



2009

Reissue

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# SCHOOLS

AUSTRALIA

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## INQUIRIES

For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070.

## NOTES

NOTE	This publication (originally released on 16 March 2010) contains corrections to the grading of non-government school students, as revised data on non-government schools was provided to the ABS. All data relating to non-government student grading have been corrected in the main features and throughout the data cubes.
ABOUT THIS RELEASE	This release contains statistics for schools, students and staff at the 2009 schools census date of the 7th August. The full-time plus part-time School Participation Rates (SPR) were added to this publication for the first time in 2009 and Apparent Progression Rates (APR) have been added to this re-issue. These rates come from the suite of secondary school measures originally proposed in the <i>Research Paper: Deriving Measures of Engagement in Secondary Education from the National Schools Statistics Collection</i> (cat.no. 1351.0.55.016). These measures were developed in response to acknowledged shortcomings of Apparent Retention Rates and a need for more accurate retention and progression measures. An additional appendix will be released later in 2010 to further illustrate these measures.
CHANGES AFFECTING THIS RELEASE	<p>In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.</p> <p>In addition, while Tasmanian Education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.</p>
GENERAL ACKNOWLEDGMENT	This publication draws extensively on information provided freely by state and territory departments with responsibility for school education and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). Their continued cooperation enables the ABS to publish a wide range of education statistics. Information received by the ABS is treated in strict confidence as required by the <i>Census and Statistics Act, 1905</i> .
SOURCE DATA	These data are sourced from the (non-finance) <i>National Schools Statistics Collection</i> (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). The scope of the collection is bound by the definitions of schools, students and staff which is available on request in the ABS <i>Notes, Instructions and Tabulations</i> (NIT) document. See also the Glossary of this publication.
ROUNDING AND CONFIDENTIALITY	Where estimates are rounded, discrepancies may occur between component items and their totals. Small values have been perturbed to protect confidentiality.

Brian Pink  
Australian Statistician

## MAIN FEATURES

### SCHOOLS

The number of schools in Australia has decreased over the past 10 years from 9,587 schools in 1999, to 9,529 schools in 2009. This represented a decrease of 165 government schools, and an increase of 4 Catholic schools, and 103 independent schools (see Table 1).

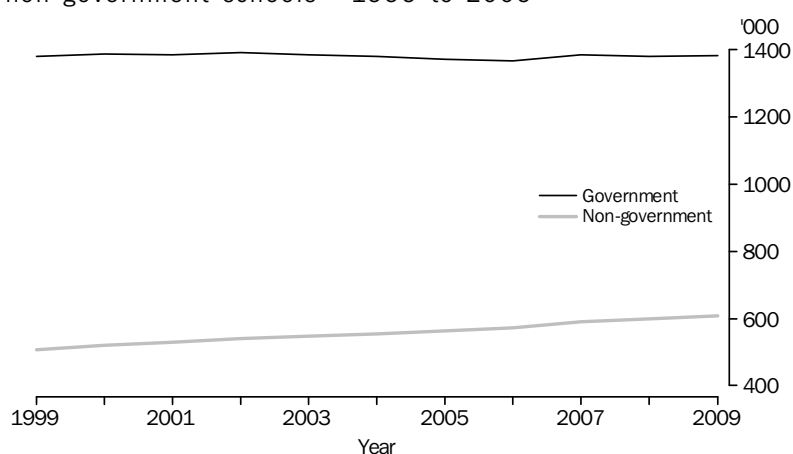
A higher proportion of primary schools were government schools (77%) compared with secondary schools (72%) and combined schools (of which 39% were government affiliated).

After excluding special schools, in 2009, 70% of schools were primary, 16% were secondary only and 14% were combined primary and secondary schools (see Table 2).

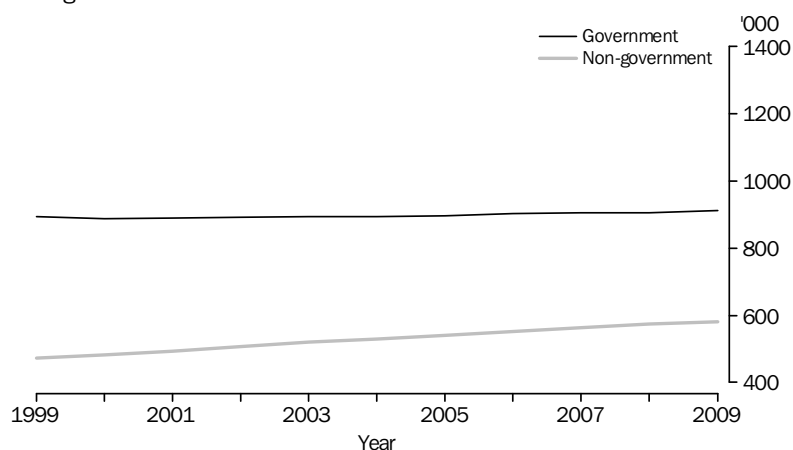
### STUDENTS

While the number of schools has decreased, the number of students has increased over the past decade. There were around 3,484,700 students in 2009, an increase of 230,300 students since 1999. More than 99% of the students in 2009 were enrolled on a full-time basis and around 66% of the full-time students in 2009 were enrolled in government schools, down from 70% in 1999. Students enrolled in government schools accounted for 11% (26,200) of the increase in full-time student numbers, while students in non-government schools accounted for 89% (208,400) of the increase since 1999 (see Table 5).

NUMBER OF PRIMARY SCHOOL STUDENTS, government and non-government schools - 1999 to 2009



NUMBER OF SECONDARY SCHOOL STUDENTS, government and non-government schools - 1999 to 2009



## MAIN FEATURES *continued*

### STUDENTS *continued*

In 2009 there were around 23,300 part-time students. The number of part-time students decreased by 16% between 1999 and 2009. Around 79% of part-time students were enrolled in secondary schools (see Tables 5 and 6).

### INDIGENOUS STUDENTS

In 2009, there were around 155,500 Indigenous full-time school students, an increase of 2.5% since 2008 and 46% since 1999. Indigenous students represented 4.5% of all Australian full-time students. In the Northern Territory, Indigenous students were 40% of the full-time student population while they comprised 1% of the Victorian student population (see table 13).

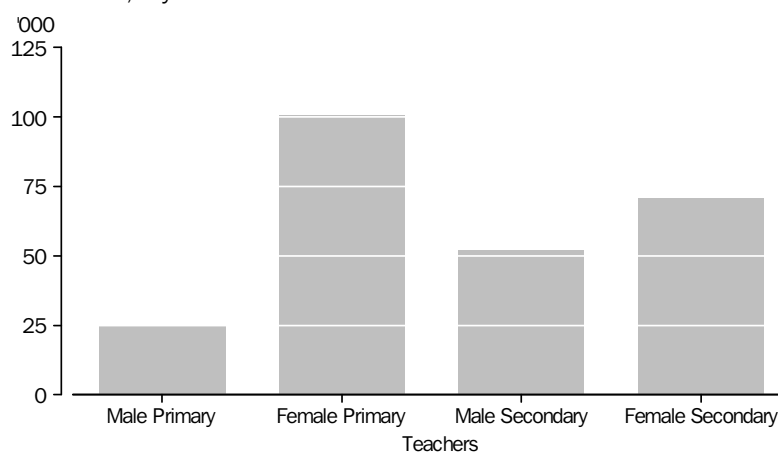
The apparent retention rate for full-time Indigenous students from their first year of secondary school, through to year 12 in 2009 was 45% compared with 77% for non-Indigenous students. From 1999 the apparent retention rate to year 12 increased by 11 percentage points for Indigenous students and 4 percentage points for non-Indigenous students (see Table 15).

### STAFF

Along with the number of school students, the number of teaching staff has increased over the past 10 years. There were 249,200 full-time equivalent (FTE) teaching staff in 2009. This was 16% more than in 1999. The majority (65%) of FTE teaching staff worked in government schools with 35% at non-government schools (see table 17).

Government FTE teaching staff accounted for 36% of the increase in FTE teaching staff numbers from 1999 to 2009 while non-government FTE teaching staff accounted for 64% of the increase (see table 17).

#### NUMBER OF FTE TEACHING STAFF IN PRIMARY AND SECONDARY SCHOOLS, by sex - 2009

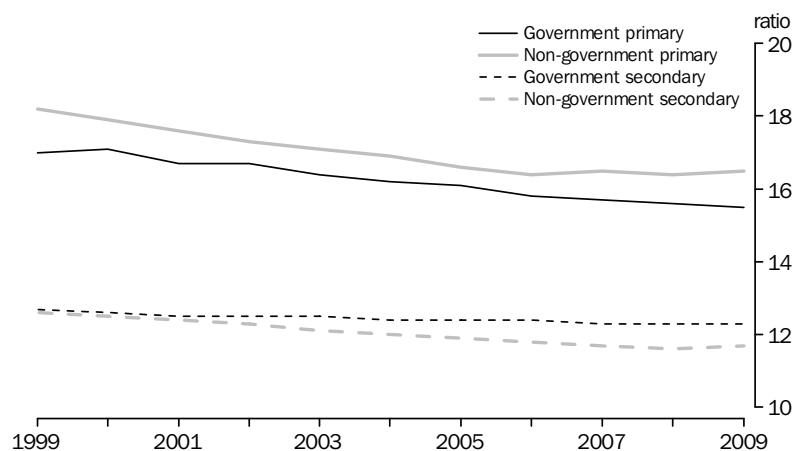


In 2009, of all FTE teaching staff, 69% were female and 31% were male. A higher proportion of FTE teaching staff in primary schools were female (80%) compared with teaching staff in secondary schools (58% female) (see Table 17).

## MAIN FEATURES *continued*

STAFF *continued*

FTE STUDENTS TO TEACHING STAFF RATIOS, government and non-government schools - 1999 to 2009



In 2009, there were on average 15.8 FTE students for every FTE teaching staff in primary schools and 12.0 students for every teaching staff in secondary schools. The students to teaching staff ratio was similar in government and non-government schools. In government primary schools for example, there were 15.5 students for every teaching staff, compared with 16.5 students for every teaching staff in non-government primary schools. For government secondary schools, there were 12.3 students for every teaching staff compared with 11.7 students for every teaching staff in non-government secondary schools (see Table 23).

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## SCHOOLS(a), by school affiliation—states and territories

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
1999	2 179	1 631	1 300	628	765	216	151	97	6 967
2004	2 192	1 618	1 284	609	775	214	150	96	6 938
2007	2 190	1 593	1 250	602	769	210	149	88	6 851
2008	2 189	1 585	1 250	596	768	210	151	84	6 833
2009	2 181	1 575	1 245	588	771	207	152	83	6 802
NON-GOVERNMENT									
Catholic									
1999	594	491	270	108	157	37	15	29	1 701
2004	584	484	281	106	158	37	15	30	1 695
2007	585	485	288	104	159	37	15	30	1 703
2008	586	487	289	102	159	37	15	30	1 705
2009	586	488	289	102	158	37	15	30	1 705
Independent									
1999	311	197	150	88	116	28	16	13	919
2004	321	206	168	94	131	29	20	13	982
2007	332	214	177	97	140	30	21	14	1 025
2008	334	216	174	97	138	30	21	14	1 024
2009	330	216	176	97	138	30	21	14	1 022
Total									
1999	905	688	420	196	273	65	31	42	2 620
2004	905	690	449	200	289	66	35	43	2 677
2007	917	699	465	201	299	67	36	44	2 728
2008	920	703	463	199	297	67	36	44	2 729
2009	916	704	465	199	296	67	36	44	2 727
ALL SCHOOLS									
1999	3 084	2 319	1 720	824	1 038	281	182	139	9 587
2004	3 097	2 308	1 733	809	1 064	280	185	139	9 615
2007	3 107	2 292	1 715	803	1 068	277	185	132	9 579
2008	3 109	2 288	1 713	795	1 065	277	187	128	9 562
2009	3 097	2 279	1 710	787	1 067	274	188	127	9 529

(a) Many factors can affect the numbers of schools over time. See Explanatory notes, paragraph 18, for further details.



## SCHOOLS(a)(b), by school type—states and territories

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT(c)</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY SCHOOLS									
1999	2 186	1 684	1 228	577	663	172	106	94	6 710
2004	2 166	1 658	1 213	552	663	171	99	93	6 615
2007	2 150	1 637	1 173	542	663	169	98	85	6 517
2008	2 144	1 626	1 166	535	658	169	67	83	6 448
2009	2 133	1 607	1 161	527	664	168	73	81	6 414
SECONDARY SCHOOLS									
1999	536	372	258	101	137	46	17	29	1 496
2004	511	363	265	94	135	46	18	27	1 459
2007	531	370	260	95	140	46	18	26	1 486
2008	526	360	250	95	131	46	25	22	1 455
2009	525	357	250	94	122	44	25	22	1 439
PRIMARY/SECONDARY COMBINED SCHOOLS									
1999	247	170	182	123	172	53	54	11	1 012
2004	282	190	205	140	194	54	63	14	1 142
2007	287	204	233	143	195	56	64	17	1 199
2008	293	205	238	142	199	56	90	18	1 241
2009	294	217	240	143	207	56	85	19	1 261
ALL SCHOOLS (a)									
1999	2 969	2 226	1 668	801	972	271	177	134	9 218
2004	2 959	2 211	1 683	786	992	271	180	134	9 216
2007	2 968	2 211	1 666	780	998	271	180	128	9 202
2008	2 963	2 191	1 654	772	988	271	182	123	9 144
2009	2 952	2 181	1 651	764	993	268	183	122	9 114

(a) Excludes special schools.

(b) Many factors can affect the numbers of schools over time. See Explanatory notes, paragraph 18, for further details.

