Youth Participation Requirement which will commence from 1 January 2010. Further information on this partnership is included in [National initiatives and achievements – supporting senior years of schooling and youth transitions](#) in this report and on the [DEEWR website](#).

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 formal schooling. The Commonwealth has committed \$970 million over the five years to 2013. 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 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 is available on the [DEEWR website](#).

National Partnership for 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 Children and Family Centres (CFCs) across Australia by June 2014. The CFCs 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. By 31 December 2009, 36 Children and Family Centres had been agreed and announced by responsible Ministers.

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

In February 2009, COAG agreed to the National Partnership Agreement on the Nation Building and Jobs Plan (2008–09 to 2011–12) incorporating Building the Education Revolution (BER). This agreement provides Commonwealth funding of \$16.2 billion over four years for new facilities such as libraries in primary schools and science laboratories in secondary schools, minor capital works in all schools, improving infrastructure and learning environments and creating jobs in local communities. Over 9,500 schools are participating in the BER. Further information on this partnership and its implementation in 2009 is included in [National initiatives and achievements – other national initiatives](#) in this report and on the [DEEWR website](#).

National Report on Schooling in Australia 2009

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 structures to support teachers in disadvantaged Indigenous, rural/remote and hard-to-staff schools and national accreditation of pre-service teacher education courses 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. The partnership will run 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 sets out 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.

Commonwealth funding for this initiative 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. States and Territories are also providing \$29.6 million.

Commonwealth reform in regard to the Improving Teacher Quality National Partnership includes allocating funding under the National Partnership, funding an interim evaluation of the National Partnership and agreeing to complementary interventions to support the National Partnership. States and Territories have set out their strategies and actions under their own implementation plans.

Individual States and Territories have implemented a range of initiatives including the establishment of Centres of Excellence, increasing the number of teacher scholarships, trialling rewarding excellence with pay and piloting programs that enhance school-based decision-making.

In March 2009, MCEETYA¹ received the *Rewarding Quality Teaching* report. The report outlines research-based initiatives and strategies to facilitate the implementation of the National Partnership. The areas reported on include performance pay, effective mechanisms for assessing and rewarding performance, and perception by the teaching profession.

Australian Institute for Teaching and School Leadership

In September 2009 MCEECDYA agreed to establish the Australian Institute for Teaching and School Leadership (AITSL) to provide national leadership for Commonwealth, State and Territory governments in promoting excellence in the profession of teaching and school leadership.

AITSL will develop national professional standards for teachers and establish national accreditation for teachers based on these standards. It will commence operation in 2010.

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.

National Report on Schooling in Australia 2009

National initiatives and achievements

2.3 Strengthening early childhood education

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](#), 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 four-year university-trained early childhood teacher, for 15 hours a week, 40 weeks a year, in the year before formal schooling. The Commonwealth's commitment of \$970 million over the five years to 30 June 2013 includes \$955 million to states and territories to support their implementation of the Universal Access initiative. Three million dollars has also been set aside each year (for five years) for data development and evaluation. 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 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 is available on the [DEEWR website](#).

MCEECDYA will play a key role in implementing the national aspects of this National Partnership and on the development of a National Early Childhood Development Strategy, supporting the achievement of the COAG commitments.

COAG has also established other National Partnerships on Early Childhood education.

- **National Partnership for 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 Children and Family Centres (CFCs) across Australia by June 2014. The CFCs 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. By 31 December 2009, 36 Children and Family Centres had been agreed and announced by responsible Ministers.
- **National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care**
In December 2009, COAG endorsed the National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care to establish a jointly governed, unified National Quality Framework for early childhood education and care and outside

school hours care, replacing existing separate licensing and quality assurance processes.¹

- **National Information Agreement on Early Childhood Education and Care**

In November 2009, MCEECDYA endorsed the National Information Agreement on Early Childhood Education and Care (NIA ECEC). This Agreement will facilitate and improve 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 NIA ECEC is an important step in national efforts to improve the quality and reliability of early childhood education and care data. The development of 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. A copy of the Agreement is available on the [MCEECDYA website](#).

Under the [MCEETYA four-year plan 2009–2012](#), 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’.

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](#).

¹ In jurisdictions where preschool is currently delivered by government or non-government schools there will be an option of administering the NQF 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 2009

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](#), 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. MCEECDYA will monitor jurisdictions' progress in relation to this commitment to action and may agree to further joint national work in this area.

This commitment is also aligned with policy and reform directions outlined in the National Education Agreement (NEA) which will 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 and a number of the strategies identified by Ministers to address it. 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, such as:

- 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 at-risk students in the middle years by providing appropriate support that addresses their personal circumstances and local contexts.

The Literacy and Numeracy National Partnership will also contribute 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 [National initiatives and achievements – developing stronger partnerships](#) in this report and on the DEEWR [Smarter Schools National Partnerships website](#).

National Report on Schooling in Australia 2009

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% by 2015.¹ Specifically, COAG has agreed to a target for 2015, which is that 90% of Australian 20–24-year-olds will have achieved Year 12 or a Certificate II or above and for 2020 that 90% of 20–24-year-olds will have achieved Year 12 or a Certificate III or above.

To support achievement of this target COAG has established the [National Partnership on Youth Attainment and Transitions](#) which includes the Compact with Young Australians.

The Compact with Young Australians

In April 2009, COAG agreed to a Compact with Young Australians to promote young people's participation in education and training.

The Compact with Young Australians 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. This represents a major change in requirements for participation in schooling/education in a number of States and Territories, effectively extending the period of compulsory education (or approved equivalent) and effectively raising the minimum school (or approved equivalent) leaving age. Some jurisdictions had already implemented a similar requirement but all States and Territories have amended legislation so that the National Youth Participation Requirement will come into effect in January 2010. 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 1 July 2009 and will come into effect for 20 to 24-year-olds from 1 January 2010. This component is implemented by the States and Territories through their school and Vocational Education and Training (VET) systems.
- [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) or the Family Tax Benefit (Part A) are required to participate in education and 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.)

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

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

National Partnership on Youth Attainment and Transitions

The Compact with Young Australians forms part of the COAG National Partnership on Youth Attainment and Transitions, which aims to increase the educational engagement and attainment of young people and to improve their transition to post-school education, training and employment. This National Partnership runs from July 2009 to December 2013 and includes \$723 million of project and reward funding.

Under this National Partnership, the Australian Government is providing funding of \$623 million over four years for improved youth engagement, attainment and transition arrangements. This is made up of:

- \$287 million to provide services through the Youth Connections program to support young people at risk of not attaining Year 12 or an equivalent qualification
- \$183 million for the School Business Community Partnership Brokers program, to improve community and business engagement with schools to extend learning beyond the classroom
- \$106 million for States and Territories to maximise engagement, attainment and successful transitions through the areas of career development, multiple learning pathways and mentoring
- \$47 million for national career development initiatives administered by the Commonwealth.

Reward funding of up to \$100 million will also be made available, based on achievement of participation and attainment targets set out in the national partnership.

Further information on this partnership is available on the [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 2009–2012 address the COAG target of raising the rate of completion of Year 12 or equivalent but preceded the formation of the national partnership.

Under the four-year plan all States and Territories committed to supporting reforms in senior years of schooling and youth transitions and 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](#) will provide \$2.5 billion in Australian Government funding over 10 years to enable secondary schools across Australia to apply for funding of between \$500,000 and \$1.5 million for Trade Training Centres to provide secondary students with improved access to Vocational Education and Training (VET).

Funding is available to schools with senior enrolments to build new trade training facilities, upgrade existing facilities and purchase trade-related equipment. Schools may apply individually, as a cluster or group, or in partnership with other organisations such as Registered Training Organisations.

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 senior school students are able to combine school study with training towards an accredited VET qualification under the Australian Qualification Framework (AQF).

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 \$2.2 billion over six years to:

- provide for 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 1 to 1 computer to student ratio by 31 December 2011.
- support the deployment of high-speed broadband connections to Australian schools
- increase the level of ICT proficiency for teachers and school leaders across Australia to embed the use of ICT in teaching and learning and enable professional learning in the use of ICT
- support the development of digital tools, resources and infrastructure that can support the Australian Curriculum
- enable parents to participate in their child's education through online learning and access
- support mechanisms to provide assistance for schools in the deployment of ICT.

The DER is governed by the Digital Education Revolution National Partnership agreed in May 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 on the DER 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. At its core, the Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers. The Blueprint is a MCEECDYA initiative that, along with other initiatives such as Australia's national career information and exploration service the [myfuture](#) website, provides resources for careers advisers and teachers and assists school students and others to make informed career decisions, plan their career pathways, and manage their work transitions.

National Partnerships

- 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 senior schooling and transitions including the Key Performance Measures related to this commitment is in the [Senior schooling and youth transitions](#) section of this report.

National Report on Schooling in Australia 2009

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](#), 2008).

The Australian Curriculum, Assessment and Reporting Authority (ACARA)

The key national strategy to support this commitment identified in the *MCEETYA¹ four-year plan 2009–2012* is the establishment of the [Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#). ACARA's establishment was agreed to by the Council of Australian Governments (COAG) at its October 2008 meeting. 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, starting with national curriculums in the key learning areas of English, mathematics, the sciences and history to be implemented in all jurisdictions and sectors from 2011
- 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
- management of the National Assessment Program, comprising national tests in literacy and numeracy; sample assessments in science literacy, civics and citizenship, and information and communications technology (ICT) literacy; and participation in relevant international testing programs.

ACARA was established under the *Commonwealth Authorities and Companies Act (1997)* and the *Australian Curriculum, Assessment and Reporting Authority Act (2008)* and became operational at the end of May 2009.

ACARA is an independent statutory authority established by the Australian Parliament. It 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.

ACARA's role in the reporting of educational information is outlined in the [National initiatives and achievements – strengthening accountability and transparency](#) section of this report.

In terms of curriculum and assessment, the functions of ACARA, as provided in Clause 6 of the *Australian Curriculum, Assessment and Reporting Authority Act (2008)*, are to:

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.

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

[The Australian Curriculum](#)

In May 2009, ACARA assumed the role of the Interim National Curriculum Board (INCB) in the development of an Australian national curriculum from Foundation¹ to Year 12.

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.

Phase 1, 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. These will be linked to a reporting framework for reporting students' achievements to parents. The development of the Australian Curriculum for Phase 1 was guided by the overall [The Shape of the Australian Curriculum](#) paper as well as individual Shape papers for English, mathematics, science and history, published in May 2009.

ACARA published the [Curriculum Development Process](#) in May 2009. The document describes the process used to develop the Australian Curriculum and the structure of writing teams and advisory groups involved. In the second half of 2009, teams of writers, supported by ACARA curriculum staff and expert advisory panels appointed from across Australia, drafted curriculum materials for these four learning areas in advance of widespread consultation to take place in 2010. ACARA's [Curriculum Design](#) paper, published in May 2009, and advice from the ACARA Board guided this process.

Phase 2 of the Australian Curriculum development involves the learning areas of geography, languages and the Arts. Initial shape papers for geography, languages and the Arts will be available for public consultation in 2010 and 2011, with decisions to be taken about the scope of development (F–10 or F–12) at completion of the shaping phase.

Phase 3 will include the development of curriculum for the learning areas of health and physical education, technologies (including information and communication technologies, and design and technology), civics and citizenship, business and economics.

Implementation of the English, mathematics, science and history Australian Curriculum from Foundation to Year 10 is scheduled to commence from 2011 with substantial implementation to occur by the end of 2013 in most States and Territories.

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

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

While the process of implementation is a matter for each State and Territory, ACARA will work with States and Territories to facilitate implementation by providing leadership, advice

¹The 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.

and information materials on the Australian Curriculum and by providing opportunities to coordinate implementation planning.

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

The National Assessment Program (NAP)

The National Assessment Program (NAP) is an ongoing program of assessments to monitor progress towards the *Educational Goals for Young Australians*. The NAP encompasses all tests endorsed by MCEECDYA, including the annual national literacy and numeracy tests (NAPLAN), three-yearly sample assessments in science literacy, civics and citizenship, and information and communications technology (ICT) literacy, and Australia's participation in international assessments Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS).

- **National Assessment Program – Literacy and Numeracy (NAPLAN)**

NAPLAN is an annual assessment where students in Years 3, 5, 7 and 9 in Australia complete a series of tests in Reading, Writing, Language Conventions (spelling, punctuation and grammar) and Numeracy (working effectively with numbers, space and measurement). NAPLAN tests were first conducted in 2008, replacing former State and Territory based literacy and numeracy tests. The second round of NAPLAN tests were conducted in 2009.

Commencing in 2010, responsibility for NAPLAN rests with ACARA.

Information on results of the 2009 NAPLAN tests, including the Key Performance Measures related to them, is included in the [Student achievement](#) section of this report.

The [NAPLAN Summary Report](#) and [NAPLAN National Report](#) for 2009 are published on the ACARA [National Assessment Program website](#). These reports provide analyses of 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. Included is information on NAPLAN tests and on the individual student reports provided to all students who participate in the NAPLAN tests. From 2010, NAPLAN results for schools will also be 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 Science Literacy assessment was undertaken by a sample of Year 6 students in October 2009.

Information on results of the 2009 Science Literacy assessment, including the Key Performance Measure related to it, is included in the [Student achievement](#) section of this report.

The full report on this sample assessment is available on the ACARA [National Assessment Program website](#). Responsibility for NAP Sample Assessments will rest with ACARA from 2010.

- **National Assessment Program — international assessments**

NAP sample assessments conducted by international organisations and used by MCEECDYA for reporting Key Performance Measures are:

The [Programme for International Student Assessment](#) (PISA), conducted every three years by the Organisation for Economic Co-operation and Development (OECD), involves the assessment of a sample of 15-year-old students in Years 9, 10 or 11, in reading, mathematical and scientific literacy. PISA assessment occurred in 2009 and a summary of Australian students' performance on these assessments, including the Key Performance Measures related to them, is included in the [Student achievement](#) section of this report.

Full and summary reports for Australian students in PISA 2009 are available on the [Australian Council for Educational Research \(ACER\) website](#).

[Trends in International Mathematics and Science Study](#) (TIMSS), conducted every four years by the International Association for the Evaluation of Educational Achievement (IEA), tests a sample of students in Years 4 and 8 from each participating country. The next TIMSS assessment will occur in 2010. A sample of Australian students in Years 4 and 8 will participate.

National Report on Schooling in Australia 2009

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) Reform Council (CRC) defines educational disadvantage as occurring when the benefits of education are not evenly distributed within a population, where there are barriers to access and participation and when expected outcomes from education differ for particular individuals or groups.

The key indicators of educational disadvantage include:

- low levels of participation in early childhood education
- poor engagement at school
- low levels of literacy and numeracy achievement
- low educational qualifications
- low levels of participation in post-school education, training and employment
- labour market disadvantage, as measured by labour market participation concentrated at lower levels of skill/competency.

(Source: COAG Reform Council, [*National Education Agreement: Performance Report 2009*](#), p. 56)

COAG has set targets to lift educational attainment and to close the gap between the educational outcomes of Indigenous and non-Indigenous students. 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 (2018)
- at least halve the gap between Indigenous and non-Indigenous students' Year 12 or equivalent attainment rates by 2020.

¹The 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'.

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*
- 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)¹, 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 well-being of individual students
- generating meaningful pathways for all disadvantaged students.

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. In 2008, COAG agreed to the National Partnership for Low Socio-economic Status School Communities. The agreement sets out strategies that support a range of school-level and broader reforms addressing educational disadvantage associated with low socio-economic status school communities. The reforms are directed at school leadership, teaching, student learning and community engagement. One of the aims is to better equip schools to address the complex and interrelated challenges facing students in disadvantaged communities. The National Partnership facilitates reforms across six key areas:

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

Through this partnership, the Australian Government is providing \$1.5 billion over seven years (2008–09 to 2014–15) matched by State and Territory co-investment over the life of the partnership. Approximately 1,700 schools (government and non-government) will participate in the Low Socio-economic Status School Communities National Partnership and it is expected that over 400,000 students will be supported.

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 a non-English speaking background and students with disabilities. Reforms are being implemented

¹ This term has been changed to English as an Additional Language (EAL)

progressively, commencing from 2009. Full implementation is expected to occur in 2011–12. More detailed information on this partnership is provided on the [DEEWR 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 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 the [National initiatives and achievements – Developing stronger partnerships](#) section of this report.

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

[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 Aboriginal and Torres Strait Islander and non-Indigenous students.

In 2009, the review of the *Australian Directions in Indigenous Education 2005–2008* and the development of the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014* clearly identified actions to support improvement of educational outcomes and economic participation of Aboriginal and Torres Strait Islander students over the coming years.

Schooling is one of the building blocks in the ‘Closing the Gap’ strategy agreed by the Council of Australian Governments (COAG). It recognises that a good education is the way to jobs and opportunities in later life.

Aboriginal and Torres Strait Islander students are also benefiting from the three Smarter Schools National Partnership agreements and the Youth Attainment and Transitions National Partnership that are underpinning the Australian Government’s Education Revolution. These agreements are for all Australians, but have Aboriginal and Torres Strait Islander specific measures.

More information on educational outcomes for Aboriginal and Torres Strait Islander youth is provided in Part 7 of this report, [Aboriginal and Torres Strait Islander Education](#).

National Report on Schooling in Australia 2009

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 increased 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 and the [Schools Assistance Act 2008](#) for 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, using a set of specified indicators.

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 Australia and the biennial COAG report *Overcoming Indigenous Disadvantage*
- 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.

National strategies and actions to support the commitment for accountability and transparency identified in Education Ministers' *Four-year plan 2009–2012* include:

- 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

- 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
- establishing a unique student identifier to track student performance from the first year of compulsory schooling to post-school education and training.

In June 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.

Various national working groups within the sectors of education (early childhood, schooling, vocational education and training (VET)) have been given the task to implement a unique student identifier across all education and training sectors. This work will continue in 2010–2011.

MCEECDYA has directed the Australian Curriculum, Assessment and Reporting Authority (ACARA) to implement other national strategies listed above.

[The Australian Curriculum, Assessment and Reporting Authority](#)

ACARA was established under the *Commonwealth Authorities and Companies Act (1997)* and the Australian Curriculum, Assessment and Reporting Authority Act (2008) in December 2008 and became operational at the end of May 2009.

ACARA's role in developing the Australian Curriculum and administering the National Assessment Program is outlined in the [National initiatives and achievements – promoting world-class curriculum and assessment](#) section of this report.

In terms of data collection and reporting, the functions of ACARA 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 will publish the *National Report on Schooling in Australia* from 2009 (this report) onwards. The report informs the Australian people on progress in the previous calendar year against the national goals for schooling. It describes the national policy context for school education in Australia, outlines nationally agreed policy initiatives and reports against nationally agreed key performance measures set out in the *Measurement Framework for Schooling in Australia*.

ACARA is responsible for the development, for Ministerial approval, of national key performance measures for education and the periodic review of the Key Performance Measurement Framework. A major review of this framework, to reflect the [Melbourne Declaration](#) and to incorporate COAG targets and indicators for education, will be conducted

in 2010. The revised framework, the [*Measurement Framework for Schooling in Australia*](#), will be published on the ACARA website.

ACARA will report to the Australian public on the outcomes of the National Assessment Program – Literacy and Numeracy (NAPLAN) for 2009 and beyond. The [*NAPLAN Summary Report 2009*](#) and [*NAPLAN National Report 2009*](#) are published on the ACARA [National Assessment Program website](#). These reports provide analyses of results including breakdowns by state and territory, gender and language background. Further information about NAPLAN for parents and 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. From 2010, NAPLAN results for each school will also be reported on the *My School* website.

[*The My School website*](#)

ACARA is also responsible for a national data collection on individual schools to support school evaluation, accountability, resource allocation and policy development. Ministers have agreed to a range of indicators that measure capacity, context and performance that will be published on each school through the *My School* website.

In mid-2009, ACARA established a project team to work on the national schools data collection and to develop a web-based site for school-level reporting. This project became the *My School* website, to be launched in early 2010.

During the development of the website in 2009, expert panels were established to provide advice, and focus groups were convened to collect feedback from the public on the proposed website. Data were collected from jurisdictions, school systems and individual schools to provide information on approximately 9,500 schools across Australia.

The [*My School*](#) report on each school will include a description of the school (supplied by the school or jurisdiction), student numbers, staffing numbers, attendance rates, NAPLAN performance data, senior secondary outcomes and an index reflecting the socio-educational advantage of students to allow comparisons of school performance to be made between schools with students from statistically similar backgrounds.

National Report on Schooling in Australia 2009

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 twenty-first 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 every community across Australia.

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

1. Primary Schools for the 21st Century (P21) – \$14.1 billion for all Australian primary schools, K–12 schools (primary school component) and special schools to build new facilities such as libraries, multipurpose halls or classrooms, or to upgrade existing facilities.
2. Science and Language Centres for 21st Century Secondary Schools (SLC) – \$821.8 million for the construction of new science laboratories or language learning centres.
3. National School Pride (NSP) program – \$1.28 billion for all schools in Australia, government and non-government, for funding for minor capital works and maintenance projects.

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 will 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
- the Bilateral Agreement on the Nation Building and Jobs Plan that the Commonwealth has with each State and Territory
- the Funding Agreement 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, States, Territories and BGA responsibilities are set out in program guidelines.

The Australian Government announced in November 2009 that \$500 million of BER funding would be rephased from 2010–11 to 2011–12.

The BER program is scheduled to be completed by 31 March 2011 with the exception of those projects, which as part of the rephasing of BER funds, will have their completion date extended into the next financial year.

Rephasing will impact the P21 element of the program, with the majority of P21 projects expected to be complete by 31 March 2011.

National Report on Schooling in Australia 2009

Part 3

Schools and schooling

Overview

Constitutional responsibility for schooling in Australia rests predominantly with the six Australian States and two mainland Territories.

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 year, lasts for either seven or eight years and is followed by secondary education of six or five years respectively.

The majority of schools (approximately 70 per cent) are government schools, established and administered by State and Territory governments through their education departments or authorities. The remaining 30 per cent are 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.

National Report on Schooling in Australia 2009

Schools and schooling

3.1 School structures

School structures and age requirements for student enrolment in Australia differ between the States and Territories and are summarised in Table 3.1.

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.

In 2009, the minimum school leaving age in most jurisdictions was 15 or 16. However, in Queensland, Western Australia, South Australia and Tasmania, students were required to continue their education until 17, either at school or through some combination of training and employment. Similar arrangements will apply in New South Wales, Victoria, the Australian Capital Territory and the Northern Territory from 2010, effectively lengthening the period of compulsory education for young people.

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](#) that to maximise their opportunities for healthy, productive and rewarding futures, Australia's young people must be encouraged not only to complete secondary education, but also to proceed into further training or education.

This intent was formalised in 2009 through the National Partnership on Youth Attainment and Transitions. This Council of Australian Governments (COAG) agreement will support the implementation of a National Youth Participation Requirement which will commence from 1 January 2010. This includes a mandatory requirement for all young people to participate in schooling until they complete Year 10 and participate full time in education, training or employment, or a combination of these activities, until the age of 17. More information on this partnership is provided in the [National initiatives and achievements – supporting senior years of schooling and youth transitions](#) section of this report.

