



2012

4221.0

# SCHOOLS

AUSTRALIA

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## CONTENTS

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### CONTENTS

Introductory notes . . . . .	2
Main features . . . . .	4
List of tables . . . . .	11
Tables . . . . .	12
Explanatory notes . . . . .	33
Appendix: Differences in schooling structures . . . . .	40
Glossary . . . . .	42

### INQUIRIES

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

# NOTES

## ABOUT THIS RELEASE

Schools, Australia (cat. no. 4221.0) is an annual publication. This release contains statistics for students, schools and staff as at the schools census date 3 August 2012.

This publication contains statistics on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools for all Australian states and territories. Students are classified by level and year of education, Indigenous status, full-time or part-time status, age, sex and category of school. Schools are classified by level of education and category of school. Staff are classified by category of school, sex and function. In-school staff are further classified by level of education. Also included are ratios of students to teaching staff and derived measures of retention, participation, continuation and progression.

## CHANGES AFFECTING THIS RELEASE

In 2012, the Victorian Department of Education and Early Childhood Development (DEECD) and the Queensland Department of Education and Training noted continuing improvements in the response to identification of Indigenous status in government schools, resulting in a reduction of "not stated" responses. This may affect comparisons of students by Indigenous status with previous years.

In 2012, the Victorian DEECD was able to pro-rate the Full-time equivalent (FTE) of staff working at a combined school, or at more than one school, at the school level, rather than at the state level as was previously done. This resulted in a more accurate apportionment of staff FTE.

In 2012, the Tasmanian Department of Education returned to reporting eight separate colleges in the National Schools Statistics Collection (NSSC) rather than the one Tasmanian Academy.

## GENERAL ACKNOWLEDGEMENT

This publication draws extensively on information provided freely by state and territory departments with responsibility for school education and the 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 Census and Statistics Act, 1905 and in line with the Privacy Act, 1988.

## SOURCE DATA

These data are sourced from the (non-finance) NSSC, which is a joint undertaking of the various state and territory departments of education, the DEEWR, the ABS, and the Standing Council on School Education and Early Childhood (SCSEEC). Specifications for this collection are available on request to the ABS.

## ROUNDING AND CONFIDENTIALITY

Where estimates are rounded, discrepancies may occur between component items and their totals. Small values have been perturbed to protect confidentiality.

## INQUIRIES

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

Brian Pink  
Australian Statistician

## ABBREVIATIONS

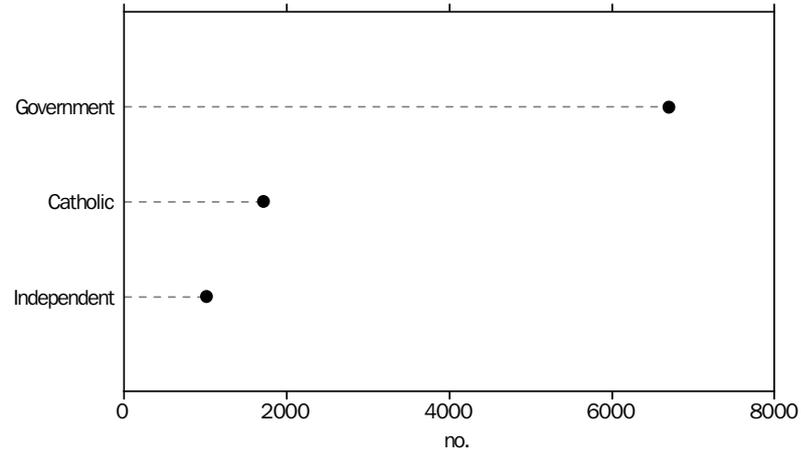
<b>ABS</b>	Australian Bureau of Statistics
<b>ACARA</b>	Australian Curriculum, Assessment and Reporting Authority
<b>ACR</b>	Apparent Continuation Rate
<b>ACT</b>	Australian Capital Territory
<b>AEEYSOC</b>	Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
<b>ANR</b>	National Report on Schooling in Australia
<b>APR</b>	Apparent Progression Rate
<b>ARR</b>	Apparent Retention Rate
<b>Aust.</b>	Australia
<b>cat. no.</b>	Catalogue number
<b>DCM</b>	Data Collection Manual
<b>DEECD</b>	Victorian Department of Education and Early Childhood Development
<b>DEEWR</b>	Australian Government Department of Education, Employment and Workplace Relations
<b>ERP</b>	estimated resident population
<b>FTE</b>	full-time equivalent
<b>MCEECDYA</b>	Ministerial Council for Education, Early Childhood Development and Youth Affairs
<b>no.</b>	number
<b>NEA</b>	National Education Agreement
<b>NIT</b>	Notes, Instructions and Tabulations
<b>NSSC</b>	National Schools Statistics Collection
<b>NSW</b>	New South Wales
<b>NT</b>	Northern Territory
<b>Qld</b>	Queensland
<b>ROGS</b>	Report on Government Services
<b>SA</b>	South Australia
<b>SACE</b>	South Australian Certificate of Education
<b>SCSEEC</b>	Standing Council on School Education and Early Childhood
<b>SPR</b>	School Participation Rate
<b>Tas.</b>	Tasmania
<b>TAFE</b>	Technical and Further Education
<b>VET</b>	vocational education and training
<b>Vic.</b>	Victoria
<b>WA</b>	Western Australia