(c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

# PRIMARY SCHOOLS(a)(b), by number of full-time equivalent (FTE) student enrolments and school affiliation

## NUMBER OF PRIMARY SCHOOL FTE ENROLMENTS

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>Government schools</b>										
1999	316	388	1 000	946	957	782	779	295	107	5 570
2004	348	380	1 004	943	946	749	759	316	96	5 541
2007	386	359	968	963	925	715	750	302	102	5 470
2008(c)	384	373	965	952	924	729	732	294	103	5 456
2009	383	383	945	931	913	709	759	287	117	5 427
<b>Non-government schools</b>										
1999	68	88	344	564	443	287	284	58	16	2 152
2004	56	81	328	568	424	356	316	70	17	2 216
2007	61	75	325	549	416	363	341	90	26	2 246
2008(c)	46	73	331	527	412	361	355	103	25	2 233
2009	50	76	321	530	396	379	362	109	25	2 248
<b>All schools</b>										
1999	384	476	1 344	1 510	1 400	1 069	1 063	353	123	7 722
2004	404	461	1 332	1 511	1 370	1 105	1 075	386	113	7 757
2007	447	434	1 293	1 512	1 341	1 078	1 091	392	128	7 716
2008(c)	430	446	1 296	1 479	1 336	1 090	1 087	397	128	7 689
2009	433	459	1 266	1 461	1 309	1 088	1 121	396	142	7 675

(a) Excludes special schools, but includes combined primary and secondary schools, based on the number of primary enrolments.

(b) Many factors can affect the numbers of schools over time. See Explanatory notes, paragraph 18, for further details.

(c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

# SECONDARY SCHOOLS(a)(b), by number of full-time equivalent (FTE) student enrolments and school affiliation

## NUMBER OF SECONDARY FTE SCHOOL ENROLMENTS

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801-1000	1001-1200	1200+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT SCHOOLS												
1999	73	49	168	128	80	81	190	241	245	144	107	1 506
2004	63	54	161	159	88	96	185	241	210	134	125	1 516
2007	70	80	151	137	86	87	171	243	202	135	142	1 504
2008(c)	101	62	168	141	81	87	172	234	205	138	144	1 533
2009(d)	107	68	163	131	86	87	177	227	200	145	146	1 537
NON-GOVERNMENT SCHOOLS												
1999	61	33	122	93	73	94	180	161	96	49	40	1 002
2004	70	44	117	96	89	95	175	168	123	62	46	1 085
2007	81	46	142	122	98	82	189	174	133	65	49	1 181
2008(c)	71	34	117	132	107	82	195	170	134	70	51	1 163
2009(d)	56	40	110	145	104	88	197	166	132	74	51	1 163
ALL SCHOOLS												
1999	134	82	290	221	153	175	370	402	341	193	147	2 508
2004	133	98	278	255	177	191	360	409	333	196	171	2 601
2007	151	126	293	259	184	169	360	417	335	200	191	2 685
2008(c)	172	96	285	273	188	169	367	404	339	208	195	2 696
2009(d)	163	108	273	276	190	175	374	393	332	219	197	2 700

(a) Excludes special schools, but includes combined primary and secondary schools, based on the number of secondary enrolments.

(b) Many factors can affect the numbers of schools over time. See Explanatory notes, paragraph 18, for further details.

(c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

(d) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

## STUDENTS, by full-time and part-time status and school affiliation—states and territories

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.(c)	NT(d)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
FULL-TIME STUDENTS									
<b>Government</b>									
1999	763 169	524 849	425 876	176 303	227 232	62 954	28 487	38 804	2 247 674
2004	744 229	536 216	448 806	165 866	229 766	60 987	28 335	35 821	2 250 026
2007	737 637	535 883	478 883	163 904	229 611	58 926	28 916	34 617	2 268 377
2008	734 642	535 159	479 850	162 473	230 947	58 280	29 175	34 028	2 264 554
2009	735 692	537 076	484 615	162 707	233 499	57 504	28 491	34 322	2 273 906
<b>Non-government</b>									
1999	326 423	269 705	168 708	73 920	89 377	20 859	8 280	21 704	978 976
2004	362 820	286 084	190 149	82 656	106 300	21 577	8 695	23 959	1 082 240
2007	371 566	297 970	219 020	87 545	114 977	22 933	9 355	24 780	1 148 146
2008	373 909	303 174	226 612	88 988	118 710	23 311	9 882	25 149	1 169 735
2009	375 247	306 846	233 373	90 721	122 355	23 403	9 998	25 477	1 187 420
<b>Total</b>									
1999	1 089 592	794 554	594 584	250 223	316 609	83 813	36 767	60 508	3 226 650
2004	1 107 049	822 300	638 955	248 522	336 066	82 564	37 030	59 780	3 332 266
2007	1 109 203	833 853	697 903	251 449	344 588	81 859	38 271	59 397	3 416 523
2008	1 108 551	838 333	706 462	251 461	349 657	81 591	39 057	59 177	3 434 289
2009	1 110 939	843 922	717 988	253 428	355 854	80 907	38 489	59 799	3 461 326
PART-TIME STUDENTS									
<b>Total</b>									
1999	3 813	3 363	4 879	6 916	4 231	3 323	1 094	126	27 745
2004	2 874	3 967	4 812	7 353	3 477	2 293	1 102	258	26 136
2007	2 623	3 138	6 034	7 312	2 723	1 648	856	169	24 503
2008	2 453	3 247	5 972	6 916	2 067	1 547	435	123	22 760
2009	2 277	3 756	6 438	7 046	1 318	2 048	329	119	23 331
ALL STUDENTS									
<b>Total</b>									
1999	1 093 405	797 917	599 463	257 139	320 840	87 136	37 861	60 634	3 254 395
2004	1 109 923	826 267	643 767	255 875	339 543	84 857	38 132	60 038	3 358 402
2007	1 111 826	836 991	703 937	258 761	347 311	83 507	39 127	59 566	3 441 026
2008	1 111 004	841 580	712 434	258 377	351 724	83 138	39 492	59 300	3 457 049
2009	1 113 216	847 678	724 426	260 474	357 172	82 955	38 818	59 918	3 484 657

- (a) In 2007, Queensland introduced a Pre-year 1 grade following a trial from 2003-2006. See Explanatory notes, paragraph 11, for further details.
- (b) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraph 9 and 10, for further details.
- (c) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (d) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

## PART-TIME SECONDARY STUDENTS, by year of school education—states and territories

	NSW	Vic.	Qld	SA	WA(a)	Tas.(b)	NT(c)(d)	ACT(e)	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>Year 7/8 to 9(f)</b>									
1999	42	208	541	58	78	55	278	1	1 261
2004	—	169	473	66	4	18	243	5	978
2007	7	96	433	83	58	9	204	16	906
2008	9	153	342	63	17	24	22	8	638
2009	91	263	345	71	16	28	17	7	838
<b>Year 10</b>									
1999	17	189	696	110	298	26	50	1	1 387
2004	13	222	781	103	10	—	58	—	1 187
2007	11	89	718	91	75	11	114	4	1 113
2008	14	108	639	62	35	—	29	3	890
2009	73	166	609	52	20	13	68	3	1 004
<b>Year 11</b>									
1999	1 249	924	1 257	2 376	457	1 303	365	2	7 933
2004	900	1 250	1 101	2 236	1 070	309	576	—	7 442
2007	1 056	1 136	961	2 520	337	331	333	—	6 674
2008	745	1 082	969	2 409	388	375	175	—	6 143
2009	782	1 179	988	2 319	470	567	156	3	6 464
<b>Year 12</b>									
1999	2 299	1 260	1 379	2 673	1 021	1 866	353	4	10 855
2004	1 735	1 557	1 350	3 204	320	1 933	177	29	10 305
2007	1 336	1 154	1 162	2 827	287	1 272	142	19	8 199
2008	1 474	1 165	986	2 909	187	1 122	110	3	7 956
2009	1 214	1 349	1 103	2 836	402	1 379	72	5	8 360
<b>Total Years 7/8 to 12(f)(g)</b>									
1999	3 620	2 681	4 112	6 796	4 206	3 250	1 046	9	25 720
2004	2 684	3 276	3 847	7 248	2 954	2 270	1 054	48	23 381
2007	2 483	2 515	3 345	7 245	2 324	1 627	811	39	20 389
2008	2 344	2 545	2 989	6 833	1 767	1 524	407	14	18 423
2009	2 181	3 014	3 118	6 741	959	1 987	313	18	18 331

— nil or rounded to zero (including null cells)

(a) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraph 9 and 10, for further details.

(b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

(c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

(d) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

(e) Prior to 2004, part-time students in Year 10 and 11 in the Australian Capital Territory are not shown separately and are not included in the respective Australian totals. However, they are included in the Australian totals for years 7/8 to 12.

(f) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.

(g) 7/8-12 figures include ungraded students.

	NSW	Vic.	Qld.(a)	SA	WA(b)	Tas.(c)	NT(d)(e)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.

## PRIMARY STUDENTS

## Government

1999	455 008	310 218	273 710	116 647	144 746	36 318	20 626	21 606	1 378 879
2004	440 309	316 143	287 406	108 786	150 222	35 918	19 801	19 788	1 378 373
2007	431 618	311 503	308 698	106 384	150 227	33 883	20 403	18 841	1 381 557
2008	430 057	310 835	308 771	105 080	150 842	33 475	18 460	18 546	1 376 066
2009	430 817	312 144	310 327	104 106	152 265	32 923	18 173	18 843	1 379 598

## Non-government

1999	168 618	136 787	85 278	42 991	46 677	10 479	4 998	10 651	506 479
2004	183 670	139 279	98 738	48 664	55 855	10 491	5 114	11 607	553 418
2007	186 776	142 008	119 376	50 734	60 348	11 123	5 429	11 952	587 746
2008	187 513	144 153	123 795	51 177	62 414	11 295	4 895	12 194	597 436
2009	187 932	146 111	128 204	51 830	64 362	11 234	5 056	12 388	607 117

## SECONDARY STUDENTS

## Government

1999	308 161	214 631	152 166	59 656	82 486	26 636	7 861	17 198	868 795
2004	303 920	220 073	161 400	57 080	79 544	25 069	8 534	16 033	871 653
2007	306 019	224 380	170 185	57 520	79 384	25 043	8 513	15 776	886 820
2008	304 585	224 324	171 079	57 393	80 105	24 805	10 715	15 482	888 488
2009	304 875	224 932	174 288	58 601	81 234	24 581	10 318	15 479	894 308

## Non-government

1999	157 805	132 918	83 430	30 929	42 700	10 380	3 282	11 053	472 497
2004	179 150	146 805	91 411	33 992	50 445	11 086	3 581	12 352	528 822
2007	184 790	155 962	99 644	36 811	54 629	11 810	3 926	12 828	560 400
2008	186 396	159 021	102 817	37 811	56 296	12 016	4 987	12 955	572 299
2009	187 315	160 735	105 169	38 891	57 993	12 169	4 942	13 089	580 303

## ALL FULL-TIME STUDENTS

## Government

1999	763 169	524 849	425 876	176 303	227 232	62 954	28 487	38 804	2 247 674
2004	744 229	536 216	448 806	165 866	229 766	60 987	28 335	35 821	2 250 026
2007	737 637	535 883	478 883	163 904	229 611	58 926	28 916	34 617	2 268 377
2008	734 642	535 159	479 850	162 473	230 947	58 280	29 175	34 028	2 264 554
2009	735 692	537 076	484 615	162 707	233 499	57 504	28 491	34 322	2 273 906

## Non-government

1999	326 423	269 705	168 708	73 920	89 377	20 859	8 280	21 704	978 976
2004	362 820	286 084	190 149	82 656	106 300	21 577	8 695	23 959	1 082 240
2007	371 566	297 970	219 020	87 545	114 977	22 933	9 355	24 780	1 148 146
2008	373 909	303 174	226 612	88 988	118 710	23 311	9 882	25 149	1 169 735
2009	375 247	306 846	233 373	90 721	122 355	23 403	9 998	25 477	1 187 420

- (a) In 2007, Queensland introduced a Pre-year 1 grade following a successful trial from 2003-2006. See Explanatory notes, paragraph 11, for further details.
- (b) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraphs 9 and 10, for further details.
- (c) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (d) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.
- (e) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

## FULL-TIME STUDENTS, by level and year of school education—states and territories

	NSW	Vic.	Qld.	SA	WA	Tas. (a)	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>Primary students</b>									
Pre-Year 1	89 159	66 331	56 375	21 566	28 033	5 943	3 277	4 577	275 261
Year 1	86 780	64 632	55 031	18 020	27 886	6 156	3 567	4 384	266 456
Year 2	86 486	63 436	37 666	18 512	28 063	6 143	3 404	4 236	247 946
Year 3	87 078	64 345	56 163	18 299	28 272	6 436	3 434	4 447	268 474
Year 4	87 345	64 857	57 981	19 139	28 702	6 598	3 205	4 453	272 280
Year 5	86 700	64 880	57 232	19 117	29 392	6 500	3 154	4 585	271 560
Year 6	86 826	65 386	57 652	19 100	28 539	6 375	3 188	4 549	271 615
Year 7 (b)	—	—	57 867	19 327	17 661	—	—	—	94 855
Ungraded	8 375	4 388	2 564	2 856	79	6	—	—	18 268
Total	618 749	458 255	438 531	155 936	216 627	44 157	23 229	31 231	1 986 715
<b>Secondary students</b>									
Year 7 (b)	86 528	66 032	—	—	—	6 753	2 926	4 762	167 001
Year 8	86 699	66 526	58 552	19 842	29 143	6 722	2 984	4 808	275 276
Year 9	87 209	67 374	59 601	20 188	29 689	6 966	2 827	4 996	278 850
Year 10	85 303	66 462	59 155	20 031	29 772	6 736	2 553	4 769	274 781
Year 11	72 593	62 096	54 200	19 976	28 592	5 277	2 097	4 932	249 763
Year 12	62 160	52 093	45 385	15 402	21 340	4 290	1 555	4 301	206 526
Ungraded	11 698	5 084	2 564	2 053	691	6	318	—	22 414
Total	492 190	385 667	279 457	97 492	139 227	36 750	15 260	28 568	1 474 611
<b>All full-time students</b>									
Total	1 110 939	843 922	717 988	253 428	355 854	80 907	38 489	59 799	3 461 326

— nil or rounded to zero (including null cells)

- (a) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (b) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.