Table 3.1 Primary and secondary school structures – minimum age of commencement for Year 1 and minimum school leaving age by State and Territory, 2009

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	15 years ^(a)
Victoria	Preparatory	January, 5 turning 6 by 30 April	Preparatory Years 1–6	Years 7–12	16 years ^(b)
Queensland	Preparatory ^(c)	January, 5 turning 6 by 31 July	Preparatory Years 1–7	Years 8–12	17 years ^(d)
South Australia	Reception	January, 5 years 6 months by 1 January	Reception Years 1–7	Years 8–12	16 years ^(e)
Western Australia	Pre-primary	January, 5 turning 6 by 30 June	Pre-primary Years 1–7	Years 8–12	17 years ^(f)
Tasmania	Preparatory	January, turning 6 by 1 January	Preparatory Years 1–6	Years 7–12	17 years ^(g)
Northern Territory	Transition	January, 5 turning 6 by 30 June	Transition Years 1–6	Years 7–12 ^(h)	15 years ⁽ⁱ⁾
Australian Capital Territory	Kindergarten	January, 5 turning 6 by 30 April	Kindergarten Years 1–6	Years 7–12	15 years ^(j)

(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 2007, the Preparatory year was offered in Queensland primary schools, replacing the former part-time State preschool year.

(d) From 2006 Queensland students are 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.

(e) 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.

(f) 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.

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

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

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

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

Sources: Australian Government *Country Education Profile*; 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. (See [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 (*Yearbook 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 2009

Schools and schooling

3.2 School numbers

In 2009 there were 9,529 schools in Australia. This total included primary, secondary, combined (primary and secondary) and special schools, across government (71%) and non-government (29%) sectors. (See [Glossary](#) for definitions of school levels and sectors.)

Of the total number of schools, 71.4% were administered by State and Territory governments, 17.9% were affiliated with the Catholic Church and 10.7% were classified as independent. Most independent schools provide a religious-based education or promote a particular educational philosophy.

Approximately 77% of primary schools, 72% of secondary schools and over 80% of schools for students with special needs were in the government sector. The Catholic sector accounted for approximately 19% of primary schools and 22% of secondary schools while almost half of all combined schools were in the independent sector.

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

Table 3.2 Number and proportion of schools by sector and school category, Australia, 2009

School category	School sector							Total
	Government		Catholic		Independent			
	No.	%	No.	%	No.	%		
Primary	4,930	76.9	1,225	19.1	259	4.0	6,414	67.3
Secondary	1,040	72.3	315	21.9	84	5.8	1,439	15.1
Combined	497	39.4	139	11.0	625	49.6	1,261	13.2
Special	335	80.7	26	6.3	54	13.0	415	4.4
Total	6,802	71.4	1,705	17.9	1,022	10.7	9,529	100.0

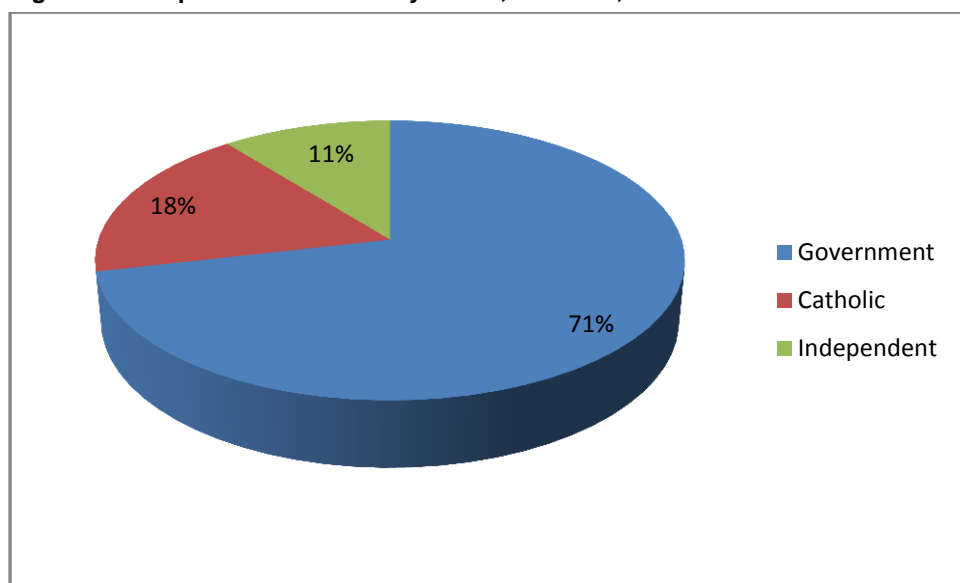
Note: Primary education comprises a pre-Year 1 grade followed by Years 1 to 6 in NSW, Vic., Tas., NT and ACT. In Qld, SA and WA primary education comprises a pre-Year 1 grade followed by Years 1 to 7.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010 (unpublished data)

See also [Additional Statistics Table 1](#)

The proportion of schools in each sector in 2009 is shown in Figure 3.1.

Figure 3.1: Proportion of schools by sector, Australia, 2009



The total number of schools fell by 0.98% over the period 2005–2009. This resulted from a fall in the number of government schools of 1.83% which was partially offset by a rise of 1.41% in the number of Catholic schools and a rise of 2.61% in the number of independent schools. This is reflected in a slight change in the proportions of government and non-government sector schools within this period.

Table 3.3 Number and proportion of schools by sector, Australia, 2005–2009

Year	School sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2005	6,929	72.0	1,698	17.6	996	10.4	9,623	100.0
2006	6,902	71.8	1,703	17.7	1,007	10.5	9,612	100.0
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

Source: ABS Cat. No. 4221.0, *Schools, Australia*, 2010

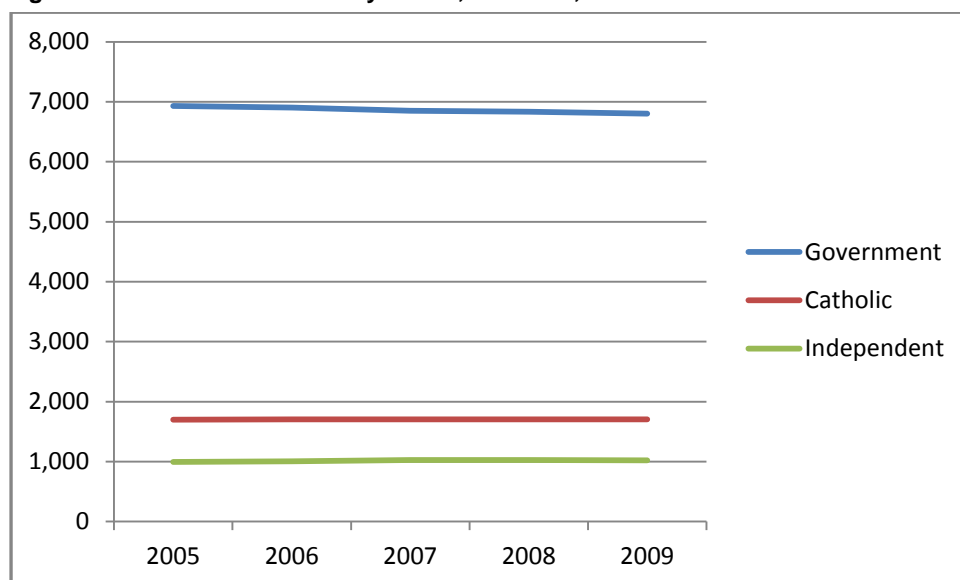
See also [Additional Statistics Table 1](#)

Caution is required when interpreting time series for numbers of schools. The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling. For example: several schools at the same level of education may amalgamate into a multi-campus school; primary schools and secondary schools may merge to create pre-Year 1 to 12 (combined) schools; secondary schools may split to create middle schools and senior secondary schools. Schools may also fall in or out of the scope of the data collection, based on changes in their major activity. Each of these scenarios may affect

the number of schools reported year to year (ABS, Cat. No. 4221.0, *Schools, Australia*, 2010, Explanatory note 26).

Figure 3.2 shows the change in the number of schools in each sector over the period 2005–2009.

Figure 3.2 Number of schools by sector, Australia, 2005–2009



For the number of schools by State and Territory in 2009 see [Additional Statistics Table 1](#).

National Report on Schooling in Australia 2009

Schools and schooling

3.3 Staff

Staff numbers

In 2009 there were 249,196 full-time equivalent (FTE) teaching staff in all primary and secondary schools in Australia, as shown in Table 3.4. (See [Part 10](#) and notes to Tables 2 and 3 in the [Additional Statistics](#) for definitions of FTE and teaching staff.)

Table 3.4 Full-time equivalent (FTE) of teaching staff by school sector, school level and sex, Australia, 2009

Sector	Primary			Secondary			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Government	17,201	71,861	89,061	30,487	43,017	73,504	47,688	114,878	162,566
Catholic	3,899	17,902	21,800	10,579	14,428	25,007	14,478	32,330	46,807
Independent	3,478	11,653	15,130	11,075	13,618	24,693	14,552	25,271	39,823
Total non-government	7,376	29,555	36,931	21,654	28,046	49,700	29,030	57,600	86,630
All schools	24,577	101,415	125,992	52,141	71,063	123,204	76,718	172,478	249,196

Note: Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 2](#) and [Table 3](#)

Australia's teaching workforce was predominantly female, with women comprising 69% of FTE teachers and men comprising 31% of the total. At the primary level there were 125,992 FTE teaching staff employed and females comprised 101,415 (or 80%) of the total. Males comprised 24,577 (or 20%) of the total. In secondary schooling, there were 123,204 FTE teaching staff employed. Females comprised 71,063 (or 58%) of the total. Males comprised 52,141 (or 42%) of the total.

Government schools employed 162,566 FTE teaching staff; non-government schools employed a total of 86,630 FTE teaching staff.

The number of FTE teaching staff by school sector from 2005 to 2009 is shown in Table 3.5. Between 2005 and 2009 the number of FTE teaching staff grew by 13,402, from 235,794 to 249,196. FTE teachers at government schools increased from 156,564 to 162,566 and in the non-government sector from 79,231 to 86,630.

Table 3.5 Full-time equivalent (FTE) of teaching staff by school sector, Australia, 2005–2009

Sector	2005	2006	2007	2008	2009
Government	156,564	158,194	160,791	161,351	162,566
Non-government	79,231	81,445	83,567	85,755	86,630
Catholic	43,971	44,870	45,716	46,390	46,807
Independent	35,260	36,575	37,850	39,366	39,823
All schools	235,794	239,639	244,358	247,106	249,196

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 3](#)

Student–teacher ratios

The student–teacher ratio is defined as the number of FTE students per FTE teaching staff. A lower student–teacher ratio means there is a smaller number of students per teacher. Although there is a relationship between student–teacher ratios and class sizes, ratios are not, by themselves, a reliable indicator 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 education.

Table 3.6 summarises average student–teacher ratios across the three school sectors in 2009.

Table 3.6 Full-time equivalent (FTE) student–teacher ratios, by sector and school level, Australia, 2009

Sector	Primary	Secondary	All schools
Government	15.5	12.3	14.0
Catholic	17.6	12.8	15.1
Independent	14.8	10.6	12.2
Total non-government	16.5	11.7	13.7
All schools	15.8	12.0	13.9

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 4](#)

Nationally, for all schools, the average student–teacher ratio was 13.9 in 2009. For government schools, the ratio was 14.0 and for non-government schools the ratio was 13.7.

For all primary schools in Australia the student–teacher ratio was 15.8 in 2009. For government primary schools the student–teacher ratio was 15.5 and for non-government primary schools the ratio was 16.5.

For all secondary schools in Australia the student–teacher ratio was 12.0 in 2009. For government secondary schools, the ratio was 12.3 and for non-government secondary schools, the ratio was 11.7.

Between 2005 and 2009 the average student–teacher ratio for all schools decreased from 14.2 to 13.9, as shown in Table 3.7.

Table 3.7 Full-time equivalent (FTE) student–teacher ratios, by sector and level of education, Australia, 2005–2009

School sector and level	2005	2006	2007	2008	2009
Government primary	16.1	15.8	15.7	15.6	15.5
Government secondary	12.4	12.4	12.3	12.3	12.3
Catholic primary	17.9	17.7	17.8	17.6	17.6
Catholic secondary	13.1	12.9	12.8	12.8	12.8
Independent primary	14.6	14.4	14.7	14.7	14.8
Independent secondary	10.7	10.7	10.5	10.5	10.6
All schools	14.2	14.1	14.0	13.9	13.9

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 4](#)

OECD Teaching and Learning International Survey

The [2008 Teaching and Learning International Survey \(TALIS\)](#) was conducted in 23 countries and provides internationally comparable data on conditions affecting teachers in schools. The results suggest that in Australia, a high level of funding is allocated for staffing and that students benefit from below average class sizes. About 60 per cent of Australian teachers surveyed had been in the profession for more than 10 years. This was balanced by the finding that Australia has a relatively higher proportion (about 10%) of teachers who are in their first two years of teaching.

Quality teaching and school leadership

In 2009 the Council of Australian Governments (COAG) established the \$550 million Improving Teacher Quality National Partnership to attract, train, place, develop and retain quality teachers in Australian classrooms. This was supported by funding in the 2009–10 Australian Budget, encouraging universities to improve teacher education and attract students to teaching.

The Australian Institute for Teaching and School Leadership (AITSL) will provide leadership in promoting excellence in the teaching profession. For more information on the National Partnership on Teacher Quality and AITSL refer to the [National initiatives and achievements – supporting quality teaching and school leadership](#) section of this report.

National Report on Schooling in Australia 2009

Part 4

Student engagement

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 are:

- the 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](#) approved by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

This section provides data and commentary on enrolment and attendance in Australian schools including these performance indicators/measures.

National Report on Schooling in Australia 2009

Student engagement

4.1 Enrolment

The proportion of children of compulsory school age who are enrolled in school is a basic 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 new Key Performance Measure (KPM) in the [Measurement Framework for Schooling in Australia](#).

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)

Table 4.1 Proportion of children aged 6 to 15 years enrolled in school

Proportion of children aged 6 to 15 years enrolled in school	2008	2009
Population, Australia (6 to 15 years) ^{(a)(c)}	2,774,934	2,782,999
School enrolments, Australia (6 to 15 years) ^{(b)(c)}	2,739,205	2,748,736
Proportion of 6 to 15-year-olds enrolled in school, Australia ^(c)	98.7%	98.8%

(a) Estimates for the total population are sourced from the most recently available ABS, *Population by Age and Sex*, Cat. No. 3201.0 (30 June 2010). 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.

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

Sources: ABS, *Schools, Australia*, 2010, Cat. No. 4221.0; ABS, *Population by Age and Sex, Australian States and Territories*, June 2010, Cat. No. 3201.0.

See also [Additional Statistics Table 9](#)

Although specific enrolment requirements vary between States and Territories, schooling is compulsory in all jurisdictions for children from the age of six until at least the age of 15. As a result, enrolment rates for six to 15-year-olds are close to 100%. (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, 2009](#) for details of differences in enrolment requirements between jurisdictions.)

[Additional Statistics, Table 9](#) reports this KPM by State and Territory.

Students in the 6–15 years age group made up 78.9% of total enrolments. A further 736,000 students were either under six or 16 and over at the time of the schools census in August 2009. In total, almost 3.5 million individual students were enrolled in Australian schools in 2009. Of these, approximately 2 million were primary school students and approximately 1.5 million were secondary school students. This difference was mainly due to schooling structures, in which primary schooling comprises more year groups/cohorts than secondary schooling, but also reflects the compulsory nature of primary school from Year 1. Individual enrolments by school level and sector for 2009 are summarised in Table 4.2.

Table 4.2 Number and proportion of individual students (full-time plus part-time) enrolled in schools by school level and sector, Australia, 2009

School level	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	1,383,254	69.4	384,346	19.3	224,262	11.3	1,991,862	57.2
Junior secondary	627,299	61.4	221,922	21.7	172,608	16.9	1,021,829	29.3
Senior secondary	284,085	60.3	98,569	20.9	88,459	18.8	471,113	13.5
Total secondary	911,384	61.0	320,491	21.5	261,067	17.5	1,492,942	42.8
Total	2,294,638	65.8	704,837	20.2	485,329	13.9	3,484,804	100.0

Notes:

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

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

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

Senior secondary includes Years 11 and 12.

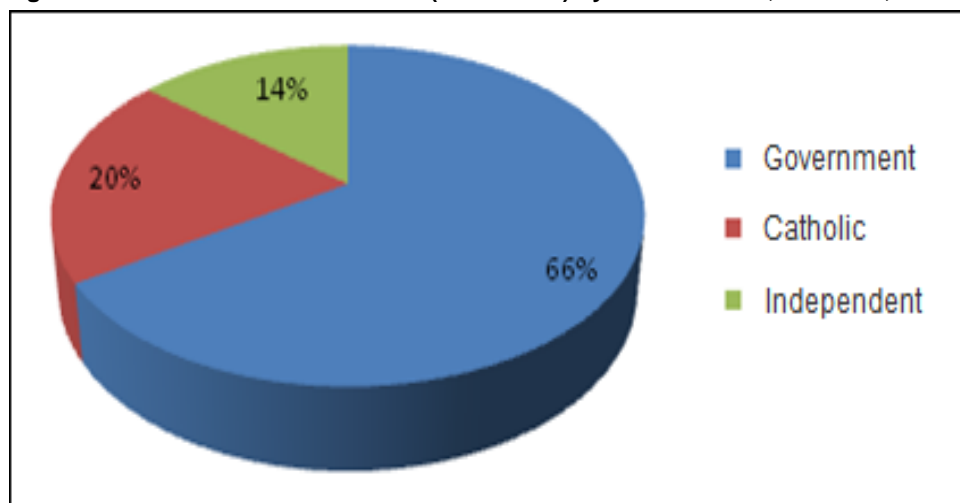
Percentages may not add to 100 due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 10](#)

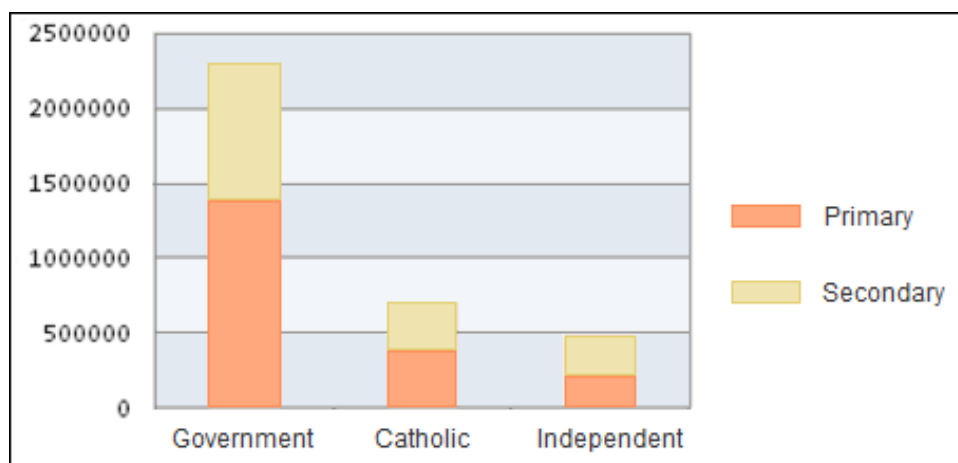
[Additional Statistics, Table 10](#) reports individual enrolments in 2009 by full time and part time and by State and Territory as well as by school level and sector.

In 2009, almost two-thirds (65.8%) of Australian school students were enrolled in government schools, approximately one-fifth (20.2%) of students were enrolled in Catholic schools and the remainder (13.9%) attended independent schools.

Figure 4.1 Student enrolments (individuals) by school sector, Australia, 2009 (%)

The proportion of students enrolled in government schools in 2009 was higher for primary than secondary students, while the reverse was true for independent schools. This suggests some movement of students from the government to the independent sector, most probably between primary and secondary schooling. However, as the movement of individual students between schools is 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 independent sector students in the senior years of schooling was due, at least in part, to higher apparent Year 10 to 12 retention rates for this sector.

Figure 4.2 Number of individual students enrolled by school level and sector, Australia, 2009



The numbers of individual students enrolled in all three sectors have risen over the last five years. The proportion of students enrolled in government schools has fallen slightly over this period, whereas the proportion of students in independent schools has risen. The proportion of students enrolled in Catholic schools has remained relatively stable. Table 4.3 and Figure 4.3 summarise these data.

Table 4.3 Number and proportion of individual students enrolled (full-time plus part-time) by school sector, Australia, 2005–2009

Sector								
Year	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
2005	2,269,003	67.3	673,544	20.0	430,665	12.8	3,373,212	100.0
2006	2,270,606	66.9	679,935	20.0	442,711	13.0	3,393,252	100.0
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

Notes:

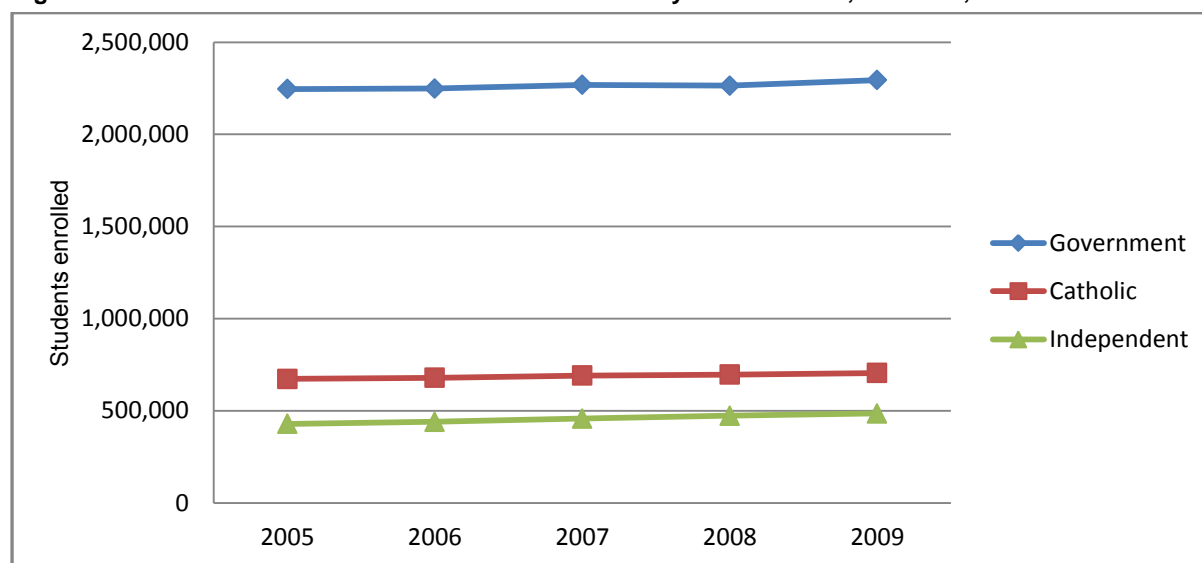
Data are drawn from the most recent ABS series and may differ from those in previous publications.