## MAIN FEATURES

### SCHOOLS

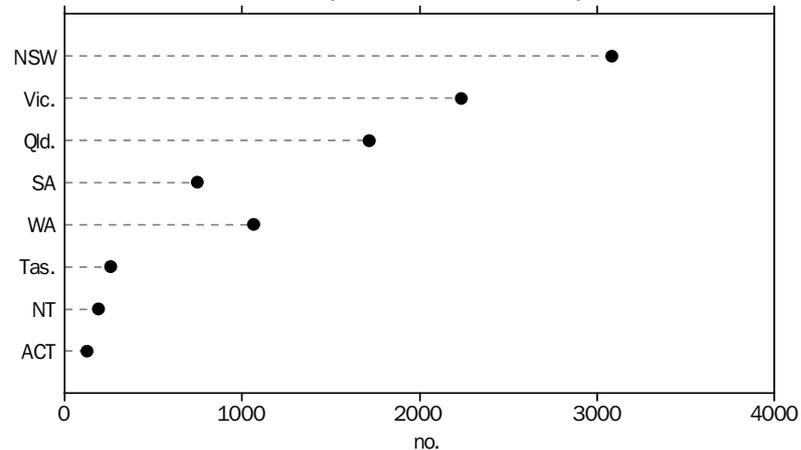
Between 2011 and 2012, the number of schools in Australia fell slightly, from 9,435 to 9,427. The net fall of 8 was the result of the number of government schools decreasing by 8 from 6,705 to 6,697, the number of Catholic schools increasing by 3 from 1,710 to 1,713, and the number of Independent schools decreasing by 3 from 1,020 to 1,017. It should be noted that a reduction in the number of schools can result from school amalgamations and does not necessarily indicate school closures.

NUMBER OF SCHOOLS, by affiliation, Australia—2012



Across the states and territories, movements in school numbers ranged from a fall of 15 in New South Wales to a rise of 7 in both Queensland and Tasmania.

NUMBER OF SCHOOLS, by state and territory—2012



At the Australia level, the number of primary schools fell by 22, while the number of secondary schools fell by 6. The number of combined schools rose by 16 and the number of special schools rose by 4. Primary schools comprised over two-thirds (66.7%) of all schools in Australia in 2012. Secondary schools made up 14.8%, combined schools 14%, and special schools 4.5%.