# FULL-TIME EQUIVALENT (FTE) STUDENTS, by level and year of school education—states and territories

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>Primary students</b>									
Pre-year 1	89 206.5	66 408.8	56 813.8	21 816.3	28 232.9	5 944.9	3 277.0	4 637.9	276 338.1
Year 1	86 780.0	64 644.9	55 066.3	18 020.7	27 891.6	6 158.0	3 573.9	4 387.5	266 522.9
Year 2	86 489.3	63 455.2	37 685.9	18 512.0	28 063.0	6 148.3	3 406.7	4 236.0	247 996.4
Year 3	87 078.0	64 366.8	56 175.2	18 299.0	28 273.2	6 440.2	3 434.0	4 447.0	268 513.4
Year 4	87 347.6	64 880.2	58 000.2	19 140.1	28 702.0	6 601.3	3 205.0	4 453.9	272 330.3
Year 5	86 700.0	64 899.8	57 246.6	19 119.5	29 392.0	6 502.3	3 154.0	4 586.6	271 600.8
Year 6	86 826.8	65 400.2	57 668.3	19 100.0	28 539.0	6 376.6	3 190.7	4 550.4	271 652.0
Year 7 (a)	—	—	57 888.5	19 327.0	17 661.0	—	—	—	94 876.5
Ungraded	8 378.9	4 581.8	3 127.7	2 857.4	94.2	9.4	—	—	19 049.4
Total	618 807.1	458 637.7	439 672.5	156 192.0	216 848.9	44 181.0	23 241.3	31 299.3	1 988 879.8
<b>Secondary students</b>									
Year 7 (a)	86 545.3	66 059.6	—	—	—	6 753.5	2 927.4	4 762.0	167 047.8
Year 8	86 724.6	66 551.6	58 593.1	19 854.9	29 144.8	6 727.0	2 989.1	4 808.0	275 393.1
Year 9	87 236.7	67 401.8	59 696.7	20 207.7	29 694.3	6 973.7	2 827.7	4 999.7	279 038.3
Year 10	85 359.2	66 571.8	59 407.6	20 064.2	29 778.3	6 741.8	2 582.5	4 770.0	275 275.4
Year 11	72 906.2	62 690.6	54 579.5	21 016.8	28 827.8	5 670.6	2 164.2	4 933.9	252 789.6
Year 12	62 875.1	52 756.1	45 829.6	16 914.3	21 525.0	5 039.1	1 582.6	4 303.4	210 825.2
Ungraded	11 714.5	5 118.6	2 592.8	2 538.5	700.4	6.0	318.0	—	22 988.8
Total	493 361.6	387 150.1	280 699.3	100 596.4	139 670.6	37 911.7	15 391.5	28 577.0	1 483 358.2
<b>All FTE students</b>									
Total	1 112 168.7	845 787.8	720 371.8	256 788.4	356 519.5	82 092.7	38 632.8	59 876.3	3 472 238.0

— nil or rounded to zero (including null cells)

(a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.



	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	no.
.....					
MALES					
.....					
<b>Primary students</b>					
Pre-Year 1	100 168	27 454	14 157	41 611	141 779
Year 1	95 509	26 707	14 050	40 757	136 266
Year 2	88 713	25 208	13 565	38 773	127 486
Year 3	96 037	26 641	14 480	41 121	137 158
Year 4	97 121	26 788	14 934	41 722	138 843
Year 5	96 379	26 879	15 603	42 482	138 861
Year 6	95 812	26 517	16 623	43 140	138 952
Year 7 (a)	32 824	8 285	7 418	15 703	48 527
Ungraded	11 147	226	1 183	1 409	12 556
Total	713 710	194 705	112 013	306 718	1 020 428
<b>Secondary students</b>					
Year 7 (a)	51 498	20 119	13 714	33 833	85 331
Year 8	86 002	30 706	23 830	54 536	140 538
Year 9	88 448	30 417	23 679	54 096	142 544
Year 10	86 895	29 096	23 522	52 618	139 513
Year 11(b)	75 320	25 128	23 163	48 291	123 611
Year 12(b)	56 315	21 825	20 476	42 301	98 616
Ungraded	12 993	287	1 016	1 303	14 296
Total	457 471	157 578	129 400	286 978	744 449
<b>All full-time male students</b>					
Total	1 171 181	352 283	241 413	593 696	1 764 877
.....					
FEMALES					
.....					
<b>Primary students</b>					
Pre-Year 1	92 882	26 597	14 003	40 600	133 482
Year 1	89 784	26 229	14 177	40 406	130 190
Year 2	82 569	24 615	13 276	37 891	120 460
Year 3	90 665	26 360	14 291	40 651	131 316
Year 4	92 127	26 522	14 788	41 310	133 437
Year 5	90 998	25 705	15 996	41 701	132 699
Year 6	90 924	25 337	16 402	41 739	132 663
Year 7 (a)	30 991	7 874	7 463	15 337	46 328
Ungraded	4 948	122	642	764	5 712
Total	665 888	189 361	111 038	300 399	966 287
<b>Secondary students</b>					
Year 7 (a)	47 839	20 315	13 516	33 831	81 670
Year 8	79 930	30 857	23 951	54 808	134 738
Year 9	81 799	30 310	24 197	54 507	136 306
Year 10	81 480	29 604	24 184	53 788	135 268
Year 11(b)	76 506	26 690	22 956	49 646	126 152
Year 12(b)	62 046	24 503	21 361	45 864	107 910
Ungraded	7 237	173	708	881	8 118
Total	436 837	162 452	130 873	293 325	730 162

- (a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

	NON-GOVERNMENT				All schools
	Government	Catholic	Independent	Total	
	no.	no.	no.	no.	
.....					
FEMALES <i>cont.</i>					
All full-time female students					
Total	1 102 725	351 813	241 911	593 724	1 696 449
.....					
PERSONS					
.....					
Primary students					
Pre-Year 1	193 050	54 051	28 160	82 211	275 261
Year 1	185 293	52 936	28 227	81 163	266 456
Year 2	171 282	49 823	26 841	76 664	247 946
Year 3	186 702	53 001	28 771	81 772	268 474
Year 4	189 248	53 310	29 722	83 032	272 280
Year 5	187 377	52 584	31 599	84 183	271 560
Year 6	186 736	51 854	33 025	84 879	271 615
Year 7 (a)	63 815	16 159	14 881	31 040	94 855
Ungraded	16 095	348	1 825	2 173	18 268
Total	1 379 598	384 066	223 051	607 117	1 986 715
Secondary students					
Year 7 (a)	99 337	40 434	27 230	67 664	167 001
Year 8	165 932	61 563	47 781	109 344	275 276
Year 9	170 247	60 727	47 876	108 603	278 850
Year 10	168 375	58 700	47 706	106 406	274 781
Year 11 (b)	151 826	51 818	46 119	97 937	249 763
Year 12 (b)	118 361	46 328	41 837	88 165	206 526
Ungraded	20 230	460	1 724	2 184	22 414
Total	894 308	320 030	260 273	580 303	1 474 611
All full-time students					
Total	2 273 906	704 096	483 324	1 187 420	3 461 326

- (a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

# FULL-TIME EQUIVALENT (FTE) STUDENTS, by sex, school affiliation, level and year of school education

NON-GOVERNMENT					
	Government	Catholic	Independent	Total	All Schools
	no.	no.	no.	no.	no.
MALES					
<b>Primary students</b>					
Pre-Year 1	100 480.1	27 478.2	14 450.9	41 929.1	142 409.2
Year 1	95 542.5	26 713.3	14 055.0	40 768.3	136 310.8
Year 2	88 732.1	25 218.4	13 568.2	38 786.6	127 518.7
Year 3	96 051.6	26 651.9	14 481.0	41 132.9	137 184.5
Year 4	97 136.7	26 802.3	14 939.6	41 741.9	138 878.6
Year 5	96 391.9	26 896.3	15 604.2	42 500.5	138 892.4
Year 6	95 824.2	26 528.4	16 626.6	43 155.0	138 979.2
Year 7 (a)	32 841.4	8 285.0	7 418.0	15 703.0	48 544.4
Ungraded	11 634.6	231.3	1 239.0	1 470.3	13 104.9
Total	714 635.1	194 805.1	112 382.5	307 187.6	1 021 822.7
<b>Secondary students</b>					
Year 7 (a)	51 512.4	20 120.4	13 722.9	33 843.3	85 355.7
Year 8	86 046.9	30 706.0	23 851.0	54 557.0	140 603.9
Year 9	88 526.1	30 418.9	23 695.6	54 114.5	142 640.6
Year 10	87 127.4	29 097.6	23 550.0	52 647.6	139 775.0
Year 11(b)	76 532.9	25 166.7	23 185.9	48 352.6	124 885.5
Year 12(b)	57 999.1	21 907.2	20 571.5	42 478.7	100 477.8
Ungraded	13 186.1	289.8	1 042.6	1 332.4	14 518.5
Total	460 930.8	157 706.6	129 619.5	287 326.1	748 256.9
<b>All male FTE students</b>					
Total	1 175 565.9	352 511.7	242 002.0	594 513.7	1 770 079.6
FEMALES					
<b>Primary students</b>					
Pre-Year 1	92 992.8	26 607.2	14 328.9	40 936.1	133 928.9
Year 1	89 798.7	26 231.4	14 182.0	40 413.4	130 212.1
Year 2	82 578.9	24 619.2	13 279.6	37 898.8	120 477.7
Year 3	90 675.2	26 362.7	14 291.0	40 653.7	131 328.9
Year 4	92 133.1	26 525.6	14 793.0	41 318.6	133 451.7
Year 5	91 002.1	25 708.0	15 998.3	41 706.3	132 708.4
Year 6	90 932.6	25 337.6	16 402.6	41 740.2	132 672.8
Year 7 (a)	30 994.7	7 874.4	7 463.0	15 337.4	46 332.1
Ungraded	5 164.7	122.0	657.8	779.8	5 944.5
Total	666 272.8	189 388.1	111 396.2	300 784.3	967 057.1
<b>Secondary students</b>					
Year 7 (a)	47 849.1	20 315.0	13 528.0	33 843.0	81 692.1
Year 8	79 968.1	30 859.7	23 961.4	54 821.1	134 789.2
Year 9	81 869.0	30 313.4	24 215.3	54 528.7	136 397.7
Year 10	81 674.9	29 605.5	24 220.0	53 825.5	135 500.4
Year 11(b)	78 185.7	26 733.5	22 984.9	49 718.4	127 904.1
Year 12(b)	64 274.6	24 603.0	21 469.8	46 072.8	110 347.4
Ungraded	7 581.5	175.0	713.8	888.8	8 470.3
Total	441 402.9	162 605.1	131 093.2	293 698.3	735 101.2

- (a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania Northern Territory and the Australian Capital Territory.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

		NON-GOVERNMENT			All Schools
	Government	Catholic	Independent	Total	
	no.	no.	no.	no.	
FEMALES <i>cont.</i>					
All female FTE students					
Total	1 107 675.7	351 993.2	242 489.4	594 482.6	1 702 158.3
PERSONS					
Primary students					
Pre-Year 1	193 472.9	54 085.4	28 779.8	82 865.2	276 338.1
Year 1	185 341.2	52 944.7	28 237.0	81 181.7	266 522.9
Year 2	171 311.0	49 837.6	26 847.8	76 685.4	247 996.4
Year 3	186 726.8	53 014.6	28 772.0	81 786.6	268 513.4
Year 4	189 269.8	53 327.9	29 732.6	83 060.5	272 330.3
Year 5	187 394.0	52 604.3	31 602.5	84 206.8	271 600.8
Year 6	186 756.8	51 866.0	33 029.2	84 895.2	271 652.0
Year 7 (a)	63 836.1	16 159.4	14 881.0	31 040.4	94 876.5
Ungraded	16 799.3	353.3	1 896.8	2 250.1	19 049.4
Total	1 380 907.9	384 193.2	223 778.7	607 971.9	1 988 879.8
Secondary students					
Year 7 (a)	99 361.5	40 435.4	27 250.9	67 686.3	167 047.8
Year 8	166 015.0	61 565.7	47 812.4	109 378.1	275 393.1
Year 9	170 395.1	60 732.3	47 910.9	108 643.2	279 038.3
Year 10	168 802.3	58 703.1	47 770.0	106 473.1	275 275.4
Year 11 (b)	154 718.6	51 900.2	46 170.8	98 071.0	252 789.6
Year 12 (b)	122 273.7	46 510.2	42 041.3	88 551.5	210 825.2
Ungraded	20 767.6	464.8	1 756.4	2 221.2	22 988.8
Total	902 333.8	320 311.7	260 712.7	581 024.4	1 483 358.2
All FTE students					
Total	2 283 241.7	704 504.9	484 491.4	1 188 996.3	3 472 238.0

- (a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania Northern Territory and the Australian Capital Territory.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

## AGE OF STUDENTS AT 1 JULY

	12 years and under	13 years	14 years	15 years	16 years	17 years	18 years	19 years and over	All students
	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>INDIGENOUS STUDENTS</b>									
<b>Primary</b>									
Total	97 833	419	—	—	—	—	—	—	98 252
<b>Secondary</b>									
Year 7 (a)	4 549	1 730	74	—	—	—	—	—	6 353
Year 8	2 201	8 091	2 209	101	4	—	—	—	12 606
Year 9	7	2 275	7 892	2 015	99	—	—	—	12 288
Year 10	—	3	2 057	6 791	1 792	134	10	12	10 799
Year 11(b)	—	—	11	1 741	4 983	1 283	113	42	8 173
Year 12(b)	—	—	—	6	1 114	3 005	774	161	5 060
Ungraded	216	418	459	366	225	194	99	25	2 002
Total secondary	6 973	12 517	12 702	11 020	8 217	4 616	996	240	57 281
<b>All full-time Indigenous students</b>									
Total	104 806	12 936	12 702	11 020	8 217	4 616	996	240	155 533