Percentages may not add to 100 due to rounding.

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 10](#)

Figure 4.3 Number of individual students enrolled by school sector, Australia, 2005–2009



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

National Report on Schooling in Australia 2009

Student engagement

4.2 Attendance

The [National Education Agreement \(NEA\)](#) and the [Schools Assistance Act 2008](#) adopt the Key Performance Measure (KPM) for attendance agreed by Education Ministers as the performance indicator for attendance. This KPM is KPM 7 (b) in the [Measurement Framework for Schooling in Australia](#).

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 specifies¹ 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 2009, all school sectors in all States and Territories collected and reported attendance data for Years 1 to 10 for the specified periods.

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 2009 be aggregated or averaged to calculate KPM 7(b) at the national level.

The student attendance data collection is in a transitional phase until all jurisdictions and sectors have the capacity to report their data using an agreed standard. All States and Territories and the non-government sectors are collaborating to standardise the collections, with the assistance of the Australian Curriculum, Assessment and Reporting Authority (ACARA).

For 2009, each jurisdiction and sector has provided explanatory notes about the methods used to collect and report on student attendance data. These Explanatory Notes are attached to the [Glossary](#) of this report.

Tables 15, 16, and 17 in the [Additional Statistics](#) section of this report show 2009 student attendance data:

- by school sector
- by State and Territory
- by year level
- by 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 and 2008 National Reports on Schooling. The comments should be read in conjunction with these tables and with the [Explanatory Notes](#).

¹ Schedule C of the National Education Agreement: Performance Indicators: Technical Definitions. The NEA notes that technical definitions are 'in development and not agreed'. Data on student attendance by socio-economic status were not available in 2009.

Student attendance data by Indigenous and non-Indigenous status are shown in the [Additional Statistics](#) section of this report and are discussed in Part 7 of this report.

Government school sector

There are consistent patterns within the attendance data for male and female students counted during the collection period. Attendance rates remained relatively consistent over each grade/year level for the three-year period 2007–2009. Male attendance rates in Year 10 government schools were higher than the female attendance rates for the same time period in South Australia, Western Australia and the Australian Capital Territory. This observation also applies for the Northern Territory for 2008 and 2009.

In Queensland, South Australia and Western Australia government schools there was a slight fall in attendance rates for female students over the three-year period. This pattern is also apparent from Year 7 in Tasmanian government schools.

While attendance patterns in government schools remained consistent over Years 1–8, there was a slight fall in attendance rates for Years 9 and 10. For all States and Territories except Victoria, attendance rates for both females and males in Years 9 and 10 were consistently below 90%. For government schools in Queensland, South Australia, Western Australia, Tasmania and the Australian Capital Territory this slight decrease occurred from Year 8.

A consistent attendance pattern for the three-year period of data, of at or above 90%, is apparent for Years 1–7 for all government schools with the exception of the Northern Territory. For the 2009 collection period the attendance data for all grade/year levels for Northern Territory government schools is consistently at or above 80% with the exception of Year 8 males.

Catholic school sector

There are consistent patterns within the attendance data for male and female students counted during the collection period. For the Catholic sector, attendance rates remained relatively consistent over each grade/year level for the three-year period 2007–2009.

Since the 2007 attendance collection period a change in attendance pattern has emerged for Tasmania. All grades are now consistently represented at or above 90%. The attendance pattern continued to increase each year from the 2007 collection period. Male attendance rates were higher than the female attendance rates for the 2009 collection period in Years 1, 2, 3, 5 and 7 to 10 for Tasmania Catholic schools. For Years 4 and 6 the female attendance rate was higher than that for males.

While the ACT shows a fairly consistent overall pattern for Years 1 to 8 over the three-year period, there was a minor decrease in female attendance rates for Years 9 and 10, with Year 10 females recorded at below 90% for the 2009 collection period.

There is a generally consistent pattern of attendance of at or above 90% for most year levels for Catholic schools across the collection periods of 2007–2009, with the exception of the Northern Territory which is recorded at or above 80%.

Independent school sector

There are consistent patterns within the attendance data for male and female students counted during the collection period. For the independent sector, attendance rates remained relatively consistent over each grade/year level for the three-year period 2007–2009.

Since the 2007 collection period there has been a slight rise in the Year 10 ACT female attendance rate; while it is slightly below the rate for males, it is above 90% for 2008 and 2009.

For the 2009 collection period, female attendance rates in the Northern Territory were slightly less than the rates for males and below 90% for Years 1, 2, 4, 5, 8, 9 and 10. Northern Territory male attendance rates are also below 90% for Years 1 and 3.

In Tasmania's independent schools for the 2009 collection period, there is a slight increase in male attendance for Years 1 to 5, 7, 9 and 10 compared to the 2008 collection period. A similar pattern is apparent for female attendance rates for Years 1 to 4 and 6 to 10.

There is a consistent pattern of attendance of at or above 90% for all year levels for independent schools across the collection periods of 2007–2009, with the exception of the Northern Territory which is recorded at or above 85%.

National Report on Schooling in Australia 2009

Part 5

Student achievement

Overview

The [Melbourne Declaration on Educational Goals for Young Australians](#) identifies literacy and numeracy as the cornerstone of schooling. Under Goal 2: 'All young Australians become successful learners, confident and creative individuals, and active and informed citizens', successful learners are: 'students who have the essential skills in literacy and numeracy'.

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

In 2008, the Council of Australian Governments (COAG) agreed to a [National Education Agreement](#), which articulates high-level policy and reform directions to measuring and improving the literacy and numeracy achievement of young people. As part of their commitment to ensuring that young people are meeting basic literacy and numeracy standards, COAG agreed to a [Literacy and Numeracy National Partnership](#), focusing on:

- achieving sustainable improvements in literacy and numeracy, as a key indicator of the ability to go on and complete Year 12, for all students
- improving literacy and numeracy for primary school students, especially Indigenous students
- 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) was established in 2009. ACARA publishes nationally comparable information on student achievement to support accountability, policy development and resource allocation. Information on student achievement is published in reports for the [National Assessment Program](#) and will be reported on the [My School website](#) from 2010.

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
- 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 in 2009 were as follows:

- annual full cohort literacy and numeracy assessments in Years 3, 5, 7 and 9 (NAPLAN)
- national sample assessment in science literacy (Year 6)
- Programme for International Student Assessment (PISA).

National Report on Schooling in Australia 2009

Student achievement

5.1 Measuring student achievement: NAPLAN

In 2009, the second year of national literacy and numeracy testing, all Year 3, 5, 7 and 9 students in Australia were assessed on the same tests in Reading, Writing, Language Conventions (Spelling, Punctuation and Grammar) and Numeracy. 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 important 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.

In December 2009, Education Ministers released the [2009 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report. The Summary Report was released in September, 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 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; and geolocation (metropolitan, provincial, remote and very remote) at each year level and for each domain of the test. For 2009, results by parental education and occupation are shown at the national level.

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 basic measures of literacy and numeracy achievement in Australian schooling. These are specified as key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia](#).

The proportion of students achieving at or above the national minimum standard and mean scale scores for Reading at the national level are reported in Table 5.1. Tables 5.2 and 5.3 report the proportion of students achieving at or above the national minimum standard and mean scale scores for Writing and Numeracy respectively.

Key Performance Measures 1 (a) and 1 (b)

Table 5.1 Summary for Reading for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2009

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	93.7	91.7	94.0	92.2
CI±	0.2	0.3	0.3	0.4
Mean scale score (standard deviation)	410.8 (86.2)	493.9 (78.1)	541.1 (68.6)	580.5 (66.3)

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 2009 only.

Sources: MCEECDYA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2009*; ACARA (unpublished data)

Key Performance Measures 1 (c) and 1 (d)

Table 5.2 Summary for Writing for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2009

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	95.7	93.0	92.5	87.8
CI±	0.2	0.2	0.3	0.5
Mean scale score (standard deviation)	414.5 (67.5)	484.7 (68.8)	532.4 (73.0)	568.9 (80.2)

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 2009 only.

Sources: MCEECDYA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2009*; ACARA (unpublished data)

Key Performance Measures 2 (a) and 2 (b)

Table 5.3 **Summary for Numeracy for Years 3, 5, 7 and 9 for Australia (% at or above national minimum standards; mean scale scores), 2009**

	Year 3	Year 5	Year 7	Year 9
Percentage of students at or above national minimum standard	94.0	94.2	94.8	95.0
CI±	0.2	0.2	0.3	0.3
Mean scale score (standard deviation)	393.9 (72.9)	486.8 (67.8)	543.6 (71.0)	589.1 (67.0)

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 2009 only.

Sources: MCEECDYA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2009*; ACARA (unpublished data)

National Report on Schooling in Australia 2009

Student achievement

5.2 NAP – Science Literacy

The [National Sample Assessment in Science Literacy](#) commenced in 2003, and is the only sample assessment that focuses entirely on Year 6 students. The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) has agreed to use the Programme for International Student Assessment (PISA) as the measure of performance for science literacy among secondary students. PISA is conducted in the same year as NAP – Science Literacy and tests a sample of Year 10 students that largely corresponds to the Year 10 sample in other NAP assessments.

In 2009 approximately 13,000 Year 6 students participated in the NAP – Science Literacy assessment. This represented approximately five per cent of the total Australian Year 6 student population. The participating students were from both government and non-government schools.

The NAP – Science Literacy assessment measures scientific literacy. This is the application of broad conceptual understandings of science to make sense of the world, understanding natural phenomena and interpreting media reports about scientific issues. This assessment also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.

The National Sample Assessment in Science Literacy is conducted triennially. The next NAP – Science Literacy assessment will be undertaken in 2012.

Proficient Standard for Science Literacy

The Proficient Standard for Science Literacy was established after the 2003 sample testing. It provides a clear picture of the knowledge, skills and understanding that students are expected to demonstrate in science by the end of Year 6. This standard informed the development of the tests for the 2006 and 2009 sample assessments.

Five levels of proficiency (levels 2, 3.1, 3.2, 3.3, 4) have been defined for NAP – Science Literacy. Level descriptors are available on the [National Assessment Program website](#).

The Proficient Standard in Science Literacy has been determined to be at Level 3.2. Students achieving the Proficient Standard at 3.2 have demonstrated more than minimal or elementary skills. They have demonstrated a challenging level of performance in reaching this level. Students who reach the Proficient Standard can interpret reports, use observed data, collate and compare data, and draw conclusions.

Key performance measure

The proportion of students achieving at or above the proficient standard (Level 3.2) is a basic measure of science literacy achievement in Australian schooling. This is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia](#).

The proportion of students achieving at various proficiency levels is reported in Table 5.4.

Key Performance Measure 3 (a)

Table 5.4 **Proportion of students achieving at each proficiency level and at or above the proficient standard (Level 3.2) in Science Literacy, 2009 (per cent)**

	Proficiency level					At or above the proficient standard
	2 and below	3.1	3.2	3.3	4 and above	
Australia (%)	9.1	39.0	44.5	7.2	0.1	51.9
CI±	1.2	1.7	1.8	1.1	0.1	2.2

Notes:

CI = Confidence Interval

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

Source: ACARA, *National Assessment Program – Science Literacy Year 6 Report 2009*

The *National Assessment Program – Science Literacy Year 6 Report 2009* is available on the [National Assessment Program website](#).

National Report on Schooling in Australia 2009

Student achievement

5.3 Programme for International Student Assessment

The Programme for International Student Assessment (PISA) compares the performance of 15-year-old students internationally using the same assessment tasks. PISA helps governments to measure the effectiveness of their education systems and also to learn from practices in other countries.

PISA assessments are triennial. Three domains are tested: reading literacy, mathematical literacy and scientific literacy. In each cycle of PISA, there is a larger emphasis placed on one domain. In PISA 2009, reading literacy was the major domain of assessment.

The Australian Government and all State and Territory governments contribute funding for Australia's participation in PISA, and provide representation, along with other members from the Australian education community, to the [International Assessments National Advisory Committee](#)¹. More information is available on the [Australian Council for Educational Research \(ACER\) website](#).

While ACARA does not oversee the delivery of PISA, it is one of the sample assessments in the [National Assessment Program](#). The results are used to evaluate the progress towards the [Educational Goals for Young Australians](#) and the national outcome that Australian students excel by international standards, as outlined in the National Education Agreement which came into effect on 1 January 2009. It is also significant that PISA tests students who are approaching the end of the compulsory years of schooling.

PISA reports comparable performance data, with student achievement disaggregated by sex, Indigenous status, geographic location and indicators of socio-economic background.

Information about the background of PISA, the framework that is used to design the assessments, the management of PISA and further technical information is available from [ACER](#).

A National Report, which provides information about the performance of Australian students, is published for each PISA assessment. Key findings from the 2009 report are available on the [ACER website](#).

Key performance measures

The proportion of students in the bottom and top levels of performance in international testing is a performance indicator for schooling in the National Education Agreement. The proportions achieving at or above the proficient standard on the PISA scales are key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia](#).

The proportions achieving at or above the proficient standard (Level 3) on the OECD PISA combined reading, mathematical and scientific literacy scales are reported in Table 5.5.

¹ The International Assessments National Advisory Committee comprises representatives from the Australian Government (DEEWR), education departments in the States and Territories, ACARA, the Catholic and independent school sectors, subject matter experts and the Indigenous community, as well as from government and independent schools unions. The Committee is chaired by an AEEYSOC representative. The Australian Council for Educational Research project manages PISA nationally.

Key Performance Measures 1 (e), 2 (c) and 3 (b)

Table 5.5 Achievement on OECD PISA scales: Proportion of students achieving at each proficiency level, proportion of students achieving at or above the proficient standard (Level 3), Australia, 2009 (per cent); proportion of students achieving at or above the proficient standard, OECD average, 2009 (per cent)

	Proficiency level Australian students (%)							At or above the proficient standard: Australia (%)	At or above the proficient standard: OECD average (%)
	Below 1	1	2	3	4	5	6		
Reading literacy	1	13	20	28	24	11	2	65	58
Mathematical literacy	5	11	20	26	22	12	4	64	56
Scientific literacy	3	9	20	28	25	11	3	67	58

Source: Sue Thomson, *Challenges for Australian education: results from PISA 2009: the PISA 2009 assessment of students' reading, mathematical and scientific literacy*, Australian Council for Educational Research, 2011

National Report on Schooling in Australia 2009

Part 6

Senior schooling and youth transitions

Overview

The MCEECDYA Key Performance Measures (KPMs) as defined in the [Measurement Framework for Schooling in Australia](#) include measures for performance in the National Assessment Program (NAP) and for participation and attainment, with a focus on:

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

The KPMs related to NAP are reported for 2009 in the [Student Achievement](#) section of this report. The KPMs for the participation and attendance of students in primary and junior secondary school are reported in the [Student Engagement](#) section of this report.

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 Vocational Education and Training (VET) and the completion of secondary education (Year 12). However 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. VET engagement, participation and attainment are reported in terms of qualifications within the [Australian Qualifications Framework \(AQF\)](#). The AQF is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia.

Qualifications within the AQF include:

- Senior Secondary Certificates issued by State and Territory school assessment and accreditation 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 (TAFE) 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 [AQF Handbook](#).

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. 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 2009

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 defines school completion qualifications (Senior Secondary Certificates) and qualifications in the higher education sector. VET sector qualifications range from entry level (Certificate I or II) through higher skills levels (Certificate III and IV, Diploma) to Vocational Graduate Diploma.

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 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.

Up until 2008, the proportion of senior secondary students undertaking VET in Schools courses was a MCEECDYA Key Performance Measure (KPM) for schooling. From 2009, this KPM has been 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 chosen 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](#), 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 VET Registered Training Organisation (RTO). It is shown in Table 6.1 and by State and Territory in [Additional Statistics Table 18](#). Broadening the KPM is consistent with the Compact with Young Australians agreed by COAG in April 2009 and the National Youth Participation Requirement which comes into force in 2010. These initiatives are outlined in [Supporting senior years of schooling and youth transitions](#) in this report.

Key Performance Measure 6

Table 6.1 Number and proportion of 15 to 19-year-olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above, Australia, 2009

	Australia
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above ('000)	360.3
15 to 19-year-old population ('000)	1,493.8
Proportion of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above (%)	24.1

Sources: NCVER, National VET Provider Collection 2009; NCVER, National VET in Schools Collection 2009; ABS, *Estimated Resident Population, 2009*

See also [Additional Statistics Table 18](#)

Table 6.2 shows the number of school students in 2009 undertaking VET in Schools programs. 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, especially for school-based apprentices and trainees. It should be noted that, due to time constraints, VET in Schools courses do not necessarily lead to the achievement of a full Certificate II or III. Where they do not, successful students receive a Statement of Attainment towards a certificate and are able to complete the full qualification post-school.

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 Number of students undertaking VET in Schools programs, Australia, 2009

	Australia
School-based apprentices and trainees ^(a) ('000)	21.5
Other VET in Schools program students ('000)	208.0
Total VET in Schools students ('000)	229.5

(a) School-based apprentices and trainees are 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 2009*; National VET in Schools Collection, 2009

See also [Additional Statistics Table 19](#) and [Table 20](#)

Tables 19 and 20 in the [Additional Statistics](#) section of this report provide additional information on VET in Schools participation and achievement in 2009 and for the period 2005–2009. 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 2009](#).

National Report on Schooling in Australia 2009

Senior schooling and youth transitions

6.2 Participation

The MCEECDYA Key Performance Measures (KPMs) for participation reflect not only the participation of young Australians in schooling, but their participation in post-school education and training and employment. As such, they indicate the success of schooling in preparing students for further education and work, in progressing the [Melbourne Declaration](#) commitment to facilitate effective transitions and in achieving 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.

The following tables and graph depict the participation KPMs for 2009 and for the periods 2005–2009 or 2008–2009.

KPM 7(c) measures the full-time participation of young people in the years immediately following compulsory education, from the ages of 15 to 19, and includes students who are still at school, typically in Years 10, 11 and 12. It also includes 15 to 19-year-olds who have left school and have moved into tertiary study or the workforce. KPM 7 (d) includes the full-time participation of young people in their early to mid-20s, who may be undertaking Vocational Education and Training (VET), university study, working or a combination of these activities. 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 derived from data drawn from the Australian Bureau of Statistics (ABS) [Survey of Education and Work](#), which is conducted in May each year. These measures are shown for the period 2005–2009 in Table 6.3.

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

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, 2005–2009 (%)

Year	2005	2006	2007	2008	2009
	%	%	%	%	%
Full-time participation rates for 15 to 19-year-olds	86.1	86.9	87.2	87.5	84.5
CI±	1.0	0.9	1.0	1.1	1.3
Full-time participation rates for 20 to 24-year-olds	78.5	78.9	80.0	80.5	77.8
CI±	1.2	1.4	1.2	1.3	2.0

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% 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 2010

See also [Additional Statistics Table 22](#) and [Table 23](#)

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 included a large proportion of young people who were still full-time school students.

Between 2005 and 2008, the full-time participation rate for 15 to 19-year-olds rose from 86.1% to 87.5%, but fell to 84.5% in 2009. There was a similar pattern for full-time participation in the 20 to 24 age group, with an apparent steady rise in the full-time participation rate from 78.5% to 80.5% between 2005 and 2008 and a fall to 77.8% in 2009. For both measures the fall between 2008 and 2009 was statistically significant.

KPM 7 (f), shown in table 6.4 for the period 2005–2009 also measures full-time participation in education, training and/or work but for a slightly different age group (18 to 24-year-olds). Typically, this group would have left school but may have been engaged in post-school training and education in the VET and/or higher education sectors. This KPM focuses on the level of education and training being undertaken at AQF Certificate III or above. This is a new KPM in the *Measurement Framework for Schooling in Australia* which 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.

Key Performance Measure 7 (f)

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, 2005–2009 (%)

Year	2005	2006	2007	2008	2009
	%	%	%	%	%
Full-time participation rates at or above AQF Certificate III for 18 to 24-year-olds	74.0	74.0	75.5	76.3	72.7
CI±	1.4	1.2	1.1	1.2	1.8

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% 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, Survey of Education and Work

See also [Additional Statistics Table 25](#)

Between 2005 and 2008, changes in 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: an apparent gradual increase from 2005 (74.0%) to 2008 (76.3%) and a significant decline to below 2005 levels in 2009 (72.7%).

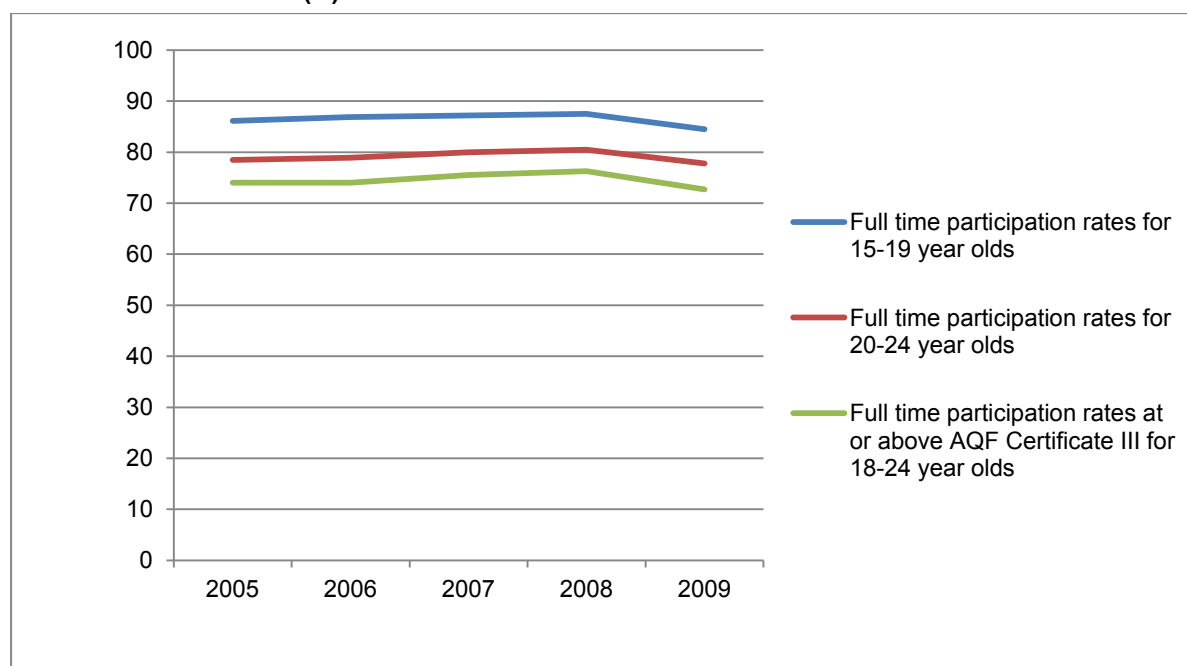
Figure 6.1 illustrates the movement in KPMs 7 (c), 7 (d) and 7 (f) over the period 2005–2009.

The fall in all youth participation measures between 2008 and 2009 is consistent with a reduction in employment opportunities for young people in the wake of the 2008–09 global financial crisis. In the [National Education Agreement: Performance report for 2009](#), (pp. 47–50) the COAG Reform Council examines the components of the measures and attributes the decline in participation in 2009 to a significant drop in full-time employment for 15 to 19-year-old school leavers and for 18 to 24-year-olds generally.