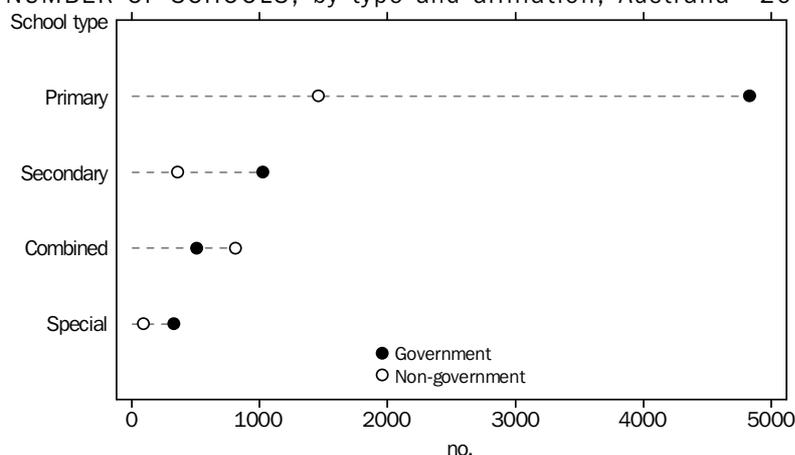
The number of combined schools rose in all sectors, from 504 to 511 in the government sector, from 148 to 154 in the Catholic sector, and from 641 to 657 in the Independent sector. These figures continue the long-term rise in combined schools which has seen their numbers increase from 1,051 in 2001 to 1,322 in 2012, a rise of 25.8%. During the

## MAIN FEATURES *continued*

### SCHOOLS *continued*

same period, the number of primary schools fell by 397 (5.9%), while secondary schools fell by 84 (5.7%). Combined schools were most prevalent in the Independent sector, where they comprised almost two-thirds (64.6%) of schools.

NUMBER OF SCHOOLS, by type and affiliation, Australia—2012



In 2012, the majority of Australia's 9,427 schools were in the government sector (71%). The Catholic and Independent sectors accounted for 18.2% and 10.8% respectively of Australia's schools. Almost one-third (32.7%) of all schools were in NSW, while almost a quarter (23.7%) were in Victoria.

Within the states and territories, the ACT had the highest proportion of Catholic schools, where almost one quarter (23.4%) of all schools were Catholic, followed by Victoria, where 21.8% of all schools were Catholic. The state with the highest proportion of Independent schools was Western Australia (13.2%), closely followed by South Australia (12.3%).

### STUDENTS

Between 2011 and 2012, the number of students attending school in Australia rose from 3,541,809 to 3,589,986, an increase of 48,177 (1.4%). This is considerably more than the 2010 to 2011 increase of 0.9%.

The major increase occurred at the primary level of education, where student numbers rose by 41,038 (2.0%). In contrast, the number of secondary students rose by just 7,139 (0.5%).

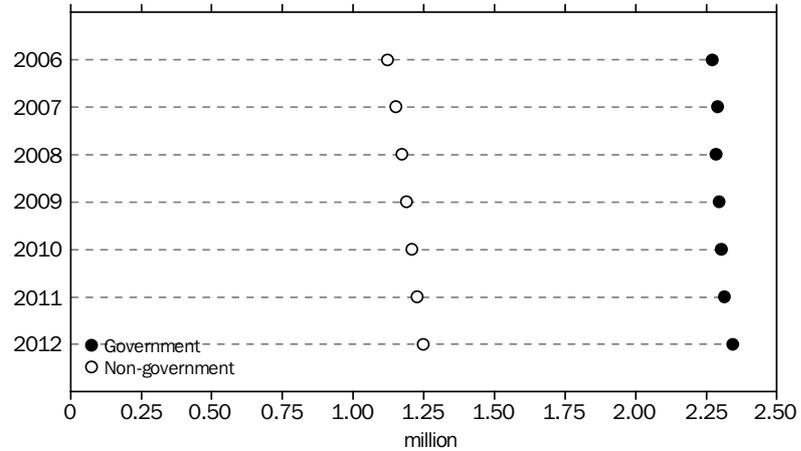
Across the states, the largest increase in student numbers occurred in Queensland, with a rise of 15,887 (2.1%). Proportionally, the largest increase was in Western Australia, where student numbers rose by 2.8% (10,317). Tasmania, the only state where student numbers fell, recorded a small decrease of 817 (1.0%).