## NON-INDIGENOUS STUDENTS

<b>Primary</b>									
Total	1 881 754	6 618	88	3	—	—	—	—	1 888 463
<b>Secondary</b>									
Year 7 (a)	112 677	46 942	986	43	—	—	—	—	160 648
Year 8	33 460	174 257	53 703	1 164	76	6	4	—	262 670
Year 9	92	33 954	178 181	52 646	1 499	136	28	26	266 562
Year 10	3	123	34 250	174 884	51 368	2 713	417	224	263 982
Year 11(b)	—	6	154	31 689	156 489	46 746	4 370	2 136	241 590
Year 12(b)	—	—	7	118	26 410	132 097	37 220	5 614	201 466
Ungraded	2 170	3 344	3 716	3 370	3 068	2 499	1 323	922	20 412
Total secondary	148 402	258 626	270 997	263 914	238 910	184 197	43 362	8 922	1 417 330
<b>All full-time non-Indigenous</b>									
Total	2 030 156	265 244	271 085	263 917	238 910	184 197	43 362	8 922	3 305 793

## ALL FULL-TIME STUDENTS

<b>Primary</b>									
Total	1 979 587	7 037	88	3	—	—	—	—	1 986 715
<b>Secondary</b>									
Year 7 (a)	117 226	48 672	1 060	43	—	—	—	—	167 001
Year 8	35 661	182 348	55 912	1 265	80	6	4	—	275 276
Year 9	99	36 229	186 073	54 661	1 598	136	28	26	278 850
Year 10	3	126	36 307	181 675	53 160	2 847	427	236	274 781
Year 11(b)	—	6	165	33 430	161 472	48 029	4 483	2 178	249 763
Year 12(b)	—	—	7	124	27 524	135 102	37 994	5 775	206 526
Ungraded	2 386	3 762	4 175	3 736	3 293	2 693	1 422	947	22 414
Total secondary	155 375	271 143	283 699	274 934	247 127	188 813	44 358	9 162	1 474 611
<b>All full-time students</b>									
Total	2 134 962	278 180	283 787	274 937	247 127	188 813	44 358	9 162	3 461 326

— nil or rounded to zero (including null cells)

(a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.

(b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

## INDIGENOUS FULL-TIME STUDENTS, by sex—states and territories

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.(c)	NT(d)(e)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
1999	15 566	2 749	14 985	3 087	8 397	2 197	6 713	404	54 098
2004	19 889	3 547	18 480	3 746	10 639	2 618	7 088	583	66 590
2007	22 003	4 206	22 108	4 225	11 502	2 633	7 866	610	75 153
2008	22 791	4 405	22 755	4 347	11 795	2 549	8 155	618	77 415
2009	23 753	4 577	23 381	4 559	11 707	2 753	7 772	675	79 177
FEMALES									
1999	15 190	2 758	14 424	3 089	8 232	2 148	6 268	421	52 530
2004	19 115	3 719	17 824	3 749	9 828	2 454	6 689	515	63 893
2007	20 965	4 303	21 233	4 173	10 851	2 495	7 452	556	72 028
2008	21 814	4 436	21 904	4 287	11 048	2 468	7 738	558	74 253
2009	22 722	4 644	22 729	4 444	11 098	2 666	7 444	609	76 356
PERSONS									
1999	30 756	5 507	29 409	6 176	16 629	4 345	12 981	825	106 628
2004	39 004	7 266	36 304	7 495	20 467	5 072	13 777	1 098	130 483
2007	42 968	8 509	43 341	8 398	22 353	5 128	15 318	1 166	147 181
2008	44 605	8 841	44 659	8 634	22 843	5 017	15 893	1 176	151 668
2009	46 475	9 221	46 110	9 003	22 805	5 419	15 216	1 284	155 533

- (a) In 2007, Queensland introduced a Pre-year 1 grade following a successful trial from 2003-2006. See Explanatory notes, paragraph 11, for further details.
- (b) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraph 9 and 10, for further details.
- (c) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (d) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.
- (e) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

## INDIGENOUS FULL-TIME STUDENTS, by level and year of school education(a)

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY STUDENTS											
Pre-Year 1(b)	6 134	6 570	6 656	7 606	8 428	8 899	9 176	9 310	11 710	13 467	13 565
Year 1	11 017	11 133	11 360	11 702	10 856	11 977	12 366	12 862	12 798	11 935	13 565
Year 2	10 789	10 999	11 036	11 604	11 545	11 013	11 993	12 507	12 925	12 879	12 117
Year 3	10 228	10 857	11 042	11 192	11 590	11 700	11 221	12 163	12 618	13 056	13 106
Year 4	10 036	10 406	10 871	11 181	11 255	11 882	11 956	11 421	12 467	12 781	13 184
Year 5	9 512	10 207	10 409	10 968	11 371	11 493	12 085	12 247	11 581	12 583	13 057
Year 6	9 004	9 555	10 266	10 467	11 085	11 502	11 583	12 230	12 404	11 799	12 726
Year 7(c)	5 299	5 613	5 901	6 304	6 425	6 877	6 973	7 102	7 481	6 238	5 636
Ungraded primary	1 189	1 348	1 416	1 426	1 523	1 219	1 239	1 174	1 188	1 303	1 296
Total	73 208	76 688	78 957	82 450	84 078	86 562	88 592	91 016	95 172	96 041	98 252
SECONDARY STUDENTS											
Year 7(c)	3 188	3 409	3 628	3 912	4 058	4 243	4 610	4 613	4 869	6 282	6 353
Year 8	7 911	8 130	8 689	9 457	10 022	10 360	11 209	11 804	11 970	12 429	12 606
Year 9	7 261	7 452	7 814	8 474	8 994	9 774	10 191	10 969	11 465	11 772	12 288
Year 10	6 010	6 419	6 681	6 999	7 559	7 976	8 881	9 379	10 090	10 567	10 799
Year 11(d)	3 909	3 932	4 339	4 598	4 973	5 297	5 792	6 811	7 163	7 554	8 173
Year 12(d)	2 206	2 542	2 620	2 941	3 053	3 220	3 427	3 730	4 311	4 847	5 060
Ungraded secondary	2 935	2 955	2 773	2 816	3 155	3 051	2 395	2 067	2 141	2 176	2 002
Total	33 420	34 839	36 544	39 197	41 814	43 921	46 505	49 373	52 009	55 627	57 281
ALL INDIGENOUS FULL-TIME STUDENTS											
Total	106 628	111 527	115 501	121 647	125 892	130 483	135 097	140 389	147 181	151 668	155 533

(a) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

(b) In 2007, Queensland introduced a Pre-year 1 grade following a successful trial from 2003-2006. See Explanatory notes, paragraph 11, for further details.

(c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

(d) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

## APPARENT RETENTION RATES, Indigenous and non-Indigenous full-time students

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
	%	%	%	%	%	%	%	%	%	%	%
.....											
YEAR 7/8 TO 9(a)											
Indigenous students	93.9	95.5	96.5	97.8	96.8	97.2	99.2	98.4	97.5	99.1	98.7
Non-Indigenous students	99.9	99.8	99.9	99.8	99.9	99.9	99.9	100.1	100.4	100.5	100.5
Percentage point difference	-6.0	-4.3	-3.4	-2.0	-3.1	-2.7	-0.6	-1.7	-2.9	-1.4	-1.8
.....											
YEAR 7/8 TO 10(a)											
Indigenous students	82.0	83.0	85.7	86.4	87.2	85.8	88.3	91.3	90.5	89.8	90.9
Non-Indigenous students	97.9	98.0	98.4	98.5	98.9	98.5	98.6	98.9	99.4	99.9	100.1
Percentage point difference	-15.9	-15.0	-12.8	-12.0	-11.6	-12.7	-10.4	-7.6	-8.9	-10.0	-9.2
.....											
YEAR 7/8 TO 11(a)(b)											
Indigenous students	56.0	53.6	56.1	58.9	61.4	61.1	62.3	67.7	69.7	67.8	69.5
Non-Indigenous students	86.4	86.2	87.6	88.7	89.5	89.0	88.3	88.9	89.4	89.8	91.8
Percentage point difference	-30.4	-32.6	-31.5	-29.7	-28.1	-27.9	-26.0	-21.2	-19.6	-22.0	-22.3
.....											
YEAR 7/8 TO 12(a)(b)											
Indigenous students	34.7	36.4	35.7	38.0	39.1	39.8	39.5	40.1	42.9	47.2	45.4
Non-Indigenous students	73.2	73.3	74.5	76.3	76.5	76.9	76.6	76.0	75.6	75.6	77.3
Percentage point difference	-38.5	-36.9	-38.8	-38.2	-37.4	-37.2	-37.0	-35.8	-32.7	-28.5	-31.9

(a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.

(b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.



## NUMBER OF TEACHING STAFF, by sex—states and territories

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT(a)</i>	<i>Act</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
1999	24 561	18 955	13 882	6 550	7 865	2 119	841	1 199	75 972
2004	25 681	20 081	15 248	6 321	8 264	2 082	829	1 314	79 820
2007	25 539	21 133	15 798	6 362	8 364	2 077	848	1 313	81 434
2008	25 454	21 166	15 934	6 368	8 424	2 052	880	1 305	81 583
2009	25 124	21 346	16 204	6 388	8 529	2 121	945	1 196	81 853
FEMALES									
1999	55 632	39 959	29 487	12 363	16 062	4 509	2 197	3 144	163 353
2004	59 664	45 899	36 621	12 857	19 616	4 699	2 343	3 400	185 099
2007	60 182	49 209	41 066	13 693	20 549	4 850	2 414	3 425	195 388
2008	60 680	50 047	41 575	13 924	20 994	4 921	2 502	3 442	198 085
2009	61 111	50 576	42 852	14 033	21 494	5 075	2 595	3 656	201 392
PERSONS									
1999	80 193	58 914	43 369	18 913	23 927	6 628	3 038	4 343	239 325
2004	85 345	65 980	51 869	19 178	27 880	6 781	3 172	4 714	264 919
2007	85 721	70 342	56 864	20 055	28 913	6 927	3 262	4 738	276 822
2008	86 134	71 213	57 509	20 292	29 418	6 973	3 382	4 747	279 668
2009	86 235	71 922	59 056	20 421	30 023	7 196	3 540	4 852	283 245

(a) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

	PRIMARY(a)			SECONDARY			ALL SCHOOLS		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT TEACHING STAFF									
1999	18 065.6	62 970.2	81 035.8	32 070.8	37 375.9	69 446.6	50 136.2	100 346.1	150 482.3
2004	17 666.9	67 476.1	85 143.0	31 424.1	39 588.4	71 012.5	49 091.1	107 064.4	156 155.5
2007	17 293.3	70 848.3	88 141.6	30 919.6	41 729.9	72 649.5	48 212.9	112 578.1	160 791.0
2008	17 187.7	71 306.2	88 493.9	30 560.3	42 297.0	72 857.3	47 748.0	113 603.2	161 351.2
2009	17 200.5	71 860.9	89 061.4	30 487.2	43 016.9	73 504.1	47 688.0	114 877.9	162 565.8
NON-GOVERNMENT TEACHING STAFF									
1999	5 872.5	21 956.4	27 828.9	17 023.4	20 389.8	37 413.2	22 895.9	42 346.2	65 242.1
2004	6 619.9	26 186.4	32 806.3	19 633.7	24 469.5	44 103.2	26 253.6	50 655.9	76 909.5
2007	7 132.3	28 491.7	35 624.0	21 143.3	26 799.4	47 942.7	28 275.6	55 291.1	83 566.7
2008	7 304.0	29 178.8	36 482.8	21 528.0	27 744.3	49 272.3	28 832.0	56 923.1	85 755.1
2009	7 376.3	29 554.5	36 930.8	21 653.9	28 045.6	49 699.5	29 030.2	57 600.1	86 630.3
ALL FTE TEACHING STAFF									
1999	23 938.1	84 926.6	108 864.7	49 094.2	57 765.7	106 859.8	73 032.1	142 692.3	215 724.4
2004	24 286.8	93 662.5	117 949.3	51 057.8	64 057.9	115 115.7	75 344.7	157 720.3	233 065.0
2007	24 425.6	99 340.0	123 765.6	52 062.9	68 529.3	120 592.2	76 488.5	167 869.2	244 357.7
2008	24 491.7	100 485.0	124 976.7	52 088.3	70 041.3	122 129.6	76 580.0	170 526.3	247 106.3
2009	24 576.8	101 415.4	125 992.2	52 141.1	71 062.5	123 203.6	76 718.2	172 478.0	249 196.1