One of four key points identified in the executive summary of the Council's report was that '...in parallel with the economic downturn in 2009, there was a significant decrease between 2008 and 2009 in the post-school participation of young people in full-time employment, which was not fully offset by participation in education or training.'

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, 2005–2009 (%)



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 is a new KPM in the *Measurement Framework for Schooling in Australia*, which corresponds to the revised COAG indicator for post-school engagement in education or training.

Key Performance Measure 7 (e)

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, 2008–2009 (%)

	2008	2009
Engagement by level of school completed	%	%
Completed Year 12		
Fully participating in education, training and/or employment	82.5	78.6
Completed Year 11		
Fully participating in education, training and/or employment	63.8	58.2
Completed Year 10 or below		
Fully participating in education, training and/or employment	58.7	50.1
All 15–19-year-old school leavers		
Fully participating in education, training and/or employment	74.3	68.4
	CI±	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% 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 2010

See also [Additional Statistics Table 24](#)

The data in Table 6.5 for KPM 7 (e) confirm previous findings that identify there is a positive relationship between the level of schooling reached by students and their subsequent engagement in post-school training, education and employment. The acceptance of this relationship by policy makers has informed the decision of Australian governments to adopt targets for the completion of Year 12 or equivalent and to establish the Compact with Young Australians including the Youth Participation Requirement. These initiatives are outlined in the [National initiatives and achievements – supporting senior years of schooling and youth transitions](#) section of this report.

KPM 7 (e) parallels the other youth participation measures in showing a significant 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.

National Report on Schooling in Australia 2009

Senior schooling and youth transitions

6.3 Attainment

The MCEECDYA attainment Key Performance Measures (KPMs) measure the level of educational qualification achieved by young Australians. The following tables and graph depict the attainment KPMs for the period 2005–2009.

KPM 8 (a), shown in Table 6.6, measures the proportion of people in their early to mid-20s who have completed Year 12 or equivalent or attained an Australian Qualifications Framework (AQF) Certificate II or above.

Key Performance Measure 8 (a)

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, 2005–2009

Year	2005	2006	2007	2008	2009
	%	%	%	%	%
Australia	81.2	81.9	83.5	84.2	84.5
CI±	1.6	1.3	1.1	1.2	1.6

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% confidence interval of ± 2 means that if the total population were surveyed rather than a sample, there is a 95 per cent chance that the result would lie between 78 and 82.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2010

See also [Additional Statistics Table 29](#)

From 2005 to 2009 the proportion of 20 to 24-year-olds who had attained Year 12 or equivalent or AQF Certificate II or above rose from 81.2% to 84.5%. The COAG target for this measure is that 90% of 20 to 24-year-olds will have attained this level of qualification by 2015.

KPM 8 (b), shown in Table 6.7, measures the proportion of people in their early to mid-20s who completed Year 12 or equivalent or attained an Australian Qualifications Framework (AQF) Certificate III or above.

Key Performance Measure 8 (b)

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, 2005–2009

Year	2005	2006	2007	2008	2009
	%	%	%	%	%
Australia	79.9	80.7	82.3	83.2	83.5
CI±	1.7	1.3	1.2	1.3	1.7

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% confidence interval of ± 2 means that if the total population were surveyed rather than a sample, there is a 95 per cent chance that the result would lie between 78 and 82.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2010

See also [Additional Statistics Table 30](#)

Between 2005 and 2009 the proportion of 20 to 24-year-olds who had attained Year 12 or equivalent or AQF Certificate III or above rose from 79.9% to 83.5%. The COAG target for this measure is that 90% of 20 to 24-year-olds will have attained this level of qualification by 2020.

KPM 8 (c), shown in Table 6.8, measures the proportion of people in their mid to late 20s 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)

Table 6.8 Proportion of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, Australia, 2005–2009

Year	2005	2006	2007	2008	2009
	%	%	%	%	%
Australia	55.7	55.7	59.0	60.0	63.0
CI±	1.9	2.0	1.5	1.6	2.0

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% confidence interval of ± 2 means that if the total population were surveyed rather than a sample, there is a 95 per cent chance that the result would lie between 78 and 82.

Source: ABS, Cat. No. 6227.0, *Education and Work*, May 2010

See also [Additional Statistics Table 31](#)

In the period 2005–2009 the proportion of 25 to 29-year-olds who had attained a post-secondary qualification at AQF Certificate III or above rose by more than 7 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; of 25 to 29-year-olds who have gained a post-secondary qualification at AQF Certificate III or above, Australia, 2005–2009 (%)

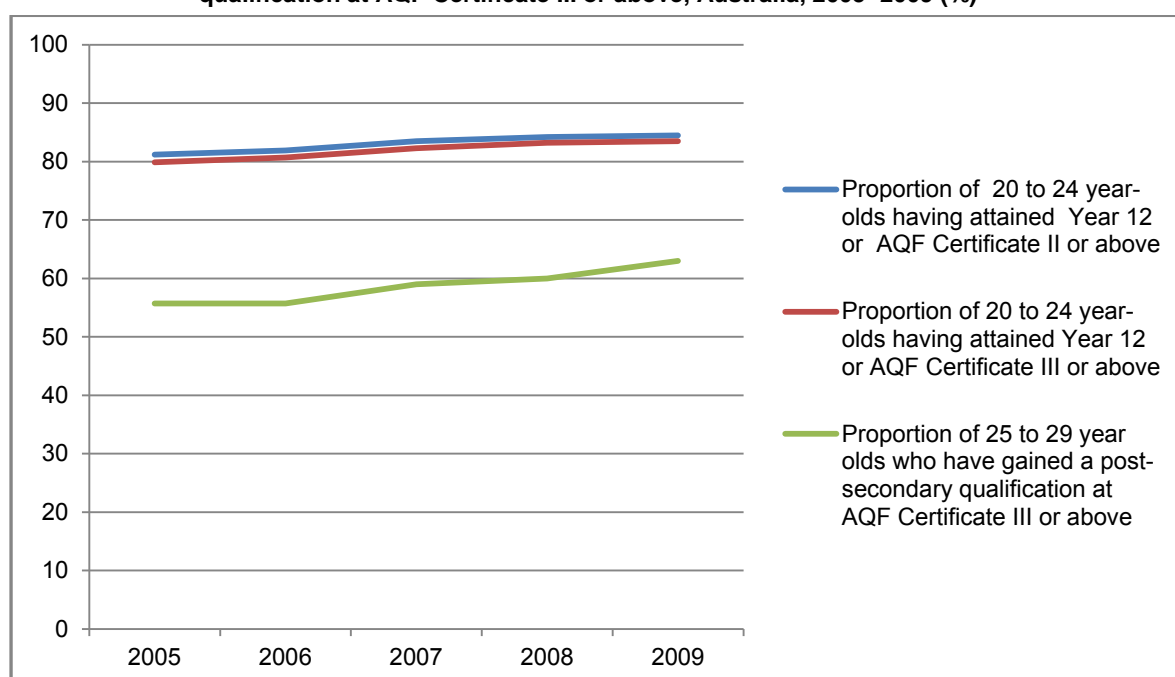


Figure 6.2 depicts the rise in all three attainment measures from 2005 to 2009. The increase in the proportion of 25 to 29-year-olds with a post-secondary qualification at AQF Certificate III or above was greater than the increases for the other two measures.

National Report on Schooling in Australia 2009

Part 7

Aboriginal and Torres Strait Islander education

Overview

The [National Aboriginal and Torres Strait Islander Education Policy \(AEP\)](#) is Australia's national policy on Indigenous education. The policy features 21 national goals for Aboriginal and Torres Strait Islander education and training, which were endorsed by all Australian governments when the policy was launched in 1989. The AEP's overarching objective is to bring about equity in education and training outcomes for Indigenous Australians.

Closing the Gap

In 2007, the Council of Australian Governments (COAG) set a goal of halving the gap in literacy and numeracy achievement between Indigenous and non-Indigenous students within a decade, and to halve the gap in Year 12 attainment or vocational equivalent by 2020.

In the 2008–09 Commonwealth budget, \$56.4 million national funding over four years was allocated for the '[Closing the Gap – expansion of intensive literacy and numeracy programs and individual learning plans](#)' measures. The key elements are:

- the Expansion of Intensive Literacy and Numeracy Programs component, which provides extra help for schools, enabling them to expand intensive literacy and numeracy approaches that have been successful with Aboriginal and Torres Strait Islander students
- the Individual Learning Plans component, now known as the Personalised Learning Plans component, which provides professional development support to assist teachers to prepare and maintain personalised learning plans for Aboriginal and Torres Strait Islander students in every year of schooling up to Year 10.

Expansion of intensive literacy and numeracy programs complements the broader Australian Government investment in school education and actions under the Aboriginal and Torres Strait Islander Education Action Plan and the [Smarter Schools Partnership Agreements](#) with resources to assist education funding recipients to intensify efforts towards halving the gap in educational outcomes between Indigenous and non-Indigenous students by 2018.

Review of Australian Directions in Indigenous Education 2005–2008

In 2009, the [Review of Australian Directions in Indigenous Education 2005–2008](#) (Australian Directions) was completed for MCEECDYA with a focus on identifying the effectiveness of the Australian Directions, which targeted the improvement of outcomes in Indigenous education. The review included recommendations on priorities for future collaborative work to be undertaken by education authorities in the government, Catholic and independent school sectors. This review helped shape the future directions for Aboriginal and Torres Strait Islander educational outcomes.

In 2009 it was recommended that a National Aboriginal and Torres Strait Islander Education Action Plan with specific teaching and learning outcomes be established. This plan will incorporate MCEECDYA and COAG agreed regional and local school level strategies and recommendations that will lead to future work.

Information on a range of programs to support Aboriginal and Torres Strait Islander education and youth is available on the [Department of Education, Employment and Workplace Relations website](#).

Terminology

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’.

National Report on Schooling in Australia 2009

Aboriginal and Torres Strait Islander education

7.1 Enrolment

The proportion of children of compulsory school age who are enrolled in school is a basic 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 new Key Performance Measure (KPM) in the [Measurement Framework for Schooling in Australia](#).

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 7.1.

Key Performance Measure 7 (a)

Table 7.1 Number and proportion of children aged 6 to 15 years enrolled in school^{(a)(b)} by Indigenous status^(c), 2008 and 2009

	Unit	Australia	
		2008	2009
Indigenous children			
Total 6 to 15-year-old population	no.	130,061	129,733
Number of children aged 6 to 15 years enrolled in school	no.	126,934	129,953
Proportion of 6 to 15-year-old population enrolled in school	%	97.6	100.2
Non-Indigenous children			
Total 6 to 15-year-old population	no.	2,644,873	2,653,266
Number of children aged 6 to 15 years enrolled in school	no.	2,612,271	2,618,783
Proportion of 6 to 15-year-old population enrolled in school	%	98.8	98.7
All children			
Total 6 to 15-year-old population	no.	2,774,934	2,782,999
Number of children aged 6 to 15 years enrolled in school	no.	2,739,205	2,748,736
Proportion of 6 to 15-year-old population enrolled in school	%	98.7	98.8

(a) There are several factors influencing the reason why the proportion of students relative to the population can exceed 100%. These factors may include cross-border enrolments and migration (interstate/international). In particular for the Aboriginal and Torres Strait Islander population, analysis has shown this population has a higher dual-enrolment occurrence across multiple schools, government and non-government sectors and jurisdictions, which would impact on the percentages represented. Data includes children enrolled full-time or part-time. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other territory' enrolments are excluded.

(b) Estimates for the total population are sourced from the most recently available ABS, Cat. No. 3201.0, *Population by Age and Sex*, 30 June 2010. The Australia total includes 'other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, state and territory Estimated Resident Population numbers will not add to Australia totals.

(c) Non-Indigenous estimates are available for census years only. In the intervening years, Indigenous population figures are derived from assumptions about past and future levels of fertility, mortality and migration. In the absence of non-Indigenous population figures for these years, it is possible to derive denominators for calculating non-Indigenous rates by subtracting the Indigenous population from the total population. Such figures have a degree of uncertainty and should be used with caution, particularly as the time from the base year of the projection series increases. Information on non-sampling error that may affect the population data is available from the *Population by Age and Sex, Australian States and Territories*, June 2010, Quality Declaration Summary (ABS Cat. No. 3201.0). There is also some variability in the reporting of Indigenous status across jurisdictional education providers, particularly in relation to 'not stated' responses. This may result in some under-reporting of Indigenous status; see Appendix 2: Collection of Indigenous Status of Students, Cat. No. 4221.0, 2009.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010; ABS, Cat. No. 3201.0, *Population by Age and Sex, Australian States and Territories*, June 2010; ABS, Cat. No. 3238.0, *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians 1991–2021*.

See also [Additional Statistics Table 49](#)

[Additional Statistics Table 49](#) reports KPM 7 (a) by State and Territory.

Table 7.2 Number and proportion of Indigenous students (full-time plus part-time) enrolled in schools by school level and sector^{(a)(b)(c)(d)}, 2009

	Sector							
	Government		Catholic		Independent		Total	
	No.	%	No.	%	No.	%	No.	%
Primary	86,888	88.1	8,330	8.4	3,392	3.4	98,610	62.9
Junior secondary	36,404	82.3	4,403	10.0	3,437	7.8	44,244	28.2
Senior secondary	11,034	79.8	1,537	11.1	1,261	9.1	13,832	8.8
Total secondary	47,438	81.7	5,940	10.2	4,698	8.1	58,076	37.1
Total	134,326	85.7	14,270	9.1	8,090	5.2	156,686	100.0

Note:

Data are based on the (non-finance) National Schools Statistics Collection (NSSC), which is a joint undertaking of the various State and Territory departments of education, the Australian Government 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). All data are as at August 2010.

(a) Students attending special schools are allocated to either primary or secondary education on the basis of grade level where identified. Where schools identify students as receiving primary or secondary level of education, students are thus assigned. Students with a grade level not identified are allocated to primary or secondary level of education according to the typical age level in each State or Territory.

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

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

(d) Senior secondary includes Years 11 and 12.

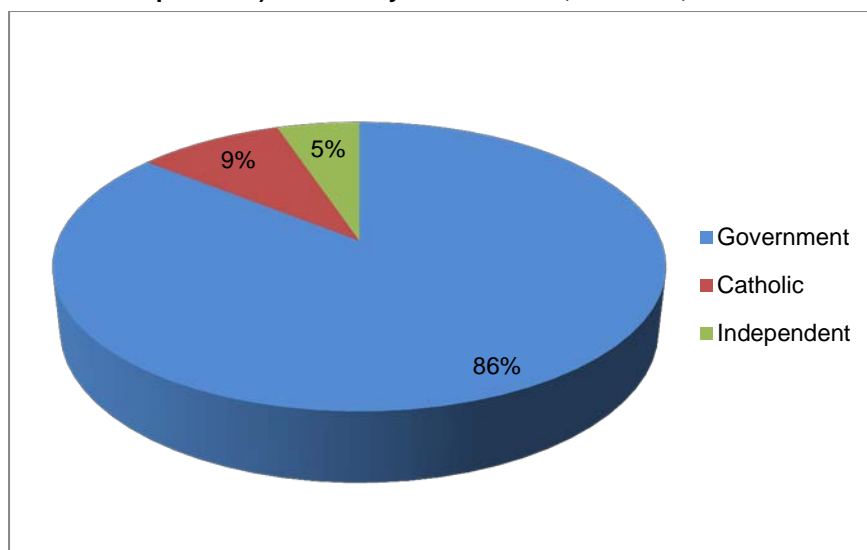
Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 50](#)

[Additional Statistics Table 50](#) reports full-time and part-time enrolments by Indigenous status in 2009 by State and Territory as well as by school sector and level.

In 2009, more than four-fifths (86%) of Australian Aboriginal and Torres Strait Islander students were enrolled in government schools, almost one-tenth (9%) of students were enrolled in Catholic schools and the remainder (5%) attended independent schools.

Figure 7.1 Proportion of Aboriginal and Torres Strait Islander students (full-time plus part-time) enrolled by school sector, Australia, 2009



At approximately 65 and 58 per cent respectively, the proportions of Aboriginal and Torres Strait Islander primary school students enrolled in government and Catholic schools in 2009 were higher than those of secondary students. For independent schools, however, the proportion of Aboriginal and Torres Strait Islander students was higher for secondary students (58%).

Figure 7.2 Number of Indigenous students enrolled by school level and sector, Australia, 2009

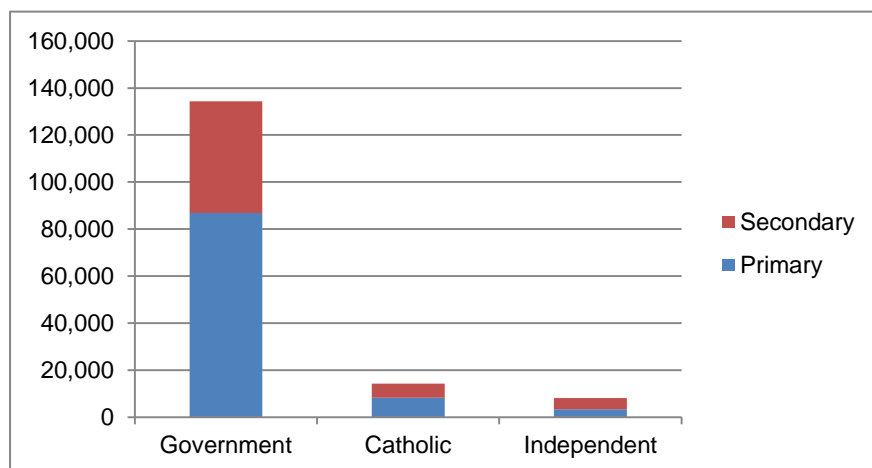
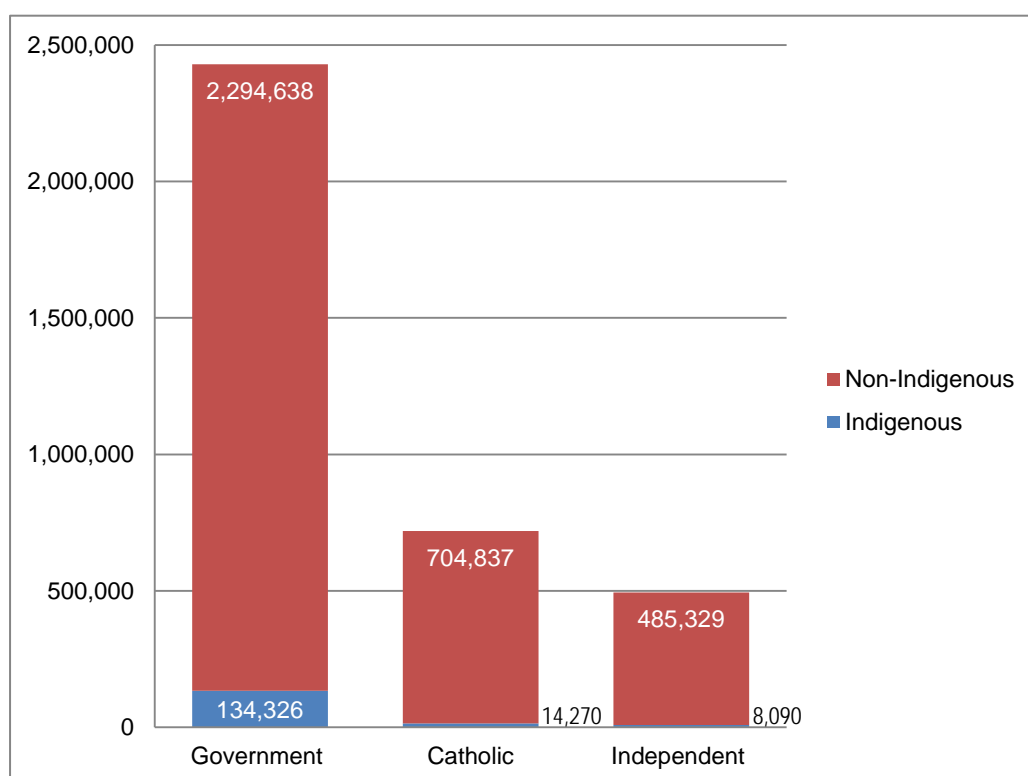


Figure 7.3 Enrolment by sector and Indigenous status, Australia, 2009**Table 7.3 Number and full-time equivalent (FTE) of part-time Indigenous students, by level of education^(d), Australia, 2005–2009^(e)**

	Primary ^(a)		Junior secondary ^(b)		Senior secondary ^(c)		Total secondary		Total	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Total 2009	358	155.9	196	108.5	599	321.4	795	429.9	1,153	585.8
Total 2008	277	108.1	198	90.4	465	253.7	663	344.1	940	452.2
Total 2007	210	76.9	417	183.6	604	306.3	1,021	489.9	1,231	566.8
Total 2006	91	41.7	478	216.3	737	340.8	1,215	557.1	1,306	598.8
Total 2005	96	42.0	389	188.2	673	338.1	1,062	526.3	1,158	568.3

(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 education on the basis of grade level where identified. Where schools identify students as receiving primary or secondary level of education, students are thus assigned. Students with a grade level not identified are allocated to primary or secondary level of education according to the typical age level in each State or Territory.

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

Source: ABS, Cat. No. 4221.0, *Schools, Australia*, 2010

See also [Additional Statistics Table 51](#)

Table 7.4 Number of Indigenous students (full-time plus part-time) enrolled by sector, Australia, 2005–2009

	Government	Catholic	Independent	Total
2005	118,576	11,444	6,235	136,255
2006	122,872	12,074	6,749	141,695
2007	128,471	12,951	6,990	148,412
2008	131,428	13,536	7,644	152,608
2009	134,326	14,270	8,090	156,686

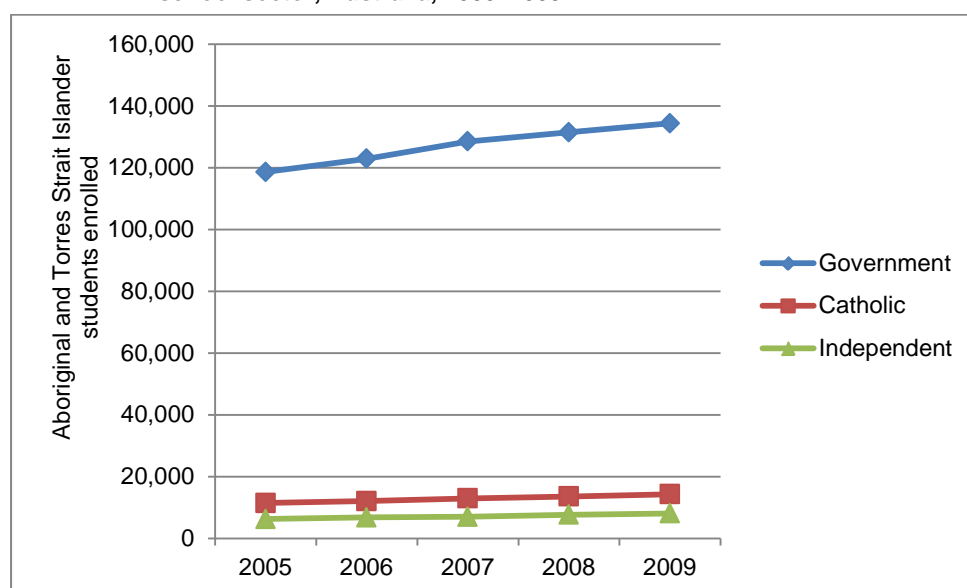
Note:

Data are based on the National Schools Statistics Collection (NSSC), which is a joint undertaking of the various State and Territory departments of education, the Australian Government 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). All data are as at August 2010 and may differ from those in previous publications.