Government schools remained the main provider of school education in Australia, with a total of 2,342,379 students, compared with 736,595 students attending Catholic schools, and 511,012 students attending Independent schools. Student numbers rose for all three affiliations between 2011 and 2012. The Independent sector had the largest proportional increase in student numbers, 1.8%, which followed a similar rise, 1.9%, in the previous period (2010 to 2011). Between 2011 and 2012, the number of students attending Catholic and government schools rose by 1.7% and 1.2% respectively.

## MAIN FEATURES *continued*

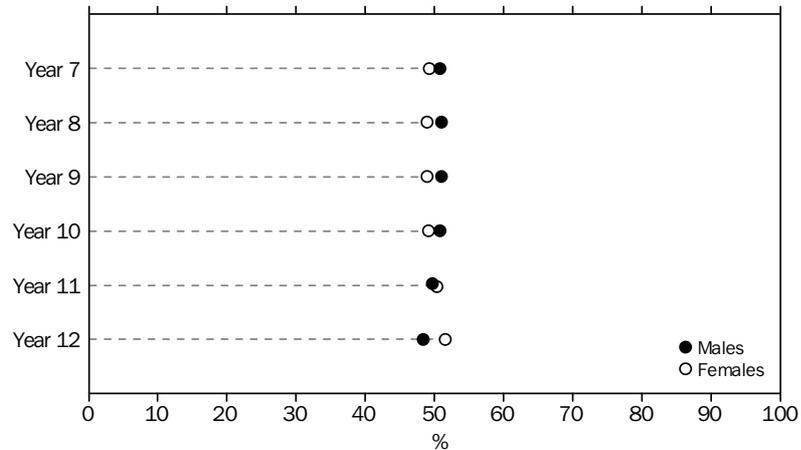
STUDENTS *continued*

NUMBER OF FULL-TIME AND PART-TIME STUDENTS, by Affiliation, Australia, 2006 to 2012



The proportion of male and female students remained fairly constant throughout primary and in the initial years of secondary schooling, with the number of male students exceeding female students by about two percentage points, up until Year 11. In Year 11 there were slightly more females than males, and in Year 12 females exceeded males by 3.2 percentage points.

PERCENTAGE OF MALE AND FEMALE SECONDARY STUDENTS, Australia, 2012

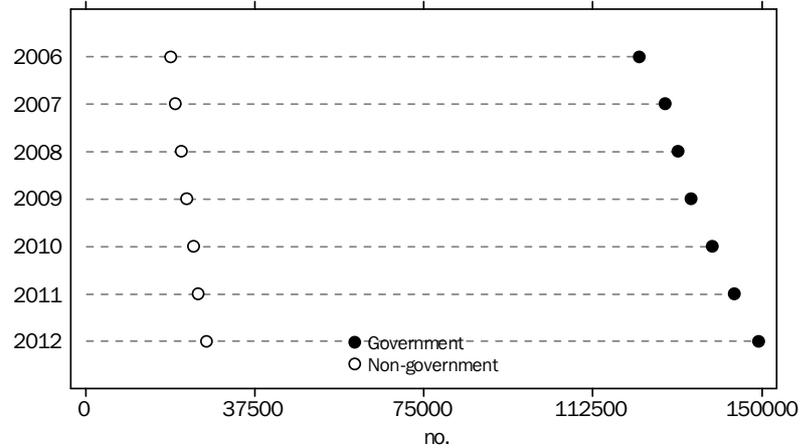


For some years, Indigenous student numbers have been increasing at greater rate than for all students. In the period 2011 to 2012, Indigenous student numbers rose by 4.3%, with the increase being almost identical for primary and secondary levels at 4.4% and 4.2% respectively. Proportionally, the increase in Indigenous student numbers in non-government schools, 7.2%, was almost double that for government schools, 3.8%. However, in absolute terms Indigenous student numbers in government schools, 149,307, far exceeded the number in non-government schools, 26,750.