(a) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

# FULL-TIME EQUIVALENT (FTE) TEACHING STAFF, by sex and level of school education—states and territories

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
<b>Primary teaching staff</b>									
1999	7 060.9	5 482.0	5 206.5	2 333.8	2 606.0	627.5	343.6	277.8	23 938.1
2004	7 264.8	5 588.3	5 371.7	2 198.8	2 590.0	613.5	316.4	343.3	24 286.8
2007	6 953.3	5 812.8	5 439.0	2 274.3	2 670.4	582.7	320.1	373.1	24 425.6
2008	6 958.1	5 829.9	5 490.7	2 285.3	2 693.1	569.7	324.3	340.6	24 491.7
2009	6 836.4	5 863.0	5 520.0	2 273.2	2 775.9	585.6	314.6	408.1	24 576.8
<b>Secondary teaching staff</b>									
1999	16 855.3	12 602.0	8 251.6	3 878.3	4 842.3	1 344.0	440.4	880.3	49 094.2
2004	17 609.8	13 173.7	8 655.7	3 837.3	5 081.6	1 308.3	469.8	921.6	51 057.8
2007	17 773.7	13 683.6	9 069.7	3 732.7	5 130.1	1 308.9	468.7	895.4	52 062.9
2008	17 698.7	13 698.0	9 112.6	3 713.8	5 148.9	1 294.7	502.3	919.3	52 088.3
2009	17 533.8	13 708.9	9 298.6	3 723.3	5 243.1	1 323.4	577.4	732.6	52 141.1
FEMALES									
<b>Primary teaching staff</b>									
1999	27 701.3	20 072.0	16 667.0	6 968.5	8 308.6	2 266.7	1 426.7	1 515.8	84 926.6
2004	29 251.0	22 425.1	19 222.3	7 357.0	10 003.2	2 256.9	1 440.7	1 706.3	93 662.5
2007	30 853.8	23 365.2	21 362.9	7 636.8	10 669.9	2 258.3	1 486.5	1 706.6	99 340.0
2008	31 238.3	23 636.6	21 595.2	7 670.4	10 839.1	2 270.5	1 505.3	1 729.7	100 485.0
2009	31 498.8	23 736.6	21 946.9	7 659.7	11 050.1	2 335.0	1 508.0	1 680.3	101 415.4
<b>Secondary teaching staff</b>									
1999	20 223.9	15 203.0	10 147.9	3 583.8	5 172.5	1 509.2	585.4	1 340.0	57 765.7
2004	21 827.5	17 660.6	11 222.8	3 823.3	5 831.5	1 581.5	709.3	1 401.4	64 057.9
2007	22 654.8	19 274.9	12 354.0	4 214.7	6 278.6	1 650.2	708.9	1 393.1	68 529.3
2008	22 986.7	19 589.9	12 765.9	4 329.5	6 531.0	1 681.1	785.5	1 371.7	70 041.3
2009	22 990.5	19 681.9	13 118.6	4 377.1	6 702.4	1 692.6	884.1	1 615.4	71 062.5
PERSONS									
<b>Primary teaching staff</b>									
1999	34 762.2	25 554.0	21 873.5	9 302.3	10 914.6	2 894.2	1 770.3	1 793.6	108 864.7
2004	36 515.8	28 013.4	24 594.0	9 555.8	12 593.2	2 870.4	1 757.1	2 049.6	117 949.3
2007	37 807.1	29 177.9	26 801.9	9 911.1	13 340.3	2 841.0	1 806.6	2 079.7	123 765.6
2008	38 196.3	29 466.5	27 085.9	9 955.7	13 532.2	2 840.2	1 829.6	2 070.3	124 976.7
2009	38 335.2	29 599.6	27 466.9	9 932.9	13 826.0	2 920.6	1 822.6	2 088.4	125 992.2
<b>Secondary teaching staff</b>									
1999	37 079.2	27 805.0	18 399.5	7 462.1	10 014.8	2 853.2	1 025.8	2 220.3	106 859.9
2004	39 437.3	30 834.3	19 878.5	7 660.6	10 913.1	2 889.8	1 179.1	2 323.0	115 115.7
2007	40 428.6	32 958.6	21 423.7	7 947.4	11 408.7	2 959.1	1 177.6	2 288.5	120 592.2
2008	40 685.4	33 287.8	21 878.5	8 043.3	11 679.9	2 975.8	1 287.8	2 291.0	122 129.6
2009	40 524.3	33 390.8	22 417.2	8 100.4	11 945.5	3 016.0	1 461.5	2 348.0	123 203.6

	NSW	Vic.	Qld	SA	WA(a)	Tas(b)(c)	NT(d)	ACT(e)(f)	Aust.
Age at 1 July	%	%	%	%	%	%	%	%	%
<b>14 year olds</b>									
1999	97.0	98.0	98.1	98.2	98.8	99.8	88.7	105.0	97.8
2004	97.1	98.4	97.3	97.3	98.2	98.9	88.0	108.2	97.7
2007	97.8	99.4	97.1	99.2	98.0	99.6	83.6	113.0	98.3
2008	97.7	99.5	97.8	100.1	98.7	99.6	88.2	113.3	98.6
2009	97.3	99.2	97.7	99.4	98.0	99.4	88.8	112.4	98.2
<b>15 year olds</b>									
1999	93.2	95.9	91.3	93.7	92.1	99.8	82.3	102.5	93.6
2004	92.9	94.3	91.4	95.2	92.1	99.0	80.6	104.9	93.2
2007	93.0	96.1	91.8	96.8	93.4	100.4	79.5	109.1	94.1
2008	93.9	97.0	92.0	97.9	93.5	99.7	77.2	110.9	94.7
2009	93.6	97.4	92.9	99.3	93.9	99.4	79.7	111.2	95.0
<b>16 year olds</b>									
1999	79.7	87.8	81.2	83.5	76.1	79.2	64.9	99.5	82.0
2004	79.6	87.4	82.2	84.4	77.9	78.0	67.5	99.2	82.6
2007	79.8	89.2	81.4	87.4	79.0	84.4	65.3	104.0	83.2
2008	79.5	88.5	80.7	87.3	80.0	86.3	66.2	103.4	82.9
2009	81.0	90.0	83.1	93.0	80.6	85.4	62.5	106.8	84.7
<b>17 year olds</b>									
1999	66.7	76.8	51.8	59.7	41.3	63.4	39.5	92.9	63.2
2004	67.8	77.1	50.4	60.9	41.1	65.3	47.6	89.6	63.5
2007	67.5	78.0	47.6	64.6	40.1	63.0	44.7	90.3	62.9
2008	67.1	77.3	47.1	65.5	41.4	60.7	45.1	91.3	62.7
2009	67.9	76.9	49.0	68.9	43.3	64.2	47.0	92.6	63.7
<b>18 year olds</b>									
1999	15.1	17.2	6.9	8.7	5.5	15.0	10.3	29.6	12.8
2004	14.9	21.0	5.9	9.5	4.5	15.7	13.6	21.5	13.3
2007	15.2	22.4	4.9	11.1	3.2	25.6	11.5	23.0	13.7
2008	15.4	25.2	5.0	11.8	3.2	26.2	10.7	23.2	14.5
2009	15.2	25.3	4.9	13.0	4.3	25.0	9.2	24.4	14.6
<b>19 year olds</b>									
1999	1.6	1.9	1.3	1.5	1.5	3.1	2.9	3.2	1.7
2004	1.9	2.6	1.1	2.5	0.9	2.6	2.8	2.5	1.9
2007	1.4	2.2	0.7	2.7	0.6	2.7	2.3	1.6	1.5
2008	1.5	2.5	0.8	3.0	0.6	2.9	2.6	2.5	1.7
2009	1.5	2.5	0.8	3.5	1.0	2.8	1.7	2.2	1.8
<b>Average age of year 12 full-time students(g)</b>									
2009	17.2	17.4	16.7	17.2	16.7	17.5	17.1	17.3	17.1

(a) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraph 9 and 10, for further details.

(b) For details on changes to Tasmanian admissions policy affecting participation rates of 19 year olds. See Explanatory notes, paragraph 13, for further details.

(c) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.

(d) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

(e) Some Australian Capital Territory rates exceed 100%, largely as a result of New South Wales residents from surrounding areas enrolling in Australian Capital Territory schools.

(f) School students in Jervis Bay are included in the Australian Capital Territory student totals for these rates (numerator), however Jervis Bay is classified under 'Other territories' in the Estimated Resident Population series and is only included in the Australian totals for the denominator.

(g) Taken over 5 dominant age groups.

# SCHOOL PARTICIPATION RATES, full-time and part-time students aged 14-19 years—states and territories

	NSW	Vic.	Qld	SA	WA(a)	Tas.(b)(c)	NT(d)	ACT(e)(f)	Aust.
Age at 1 July	%	%	%	%	%	%	%	%	%
<b>14 year olds</b>									
2007	97.8	99.4	97.7	99.3	98.0	99.6	85.9	113.1	98.4
2008	97.8	99.6	98.3	100.3	98.7	99.7	88.9	113.5	98.8
2009	97.3	99.3	98.2	99.5	98.0	99.6	89.0	112.5	98.4
<b>15 year olds</b>									
2007	93.1	96.3	92.8	97.5	94.1	100.8	83.9	109.4	94.5
2008	93.9	97.2	93.0	98.7	93.9	100.2	78.6	111.0	95.1
2009	93.7	97.7	93.9	99.9	94.1	99.6	81.1	111.3	95.4
<b>16 year olds</b>									
2007	79.9	90.0	82.8	90.5	79.5	86.6	71.6	104.0	84.1
2008	79.8	89.4	82.1	90.6	80.4	88.5	70.0	103.4	83.9
2009	81.3	90.9	84.5	95.5	80.9	89.1	65.5	106.8	85.6
<b>17 year olds</b>									
2007	68.0	79.3	48.6	70.8	40.5	67.5	48.8	90.7	64.3
2008	67.9	78.5	48.0	71.8	41.8	65.0	48.3	91.3	64.1
2009	68.6	78.4	49.9	74.8	43.6	70.6	48.5	92.7	65.1
<b>18 year olds</b>									
2007	15.9	23.0	5.1	14.5	3.5	28.1	13.5	23.0	14.5
2008	16.0	25.8	5.2	15.2	3.4	29.0	11.7	23.2	15.3
2009	15.7	26.0	5.1	16.3	4.6	28.9	10.5	24.5	15.4
<b>19 year olds</b>									
2007	1.6	2.3	0.8	4.0	0.8	3.7	2.7	1.6	1.8
2008	1.6	2.6	0.9	4.2	0.7	3.7	3.4	2.5	1.9
2009	1.7	2.7	0.9	4.4	1.3	4.0	2.2	2.2	2.0
<b>Average age of year 12 students(g)</b>									
2009	17.2	17.4	16.7	17.2	16.7	17.6	17.2	17.3	17.1

- (a) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraph 9 and 10, for further details.
- (b) For details on changes to Tasmanian admissions policy affecting participation rates of 19 year olds. See Explanatory notes, paragraph 13, for further details.
- (c) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (d) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.
- (e) Some Australian Capital Territory rates exceed 100%, largely as a result of New South Wales residents from surrounding areas enrolling in Australian Capital Territory schools.
- (f) School students in Jervis Bay are included in the Australian Capital Territory student totals for these rates (numerator), however Jervis Bay is classified under 'Other territories' in the Estimated Resident Population series and is only included in the Australian totals for the denominator.
- (g) Taken over 5 dominant age groups.

	NSW	Vic.	Qld	SA	WA(a)	Tas.(b)	NT(c)	ACT(d)	Aust.(d)
Age at 1 July	%	%	%	%	%	%	%	%	%
MALES									
<b>2008</b>									
14–15 years	95.9	97.3	94.0	99.3	95.3	100.2	90.7	99.9	96.1
15–16 years	83.7	90.8	85.8	90.7	83.2	84.7	80.4	94.3	86.5
16–17 years	82.5	84.2	58.3	75.6	52.7	71.0	69.4	87.3	74.4
17–18 years	26.2	34.1	11.9	22.8	9.3	44.8	22.7	27.3	25.4
18–19 years	9.8	11.9	16.5	27.5	20.1	10.5	24.4	10.5	12.9
<b>2009</b>									
14–15 years	95.4	97.8	94.7	99.1	94.6	100.1	90.2	97.5	96.1
15–16 years	84.5	92.0	89.6	95.4	83.6	87.7	85.0	94.1	88.3
16–17 years	83.7	85.3	61.9	80.2	54.9	76.7	69.9	88.9	76.5
17–18 years	25.7	35.5	12.1	25.4	11.8	46.5	21.5	29.1	26.1
18–19 years	10.1	11.2	17.9	29.6	37.3	12.6	20.0	10.5	13.4
FEMALES									
<b>2008</b>									
14–15 years	96.1	98.3	96.4	99.4	96.3	100.8	92.2	96.2	97.0
15–16 years	87.9	95.1	91.2	95.2	87.9	90.9	86.7	94.8	91.1
16–17 years	87.5	90.2	57.7	83.2	52.5	79.1	66.1	88.3	77.9
17–18 years	21.0	31.2	9.7	20.1	7.7	41.5	24.5	23.9	22.1
18–19 years	10.9	10.9	17.0	30.3	22.1	15.6	26.5	11.7	13.4
<b>2009</b>									
14–15 years	96.3	98.3	96.3	100.2	96.0	99.6	92.4	98.6	97.1
15–16 years	88.6	95.1	92.2	98.4	88.8	90.5	81.7	98.6	91.9
16–17 years	88.3	90.0	59.7	85.0	53.7	82.7	68.8	90.4	78.8
17–18 years	20.8	30.9	9.3	20.1	10.3	42.8	21.9	24.4	22.0
18–19 years	10.6	9.3	17.2	28.9	36.5	14.9	17.5	8.5	12.7
PERSONS									
<b>2008</b>									
14–15 years	96.0	97.8	95.1	99.3	95.8	100.5	91.4	98.1	96.6
15–16 years	85.7	92.9	88.5	92.9	85.5	87.8	83.4	94.5	88.8
16–17 years	85.0	87.2	58.0	79.4	52.6	75.1	67.7	87.8	76.1
17–18 years	23.5	32.6	10.8	21.4	8.5	43.1	23.6	25.6	23.7
18–19 years	10.3	11.4	16.7	28.8	21.1	13.1	25.4	11.1	13.2
<b>2009</b>									
14–15 years	95.8	98.0	95.5	99.6	95.3	99.9	91.3	98.1	96.6
15–16 years	86.5	93.5	90.8	96.8	86.2	89.0	83.4	96.3	90.1
16–17 years	86.0	87.6	60.8	82.6	54.3	79.7	69.3	89.6	77.6
17–18 years	23.2	33.1	10.7	22.7	11.0	44.5	21.7	26.8	24.0
18–19 years	10.3	10.3	17.6	29.2	36.9	13.7	18.7	9.5	13.0

- (a) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraph 9 and 10, for further details.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (c) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.
- (d) School students in Jervis Bay are included in the Australian Capital Territory student totals for these rates (numerator), however Jervis Bay is classified under 'Other territories' in the Estimated Resident Population series and is only included in the Australian totals for the denominator.