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*, 2010

See also [Additional Statistics Table 50](#)

Figure 7.4 Number of Aboriginal and Torres Strait Islander students enrolled by school sector, Australia, 2005–2009

National Report on Schooling in Australia 2009

Aboriginal and Torres Strait Islander education

7.2 Attendance

The student attendance data collection is in a transitional phase until all jurisdictions and sectors have the capacity to report their data using an agreed standard. All States and Territories and the non-government sectors are collaborating to standardise the collections. However, because the definitions and methodologies used by jurisdictions and sectors to collect the 2009 (and previous years) data are not uniform, accurate comparisons between jurisdictions and sectors cannot currently be made. They can, however, be compared within a jurisdiction over time.

Care should be exercised in relation to the data for Aboriginal and Torres Strait Islander students, particularly due to the small population size in some jurisdictions, as the percentages may represent attendance at school by a small number of students.

Tables 54, 55 and 56 in the [Additional Statistics](#) section of this report show 2009 student attendance data by:

- Indigenous status
- school sector
- State and Territory
- year level.

Tables 54, 55 and 56 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 and 2008 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 2009 student attendance data](#).

Student attendance data by school sector, State and Territory, year level and sex are shown in Tables 15–17 in the [Additional Statistics](#) section of this report and are discussed in [Student engagement – attendance](#) in this report.

Key Performance Measure (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.

Government school sector

There are consistent patterns within the attendance data for Aboriginal and Torres Strait Islander and non-Indigenous students counted during the collection period. Attendance rates remained relatively consistent over each grade/year level for the three-year period 2007–2009. During this period Aboriginal and Torres Strait Islander attendance rates did not equal or exceed those of non-Indigenous students in any year level. Aboriginal and Torres Strait Islander students in Years 1–6 in Tasmanian government schools maintained attendance rates consistently at or above 90%.

For the 2007–09 period, non-Indigenous student attendance in government schools in all States and Territories was consistently at or above 90% for Years 1–7. A consistent attendance pattern for the three-year period, of at or above 80%, is apparent for Years 1–6 for Aboriginal and Torres Strait Islander students enrolled in government schools with the

exception of the Northern Territory and one year level only in Western Australia. This attendance pattern is also noted for students in government schools in Years 7–8 in New South Wales and Queensland, Years 7–10 in Victoria, Year 7 in South Australia and Western Australia and Years 7–9 in Tasmania.

In the Northern Territory some increases in Aboriginal and Torres Strait Islander student attendance were observed in government schools over the three years for primary school students, whilst in Years 7 to 10 this trend was somewhat reversed.

For the 2009 period the percentage differences between the attendance rates of non-Indigenous and Aboriginal and Torres Strait Islander students for Years 1–6 were up to 22 points; Years 7–10 were up to 24 percentage points. The highest percentage point difference was for Year 10 Aboriginal and Torres Strait Islander students in Western Australia and the smallest difference was for Years 1–6 in Tasmanian government schools where the difference did not exceed three percentage points for any year level.

In 2009 across Years 1–7, NSW, Victoria, Queensland and Tasmania recorded Aboriginal and Torres Strait Islander attendance at or above 85%; South Australia and Western Australia were at or above 80%. In the Northern Territory the rate was at or above 70%. Attendance in the Australian Capital Territory was at or above 85% for Years 1–6.

Catholic school sector

The data for Aboriginal and Torres Strait Islander students in Catholic schools do not present a consistent pattern. The attendance rate was at or above 85% for Aboriginal and Torres Strait Islander students in New South Wales and Tasmania for Years 1–10, in Queensland for Years 1–9 and in South Australia for Years 1–7. This attendance rate is noted for the 2009 collection period in the Australian Capital Territory in Year 1 and Years 3–10.

For non-Indigenous students there are consistent patterns within the attendance data for Catholic schools during the collection period. In general, Aboriginal and Torres Strait Islander student attendance did not equal or exceed non-Indigenous student attendance in Catholic schools, with some exceptions in South Australia, Tasmania and the Australian Capital Territory.

There is a consistent attendance pattern for non-Indigenous students for the three-year period of data, of at or above 90%, with the exception of random years/grades in Tasmania, the Northern Territory and the Australian Capital Territory. For the 2009 collection period in Catholic schools the Aboriginal and Torres Strait Islander student attendance rate in Tasmania for Years 1–10 and South Australia for Years 1–7 was at or above 90%. This attendance rate is also represented in the data for Australian Capital Territory Years 5, 6 and 10.

Since the 2007 attendance collection period a change in attendance pattern emerged for Aboriginal and Torres Strait Islander students in Victoria. The 2009 attendance data shows Years 1–6 were consistently represented at or above 89%, with Years 7–10 represented at or above 85%. This pattern varied for the Northern Territory where for the same period attendance rates decreased.

There were irregular attendance rates for Aboriginal and Torres Strait Islander students in Western Australia. For the 2009 collection period student attendance rates ranged from 69% in Year 3 to 85% in Year 8.

For the 2009 period the percentage differences between the attendance rates of non-Indigenous and Aboriginal and Torres Strait Islander students for Years 1–6 were up to 25

points; for Years 7–10 the differences were up to 21 percentage points. The highest percentage point difference was for Year 3 Aboriginal and Torres Strait Islander students in Western Australia. There were a number of States where Aboriginal and Torres Strait Islander students were at or above the attendance rates for non-Indigenous students.

In 2009 for Aboriginal and Torres Strait Islander students across Years 1–10, South Australia with the exception of only one year level and Tasmania recorded attendance at or above 90%; New South Wales, Victoria and Queensland recorded attendance at or above 85% and the Australian Capital Territory with the exception of only one year level recorded attendance at or above 80%. Years 1–10 in Western Australia with the exception of only one year level were at or above 70% and in the Northern Territory at or above 66%.

Independent school sector

For a majority of States and Territories the data for Aboriginal and Torres Strait Islander students in independent schools did not present a consistent pattern. It should be noted however for the three-year period 2007–2009 all year levels in Tasmanian independent schools showed a consistent pattern of attendance. This was also observed for Years 1–8 in New South Wales.

In the 2007–09 period Aboriginal and Torres Strait Islander Years 1–10 attendance rates did not equal or exceed those of non-Indigenous students in any year level, with some exceptions in Victoria, Tasmania and the Australian Capital Territory.

For Aboriginal and Torres Strait Islander students the attendance rate was at or above 80% for Years 1–10 in Tasmania, for Years 1–9 in New South Wales, for Years 1–8 in South Australia and for Years 1–6 in the Australian Capital Territory. This attendance rate was apparent for the 2009 collection period in Years 1–10 in Queensland and Victoria, Years 1–2 and Years 4–9 in Western Australia and Years 7–10 in the Northern Territory.

For the 2007–09 period, non-Indigenous student attendance in independent schools in all States and Territories with the exception of some year levels in the Northern Territory were consistently at or above 90% for Years 1–10.

For the 2009 period the percentage differences between the attendance rates of non-Indigenous and Aboriginal and Torres Strait Islander students for Years 1–6 were generally up to 17 points with the exception of the Northern Territory; for Years 7–10 these differences were up to 25 percentage points. The highest percentage point difference was for Year 1 Aboriginal and Torres Strait Islander students in the Northern Territory. In some States and Territories for some year levels the Aboriginal and Torres Strait Islander student attendance rates were at or above the attendance rates for non-Indigenous students.

In 2009 Tasmania recorded Aboriginal and Torres Strait Islander attendance across Years 1–10 at or above 90%; New South Wales and South Australia for Years 1–8 recorded at or above 85%. In Western Australia Years 1–10 with the exception of only one year level, the Australian Capital Territory with exception of two year levels, Victoria and Queensland Aboriginal and Torres Strait Islander attendance rates were at or above 80%. In the Northern Territory Years 2–6 were at or above 60% and Years 7–10 were at or above 80%.

National Report on Schooling in Australia 2009

Aboriginal and Torres Strait Islander education

7.3 Progression

Apparent grade progression rates measure the number of full-time students in a designated year level as a percentage of the number enrolled in the year level below in the previous calendar year, at the time of the annual August schools census.

Data on the apparent grade progression rates of Aboriginal and Torres Strait Islander students from Years 8 to 12 provide further information on the points at which Aboriginal and Torres Strait Islander students leave schooling. Grade progression describes the proportion of students in a grade who move on to the next grade the following year.

As Table 7.5 shows, a number of Aboriginal and Torres Strait Islander students did not complete junior secondary schooling. The Year 11 to 12 grade progression rates show that compared to non-Indigenous students, a considerably higher proportion of Aboriginal and Torres Strait Islander students left school prior to completing senior school studies.

Table 7.5 Comparative Indigenous and non-Indigenous apparent grade progression rates and the percentage point gap between Indigenous and non-Indigenous rates, Australia, 2009

Grade progression	Indigenous	Non-Indigenous	% point gap
Year 8–9	98.9	100.5	1.6
Year 9–10	91.7	99.6	7.9
Year 10–11	77.3	91.9	14.6
Year 11–12	67.0	86.1	19.1

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 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.

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*, 2010. 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*, 2010. 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*, 2010.

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*, 2010

See also [Additional Statistics Table 57](#)

Year 8 to Year 9

The Year 8 to Year 9 rate has improved and the gap between Aboriginal and Torres Strait Islander and non-Indigenous outcomes has almost closed. This should be seen as a very positive outcome that lays the foundation for continued improvements in other rates in future years.

The 2009 rate of 98.9% is an improvement on the 2008 result of 98.3%. Between 2005 and 2009 the gap between the Aboriginal and Torres Strait Islander and non-Indigenous apparent grade progression rates ranged from 1.6 to 3.3 percentage points and in 2009 the gap of 1.6 percentage points was below the average for the period at 2.2 percentage points.

Year 9 to Year 10

The gap between Aboriginal and Torres Strait Islander and non-Indigenous rates increases as students move from Year 9 to Year 10 and towards the end of compulsory schooling. While the non-Indigenous rate remains close to 100%, the Aboriginal and Torres Strait Islander rate falls to around 90%.

The 2009 results of 91.7% and a gap of 7.9 percentage points was 0.6% above the 2008 results. Between 2005 and 2009 the gaps between the Aboriginal and Torres Strait Islander and non-Indigenous apparent grade progression rates ranged from 7.0 to 7.9 percentage points and in 2009 the gap of 7.9 percentage points was above the average for the period at 7.5 percentage points.

Year 10 to Year 11

The greatest fall and the most noticeable difference occur at the transition point from Year 10 to Year 11.

Between 2008 and 2009 there was an increase of 2.4 percentage points in the Aboriginal and Torres Strait Islander Year 10 to 11 rate, with an increase of 1.6 percentage points for non-Indigenous students.

Between 2005 and 2009 the gap between Aboriginal and Torres Strait Islander and non-Indigenous apparent grade progression rates has ranged from 13.4 to 17.0 percentage points. The gap in 2009 of 14.6 percentage points is slightly better than the 2008 result and is also better than the average for the period of 14.9 percentage points.

Year 11 to Year 12

A similar pattern is repeated in the following year as students move to Year 12. While the non-Indigenous rate remains above 85%, the Aboriginal and Torres Strait Islander rate falls to below 70%.

The 2009 national Year 11 to 12 rate of 67.0% is still among the better results indicated in [Additional Statistics Table 57](#). The gap between the Aboriginal and Torres Strait Islander and non-Indigenous apparent grade progression rate in 2009 of 19.1 percentage points is below the average for the period 2005–2009 of 20.2 percentage points.

Table 7.6 presents national apparent grade progression rates by Aboriginal and Torres Strait Islander (Indigenous) status and the percentage point gaps over the period 2005–09. The data show that in 2009, the Aboriginal and Torres Strait Islander Year 8 to 9 and Year 10 to 11 apparent grade progression rates improved on the 2008 results and the gaps between the Aboriginal and Torres Strait Islander and non-Indigenous rates decreased. Conversely, the Year 9 to 10 and Year 11 to 12 apparent grade progression rates for Aboriginal and Torres Strait Islander students declined and the gaps increased.

Table 7.6 Comparative Indigenous and non-Indigenous apparent grade progression rates and the percentage point gap between Indigenous and non-Indigenous rates, Australia, 2005–2009 (per cent)

	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
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
2008	98.3	100.4	2.1	92.2	99.4	7.3	74.9	90.3	15.4	67.7	84.7	17.0
2007	97.1	100.5	3.3	92.0	99.4	7.4	76.4	90.4	14.0	63.3	85.0	21.7
2006	97.9	100.1	2.3	92.0	99.0	7.0	76.7	90.1	13.4	64.4	86.0	21.6
2005	98.4	100.0	1.6	90.9	98.7	7.9	72.6	89.6	17.0	64.7	86.1	21.4

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 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.

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*, 2010. They can, however, be derived using full-time student counts that are included in that publication.

The apparent grade progression rates above reflect single year increments of the apparent retention rate concept published in ABS, Cat. No. 4221.0, *Schools, Australia*, 2010. 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*, 2010.

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*, 2010

See also [Additional Statistics Table 57](#)

Note that care should be exercised in the interpretation of apparent grade progression rates since a range of factors affecting the calculation are not taken into account. These include students repeating a year of education, migration and other net changes to the school population. There is also the effect of ungraded students. At lower levels of disaggregation, additional factors affecting the data, such as enrolment policies (which contribute to different age/grade structures between States and Territories), inter-sector transfer and interstate movements of students are not taken into account.

National Report on Schooling in Australia 2009

Aboriginal and Torres Strait Islander education

7.4 Retention

Apparent retention rates estimate the percentage of full-time students who progress through secondary school. COAG has identified performance indicators to measure progress towards the Closing the Gap targets. Among the performance measures outlined for the goal of halving the gap for Year 12 or its equivalent are secondary school apparent retention rates from Year 7/8 to: a) Year 10, and b) Year 12.

Table 7.7 records the national apparent retention rates from Year 7 or 8 (whichever is the first year of secondary school in the jurisdiction) to Year 10 and to Year 12 for 2009. The apparent retention rates are shown separately for Aboriginal and Torres Strait Islander (Indigenous) and non-Indigenous students.

Key Performance Measure 7 (h)

Table 7.7 Comparative Indigenous and non-Indigenous apparent retention rates from Year 7/8 to Year 10 and Year 12, Australia, 2009 (per cent)

Indigenous status	Australia (per cent)
Years 7/8–10	
Indigenous	90.9
Non-Indigenous	100.1
Gap (percentage points)	9.2
Years 7/8–12	
Indigenous	45.4
Non-Indigenous	77.3
Gap (percentage points)	31.9

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, 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*, 2010

See also [Additional Statistics Table 58](#)

[Additional Statistics Tables 59 and 60](#) report KPM 7 (h) by State and Territory and across the 2005–09 period.

Figure 7.5 demonstrates the gap between Aboriginal and Torres Strait Islander and non-Indigenous student apparent retention rates from the first year of secondary school to Year 10 from 2005 to 2009. The apparent retention rate from Year 7 or 8 to Year 10 for Aboriginal and Torres Strait Islander students was 90.9 per cent compared with 100 per cent for non-Indigenous students in 2009.

Figure 7.5 Comparative Indigenous and non-Indigenous apparent retention rates for Years 7/8 to 10, Australia, 2005–09

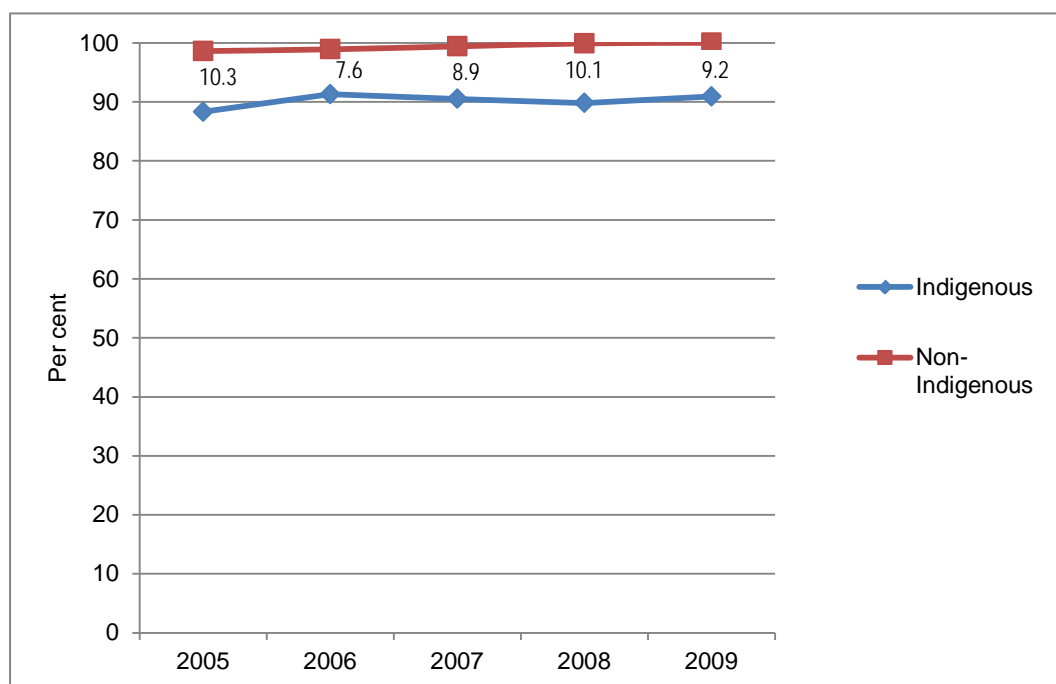


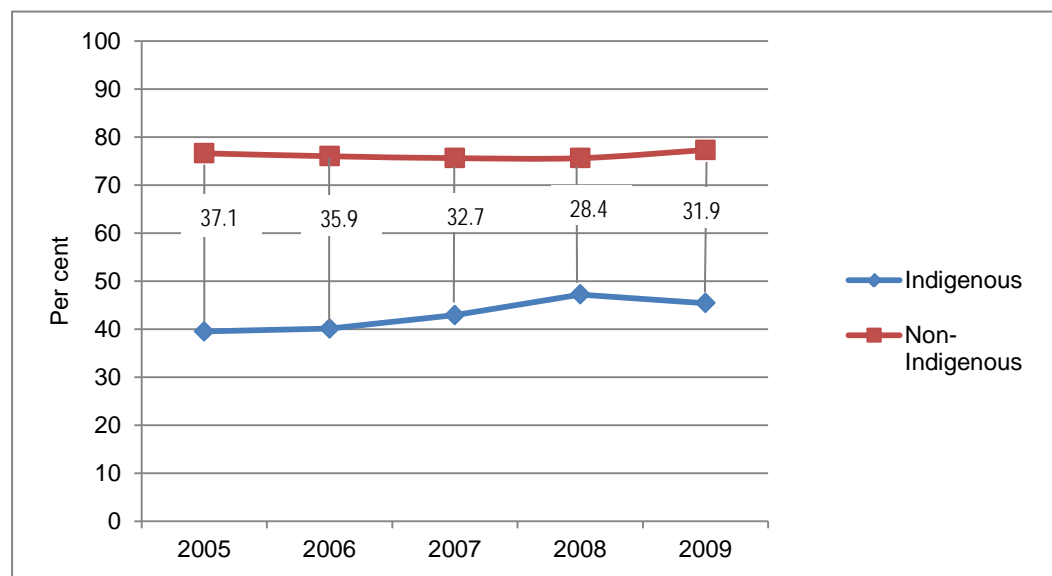
Figure 7.6 demonstrates the gap between Indigenous and non-Indigenous apparent retention rates from the first year of secondary school to Year 12 for Australia for each year from 2005 to 2009. The apparent retention rate from Year 7 or 8 to Year 12 for Aboriginal and Torres Strait Islander students was 45.4 per cent compared with 77.3 per cent for non-Indigenous students in 2009.

For 2009, higher apparent retention rates from Year 7 or 8 to Year 10 may be expected because normal year level progression means students in Year 10 were generally of an age at which school education was compulsory in some jurisdictions.

The increase in the gap between Aboriginal and Torres Strait Islander and non-Indigenous apparent retention rates occurred at Years 11 and 12.

In the 2009 data the gap was 9.2 percentage points for Years 7/8 to 10 and 31.9 percentage points for Years 7/8 to 12.

Figure 7.6 Comparative Indigenous and non-Indigenous apparent retention rates for Years 7/8 to 12, Australia, 2005–09



National Report on Schooling in Australia 2009

Aboriginal and Torres Strait Islander education

7.5 Assessment: NAPLAN

The [National Assessment Program – Literacy and Numeracy \(NAPLAN\)](#) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. Further information is available in [Student achievement – measuring student achievement: NAPLAN](#) in this report.

The national NAPLAN report shows results at national and State and Territory levels by achievement levels and/or mean scores, as well as by Indigenous status.

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 specified as key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia](#).

Table 7.8 shows the national percentages of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard and mean scale score for Reading, by Indigenous status.

Further information about student achievement in Reading, by Indigenous status, is available from the [2009 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report. Specific achievement data for Reading are included for Year 3 (p. 10), Year 5 (p. 64), Year 7 (p. 118) and Year 9 (p. 172).

Key Performance Measures 1 (a) and 1 (b)

Table 7.8 Achievement in Reading for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2009

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	(Standard deviation)
Year 3			
Indigenous	75.1	327.4	(88.2)
CI±	1.7		
Non-Indigenous	94.8	415.0	(83.8)
CI±	0.2		
All students	93.7	410.8	(86.2)
CI±	0.2		
Year 5			
Indigenous	66.7	414.4	(84.6)
CI±	1.7		
Non-Indigenous	93.1	498.1	(75.4)
CI±	0.2		
All students	91.7	493.9	(78.1)
CI±	0.3		
Year 7			
Indigenous	73.2	473.2	(71.5)
CI±	1.7		
Non-Indigenous	95.0	544.4	(66.7)
CI±	0.2		
All students	94.0	541.1	(68.6)
CI±	0.3		
Year 9			
Indigenous	67.0	510.2	(74.2)
CI±	2.1		
Non-Indigenous	93.5	583.8	(64.0)
CI±	0.3		
All students	92.2	580.5	(66.3)
CI±	0.4		

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 2009 only.

Sources: MCEECDYA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2009*; ACARA (unpublished data)

Table 7.9 shows the national percentages of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard and mean scale scores for Writing, by Indigenous status.