**MAIN FEATURES** *continued*

STUDENTS *continued*

NUMBER OF FULL-TIME AND PART-TIME ABORIGINAL AND/OR TORRES STRAIT ISLANDER STUDENTS, by Affiliation, Australia, 2006 to 2012

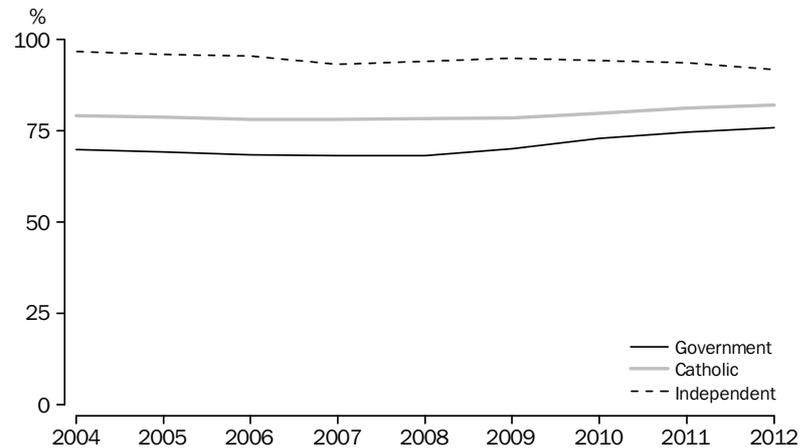


*Apparent Retention Rates*

Apparent retention rates for the range Year 7/8 to Year 12 peaked in 2004 at 75.7% for all affiliations, before falling back slightly over a number of years, then rising again in 2009, and each year thereafter. In 2012 the apparent retention rate for all students was 79.9%, with the female rate of 84.3% being 8.5 percentage points higher than the male rate of 75.8%.

In 2012, the rate varied considerably across affiliations: 75.8% in government schools, 82.1% in Catholic schools, and 91.8% in Independent schools, the latter down from a high of 94.9% in 2009.

APPARENT RETENTION RATES Y7/8 TO Y12, all students, by affiliation, Australia—2004 to 2012



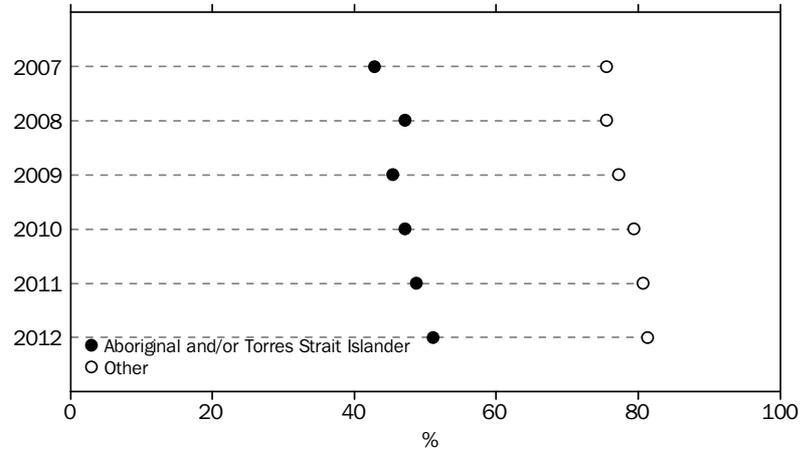
Although still well below the figures for all students, apparent retention rates for Aboriginal and Torres Strait Islander full-time students continued their steady rise. Over the past 3 years, the apparent retention rate from Year 7/8 to Year 12 for these students has seen an average annual increase of almost 2 percentage points, and in 2012 the rate (51.1%) exceeded 50% for the first time.

Between 2011 and 2012, the apparent retention rate for Indigenous males rose by 3.1 percentage points to 49.2%, and for Indigenous females rose by 1.6 percentage points to 52.9%. The apparent retention rates from Year 7/8 to Year 10 for these students were significantly higher at 96.9% for males and 100.0% for females.