	NSW	Vic.	Qld.	SA	WA	Tas.(b)	NT	ACT(c)	Aust.(c)
	%	%	%	%	%	%	%	%	%
MALES									
Grade 8–9	98.6	99.2	98.9	98.9	99.3	100.0	94.7	98.5	98.9
Grade 9–10	95.4	95.9	96.9	98.4	98.0	99.5	89.0	96.8	96.4
Grade 10–11	79.4	88.1	88.6	93.4	89.5	70.3	80.8	93.9	85.6
Grade 11–12	84.7	80.7	84.5	75.4	73.2	78.2	67.1	84.4	81.3
Grade 8–10	94.1	94.4	95.9	97.9	97.2	98.8	85.7	96.4	95.2
Grade 8–12	62.7	66.4	69.6	64.6	62.0	52.2	50.6	76.6	65.0
Grade 10–12	66.0	70.5	72.1	66.7	64.1	53.3	56.9	79.4	68.1
FEMALES									
Grade 8–9	98.8	99.3	98.9	99.4	99.4	99.9	91.3	99.1	99.0
Grade 9–10	96.4	97.1	98.0	99.1	98.3	99.1	89.9	97.9	97.3
Grade 10–11	85.9	93.0	91.7	95.4	92.4	78.3	81.3	98.7	90.2
Grade 11–12	88.5	86.3	86.0	83.0	81.5	78.3	73.2	84.3	85.8
Grade 8–10	95.5	96.5	97.7	98.4	97.9	98.5	88.2	96.6	96.7
Grade 8–12	72.1	77.9	76.0	75.2	73.3	59.4	57.9	79.4	74.3
Grade 10–12	75.5	80.8	78.1	76.8	74.3	60.2	64.9	81.1	76.9
PERSONS									
Grade 8–9	98.7	99.3	98.9	99.2	99.4	99.9	93.0	98.8	99.0
Grade 9–10	95.9	96.5	97.4	98.7	98.2	99.3	89.5	97.3	96.9
Grade 10–11	82.6	90.5	90.1	94.4	90.9	74.2	81.0	96.2	87.9
Grade 11–12	86.7	83.5	85.3	79.2	77.3	78.3	70.1	84.4	83.6
Grade 8–10	94.8	95.4	96.7	98.1	97.5	98.7	86.9	96.5	95.9
Grade 8–12	67.3	72.0	72.8	69.8	67.5	55.8	54.1	78.0	69.6
Grade 10–12	70.7	75.6	75.1	71.7	69.1	56.7	60.8	80.2	72.4

- (a) For definition of Apparent Progression Rates, see Glossary and Explanatory notes, paragraphs 32 to 35, for further details.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (c) School students in Jervis Bay are included in the Australian Capital Territory student totals for these rates (numerator), however Jervis Bay is classified under 'Other territories' in the Estimated Resident Population series and is only included in the Australian totals for the denominator.

# FULL-TIME EQUIVALENT (FTE) STUDENTS TO (FTE) TEACHING STAFF RATIOS, by school affiliation and level of school education—states and territories

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.(c)	NT(d)(e)	ACT	Aust.
GOVERNMENT									
<b>Primary</b>									
1999	17.7	17.2	16.0	16.9	17.6	15.7	13.8	17.1	17.0
2004	17.0	16.2	15.4	16.2	16.2	15.9	13.5	14.2	16.2
2007	16.2	15.7	15.5	15.6	15.3	15.6	13.7	13.6	15.7
2008	15.9	15.7	15.5	15.4	15.3	15.5	12.2	13.6	15.6
2009	15.9	15.7	15.4	15.4	15.2	14.8	12.1	13.9	15.5
<b>Secondary</b>									
1999	12.7	12.6	12.7	12.4	12.6	13.7	11.6	12.3	12.7
2004	12.5	12.1	13.0	12.5	11.7	13.2	11.0	11.8	12.4
2007	12.5	11.8	12.9	12.7	11.7	13.1	10.9	12.2	12.3
2008	12.4	11.8	12.8	12.6	11.7	13.0	12.9	12.1	12.3
2009	12.4	11.9	12.7	12.9	11.7	12.9	10.6	11.6	12.3
NON-GOVERNMENT									
<b>Primary</b>									
1999	18.6	18.3	17.8	18.1	17.2	17.9	18.6	20.4	18.2
2004	17.2	16.4	16.6	17.2	17.0	17.2	18.1	17.9	16.9
2007	16.8	15.2	17.4	16.5	17.1	16.6	17.0	17.3	16.5
2008	16.8	15.0	17.4	16.2	17.0	16.5	15.5	17.3	16.4
2009	16.8	15.1	17.7	16.4	16.8	16.0	15.5	17.0	16.5
<b>Secondary</b>									
1999	12.5	12.4	13.2	12.8	12.7	12.8	10.8	13.4	12.6
2004	11.9	11.7	12.5	12.1	12.4	12.4	9.8	12.8	12.0
2007	11.7	11.3	12.2	11.7	12.0	12.1	10.6	12.8	11.7
2008	11.6	11.2	12.2	11.7	11.8	11.9	11.2	12.9	11.6
2009	11.8	11.2	12.2	11.7	11.7	11.9	10.5	13.0	11.7
ALL SCHOOLS									
<b>Primary</b>									
1999	17.9	17.5	16.4	17.2	17.5	16.2	14.5	18.0	17.3
2004	17.1	16.3	15.7	16.5	16.4	16.2	14.2	15.4	16.4
2007	16.4	15.6	16.0	15.9	15.8	15.8	14.3	14.8	15.9
2008	16.2	15.5	16.0	15.7	15.8	15.8	12.8	14.9	15.8
2009	16.1	15.5	16.0	15.7	15.7	15.1	12.8	15.0	15.8
<b>Secondary</b>									
1999	12.6	12.5	12.9	12.5	12.6	13.5	11.4	12.7	12.7
2004	12.3	12.0	12.8	12.3	12.0	12.9	10.6	12.2	12.3
2007	12.2	11.6	12.7	12.3	11.8	12.8	10.8	12.5	12.1
2008	12.1	11.6	12.6	12.2	11.7	12.7	12.3	12.4	12.0
2009	12.2	11.6	12.5	12.4	11.7	12.6	10.5	12.2	12.0

- (a) In 2007, Queensland introduced a Pre-year 1 grade following a successful trial from 2003-2006. See Explanatory notes, paragraph 11, for further details.
- (b) Data for Western Australia have been affected by changes in scope and coverage over time. See Explanatory notes, paragraph 9 and 10, for further details.
- (c) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (d) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.
- (e) In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.



## EXPLANATORY NOTES

### INTRODUCTION

**1** This publication contains statistics on government and non-government schools, students and staff as at August 2009.

**2** These statistics were obtained from the annual non-finance National Schools Statistics Collection (NSSC) which is a collaborative arrangement between state, territory and Australian Government education authorities and the Australian Bureau of Statistics (ABS). The NSSC uses a set of concepts, definitions and classifications developed jointly by these agencies. These concepts and definitions are compiled in the *Notes, Instructions and Tabulations* document available on request from the ABS. For more detailed information about the structure and scope of the NSSC refer to the Glossary.

### SCOPE AND COVERAGE

**3** The statistics in this publication relate to establishments which have, as their major activity, the administration and/or provision of full-time day primary, secondary or special education, or primary or secondary distance education. Major activity is based on the activity of students or, where this is not appropriate, for example in administrative offices, on the activity of staff. Therefore, the statistics presented do not include establishments, students or staff engaged in school level education conducted by other institutions, in particular Technical and Further Education (TAFE) establishments.

**4** Statistics for the government series relate to all establishments administered by the departments of education under the directors-general of education (or equivalent) in each state and territory, students attending those establishments, and all staff engaged in the administration or provision of government school education at those establishments. Statistics for the non-government series relate to all in-scope establishments not administered by the departments of education in these states and territories.

**5** Emergency and relief teaching staff who are employed on a casual basis are not included in this collection, as they replace permanent teaching staff who are absent for short periods of time and are already counted.

**6** Education services in Jervis Bay Territory are provided by the Australian Capital Territory Department of Education and Training, through Australian government funding. For the purposes of the NSSC, figures for Jervis Bay Territory are included in statistics for the Australian Capital Territory.

### CHANGES IN SCOPE AND COVERAGE OVER TIME

**7** In 2009, improvements were made to the students enrolment data collection process for government schools in the Northern Territory. This enabled better identification of duplicate student records, which were removed. This change will affect comparisons with previous years, of all data showing numbers of students or drawing on these numbers, for the Northern Territory and Australia.

**8** In addition, Tasmanian education underwent a significant restructure of post-year 10 education in 2009. This reform, entitled Tasmania Tomorrow, created three new statutory organisations (called the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute) from the merger of state government colleges (years 11 and 12) and TAFE Tasmania. In 2009 four of Tasmania's eight government colleges, along with TAFE Tasmania, were restructured and brought under the authority of the Tasmanian Academy and the Tasmanian Polytechnic. The four remaining colleges continued under the authority of the Tasmanian Department of Education (TDE) and will transition to the new structure by 2012. Census data from the Tasmanian Polytechnic and the Tasmanian Academy were combined with TDE data to provide the NSSC submission for Tasmanian government schools. TDE undertook a process of data collection, cleaning, reconciliation and application of scope to ensure that the data provided to the NSSC fully complied with collection definitions.

## EXPLANATORY NOTES *continued*

### CHANGES IN SCOPE AND COVERAGE OVER TIME *continued*

**9** The Western Australian Department of Education and Training advised of two changes to the structure of Western Australian schooling from 2002. Pre-year 1 was extended to five days a week, bringing these students within the scope of the NSSC. The other change was to the age at which children may commence Pre-year 1. Prior to 2002, children were eligible to attend Pre-year 1 in Western Australia if they turned five any time during the year. In 2002, only those who had turned five by 30 June 2002 were eligible for Pre-year 1. This resulted in a half cohort entering the school system in 2002. In 2009, this half cohort is in Year 7. In 2006 the leaving age was raised to 16 and in 2008 this was further amended to 17 years OR in alternative training OR in approved employment.

**10** The Western Australian Department of Education and Training also advised that, from 2003, the majority of students in a small number of Western Australian colleges are no longer in the scope of the NSSC and have been classified as belonging to the vocational education and training sector. The removal of these students in 2003 to 2008 has affected a number of series. It has, for example, contributed to a fall in apparent retention rates in Western Australia when compared with earlier years.

**11** The Queensland Department of Education, Training and the Arts advised of a change to the structure of Queensland schooling from 2007. A year of formal Pre-Year 1 schooling, called a Preparatory year, has been introduced following successful trials in a small number of schools over the previous 4 years. In 2007, only a half cohort was enrolled in Pre-Year 1. The 2008 data shows around 95% of the expected cohort attended Pre-Year 1, while the half cohort from 2007 were now in Year 1.

**12** In 2009, changes to the processing of Northern Territory enrolment data will affect comparisons with previous years of all numbers drawing on student data for the Northern Territory. See Explanatory notes, paragraph 7, for further details.

**13** Changes in the admissions policy for Tasmanian schools in 1993, resulted in an upward change in the age profile of students commencing school in that year, and subsequent years, relative to the years prior to 1993. The changed age profile moved progressively through the grades, and, from 2005 onwards, represented as a significant increase in the participation rate of 18 year olds.

### CENSUS DATE

**14** The census date for the collection, for all states and territories, is the first Friday in August each year. For 2009, this was 7 August. The age reference date was 1 July for all states and territories.

### METHODOLOGY

**15** The statistics were compiled from collections conducted in cooperation with the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), by state and territory departments of education (government series), and by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) (non-government series).

**16** The methodologies employed in compiling the government sector aggregates, on which the statistics in this publication are based, vary between the different state and territory departments of education. They range from accessing central administrative records to direct collection of data from establishments.

**17** DEEWR collects data directly from establishments in the non-government sector for all states and territories. The non-government sector statistics in this publication are a summary of results from that collection.

### CAUTION

**18** Tables 1, 2, 3 and 4 include counts of the number of schools in a time series format. The number of schools in a particular year can be affected by structural change in the composition of schooling rather than necessarily a change in the number of sites delivering full-time school education. For example, if several schools amalgamated into

## EXPLANATORY NOTES *continued*

one large and complex multi-campus school or if a primary school and a secondary school combined into one school, the statistics would show a decrease in the number of schools.

### INTERPRETATION OF RESULTS

**19** In interpreting the figures in this publication, users should be aware that comparability of statistics between states and territories and between government and non-government schools in any one state or territory is affected by differences in the organisation of grades, policy on student intake and advancement, flows from secondary to vocational education, and the recruitment and employment of teachers. Similarly, the relatively small populations in some states and territories can promote apparently large movements in rates and ratios, which may be based on relatively small movements in absolute numbers.

**20** There is no Australia-wide standard method of allocating students and classes to a certain year or grade of school education. A number of schools (other than special schools) do not maintain a formal grade structure. Students at these schools have been allocated to equivalent grades where possible by relevant education authorities, but otherwise appear against the ungraded category in either the primary or secondary level of school education.

**21** This publication uses Estimated Resident Population (ERP) data in the calculation of school participation rates, which is preliminary data due to the timing of release of both the Schools and ERP data. The school participation rates series is revised every five years using final data, after intercensal adjustments have been made to the ERP following the quinquennial ABS Census of Population and Housing.

**22** NOTE: Non-participation in school education cannot be accurately derived for any state or territory by the subtraction of school participation rates from 100%. Population data is estimated, and is based on usual residence within a defined state or territory boundary, while school data may include students who cross those boundaries to attend school.