Further information about student achievement in Writing, by Indigenous status, is available from the [2009 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report. Specific achievement data for Writing are included for Year 3 (p. 19), Year 5 (p. 73), Year 7 (p. 127) and Year 9 (p. 181).

Key Performance Measures 1 (c) and 1 (d)

Table 7.9 Achievement in Writing for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2009

Status		Percentage of students at or above national minimum standard (%)	Mean scale score	(Standard deviation)
Year 3				
Indigenous		79.9	340.2	(85.8)
	CI±	1.8		
Non-Indigenous		96.6	418.3	(64.1)
	CI±	0.1		
All students		95.7	414.5	(67.5)
	CI±	0.2		
Year 5				
Indigenous		70.1	412.1	(86.4)
	CI±	1.7		
Non-Indigenous		94.2	488.5	(65.6)
	CI±	0.2		
All students		93.0	484.7	(68.8)
	CI±	0.2		
Year 7				
Indigenous		69.9	460.2	(88.4)
	CI±	1.8		
Non-Indigenous		93.7	536.0	(70.2)
	CI±	0.2		
All students		92.5	532.4	(73.0)
	CI±	0.3		
Year 9				
Indigenous		59.0	488.4	(93.7)
	CI±	1.9		
Non-Indigenous		89.2	572.8	(77.5)
	CI±	0.4		
All students		87.8	568.9	(80.2)
	CI±	0.5		

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 2009 only.

Sources: MCEECDYA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2009*; ACARA (unpublished data)

Table 7.10 shows the national percentages of Years 3, 5, 7 and 9 students whose results place them at or above the minimum standard and mean scale score for Numeracy, by Indigenous status.

Further information about student achievement in Numeracy, by Indigenous status, is available from the [2009 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report. Specific achievement data for Numeracy are included for Year 3 (p. 46), Year 5 (p. 100), Year 7 (p. 154) and Year 9 (p. 208).

Key Performance Measures 2 (a) and 2 (b)

Table 7.10 Achievement in Numeracy for Years 3, 5, 7 and 9 at or above minimum standard and mean scale scores by Indigenous status, Australia, 2009

Status	Percentage of students at or above national minimum standard (%)	Mean scale score	(Standard deviation)
Year 3			
Indigenous	74.0	320.5	(76.0)
CI±	1.7		
Non-Indigenous	95.2	397.7	(70.6)
CI±	0.2		
All students	94.0	393.9	(72.9)
CI±	0.2		
Year 5			
Indigenous	74.2	420.5	(66.4)
CI±	1.7		
Non-Indigenous	95.3	490.3	(66.1)
CI±	0.2		
All students	94.2	486.8	(67.8)
CI±	0.2		
Year 7			
Indigenous	75.8	474.4	(65.2)
CI±	1.6		
Non-Indigenous	95.8	547.0	(69.4)
CI±	0.2		
All students	94.8	543.6	(71.0)
CI±	0.3		
Year 9			
Indigenous	75.0	520.2	(63.2)
CI±	1.8		
Non-Indigenous	96.0	592.4	(65.3)
CI±	0.2		
All students	95.0	589.1	(67.0)
CI±	0.3		

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 2009 only.

Sources: MCEECDYA, *National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy 2009*; ACARA (unpublished data)

Closing the Gap

In general, the achievement of Aboriginal and Torres Strait Islander students at or above the national minimum standard in 2009 was below that of other students at every year level and in all three key domains.

The gaps between the percentage of Aboriginal and Torres Strait Islander students and non-Indigenous students attaining the national minimum standard for all year levels and domains ranged from 16.7 percentage points to 30.2 percentage points.

The figures below represent the NAPLAN results of Indigenous and non-Indigenous students by Year level across the three domains using the data provided in Tables 7.8, 7.9 and 7.10.

Figure 7.7 Achievement of Year 3 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2009

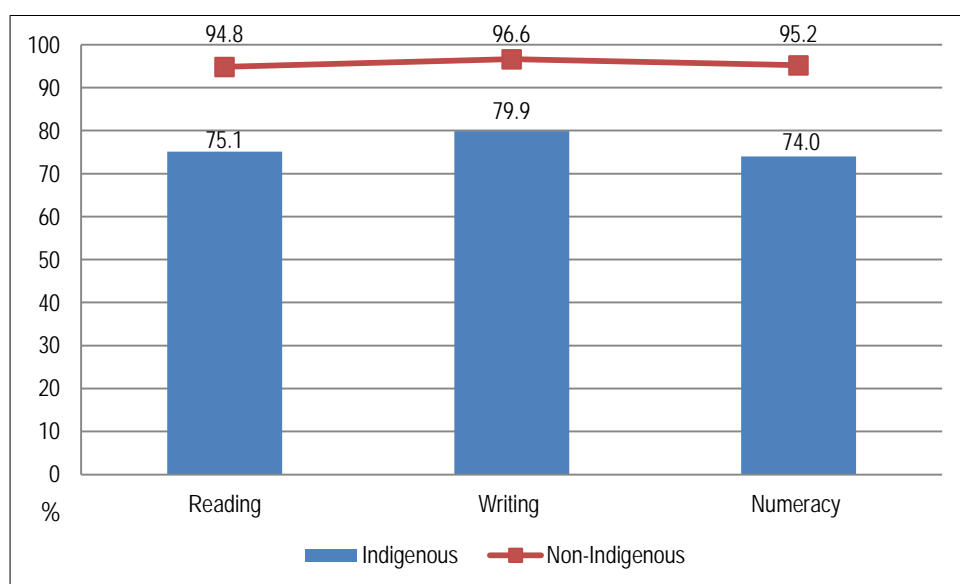


Figure 7.8 Achievement of Year 5 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2009

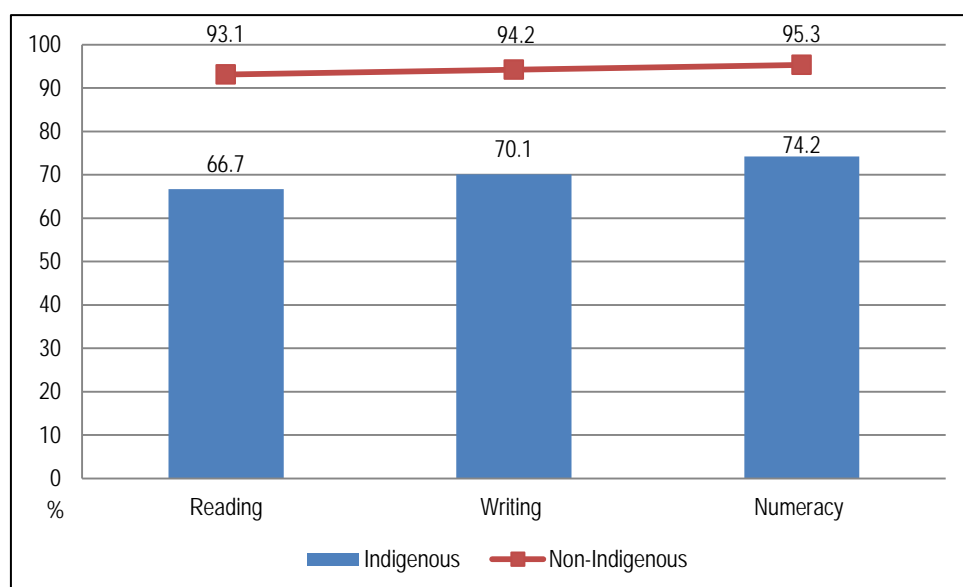


Figure 7.9 Achievement of Year 7 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2009

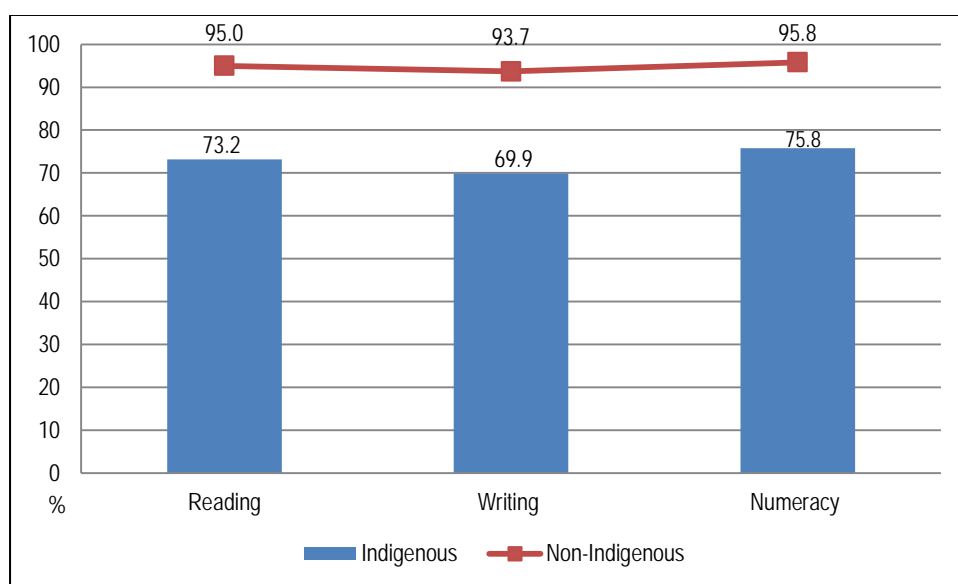
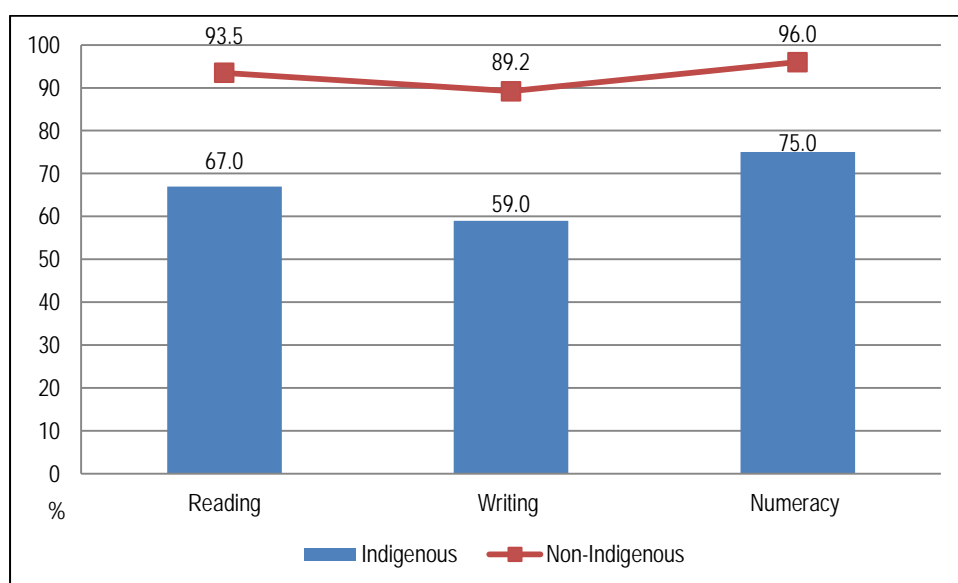


Figure 7.10 Achievement of Year 9 students at or above minimum standard, by NAPLAN key domains, by Indigenous status, Australia, 2009



Reading

In 2009, Reading outcomes were greatest for Year 3 Aboriginal and Torres Strait Islander students, with 75.1 per cent achieving the national minimum standard, compared to the lowest outcome of 66.7 per cent for Year 5 Aboriginal and Torres Strait Islander students.

The gaps between Aboriginal and Torres Strait Islander student outcomes and non-Indigenous student outcomes in Reading ranged from 19.7 percentage points for the Year 3 cohort to 26.5 percentage points for the Year 9 cohort.

Writing

The Year 3 Writing outcome (79.9 per cent) for the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard was the highest for all year levels in each of the key domains in 2009.

The gap between the Aboriginal and Torres Strait Islander and non-Indigenous student cohort for Year 3 Writing at 16.7 percentage points was the smallest of all gaps for each year level in each of the key domains.

The outcome for the Year 9 cohort was the lowest for all year levels in each of the key domains in 2009 at 59.0 per cent and the gap in outcomes between Aboriginal and Torres Strait Islander and non-Indigenous student outcomes was also larger in Year 9 Writing than it was in any other year level in each of the key domains (30.2 per cent).

Numeracy

In 2009, Numeracy outcomes were greatest for Year 7 Aboriginal and Torres Strait Islander students, with 75.8 per cent achieving the national minimum standard. Year 3 Aboriginal and Torres Strait Islander students had the lowest outcome, with 74.0 per cent achieving at or above the national minimum standard.

The gaps between the outcomes for Aboriginal and Torres Strait Islander and non-Indigenous student outcomes in Numeracy ranged from 20.0 percentage points for the Year 7 cohort to 21.2 percentage points for the Year 3 cohort.

Participation

Participation rates in Reading, Writing and Numeracy can be used in conjunction with achievement rates to measure the Closing the Gap target of halving the gap for Indigenous students in Reading, Writing and Numeracy within a decade.

Students are classified in three ways: assessed, exempt, absent/withdrawn. Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

The difference between Aboriginal and Torres Strait Islander and non-Indigenous participation rates can be derived from the data provided in Table 7.11. The non-Indigenous NAPLAN participation rates for Years 3 and 5 remain above 96%, with the Aboriginal and Torres Strait Islander rates from 90.3% to 92.9%. The gap between Aboriginal and Torres Strait Islander and non-Indigenous participation rates increases as students move from Year 5 to Year 7 and Year 9. The most noticeable difference occurs at Year 9 with the non-Indigenous rate at 94% and the Aboriginal and Torres Strait Islander rate at 80%.

Key Performance Measure 7 (i)

Table 7.11 **Number and proportion of students participating in Year 3, 5, 7 and 9 NAPLAN Reading, Writing and Numeracy, by Indigenous status, Australia, 2009**

Status	Reading		Writing		Numeracy	
	No.	%	No.	%	No.	%
Year 3						
Indigenous	11,743	91.6	11,783	91.9	11,573	90.3
Non-Indigenous	243,586	96.8	243,656	96.8	242,626	96.4
Year 5						
Indigenous	11,944	92.7	11,970	92.9	11,762	91.3
Non-Indigenous	247,566	97.1	247,509	97.0	246,620	96.7
Year 7						
Indigenous	10,825	90.4	10,840	90.5	10,722	89.5
Non-Indigenous	238,841	96.7	239,045	96.8	238,005	96.4
Year 9						
Indigenous	9,941	80.8	10,104	82.1	9,852	80.0
Non-Indigenous	249,491	94.5	250,182	94.7	248,314	94.0

Notes:

The percentages of students represented have been rounded and may not add to 100.

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.

Source: MCEECDYA, *National Assessment Program: Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy*, 2009

Further information demonstrating the participation rates of Year 3, 5, 7 and 9 students in Reading, Writing and Numeracy, by Indigenous status, is available from the [2009 National Assessment Program Literacy and Numeracy – Achievement in Reading, Writing, Language Conventions and Numeracy](#) report. Specific participation data for Reading, Writing and Numeracy are included for Year 3 (p. 54), Year 5 (p. 108), Year 7 (p. 162) and Year 9 (p. 216).

National Report on Schooling in Australia 2009

Aboriginal and Torres Strait Islander education

7.6 Assessment: NAP – Science Literacy

The [National Sample Assessment in Science Literacy](#) focuses entirely on measuring the scientific literacy of Year 6 students. Further information is available in the Student achievement – [NAP – Science Literacy](#) section of this report.

In 2009, approximately 13,000 Year 6 students, of which five per cent identified as Aboriginal or Torres Strait Islander, participated in the NAP – Science Literacy assessment. The participating students were from both government and non-government schools.

Table 7.12 Proportion of Year 6 sample by Indigenous status, 2009 (per cent)

Indigenous status	Australia (per cent)
Non-Aboriginal or Torres Strait Islander	85.5
Aboriginal or Torres Strait Islander	5.0
Missing	9.5
Total	100.0

Note:

Codes used in the NAP-SL 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*

Source: ACARA, *National Assessment Program – Science Literacy Year 6 Report 2009*, p. 102

Key performance measure

The proportion of students achieving at or above the proficient standard (Level 3.2) is a basic measure of science literacy achievement in Australian schooling. This is a key performance measure (KPM) in the [Measurement Framework for Schooling in Australia](#).

The proportion of students achieving at various proficiency levels is reported in Table 7.13.

Key Performance Measure 3 (a)

Table 7.13 Proportion of students achieving at each proficiency level and at or above the proficient standard (Level 3.2) in Science Literacy, by Indigenous status, Australia, 2009 (per cent)

	Proficiency level (%)					At or above the proficient standard (%)
	2 and below	3.1	3.2	3.3	4 and above	
Indigenous	38.6	41.8	18.6	1.0	0.0	
CI±	6.8	5.8	6.0	1.5	0.0	
Non-Indigenous	7.4	38.7	46.1	7.6	0.1	
CI±	0.1	1.9	1.8	1.2	0.1	
Australia	9.1	39.0	44.5	7.2	0.1	51.9
CI±	1.2	1.7	1.8	1.1	0.1	2.2

Notes:

CI = Confidence Interval

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

Source: ACARA, *National Assessment Program – Science Literacy Year 6 Report 2009*

The *National Assessment Program – Science Literacy Year 6 Report 2009* (p. 82) states that non-Indigenous students achieved 'significantly higher levels of scientific literacy than Indigenous students, as was the case in 2006 and 2003'. The report observes that this finding was similar to that of other National Assessment Programs and that 'strategies need to be found to address the gap in achievement between the two groups'.

The *National Assessment Program – Science Literacy Year 6 Report 2009* is available on the [National Assessment Program website](#).

National Report on Schooling in Australia 2009

Aboriginal and Torres Strait Islander education

7.7 Assessment: Programme for International Student Assessment

The Programme for International Student Assessment (PISA) compares the performance of 15-year-old students internationally using the same assessment tasks. Three domains are tested: reading literacy, mathematical literacy and scientific literacy.

In 2009 Aboriginal and Torres Strait Islander students were oversampled so that reliable estimates could be inferred.

Further information about PISA is available in [Student achievement – Programme for International Student Assessment](#) in this report and from the [Australian Council for Educational Research](#) which project manages PISA nationally.

Key performance measures

The proportion of students in the bottom and top levels of performance in international testing is a performance indicator for schooling in the National Education Agreement. The proportions achieving at or above the proficient standard on the PISA scales are key performance measures (KPMs) in the [Measurement Framework for Schooling in Australia](#).

The proportions achieving at or above the proficient standard (Level 3) on the OECD PISA combined reading, mathematical and scientific literacy scales are reported in Table 7.14.

Key Performance Measures 1 (e), 2 (c) and 3 (b)

Table 7.14 Achievement on OECD PISA scales: Proportion of students achieving at each proficiency level by Indigenous status; proportion of students achieving at or above the proficient standard (Level 3) by Indigenous status; proportion of Australian students achieving at each proficiency level and at or above the proficient standard; proportion of students achieving at or above the proficient standard, OECD average, 2009 (per cent)

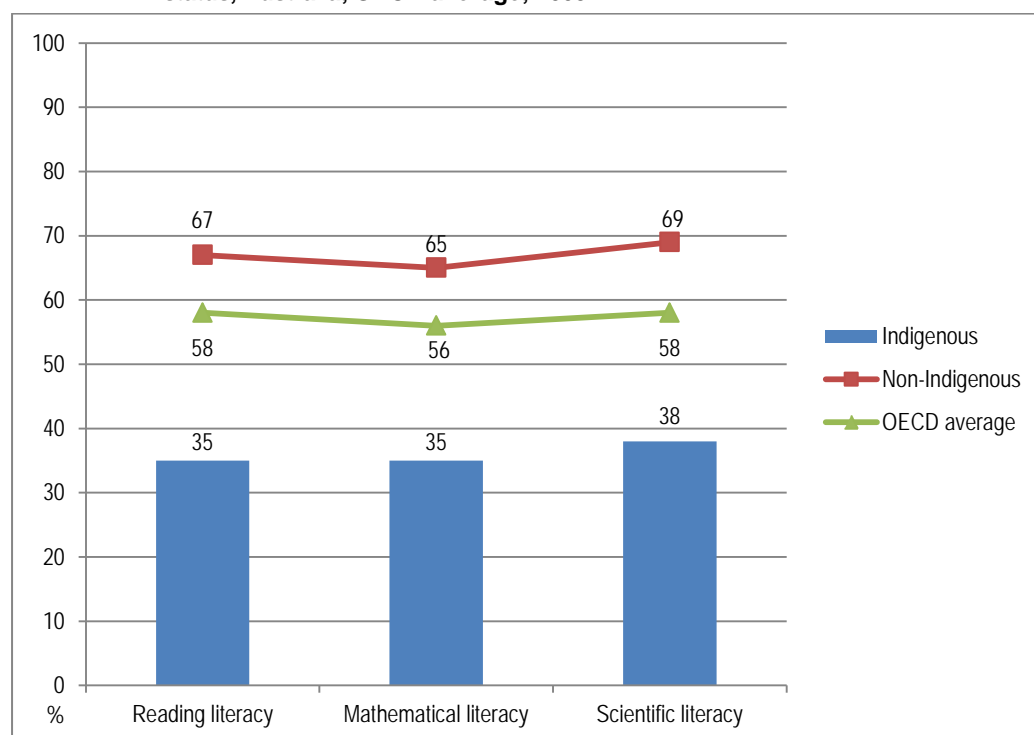
Proficiency level (%)								At or above the proficient standard: Australia (%)	At or above the proficient standard: OECD average (%)
Below 1	1	2	3	4	5	6			
Reading literacy									
Indigenous	5	34	26	23	10	2	0	35	
Non-Indigenous	1	13	20	29	25	11	2	67	
Australian students	1	13	20	28	24	11	2	65	58
Mathematical literacy									
Indigenous	19	22	25	22	9	3	1	35	
Non-Indigenous	5	10	20	26	22	12	5	65	
Australian students	5	11	20	26	22	12	4	64	56
Scientific literacy									
Indigenous	13	22	27	24	11	2	1	38	
Non-Indigenous	3	9	20	29	25	12	3	69	
Australian students	3	9	20	28	25	11	3	67	58

Source: Sue Thomson, *Challenges for Australian education: results from PISA 2009: the PISA 2009 assessment of students' reading, mathematical and scientific literacy*, Australian Council for Educational Research, 2011

In general, the achievement of Aboriginal and Torres Strait Islander students at or above the proficient standard in 2009 was below that of other students in all three key literacy areas.

The gap between the percentage of Aboriginal and Torres Strait Islander students and non-Indigenous students attaining at or above the proficient standard in the three literacy areas is around 30 percentage points. The gap between the Aboriginal and Torres Strait Islander students and the OECD average is around 20 percentage points.

Figure 7.11 Proportion of students achieving at or above the proficient standard (Level 3) by Indigenous status, Australia; OECD average; 2009



National Report on Schooling in Australia 2009

Part 8

Funding Australia's schools

Overview

This section provides information on five main areas:

1. Funding developments in Australian schools in 2009
2. Funding overview of government and non-government schools in 2009
3. Government school funding and trends
4. Non-government school funding and trends
5. Capital expenditure on government and non-government schools in 2008–2009

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

In line with State and Territory government budgets, government school funding is historically reported on a financial year basis. The financial year reported is for the period 1 July 2008 to 30 June 2009, that is, 2008–09. This is referred to as 2009 funding in this chapter of the report.