**MAIN FEATURES** *continued*

*Apparent Retention Rates*  
*continued*

APPARENT RETENTION RATE, YEAR 7/8 TO YEAR 12, by Indigenous status, Australia—2007 to 2012



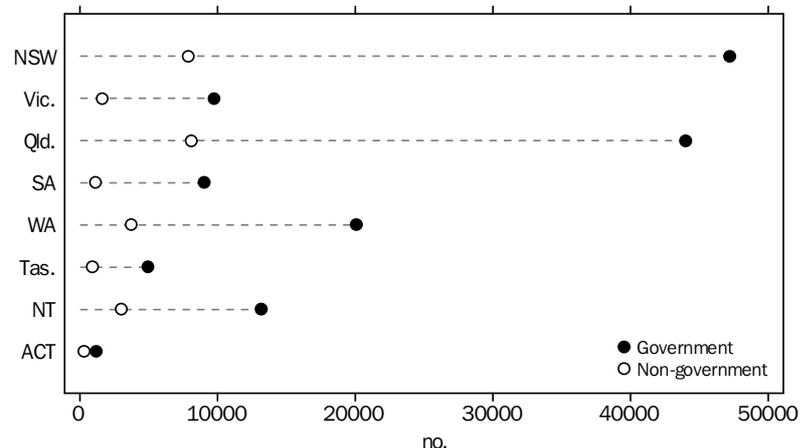
**ABORIGINAL AND/OR  
TORRES STRAIT ISLANDER  
STUDENTS**

In 2012 there were 176,057 school students in Australia who had identified as Aboriginal and/or Torres Strait Islander at enrolment. This is an increase of 7,254 (4.3%) on the corresponding figure for 2011. These students now make up almost 5% of all school students. The distribution of school students who had identified as Aboriginal and/or Torres Strait Islander at enrolment varied considerably across the states and territories.

The highest proportion of students identifying as Aboriginal and/or Torres Strait Islander was in the Northern Territory (40.8%) while the lowest was in Victoria (1.3%). NSW had the largest number of Aboriginal and/or Torres Strait Islander students (55,056), while the ACT had the smallest (1,502). When interpreting these figures, it is important to note that they may be influenced by factors such as improvements in school enrolment practices and the propensity of students to self-identify.

Together, NSW and Queensland accounted for almost 61% of the nation's Aboriginal and Torres Strait Islander students, with a total of 107,116. In all states and territories, the majority of these students attended government schools, with the proportions ranging from 57.3% in the ACT to 71.2% in the Northern Territory. At the Australia level, the proportion attending government schools was 65.2%.

NUMBER OF FULL-TIME AND PART-TIME ABORIGINAL AND/OR TORRES STRAIT ISLANDER STUDENTS, by affiliation, states and territories—2012

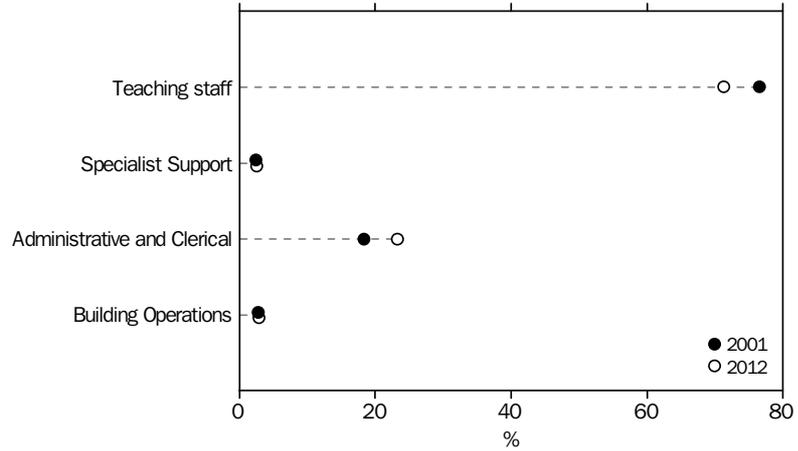


## MAIN FEATURES *continued*

### IN-SCHOOL STAFF *Teaching Staff Counts*

Between 2001 and 2012, total in-school staff increased by 72,410.5 full time equivalents (FTE) from 290,602.6 (FTE) to 363,012 (FTE), representing a rise of 24.9%. During that period, teaching staff (FTE) rose by 16.5%, however as a proportion of total in-school staff teaching staff fell from 76.5% to 71.3%.