### APPARENT RETENTION RATES

**23** To calculate the apparent retention rate of full-time students at the Australia level, the total number of full-time students in Year 12 in 2009 is divided by the number of full-time students in the base year, which is Year 7 in New South Wales, Victoria, Tasmania and the Australian Capital Territory in 2004 and Year 8 in Queensland, South Australia, Western Australia and the Northern Territory in 2005 (since those years represent the commencement of the secondary school system in the respective state or territory). The resultant figure is converted to a percentage.

**24** NOTE: The change to the structure of schooling in the Northern Territory in 2008 will not begin to affect the calculation of apparent retention rates until the 2008 Year 7 students enter Year 9 in 2010. See Explanatory notes paragraph 12 for further details.

**25** Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors. At the Australia level these include students repeating a year of education, migration and other net changes to the school population. 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, cannot be taken into account.

**26** Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in retention rates. In addition, the rates in the smaller jurisdictions may be noticeably affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year. The inclusion or exclusion of part-time students can also have a significant effect on apparent retention

## EXPLANATORY NOTES *continued*

### APPARENT RETENTION RATES *continued*

rates, particularly in South Australia, Tasmania and the Northern Territory which have relatively large proportions of part-time students.

### SCHOOL PARTICIPATION RATES

**27** School participation rates measure of the number of school students of a particular age at the NSSC census date, expressed as a proportion of the Estimated Resident Population (ERP) of the same age at 30 June of the same year.

**28** In some jurisdictions, such as the Australian Capital Territory, some rates exceed 100%. This is mainly due to the enrolment of secondary school students in Australian Capital Territory secondary schools who are not residents of the Australian Capital Territory, but live in surrounding New South Wales regions. Some school students are also not Australian residents. Students from overseas who enter Australia on a short-term visa (less than 12 months) are not considered Australian residents for ERP, although they are counted in the NSSC. The effect of these students is likely to be negligible.

### APPARENT CONTINUATION RATES

**29** Apparent continuation rates (ACRs) measure the proportion of a population age cohort participating in school education in a base year (e.g. 2009), compared with the same age cohort that were participating in school education the year previously (e.g. 2008). Put more simply, the school participation rate of a population age cohort in one year is expressed as a percentage of the school participation rate of the same population age cohort in the previous year. Unlike apparent retention rates, ACRs include both full-time and part-time students, and take changes in the underlying population into consideration.

**30** In calculating the ACR for the sum of a variable (such as 'sex' or 'jurisdiction'), weights have been introduced to allow for the different proportions that each component item contributes to the total. For example, an ACR for 'Australia' is produced by weighting the proportion of students in each state/territory in the overall composition of 'Australia'. For example, if students in jurisdiction A comprise 24% of all students in Australia in a given cohort, and students in jurisdiction B comprise only 2.4% of the same cohort, then the ACR of jurisdiction A students will be weighted 10 times more heavily than the ACR of jurisdiction B students when it comes to averaging each jurisdiction's ACR to calculate the 'Australia' total.

**31** The interpretation of apparent continuation rates is also affected (to a lesser extent) by the same range of factors that are unaccounted for in the apparent retention rates series (see paragraphs 25 and 26).

### APPARENT PROGRESSION RATES

**32** Apparent progression rates (APRs) are a measure of the proportion of a grade cohort of full-time students who progress to the next grade between one school census and the next.

**33** When producing an APR for the sum of an item, such as 'Persons' or 'Australia', weights have been introduced to allow for the different levels that each component item contributes to the total.

**34** The interpretation of apparent progression rates is also affected (to a lesser extent) by the same range of factors that are unaccounted for in the apparent retention rates series (see paragraphs 25 and 26).

**35** Investigations by the ABS suggest that, by tracking the annual APRs for cohorts of students from grade 8 to grade 12, it is possible to derive superior measures of Apparent Retention Rates. The ABS intends to publish the results of these investigations later in 2010.

## EXPLANATORY NOTES *continued*

### CALCULATIONS

**36** The formulae used for the calculation of School Participation Rates, Apparent Continuation Rates and Apparent Progression Rates (labelled Apparent Grade Progression Rates in the paper) are available in the *Research Paper: Deriving Measures of Engagement in Secondary Education from the National Schools Statistics Collection* (cat. no. 1351.0.55.016) published in December 2006.

### FULL-TIME EQUIVALENT (FTE) STUDENT/TEACHING STAFF RATIOS

**37** FTE student/teaching staff ratios are calculated by dividing the number of FTE students by the number of FTE teaching staff. Student/teaching staff ratios should not be used as a measure of class size. They do not take account of teacher aides and other non-teaching staff who may also assist in the delivery of school education.

### RELATED PUBLICATIONS AND PRODUCTS

**38** Other ABS publications which may be of interest to users are:

- *Education and Work, Australia* (cat. no. 6227.0) - issued annually, latest issue May 2009 released in November 2009.
- *Education and Training Experience, Australia* (cat. no. 6278.0) - issued irregularly, latest issue 2005 released in May 2006.
- *Research Paper: Deriving Measures of Engagement in Secondary Education from the National Schools Statistics Collection* (cat. no. 1351.0.55.016) - released in December 2006.

**39** Additional information can be found in publications produced by ABS offices in each state and territory, various publications of DEEWR, MCEECDYA, the National Centre for Vocational Education Research, the education chapter of the annual Report on Government Services, and in annual reports of the state and territory departments of education.

**40** The National Centre for Education and Training Statistics (NCETS) has a theme page on the ABS web site for the dissemination of information on education and training: <<http://www.abs.gov.au/ncets>>.

**41** Current publications and other products released by the ABS are listed in the *Catalogue of Publications and Products* (cat. no. 1101.0). The catalogue is available from any ABS office or the ABS web site <<http://www.abs.gov.au>>. The ABS also issues a daily Release Advice on the web site which details products to be released in the week ahead.

### ABBREVIATIONS

ABS	Australian Bureau of Statistics
ACT	Australian Capital Territory
Aust.	Australia
FTE	full-time equivalent
no.	number
NSSC	National Schools Statistics Collection
NSW	New South Wales
NT	Northern Territory
Qld	Queensland
SA	South Australia
Tas.	Tasmania
TAFE	Technical and Further Education
VET	vocational education and training
Vic.	Victoria
WA	Western Australia

## APPENDIX 1 DIFFERENCES IN SCHOOLING STRUCTURES

### CURRENT GRADE STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

**1** The structure of primary and secondary schooling in Australia varies between states and territories. In 2008 the Northern Territory moved to exclusively include Year 7 students in secondary education. The two basic patterns evident in current formal schooling in Australia are illustrated below:

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

### SCHOOLING STRUCTURES ACROSS AUSTRALIA, 2009

Grade	NSW, Vic., Tas., NT, ACT	Qld, SA, WA
Year 12	Secondary	Secondary
Year 11		
Year 10		
Year 9		
Year 8		
Year 7	Primary	Primary
Year 6		
Year 5		
Year 4		
Year 3		
Year 2		
Year 1		
Pre-year 1	Kindergarten (NSW, ACT) Preparatory (Vic., Tas.) Transition (NT)	Preparatory (Qld) Pre-primary (WA) Reception (SA)

**2** Each state and territory also has a preschool sector which is separate from primary and secondary schooling. Data on preschool education within schools have been excluded from primary enrolments and staffing estimates in this publication.

## APPENDIX 1 DIFFERENCES IN SCHOOLING STRUCTURES *continued*

### CURRENT GRADE STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

*continued*

### AGE OF SCHOOLING

**3** Variations to the structure of schooling also occur over time. See Explanatory notes, paragraphs 9 to 11, for examples of changes to schooling structures.

**4** The age at which children may attend school is the subject of separate legislation within each jurisdiction. In 2009, the age at which a child's attendance at school becomes compulsory was 6 years for all states and territories except Tasmania, where it was 5 years. In practice, the majority of children start earlier, with minimum starting ages restricting enrolment to children aged between four and a half to five years at the beginning of the (Pre-year 1) school year.

**5** In 2009, children were required to be at school (or undertaking the school curriculum in the case of home schooling) until:

- reaching 15 years of age (NSW, NT and ACT) or
- reaching 16 years of age (Vic., SA and Tas.) or
- reaching 16 years of age or completing year 10 (Qld) or
- the end of the year in which students turn 17 (WA).
- From January 2009, students in South Australia are required to be in full-time education or training until the age of 17, or until they gain a qualification (whichever comes first). This is different from the compulsory school age which stays at 16.

**6** From January 2010

- students in Victoria will be required to attend school until the age of 17
- students in the ACT will be required to remain in education until achieving Year 10 and then will be required to participate in full-time education, training or employment until completing Year 12 or equivalent, or reaching age 17, whichever occurs first.

## APPENDIX 2 COLLECTION OF INDIGENOUS STATUS OF STUDENTS

### BACKGROUND

In 2003, the then Ministerial Council for Employment, Education, Training and Youth Affairs, the Department of Education, Employment and Workplace Relations, and the Australian Bureau of Statistics, agreed to a national standard for collecting and coding Indigenous status for school educational purposes through the Data Implementation Manual (DIM). The purpose of DIM is to provide guidance to schools and school systems with the collection of information on student background characteristics using nationally agreed standard measures.

Until the 2009 Schools Census, reporting of Indigenous status for the NSSC did not require a 'not stated' Indigenous status category. Publication of results from the 'not stated' category will assist in understanding the differences between and similarities of the methods for collecting Indigenous status across the government and non-government sectors.

### IDENTIFICATION OF STUDENTS' INDIGENOUS STATUS

Parents or guardians are asked to identify their child as Aboriginal, Torres Strait Islander, both or neither, when enrolling for the first time. Provision of Indigenous status is not generally mandatory and if this section of the enrolment form is left blank, 'not stated' should be recorded on the enrolment database. In addition to stated response categories, most states and territories keep specific records of students whose Indigenous status is 'not stated'.

### QUALITY OF DATA

In the past, when enrolment forms were left blank, data on Indigenous status of the student, would have defaulted to 'non-Indigenous'. This did not allow a direct follow-up of students whose Indigenous status was left blank on their enrolment form.

In addition, once an enrolment form is filled in, there is limited opportunity to review the data at a later date, unless the student changes schools and fills in another enrolment form. While many schools ask parents and guardians to update student details for their children, often on an annual basis, this is infrequently actioned.

The following tables outline the total numbers and proportions of students whose Indigenous status was recorded as 'not stated' in 2009 by year level and jurisdiction.



## APPENDIX 2 COLLECTION OF INDIGENOUS STATUS OF STUDENTS

*continued*

### NUMBER OF STUDENTS WHOSE INDIGENOUS STATUS IS RECORDED AS 'NOT STATED'—2009

	GOVERNMENT								Non-government
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	
	No.	No.	No.	No.	No.	No.	No.	No.	No.
<b>Primary students</b>									
Pre-year 1	169	3 854	13	—	587	76	26	—	—
Year 1	16	3 890	3	—	567	102	11	—	—
Year 2	13	4 692	3	—	641	90	13	3	—
Year 3	11	2 385	—	—	693	196	3	6	—
Year 4	18	1 568	—	—	782	540	9	—	—
Year 5	10	1 336	—	—	804	560	7	3	—
Year 6	12	1 295	—	—	868	469	13	—	—
Year 7(a)	..	..	7	—	472	..	..	..	—
Ungraded primary	3	659	—	—	—	—	—	—	—
<b>Total primary</b>	<b>252</b>	<b>19 679</b>	<b>26</b>	<b>—</b>	<b>5 414</b>	<b>2 033</b>	<b>82</b>	<b>12</b>	<b>—</b>
<b>Secondary students</b>									
Year 7(a)	37	2 614	..	..	..	490	27	17	—
Year 8	36	3 093	—	—	686	509	9	—	—
Year 9	23	3 269	7	—	696	517	10	—	—
Year 10	20	2 179	—	—	1 040	537	8	—	—
Year 11	53	1 407	—	—	942	311	11	32	—
Year 12	23	953	—	—	1 019	582	6	3	—
Ungraded secondary	6	404	—	—	—	—	—	—	—
<b>Total secondary</b>	<b>198</b>	<b>13 919</b>	<b>7</b>	<b>—</b>	<b>4 383</b>	<b>2 946</b>	<b>71</b>	<b>52</b>	<b>—</b>
<b>Total students with "not stated" Indigenous status</b>									
<b>Total</b>	<b>450</b>	<b>33 598</b>	<b>33</b>	<b>—</b>	<b>9 797</b>	<b>4 979</b>	<b>153</b>	<b>64</b>	<b>—</b>

.. not applicable

— nil or rounded to zero (including null cells)

(a) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia, and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory, and the Australian Capital Territory.

#### QUALITY OF DATA *continued*

Care should be taken in interpreting this data as a higher proportion of students whose Indigenous status was 'not stated' does not necessarily mean poorer quality data. The proportion of 'not stated' results in each jurisdiction will depend on a number of factors. For example:

- Whether or not 'not stated' Indigenous status is recorded in electronic student record systems
- When the 'not stated' category for Indigenous status began to be recorded in electronic student record systems
- Whether or not there is follow-up of students whose Indigenous status is not provided
- Whether or not there are opportunities for student records to be reviewed or updated.

Given these factors, the following section enables users to assess the completeness and quality of Indigenous status data for each jurisdiction and the non-government sector.

#### Question on enrolment form

#### NEW SOUTH WALES GOVERNMENT

Aboriginality: Is the student of Aboriginal or Torres Strait Islander origin?

- No
- Aboriginal
- Torres Strait Islander
- Both Aboriginal and Torres Strait Islander

## APPENDIX 2 COLLECTION OF INDIGENOUS STATUS OF STUDENTS

*continued*

*Question on enrolment form  
continued*

### VICTORIA GOVERNMENT

Is the student of Aboriginal or Torres Strait Islander origin?

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander
- Yes, Both Aboriginal and Torres Strait Islander

### QUEENSLAND GOVERNMENT

Is the student of Aboriginal or Torres Strait Islander origin?