Non-government school funding is on a calendar year basis and reflects funding and expenditure for the 2009 calendar year.

National Report on Schooling in Australia 2009

Funding Australia's schools

8.1 Funding developments in 2009

In 2009 a major change in school funding occurred, with the Australian Government restructuring its funding to schools when the Council of Australian Governments (COAG) agreed to a new framework for federal financial relations.

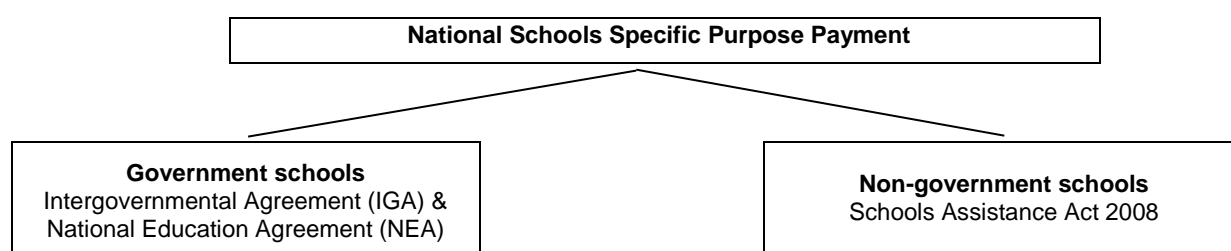
The Australian Government is providing a significant increase to school funding through the [Intergovernmental Agreement \(IGA\) on Federal Financial Relations](#), and National Partnerships, including [Building the Education Revolution](#), [Digital Education Revolution](#), [Trade Training Centres in Schools](#) program, and the [Schools Assistance Act 2008](#).

States and Territories continue to fund specific school education initiatives for their jurisdictions.

Prior to 2009, program-based financial assistance was provided to State and Territory governments for expenditure on government schools. However, with the restructuring of Australian Government funding for schools, specific purpose education program funding is now provided as one National Specific Purpose Payment through the IGA. Previously, funding for government and non-government schools was provided under the same legislation; now government schools are provided for under the *Federal Financial Relations Act 2009* and non-government schools under the *Schools Assistance Act 2008*.

Due to the changes to Australian Government funding arrangements for government schools from 2009, cross-sectoral funding comparisons are no longer possible.

The major element of Australian Government funding is now provided through the National Schools Specific Purpose Payment (National Schools SPP) under the Intergovernmental Agreement (IGA) on Federal Financial Regulation. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*.



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 government education authorities have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes.

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 new funding was due to a per capita funding increase from 8.9 per cent to 10 per cent of AGSRC. This now means that primary and secondary students are 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. 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 years 2009 to 2012) is determined by the *Schools Assistance Act 2008* (the Act). Funding under the Act continues to provide for general recurrent and capital purposes as well as targeted programs. Funding for the new Indigenous Supplementary Assistance (ISA) is also provided under the Act.

The distribution arrangements for the non-government school component of the National Schools SPP vary between systemic and non-systemic non-government schools. (See [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, which, as for government education systems, 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 are distributed through Catholic systemic school authorities and independent school

associations in each State and Territory. Funding for capital grants are made through Block Grant Authorities (BGAs).

The *Schools Assistance Act* also provides additional recurrent funding for Indigenous students in non-government schools, non-government schools in remote areas and distance education 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.

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) system 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, performance rewards 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
- Trade Training Centres in Schools¹

Information on the content of National Partnerships is provided in the [National initiatives and achievements](#) section of this report.

¹ While Trade Training Centres in Schools does not operate under National Partnerships, payments made to the government sector have been made using the National Partnership framework.

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 and
- 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 to State and Territory Treasuries according to the terms of the individual partnership agreements.

National Report on Schooling in Australia 2009

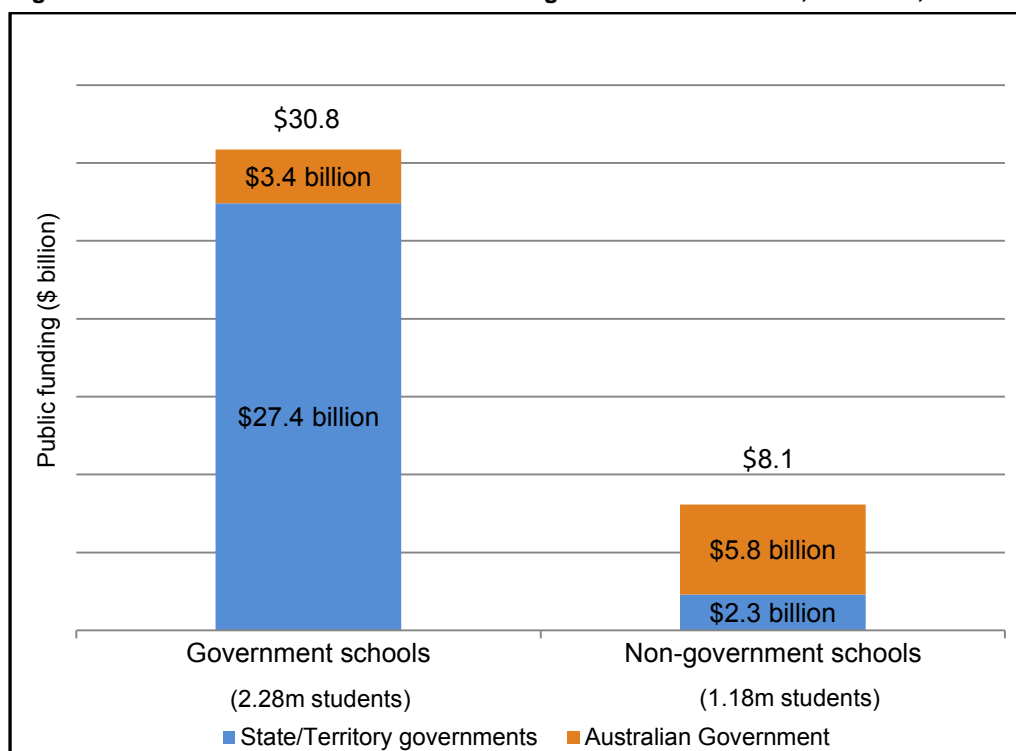
Funding Australia's schools

8.2 An overview of government funding of schools in 2009

In 2009, Australia's schools funding was impacted by new funding arrangements introduced by the Australian Government. This is outlined in [Part 8.1](#) of this report. The government school funding for 2009 (2008–09 expenditure) reflects components of the Australian Government's funding in 2008 under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, and new funding arrangements for 2009 specified in the Intergovernmental Agreement (IGA) on Federal Financial Relations.

Federal and State and Territory government recurrent expenditure on Australia's schools for 2009 is \$38.94 billion and is illustrated in Figure 8.1, broken down by source of funds.

Figure 8.1 Recurrent Government funding for school education, Australia, 2008–09 (accrual basis)



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

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services*, 2011, Tables 4A.6–7; MCECDYA National Schools Statistics Collection (NSSC), 2009

See also [Additional Statistics, Table 35](#), [Table 41](#) and [Table 47](#)

Growth in recurrent funding between 2008 and 2009 is outlined as follows:

- All schools (government and non-government school sectors) increased 6.90%. Operating expenditure rose from \$36.425 billion in 2007–08 to \$38.940 billion in 2008–09, an increase of \$2.515 billion.
- Government school sector increased 7.30%. Operating expenditure rose from \$28.758 billion in 2007–08 to \$30.856 billion in 2008–09, an increase of \$2.098 billion.
- Non-government school sector increased 5.44%. Operating expenditure rose from \$7.667 billion in 2007–08 to \$8.084 billion in 2008–09, an increase of \$0.417 billion.

In 2009, the government school sector received 79.18% of recurrent government funding while the non-government sector received 20.82%.

Total government school education funding, on a student per capita basis, was on average \$13,544 for the government sector and \$6,850 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, 2008–09 financial year (accrual basis)

2009 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	27.415	12,034	2.297	1,947	29.713	8,592
Australian Government	3.441	1,510	5.787	4,903	9.227	2,668
Total Australian/State/Territory Government funding	30.856	13,544	8.084	6,850	38.940	11,260
Average FTE students ^(a)	2,278,247		1,180,108		3,458,355	

(a) Average number of full-time equivalent (FTE) students, 2008 and 2009 calendar years. See [Glossary](#) for definition of FTE.

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services*, 2011, Tables 4A.6–10; MCEECDYA National Schools Statistics Collection (NSSC), 2009

See also [Additional Statistics, Table 35](#), [Table 36](#) and [Table 37](#)

The total funding per student over the past four 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 that for the non-government school sector.

The growth in government school student per capita reflects award increases, government initiatives and in 2009 also incorporates a change in funding arrangements by the Australian Government where there was an increase in government funding per primary student, a new broad banded 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 have regard to student profiles and related targeted needs funding.

Figure 8.2 Total government recurrent funding, government and non-government schools, 2005–06 to 2008–09 (actual \$ per FTE)

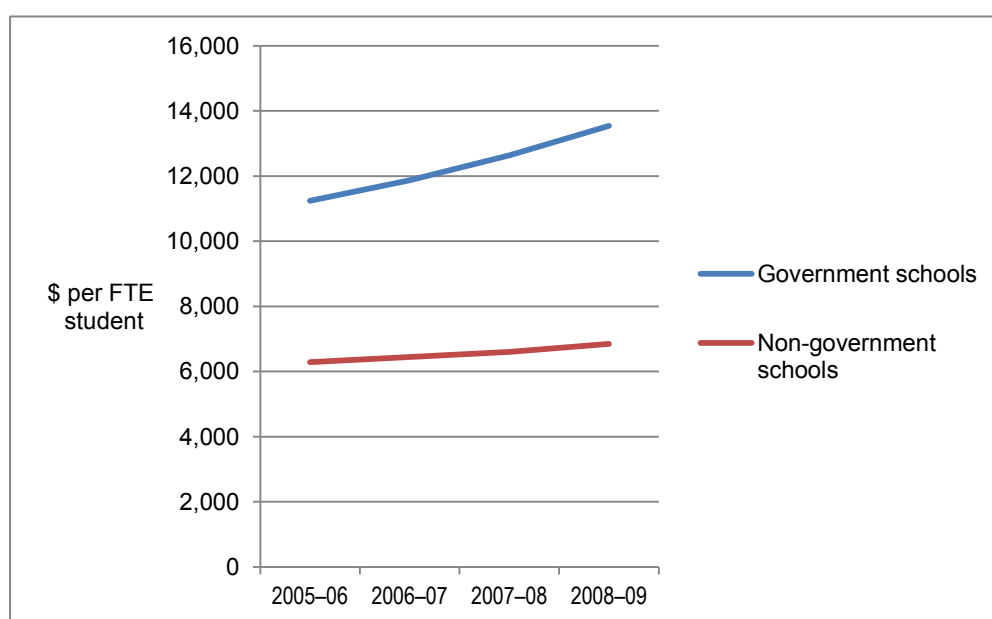


Figure 8.2 – source data (\$)	2005–06	2006–07	2007–08	2008–09
Government schools	11,243	11,874	12,639	13,544
Non-government schools	6,287	6,442	6,607	6,850

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services*, 2008, 2009, 2010, 2011, Tables 4A.8–9; MCEECDYA National Schools Statistics Collection (NSSC), 2006, 2007, 2008, 2009

See also [Additional Statistics, Table 35](#), [Table 36](#) and [Table 37](#) for government school data.

Given that the Australian Government's funding of schools in 2009 changed significantly from that in 2008, it is not possible to show a continuation of program funding at a detailed level.

However, the table below reflects the combination of funding approaches over these two years and the new directions of Australian Government funding into a National Schools SPP, National Partnership funding and the Nation Building and Jobs Plan, which incorporates Building the Education Revolution. It should be noted that the Nation Building and Jobs Plan programs incorporate recurrent and capital expenditure elements. It should also be noted that in Table 8.2, the National Partnership funding line items under Government schools includes the total funding provided for all three school sectors. This reflects the initial funding arrangements between DEEWR and the States and Territories.

Table 8.2 Australian Government specific purpose payments for schools by government/non-government, recurrent/capital, Australia, 2008–09 financial year (accrual basis) (\$'000)

Australia	
Government schools	
Recurrent expenditure	
School grants ^(a)	1,466,926
National Schools SPP ^(b)	1,509,518
Indigenous education strategic initiatives ^(c)	115,635
Targeted programs ^(a)	261,386
Total recurrent – government schools	3,353,465
Capital expenditure	
Capital allocation ^(a)	264,241
Total capital – government schools	264,241
Total recurrent & capital – government schools	3,617,706
National Partnership	
National Partnership payments	
• Improving teacher quality ^(b)	6,059
• Literacy and numeracy ^(b)	70,002
• Low SES school communities ^(b)	11,255
• Digital Education Revolution ^(d)	738,415
• Trade training centres in schools ^(b)	44,369
Total National Partnership	870,100
Total National Partnership, recurrent & capital – government schools	4,487,806
Nation Building and Jobs Plan	
• Building the Education Revolution ^(b)	655,284
Total Nation Building & Jobs Plan	655,284
Total Nation Building & Jobs Plan, National Partnership, recurrent & capital – government schools	5,143,090
Non-government schools	
Recurrent expenditure	
School grants ^(a)	2,730,097
National Schools SPP ^(b)	2,953,194
Targeted programs ^(d)	85,863
Total recurrent – non-government schools	5,769,154
Capital expenditure	
Capital allocation ^(d)	161,705
Total capital – non-government schools	161,705
Total recurrent & capital – non-government schools	5,930,859
National Partnership payments	
• Literacy and numeracy ^(b)	17,504
• Digital Education Revolution ^(d)	423,352
• Trade training centres in schools ^(b)	51,495
Total National Partnership	492,351
Total recurrent, capital & National Partnership	6,423,210

Nation Building and Jobs Plan	
• Building the Education Revolution ^(b)	356,545
Total Nation Building and Jobs Plan – non-government schools	356,545
Total recurrent, capital, National Partnership and Nation Building & Jobs Plans – non-government schools	6,779,755
All schools	
Total recurrent	9,122,619
Total capital	425,946
Total National Partnership payments	1,362,451
Total Nation Building & Jobs Plan	1,011,829
Total	11,922,845

(a) Reporting period 1 July–31 December 2008. From 1 January 2009 these payments are included in the National Schools SPP.

(b) Reporting period 1 January 2009–30 June 2009

(c) Reporting period 1 July–31 December 2008. From 1 January 2009 these payments are included in the National Schools SPP. The Indigenous Education Strategic Initiatives Programme (IESIP) and the Indigenous Education Direct Assistance (IEDA) Programme terminated in 2004. They were replaced by the Indigenous Education Programs. Data provided are for grants to preschools, schools and higher education institutions or TAFEs.

(d) Reporting period 1 July 2008–30 June 2009

Note: National Partnership payments incorporate recurrent and capital elements. The Digital Education Revolution and trade training centres in schools are capital funded.

Source: Australian Government DEEWR. All data are from 2008–09 Financial Budget Outcome except for capital expenditure which is from Steering Committee for the Review of Government Service Provision, *Report on Government Services*, 2011

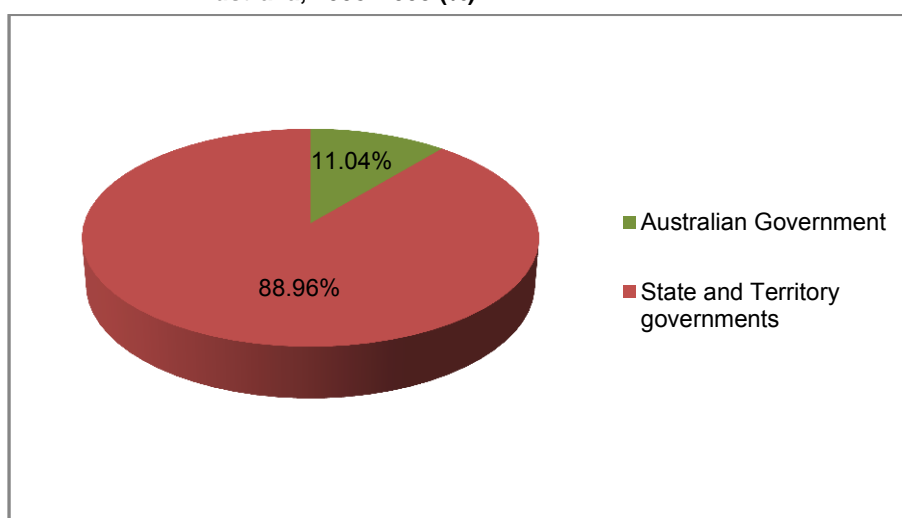
National Report on Schooling in Australia 2009

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 2008–09 contributed 88.96 per cent (\$27.4b) of total recurrent funding, with the Australian Government contributing the remaining 11.04 per cent (\$3.4b).

Figure 8.3 Total government recurrent expenditure per student, government schools, Australia, 2008–2009 (%)



Australian Government funding for government schools

Over the 2008–09 financial year, funding to government schools was provided under both the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, which ceased at the end of 2008, and a new funding approach commencing in 2009 which includes:

- **The National Schools Specific Purpose Payment** under the Intergovernmental Agreement (IGA) is based on primary and secondary enrolment levels and a per capita grant. This will be indexed annually according to increases in the Average Government School Recurrent Costs (AGSRC) and growth in enrolments.
- The Intergovernmental Agreement (IGA) 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.

As a result of these major funding changes between 2008 and 2009 it is not possible to provide a funding comparison at a detailed program level between years. The Australian Government's capital allocation for government schools has been included in the recurrent National Schools SPP. Under the IGA all State and Territory governments are now given flexibility in how much of this funding is to be allocated to capital programs.

Government school recurrent expenditure

The total recurrent expenditure by government education systems over the past four years is provided at Figure 8.4.

Figure 8.4 Australian, State and Territory government recurrent expenditure (actual \$'000), government schools, 2005–06 to 2008–09

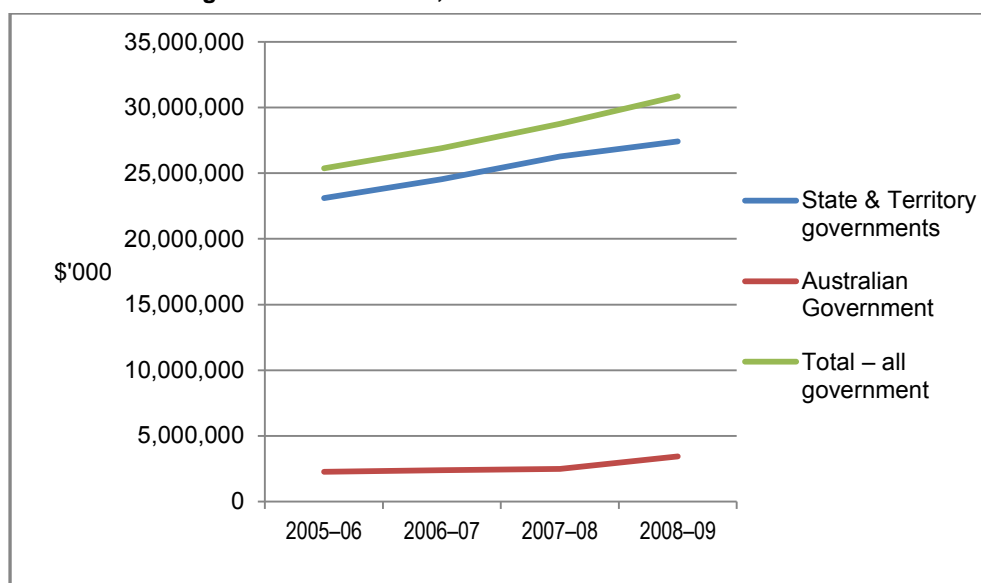


Figure 8.4 – source data (\$'000)	2005–06	2006–07	2007–08	2008–09
State and Territory recurrent expenditure	23,103,929	24,550,552	26,272,069	27,415,480
Australian Government recurrent expenditure	2,266,721	2,373,104	2,485,752	3,440,779
Total – all government recurrent expenditure	25,370,650	26,923,656	28,757,821	30,856,259

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services*, 2008, Tables 4A.7, 4A.9, 2009, 2010, 2011, Tables 4A.7, 4A.11; MCEECDYA National Schools Statistics Collection (NSSC), 2006, 2007, 2008, 2009

See also [Additional Statistics, Table 35](#)

Figure 8.4 shows government school recurrent expenditure has increased from \$25.4 billion to \$30.9 billion over the past four years, an increase of 21.62 per cent or over 5 per cent a year in actual terms.

The Australian Government is contributing an increasing proportion of government school funding due to National Partnerships, the broad banding 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. This is reflected in the upward movement in the trend line between 2007–08 and 2008–09, an increase of 38.42 per cent.

In 2009 the primary student government funding increased from 8.9 per cent of the 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.

Also, in 2009 the relative funding shares between the Australian and State and Territory government funding were also impacted by the Australian Government transferring former capital funding into its broad banded recurrent program (National Schools Specific Purpose Payment). It should also be noted that funding arrangements, including the methodology for allocating funding, differ between states and territories. Government school systems historically have not reported income from parents and school communities under national reporting frameworks.

Government school recurrent per capita expenditure

Per capita relativities from 2005–06 to 2008–09 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), 2005–06 to 2008–09

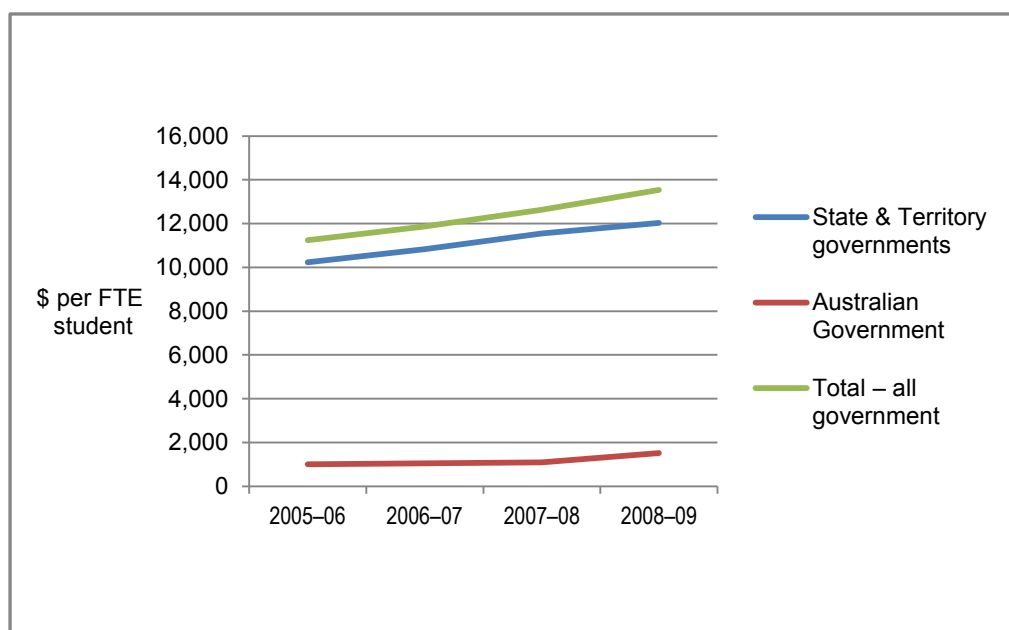


Figure 8.5 – source data (\$)	2005–06	2006–07	2007–08	2008–09
State and Territory recurrent expenditure	10,239	10,827	11,546	12,034
Australian Government recurrent expenditure	1,004	1,047	1,092	1,510
Total – all government recurrent expenditure	11,243	11,874	12,639	13,544

Sources: Steering Committee for the Review of Government Service Provision, *Report on Government Services*, 2008, Table 4A.9, 2009, 2010, 2011, Table 4A.8; MCEECDYA National Schools Statistics Collection (NSSC), 2006, 2007, 2008, 2009

See also [Additional Statistics, Table 36](#)

The recurrent student per capita expenditure show similar movements to total government school expenditure (as shown in Figure 8.5 above). Expenditure per student has increased from \$11,243 to \$13,544 over the past four years, an increase of 20.47 per cent or again around 5 per cent a year in actual terms.