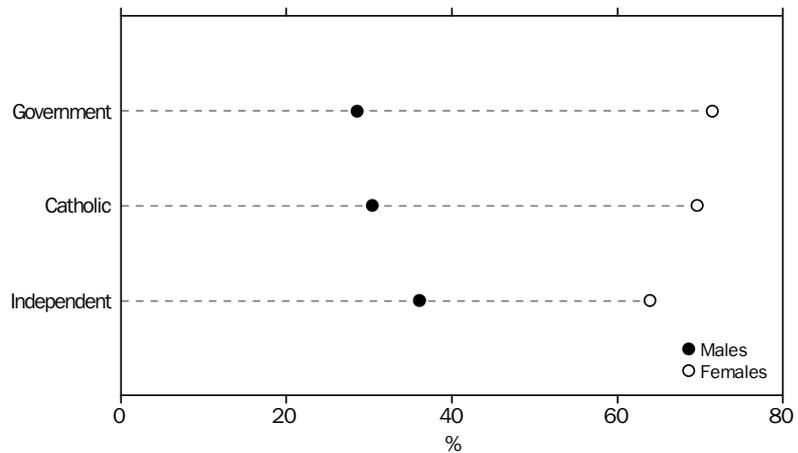
PROPORTION OF IN-SCHOOL STAFF (FTE), by major function, Australia—2001 & 2012



In 2012, of the 258,985.6 (FTE) teaching staff, 167,151.9 (FTE) were at government schools and 91,833.7 (FTE) were at non-government schools. As a proportion of total in-school staff, teaching staff comprised 72% in the government sector and 70% in the non-government sector. The proportion of male teaching staff was higher in the non-government sector (33%) than in the government sector (28.5%).

As in previous years, the male/female split of teaching staff (FTE) varied considerably between primary and secondary levels of education. At the primary level, female teaching staff accounted for 80.8% of all teaching staff, while at the secondary level the figure was 58.9%.

PROPORTION OF TEACHING STAFF (FTE), by affiliation and sex, Australia—2012

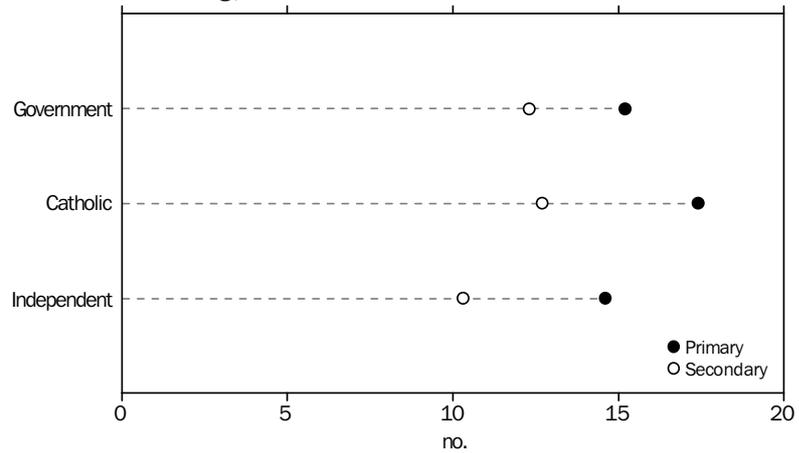


## MAIN FEATURES *continued*

### *Student/Teaching staff ratios*

At the Australia level, the overall student (FTE) to teaching staff (FTE) ratio was 13.8, unchanged from the 2011 figure. For government schools, the ratio remained steady at 13.9, while Catholic and Independent schools each saw a marginal decrease of 0.1, to 14.9 and 12.0 respectively. Independent schools had the lowest ratios for both the primary level (14.6), and the secondary level (10.3).