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander
- Yes, Both Aboriginal and Torres Strait Islander

### SOUTH AUSTRALIA GOVERNMENT

Is the student of Aboriginal or Torres Strait Islander origin? (for persons of both Aboriginal and Torres Strait Islander origin, tick both 'yes' boxes)

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander

### WESTERN AUSTRALIA GOVERNMENT

Is the student of Aboriginal or Torres Strait Islander origin?

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander
- Yes, Both Aboriginal and Torres Strait Islander

### TASMANIA GOVERNMENT

Is the student of Aboriginal or Torres Strait Islander origin? (for persons of both Aboriginal and Torres Strait Islander origin, tick both 'yes' boxes)

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander

### NORTHERN TERRITORY GOVERNMENT

Is the student of Aboriginal or Torres Strait Islander origin? (for persons of both Aboriginal and Torres Strait Islander origin, tick both 'yes' boxes)

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander

### AUSTRALIAN CAPITAL TERRITORY GOVERNMENT

Is the student of Aboriginal or Torres Strait Islander origin? (for persons of both Aboriginal and Torres Strait Islander origin, tick both 'yes' boxes.)

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander

### NON-GOVERNMENT DATA AS COLLECTED BY DEEWR

This may vary between non-government schools.

*Indigenous status categories  
on electronic enrolment  
system*

### NEW SOUTH WALES

- No
- Aboriginal

## APPENDIX 2 COLLECTION OF INDIGENOUS STATUS OF STUDENTS

*continued*

*Indigenous status categories  
on electronic enrolment  
system continued*

- Torres Strait Islander
- Both Aboriginal and Torres Strait Islander
- Not Stated
- Unknown (default)

### VICTORIA GOVERNMENT

- No
- Aboriginal
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- Not stated (default)

### QUEENSLAND GOVERNMENT

- No
- Aboriginal
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- Not stated (default)

### SOUTH AUSTRALIA GOVERNMENT

School Administrative System stores data as:

- Aboriginal: [Yes/No]
- Torres Strait Islander [Yes/No].

Central census system processes the above data to:

- Aboriginal
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- Not Aboriginal or Torres Strait Islander (default)

### WESTERN AUSTRALIA GOVERNMENT

- Indigenous
- Non-Indigenous
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- Not stated (default)

### TASMANIA GOVERNMENT

- Indigenous
- Non-Indigenous
- Torres Strait Islander
- Aboriginal and Torres Strait Islander
- Not stated (default)

### NORTHERN TERRITORY GOVERNMENT

- No
- Aboriginal
- Torres Strait Islander
- Both Aboriginal and Torres Strait Islander
- Not stated
- Not specified (default)

### AUSTRALIAN CAPITAL TERRITORY GOVERNMENT

- Aboriginal
- Torres Strait Islander

## APPENDIX 2 COLLECTION OF INDIGENOUS STATUS OF STUDENTS

### *continued*

*Indigenous status categories  
on electronic enrolment  
system continued*

- Both
- Not Indigenous
- Not stated (default)

#### NON-GOVERNMENT DATA AS COLLECTED BY DEEWR

Collected by DEEWR as Indigenous; Not Indigenous.

*Is follow-up conducted for  
students whose Indigenous  
status is not provided?*

#### NEW SOUTH WALES

Students whose Indigenous status is not provided is defaulted to 'unknown'. Follow-up is then conducted. For refusals, Indigenous status is recorded as 'not stated'. Students whose Indigenous status is recorded as either 'unknown' or 'not stated' are reported as 'not stated' for the purposes of the NSSC.

#### VICTORIA GOVERNMENT

Students whose Indigenous status is not provided are not followed-up and 'not stated' is recorded.

#### QUEENSLAND GOVERNMENT

Students whose Indigenous status is not provided are not followed-up and 'not stated' is recorded.

#### SOUTH AUSTRALIA GOVERNMENT

Students whose Indigenous status is not provided are defaulted to 'Not Aboriginal or Torres Strait Islander' and no follow-up is conducted.

#### WESTERN AUSTRALIA GOVERNMENT

Students whose Indigenous status is not provided are followed-up. 'Not stated' is recorded where the student or parent/guardian has chosen not to identify their Indigenous status.

#### TASMANIA GOVERNMENT

Students whose Indigenous status is not provided are not followed-up and 'not stated' is recorded.

#### NORTHERN TERRITORY GOVERNMENT

Students whose Indigenous status is not provided is defaulted to 'not specified'. Follow-up is then conducted. For refusals, Indigenous status is recorded as 'not stated'. Students whose Indigenous status is recorded as either 'not specified' or 'not stated' are reported as 'not stated' for the purposes of the NSSC.

#### AUSTRALIAN CAPITAL TERRITORY GOVERNMENT

Students whose Indigenous status is not provided are not followed-up and 'not stated' is recorded.

#### NON-GOVERNMENT DATA AS COLLECTED BY DEEWR

Students whose Indigenous status is not provided is defaulted to non-Indigenous. No follow-up is conducted by DEEWR. However, follow-up practices may vary between schools.

*When is the Indigenous status  
of the student reviewed?*

#### NEW SOUTH WALES

When students enrol for the first time, and when they enrol in a new school.

#### VICTORIA GOVERNMENT

When students enrol for the first time, and when they enrol in a new school. Schools are able to update details of ongoing students by sending details home for parents or carers to update, however, it is not known how often this occurs or how many schools do this.

## APPENDIX 2 COLLECTION OF INDIGENOUS STATUS OF STUDENTS

### *continued*

*When is the Indigenous status  
of the student reviewed?  
continued*

#### QUEENSLAND GOVERNMENT

When students enrol for the first time, and when they enrol in a new school.

#### SOUTH AUSTRALIA GOVERNMENT

When students enrol for the first time, and when they enrol in a new school.

#### WESTERN AUSTRALIA GOVERNMENT

When students enrol for the first time, and when they enrol in a new school.

#### TASMANIA GOVERNMENT

When students enrol for the first time, and when they enrol in a new school.  
Information is validated annually for existing students.

#### NORTHERN TERRITORY GOVERNMENT

When students enrol for the first time, and when they enrol in a new school. However, information from previous school can be transferred to the next school so information is not necessarily updated at this time. Schools have an optional update form that can be generated and sent to parents or guardians to update student details but not all schools follow this process.

#### AUSTRALIAN CAPITAL TERRITORY GOVERNMENT

When students enrol for the first time, and when they enrol in a new school. However, information from a previous school can be transferred to the next school so information is not necessarily updated at this time.

#### NON-GOVERNMENT DATA AS COLLECTED BY DEEWR

Indigenous status of students is not updated by DEEWR. However, practices may vary between schools.

*In which year was a 'not  
stated' category for  
Indigenous status first  
implemented?*

#### NEW SOUTH WALES

2008

#### VICTORIA GOVERNMENT

2006

#### QUEENSLAND GOVERNMENT

2005

#### SOUTH AUSTRALIA GOVERNMENT

Not currently collected. However, plans are in place to collect 'not stated' Indigenous status in the future.

#### WESTERN AUSTRALIA GOVERNMENT

Implemented between 2000 and 2003

#### TASMANIA GOVERNMENT

2005. (Data collection has improved since this time and the number of students whose Indigenous status is 'not stated' is declining).

#### NORTHERN TERRITORY GOVERNMENT

2005

#### AUSTRALIAN CAPITAL TERRITORY GOVERNMENT

2009

#### NON-GOVERNMENT DATA AS COLLECTED BY DEEWR

May vary between schools but not collected by DEEWR.

## GLOSSARY

<b>Affiliation of non-government schools</b>	Affiliation refers to the link between the individual non-government schools and the systems that administer their operation. In Australia the largest non-government affiliated group is the Catholic school system. Other schools have associations with religious or secular bodies or are entirely independent. The categories of Catholic and other non-government (Anglican and Independent) are the only levels of non-government schooling reported on in this publication.
<b>Apparent</b>	The descriptor 'apparent' is used to emphasize the indirect nature of the continuation and progression measures, and the inability to restrict their calculation exclusively to the chosen reference cohort.
<b>Apparent continuation rate</b>	This is a measure of the proportion of a birth year cohort of students (both full-time and part-time) who do not leave school between one year and the next. See Explanatory Notes, paragraphs 29 to 26, for details on how apparent continuation rates are calculated.
<b>Apparent progression rate</b>	This is a measure of the proportion of a cohort of full-time students that moves from one grade to the next grade between one year and the next. See Explanatory Notes, paragraphs 32 to 35, for details on how apparent progression rates are calculated.
<b>Apparent retention rate</b>	The apparent retention rate is the number of school students in a designated level/year of education expressed as a percentage of their respective cohort group in a base year. In this publication, the base year is the commencement of secondary school and rates have been calculated for those who continued to Years 9, 10, 11 and 12. See Explanatory Notes, paragraphs 23 to 26 for further detail.
<b>Estimated Resident Population (ERP)</b>	The Estimated Resident Population (ERP) series is used in this publication to provide a denominator for the calculation of ratios of participation in schooling. 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 <i>ABS Population by Age and Sex, Australian States and Territories</i> (cat. no. 3201.0) for further details.
<b>Full-time equivalent (FTE) teaching staff</b>	<p>This is a measure of the total level of teaching staff resources used. The FTE of a full-time teaching staff member (i.e. employed full-time and engaged solely on activities which fall within the scope of this collection) is equal to 1.0.</p> <p>The calculation of FTE for part-time teaching staff is as follows:</p> <ul style="list-style-type: none"> <li>■ The FTE of part-time teaching staff performing some activities which fall outside the scope of this collection (e.g. preschool or TAFE) is calculated on the basis of the proportion of time spent on in-scope activities compared with that spent by a full-time teaching staff member solely occupied by in-scope activities.</li> <li>■ The FTE of part-time teaching staff performing activities which fall solely within the scope of this collection is calculated on the basis of time worked compared with that worked by full-time teaching staff performing similar duties.</li> </ul> <p>Some states and territories are not able to calculate FTE on a time-spent basis for all teaching 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 teacher numbers to estimate aggregate FTE for some categories of teaching staff.</p>
<b>Level and year of education</b>	Level of education is split into primary and secondary school education. Year of education comprises Pre-year 1 through to Year 12, plus ungraded primary and ungraded secondary.
<b>National School Statistics Collection</b>	The scope of the National Schools Statistics Collection (NSSC) consists of all establishments which have as their major activity, the administration of provision of full-time day primary, secondary and/or special education or primary or secondary education by distance education.

## GLOSSARY *continued*

### National School Statistics Collection *continued*

The scope 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; and
- finance statistics (expenditure on salaries and non-salary costs collected for government schools) published in summary form in a MCEECDYA annual publication, Summary Finance Statistics from the NSSC. See  
<<http://www.mceetya.edu.au/mceetya/anr>>.

### Other education establishment

Other establishments within the scope of these statistics, but not defined as schools include:

- Administrative offices which have as their major activity the administration of primary, secondary or special education
- Teacher resource centres operated by a state or territory director-general of education (or equivalent).

### Primary education

Primary education typically commences at around age five and lasts for seven to eight years. It does not include sessional education such as preschool education. In New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory, primary education may extend from Pre-year 1 to Year 6. In Queensland, South Australia, and Western Australia it may extend from Pre-year 1 to Year 7. Queensland introduced a formal Pre-year 1 grade of school education in 2007. The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education.

### School

A school (other than a special school) must satisfy the following criteria:

- its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.

The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments. The term excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.

### School participation rate

The school participation rate is the number of school students of a particular age expressed as a proportion of the Estimated Resident Population of the same age at June published in Population by Age and Sex, Australian States and Territories (cat. no. 3201.0). It indicates the proportion of the resident population who are at school. Whereas apparent retention rates rely on students having to progress year by year through the school education system, participation rates relate to the resident population as a whole. In the Australian Capital Territory some rates exceed 100%. This is mainly due to the enrolment of secondary school students in Australian Capital Territory secondary schools who are not residents of the Australian Capital Territory, but live in surrounding New South Wales regions.

### Secondary education

Secondary education typically commences after completion of primary education, at around age 12 years, and lasts for five or six years. In New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory, secondary education may extend from Year 7 to Year 12. In Queensland, South Australia and Western Australia it may extend from Year 8 to Year 12. Part-time secondary student estimates vary

## GLOSSARY *continued*

<b>Secondary education</b> <i>continued</i>	considerably between states and territories, as each education authority has different policy and organisational arrangements. The number of part-time courses available also varies considerably between states and territories. Age level data for part-time students are not published as not all states and territories collect the age of part-time students.
<b>Special school</b>	<p>A special school provides special instruction for physically and/or mentally disabled or impaired students, or those with social, emotional or health problems. Students must exhibit one or more of the following characteristics before enrolment is allowed:</p> <ul style="list-style-type: none"><li>■ mental or physical disability or impairment</li><li>■ slow learning ability</li><li>■ social or emotional problems</li><li>■ in custody, on remand or in hospital.</li></ul>
<b>Student</b>	<p>A student is a person who prior to the census date is formally enrolled in a school and active in a course of study other than preschool or TAFE courses. Students not present at school on the NSSC census date were included if they were expected to be absent for less than four continuous weeks (excluding school vacations). Students were excluded if they had left the school or had been absent without explanation for four continuous weeks (excluding school vacations) prior to the census date.</p> <p>Students who are undertaking TAFE, tertiary studies, apprenticeships, work placements, VET in schools or a combination of such pathways, in addition to 'normal' school subjects, are in the scope of the NSSC, regardless of which year of schooling these alternative pathways are undertaken. The workload of both the 'normal' school subject(s) and alternative pathways are aggregated together to determine whether a student is classified as full-time or part-time and in calculating the full-time equivalent for part-time students.</p> <p>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.</p> <p>A part-time student is one who undertakes a workload less than that specified as full-time.</p> <p>The FTE of part-time students has been calculated by dividing the student's workload into that which is considered to be a full workload by that state or territory. To calculate the FTE of all students the FTE of part-time students is added to the number of full-time students.</p>
<b>Teaching staff</b>	<p>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 includes principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded.</p>









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