The Australian Government contribution again reflects a similar upward movement in the trend line and between 2007–08 and 2008–09 shows an increase of 38.28 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 2008–09 this expenditure reached \$12,391 for primary students and \$15,312 for secondary students.

Table 8.3 also shows a growth of 7.16 per cent in total per capita funding over 2007–08 to 2008–09, from \$12,639 to \$13,544.

Table 8.3 Recurrent per capita expenditure on government schools, by level of education, Australia, 2005–06 to 2008–09 financial years (accrual basis) (actual \$)

Financial year	Primary	Secondary	Total
2005–06	10,280	12,729	11,243
2006–07	10,938	13,315	11,874
2007–08	11,557	14,306	12,639
2008–09	12,391	15,312	13,544

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

Sources: MCEECDYA, National Schools Statistics Collection (NSSC), 2009; *National Report on Schooling in Australia* (previous years)

See also [Additional Statistics, Table 37](#)

Recurrent per capita funding for secondary schools increased by 7.03 per cent from 2007–08 to 2008–09, while funding for primary schools increased by 7.22 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, 2005–06 to 2008–2009 financial years (accrual basis) (actual \$'000)

Area of expenditure	2005–06	2006–07	2007–08	2008–09
In-school expenditure	24,061,029	25,539,118	27,343,426	29,328,166
Out-of-school expenditure	1,309,620	1,384,539	1,414,395	1,528,093
Total	25,370,650	26,923,656	28,757,821	30,856,259

Note: Totals may not add due to rounding.

Sources: MCEECDYA, National Schools Statistics Collection (NSSC), 2009; *National Report on Schooling in Australia* (previous years)

See also [Additional Statistics, Table 35](#)

Out-of-school activities for government systems include State Office, regional and local activities supporting schools. In-school activities include teaching and learning and school administration, and library functions within schools.

Out-of-school support functions are approximately 5 per cent of total government funding on State and Territory government schools. The significant component of funding, some 95 per cent, goes to fund schools directly.

Table 8.5 Operating expenditure by government education systems, Australia, 2005–06 to 2008–2009 financial years (accrual basis) (actual \$'000)

Area of expenditure	2005–06	2006–07	2007–08	2008–09
In-school expenditure				
Salaries (teaching)	13,148,045	13,771,965	14,630,448	15,776,884
Salaries (non-teaching)	2,532,627	2,722,329	2,936,764	3,213,061
Redundancies	15,743	32,745	7,017	588
Non-salary costs	5,042,416	5,286,666	5,519,632	5,915,317
User cost of capital	3,322,198	3,725,413	4,249,565	4,422,316
Sub-total	24,061,029	25,539,118	27,343,426	29,328,166
Out-of-school expenditure				
Salaries (non-teaching)	777,046	740,375	790,040	884,212
Redundancies	5,732	9,360	2,756	2,810
Non-salary costs	506,808	613,954	598,702	612,934
User cost of capital	20,034	20,850	22,897	28,137
Sub-total	1,309,620	1,384,539	1,414,395	1,528,093
Total	25,370,650	26,923,656	28,757,821	30,856,259

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), 2009; *National Report on Schooling in Australia* (previous years)

See also [Additional Statistics, Table 35](#)

In-school expenditure substantially reflects teacher salaries expenditure, which accounts for some 63% 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 8% of the written down value of capital assets). In-school non-salary costs account for some 24% 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 2009

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 2009.

The SES approach to school funding involves linking student address data to Australian Bureau of Statistics national Census data to obtain a measure of the capacity of the school community to support its school.

Schools with SES scores of 85 and below are funded by the Australian Government at 70 per cent of 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 the information in the latest Census of Population and Housing. Schools therefore had their SES scores recalculated for the 2005–2008 and 2009–2012 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 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 2005–2008 and 2009–2012 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 either on their SES score, are funding maintained or 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 41 in the [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, 2009 calendar year

Income source	Catholic schools		Independent schools	
	Per capita amount (\$)	% of total income	Per capita amount (\$)	% of total income
Australian Government grants	6,918	56.7	5,895	35.0
State/Territory grants	2,069	17.0	1,799	10.7
Total government grants	8,988	73.7	7,694	45.7
Private income	3,208	26.3	9,127	54.3
Total	12,196	100.0	16,821	100.0

Notes:

Components may not add to totals due to rounding.

Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.

Includes debt servicing of loans for capital and operating purposes.

Capital expenditure excludes loan principal repayments.

Expenditure of system offices is allocated across the schools in proportion to enrolments.

Source: Department of Education, Employment and Workplace Relations, Non-Government Schools Finance Questionnaire, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, March 2011

See also [Additional Statistics, Table 41](#)

Per capita expenditure

Details of expenditure in the non-government sector are also available in Tables 41 and 42 in the [Additional Statistics](#), while Table 8.7 summarises the total per capita expenditure. Recurrent expenditure calculations are a mixture of cash and accrual based expenditures, including debt servicing of loans for capital and operating purposes. It excludes user cost of capital, loan principal repayments, and government subsidies for transport-related costs that are included in government school recurrent costs, but includes capital-related expenditure, which is not included in the government school recurrent costs.

Table 8.7 Non-government schools per capita expenditure, by sector and school category, Australia, 2009 calendar year

Per capita expenditure (\$)	
Catholic	
Primary	10,383
Secondary	13,555
Combined	15,022
Independent	
Primary	14,490
Secondary	21,089
Combined	17,038

Notes:

Components may not add to totals due to rounding.

Excludes amounts related to boarding facilities, and direct payments by the Commonwealth to students and/or parents.

Includes debt servicing of loans for capital and operating purposes.

Capital expenditure excludes loan principal repayments.

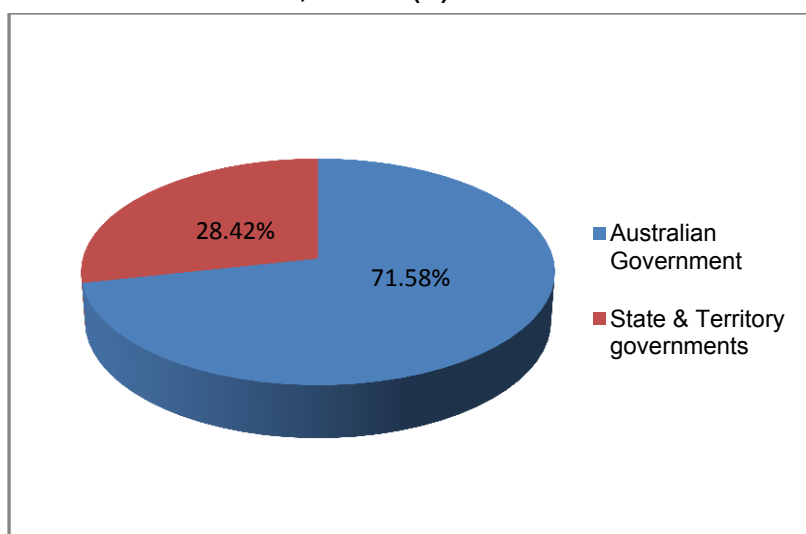
Expenditure of system offices is allocated across the schools in proportion to enrolments.

Source: Department of Education, Employment and Workplace Relations, Non-Government Schools Finance Questionnaire, with unpublished Calendar Year Implicit Price Deflator from ABS, Cat. No. 5206.0, *Australian National Accounts: National Income, Expenditure and Product*, March 2011

See also [Additional Statistics, Table 42](#)

Total recurrent expenditure on non-government school education from both the Australian Government and State and Territory governments in 2008–09 was approximately \$6,850 per student. Australian Government expenditure was \$4,903 per student, or 71.58 per cent of this total. State and Territory recurrent expenditure was \$1,947 per student, or 28.42 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, 2008–09 (%)



State and Territory recurrent funding to 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 2009.

New South Wales, Western Australia and the ACT allocated funding based on the former Australian Government Education Resources Index (ERI).

In 2006, the Victorian Government implemented a new funding model for their non-government schools. The model included both core and needs-based funding related to factors including socio-economic status, disability, Education Maintenance Allowance eligibility, rurality and indigeneity.

In Queensland, South Australia and Tasmania the allocation mechanism included standard and needs-based components. In Queensland, need is assessed by reference to a variety of factors, including the Australian Government SES scores and a School Resource Index. In 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 single funding rates for primary students, secondary students and students attending remote schools.

Table 8.8 below outlines total Australian, State and Territory recurrent expenditure on non-government schools in 2008–09.

Total recurrent expenditure on non-government school education from both the Australian Government and State and Territory governments in 2008–09 was approximately \$8.084 billion. Australian Government expenditure was \$5.787 billion, or 71.58 per cent of this total. State and Territory recurrent expenditure was \$2.297 billion, or 28.42 per cent of the total.

Table 8.8 Australian, State and Territory government recurrent expenditure, non-government schools (\$'000) (2008–09 \$)

	Australia
Australian government specific purpose payments (excluding capital grants and including National Partnership payments – Literacy and numeracy)	5,786,659
State and territory government recurrent expenditure	2,297,440
Australian, State and Territory government recurrent expenditure	8,084,099

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*, 2011, Table 4A.7

See also [Additional Statistics, Table 47](#)

National Report on Schooling in Australia 2009

Funding Australia's schools

8.5 Capital expenditure

State and Territory capital expenditure for government schools

Table 8.9 shows that capital expenditure by State and Territory governments in government schools was \$2.3 billion in 2009 (the 2008–09 financial year).

This table combines funding provided from the Australian Government as well as 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 the prior specific purpose capital funding into a broad banded 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 four years. This is almost a 55% increase over the four years, averaging almost 14% a year.

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, the Building the Education Revolution and Digital Education Revolution National Partnerships. The Building the Education Revolution is also part of the Government's economic stimulus package. It can be expected that the capital funding under the economic stimulus package will diminish in the coming years, which should result in a reduction in overall capital funding.
- specific initiatives by various State and Territory Governments to invest in school infrastructure.

Capital funding and expenditure will by their very nature reflect various growth cycles of 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, 2005–06 to 2008–09 financial years (accrual basis) (\$'000)

Financial year	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
2005–06	395,505	398,582	404,517	47,498	164,770	30,134	22,484	23,275	1,486,765
2006–07	462,846	552,567	484,447	46,461	321,698	13,487	28,579	40,392	1,950,477
2007–08	486,577	476,513	472,732	75,421	314,295	23,118	48,675	71,133	1,968,464
2008–09	607,518	521,230	668,141	50,616	269,326	38,896	44,223	92,504	2,292,453

Note: Figures include Australian Government capital grants contributions.

Sources: MCEECDYA, National Schools Statistics Collection, 2009; *National Report on Schooling in Australia*, 2006–08

See also [Additional Statistics, Table 35](#)

Australian Government capital funding

Table 8.10 provides a summary of Australian Government capital funding in 2009.

The Specific Purpose program element was rolled into national schools specific purpose payment for government schools in 2009 but continues as a separate program for the non-government sector. The government component, reflected in the table, is an annual funding determination of this program, notwithstanding it is absorbed into the broad banded recurrent Specific Purpose Payment in 2009 which can be used flexibly by jurisdictions.

There are also National Partnership funded programs and the Nation Building and Jobs Plan, which are substantially of a capital nature. The Building the Education Revolution and Digital Education Revolution Australian Government capital funded programs are appropriated 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.

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

In 2009, a number of projects funded by the Australian Government were completed both physically and financially in Catholic schools. The most common types of work in both primary and secondary schools were the construction or refurbishment of classrooms and specialist facilities such as art, performing arts, technology, library, science and music/drama areas. Capital funding also contributed to the provision and/or upgrading of new schools.

In the independent sector, the capital projects completed physically and financially in 2009 included classrooms, computer rooms, students' amenities, boarding facilities and staff administration areas.

Table 8.10 Australian Government specific purpose payments for schools by government/non-government, Capital, Australia, 2008–09 financial year (accrual basis) (\$'000)

Australia	
Government schools	
Capital expenditure	
Capital allocation ^(a)	264,241
Total capital – government schools	264,241
National Partnership	
National Partnership payments	
• Digital Education Revolution ^(d)	738,415
• Trade training centres in schools ^(b)	44,369
Total National Partnership	782,784
Total National Partnership & capital – government schools	1,047,025
Nation Building & Jobs Plan	
• Building the Education Revolution ^(b)	655,284
Total Nation Building & Jobs Plan	655,284
Total Nation Building & Jobs Plan, National Partnership, & capital – government schools	1,702,309
Non-government schools	
Capital expenditure	
Capital allocation ^(d)	161,705
Total capital – non-government schools	161,705
National Partnership	
National Partnership payments	
• Digital Education Revolution ^(d)	423,352
• Trade training centres in schools ^(b)	51,495
Total National Partnership	474,847
Total National Partnership & capital – non-government schools	636,552
Nation Building & Jobs Plan	
• Building the Education Revolution ^(b)	356,545
Total Nation Building & Jobs Plan	356,545
Total Nation Building & Jobs Plan, National Partnership, & capital – non-government schools	993,097
Government and non-government schools	
Total capital	425,946
Total National Partnership payments	1,257,631
Total Nation Building & Jobs Plan	1,011,829
Total	2,695,406

(a) Reporting period 1 July–31 December 2008. From 1 January 2009 these payments are included in the National Schools SPP.

(b) Reporting period 1 January 2009–30 June 2009

(c) Reporting period 1 July–31 December 2008. From 1 January 2009 these payments are included in the National Schools SPP. The Indigenous Education Strategic Initiatives Programme (IESIP) and the Indigenous Education Direct Assistance (IEDA) Programme terminated in 2004. They were replaced by the Indigenous Education Programs. Data provided are for grants to preschools, schools and higher education institutions or TAFEs.

(d) Reporting period 1 July 2008–30 June 2009

Source: Australian Government DEEWR. All data are from 2008–09 Financial Budget Outcome except for capital expenditure, which is from the Steering Committee for the Review of Government Service Provision, *Report on Government Services*, 2011

See also [Additional Statistics, Table 47](#)

National Report on Schooling in Australia 2009

Part 10

Glossary

Note on Terms: The majority of data reported in the *National Report on Schooling in Australia 2009* 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, *Population by Age and Sex, Australian States and Territories*](#) (Cat. No. 3201.0) for further details.

Full-time equivalent teaching staff

The full-time equivalent (FTE) value is a measure of the level of staffing resources used. 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 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.

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 level where identified. Where schools identify students as receiving primary or secondary level of education, students are thus assigned. Students with a grade level not identified 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.

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 collection, teaching staff include 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.

(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.

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.

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) includes all establishments:

- administered by departments of school education under the control of directors-general of education (or equivalent) as defined by membership of the Conference of Education Systems Chief Executive Officers (CESCEO)
- 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.

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 is 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) 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 general secondary subjects, are in the scope of the NSSC, regardless of which year of schooling these alternative pathways are undertaken. The workload of general secondary 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 civilian population aged 15–64 years. Characteristics reported on include: type of educational institution attended or attending; level and main field of education of current study, and highest level and main field of educational attainment. 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 collection, teaching staff include 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 2009 student attendance data

Collection period

Government sector

- Semester 1 of each school year (except Tasmania where Term 1 is used)

Non-government sector

- the last 20 school days in May of each school year.

Collection methodology

In New South Wales, returns of absences were collected for full-time, Years 1–10 students only through the Oasis system. 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.

Note: Only full-time students are included in the Oasis reports and on the final return of absences.

These Semester 1 Oasis reports are uploaded via the Data Collection 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 were collected through the CASES21 system.

In Queensland, the average student attendance rates for government schools were based on the attendance information for individual students in Years 1–10 recorded on each school's School Management System (SMS). Absence details were recorded on the SMS against student records for each full-day or half-day of absence. Absence data for students with an active enrolment for any part of Semester 1 at each school were collected centrally from each school's SMS.

In South Australia, absence data held in government school administrative systems at the student unit record level are centrally collected through the Central EDSAS Data Store. A snapshot of whole and half-day absences for Semester 1 are 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 South Australia 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
- morning, afternoon or whole-day absences
- enrolled during Semester 1 2009 (Terms 1 and 2)
- active or had left at the time of the Term 3 census
- 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.

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 School Attendance and Management System. Attendance/absence data in primary schools was recorded on a half-day basis. For secondary schools, the data were initially recorded on a 'period' basis and then converted to half-days.

In Tasmanian government schools, absence data were collected at individual student record level via the Schools Administration Computer System (SACS) for each school. These data were collected centrally and stored in a data warehouse. For the National Attendance Measures Project, data on whole-day absences for Tasmanian government primary, high, district high and special schools students in Years 1–10 were extracted for the term encompassing the month of May (Term 1 for schools in Tasmania).

In the Northern Territory, enrolment and attendance data were collected for individual students through the Schools Administration and Management system. The data were collected at most government schools on a weekly basis, processed centrally and stored in a data warehouse. Attendance data were reported for students in year/grade levels 1–10 attending a government school at any time during Semester 1. Most students in Years 1–10 in government schools were regarded as full-time. Where attendance/absence data were not initially recorded on a half-day basis, such as in primary schools, they were converted to half-days, e.g. secondary schools recording period attendance.

In the Australian Capital Territory, enrolment and attendance data were collected through the electronic school management system at the school. For primary school attendance data, teachers recorded student attendance daily (to the level of half-day attendance), and the absence data 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.

Data for the Catholic and independent school sectors were collected through the Australian Government's online data collection system, known as the Student Attendance System. Individual non-government schools entered 2009 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.

Inclusion/exclusion

(includes students enrolled at more than one school during the collection period)

In New South Wales, data were for full-time, Years 1–10 students only. All government school students in Years 1–10 are regarded as full-time. All schools must submit a return, except those classified as SSP (Schools for Specific Purposes), IEC (Intensive English Centre) or DEC (Distance Education Centre).

In Victoria, Year 1 is the second year of compulsory schooling, with Prep being the first year. Prep data were not provided in the attendance rates. 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 on 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 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, students attending for all or part of the collection period were included. Students who moved schools during the collection period were included.

In Tasmania, students in Ashley School, a residential school located within the Ashley Youth Detention Centre, were excluded.

In the Northern Territory, students attending for all or part of the collection period (Semester 1) were included, as were students who moved between government schools during the collection period. Students enrolled at two schools with a full-time equivalent (FTE) of 0 at the second school were counted only once. Students who attended the Northern Territory School of Music or the Northern Territory Language Centre were not included (dual enrolments). Transition students (pre-Year 1) were excluded. Remand students were excluded, as remand schools cannot provide identifiable student level information due to the privacy principles of the *Juvenile Justice Act 1987*.

In the Australian Capital Territory, absences were collected from each school at which the student had an active enrolment. There were no students enrolled at more than one Territory public school during the collection period. Students whose Indigenous status was recorded as unknown have been excluded when calculating Indigenous/Non-Indigenous attendance rates.

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, ungraded students were excluded from the year level attendance rates and from the school attendance rate.

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.

In Western Australia, there were no ungraded primary students and very few ungraded secondary students. Any ungraded secondary students are excluded from the year level attendance rates.

In Tasmanian government schools, there were no ungraded students.

In the Northern Territory, students were allocated to a grade by the school, based on a student's age or current level of schooling. In situations where a student had recently enrolled and a grade had not yet been determined, or the school was unable to allocate a specific year level, 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, for statistical purposes, students who attended school for less than three hours a day were regarded as a partial absence (0.5 of a day), and students who attended for more than three hours were regarded as having attended for the full day. Partial absences were not included as absences.

In Queensland, full-day and half-day absences were included in the attendance 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 School Management System (SMS). Days absent were recorded in SMS as morning, afternoon or all-day absences.

In South Australia, full and half-day absences counted towards absence rates. Part-day absences, i.e. late arrivals, early departures, were not included as absences and therefore 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.

In Tasmanian government schools, part-day attendance was counted as attendance.

In the Northern Territory, if a student attended school for 50 per cent of the day or more (a day being a minimum of two half-day sessions), they were classified as present for the day, e.g. at a primary school where they attended one session out of the two. If the student attended less than half a day, e.g. at a secondary school where they attended two periods out of a possible six periods, they were classified as absent. Primary schools marked attendance twice daily – in the morning and afternoon. Some remote schools marked attendance three times a day – early morning, late morning and afternoon. Secondary schools using a timetable recorded attendance for every period, e.g. four to eight periods per day. All variations were converted to half-day attendance.

In the Australian Capital Territory, primary school students were recorded in the class roll as either present or absent from their educational program at least twice daily, once in the morning and once in the afternoon. Half-day absences were either morning or afternoon. In high school (Years 7–10) student attendance was recorded for every teaching session during the day in the school management system.

Methodology for calculation

In New South Wales government schools, the attendance rate is calculated as:

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 2009 as a percentage of the total number of possible student days attended over that period.

In Queensland, the attendance data (from SMS) were used to determine for each student the number of days it was possible for the student to attend in Semester 1. This calculation was based on analysis of the school calendar together with the student's enrolment and exit dates. Only school days were counted, with local holidays, public holidays, etc., being removed. The 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, multiplied by 100 and divided by the available half-days.

For Tasmanian government school students, the attendance rate was calculated by the following method:

Potential days at school minus number of days absent divided by potential days at school.

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 actual student attendance days divided by *Total expected attendance days* derives the attendance rate for each cohort.

In the Australian Capital Territory primary schools, the number of days attended by each student was calculated as the difference between the total number of days possible to attend and the aggregate number of full-day (1.0) and half-day (0.5) absences. In high schools, the aggregate number of days absent for each student was generated by dividing the number of sessions absent by the number of teaching sessions per day and totalling the days possible to attend in Semester 1. The number of days attended by each student was calculated as the difference between the total number of days possible to attend and the aggregate number of days absent (or part thereof). The average student attendance rate for each year level was generated by dividing the total number of days attended by all students within the year level by the total number of days possible, expressed as a percentage.