STUDENT (FTE) TO TEACHING STAFF (FTE) RATIOS, by affiliation and level of schooling, Australia—2012



## LIST OF TABLES

*page*

### SCHOOLS

<b>1</b>	SCHOOLS, by Affiliation, 2002–2012 . . . . .	12
<b>2</b>	SCHOOLS, by School Type, 2002–2012 . . . . .	13
<b>3</b>	PRIMARY SCHOOLS, by Number of Enrolments (FTE) and Affiliation, 2002–2012 . . . . .	14
<b>4</b>	SECONDARY SCHOOLS, by Number of Enrolments (FTE) and Affiliation, 2002–2012 . . . . .	15

### STUDENTS

<b>5</b>	STUDENTS, by Full-time and Part-time status, Affiliation, 2002–2012 . . . . .	16
<b>6</b>	PART-TIME SECONDARY STUDENTS, by Year of Education, 2002–2012 . . . . .	17
<b>7</b>	FULL-TIME STUDENTS, by Affiliation, Level of Education, 2002–2012 . . . . .	18
<b>8</b>	FULL-TIME STUDENTS, by Level and Year of Education, 2012 . . . . .	19
<b>9</b>	FULL-TIME EQUIVALENT (FTE) STUDENTS, by Level and Year of Education, 2012 . . . . .	20
<b>10</b>	FULL-TIME STUDENTS, by Sex, Affiliation, Level and Year of Education, 2012 . . . . .	21
<b>11</b>	FULL-TIME EQUIVALENT (FTE) STUDENTS, by Sex, Affiliation, Level and Year of Education, 2012 . . . . .	22

### ABORIGINAL AND/OR TORRES STRAIT ISLANDER FULL-TIME STUDENTS

<b>12</b>	FULL-TIME STUDENTS, by Indigenous status, Age, Level and Year of Education, 2012 . . . . .	24
<b>13</b>	ABORIGINAL AND/OR TORRES STRAIT ISLANDER FULL-TIME STUDENTS, by Sex, 2002–2012 . . . . .	25
<b>14</b>	ABORIGINAL AND/OR TORRES STRAIT ISLANDER FULL-TIME STUDENTS, by Level and Year of Education, 2002–2012 . . . . .	26
<b>15</b>	APPARENT RETENTION RATES, Full-time students by Indigenous status, 2002–2012 . . . . .	27

### STAFF

<b>16</b>	TEACHING STAFF, by Sex, 2002–2012 . . . . .	28
<b>17</b>	TEACHING STAFF (FTE), by Sex, Affiliation and Level of School Education, 2002–2012 . . . . .	29
<b>18</b>	TEACHING STAFF (FTE), by Sex and Level of School Education, 2002–2012 . . . . .	30

### OTHER MEASURES

<b>19</b>	APPARENT RETENTION RATES OF FULL-TIME STUDENTS, by Affiliation, 2002–2012 . . . . .	31
<b>20</b>	STUDENT (FTE) TO TEACHING STAFF (FTE) RATIOS, by Affiliation and Level of Education, 2002–2012 . . . . .	32

## SCHOOLS (a)(b), by Affiliation, 2002–2012

	NSW	Vic.	Qld	SA	WA	Tas.	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
2002	2 191	1 623	1 291	610	775	214	150	95	6 949
2007	2 190	1 593	1 250	602	769	210	149	88	6 851
2010	2 176	1 548	1 235	579	768	202	152	83	6 743
2011	2 177	1 536	1 237	557	770	190	154	84	6 705
2012	2 169	1 535	1 239	555	765	197	153	84	6 697
NON-GOVERNMENT									
<b>Catholic</b>									
2002	586	490	274	107	158	37	15	30	1 697
2007	585	485	288	104	159	37	15	30	1 703
2010	587	489	290	101	159	37	15	30	1 708
2011	587	487	292	103	159	37	15	30	1 710
2012	585	487	294	103	160	37	17	30	1 713
<b>Independent</b>									
2002	318	207	161	93	127	29	18	13	966
2007	332	214	177	97	140	30	21	14	1 025
2010	329	214	177	95	138	29	21	14	1 017
2011	333	211	179	92	142	28	21	14	1 020
2012	328	211	182	92	141	28	21	14	1 017
<b>Total</b>									
2002	904	697	435	200	285	66	33	43	2 663
2007	917	699	465	201	299	67	36	44	2 728
2010	916	703	467	196	297	66	36	44	2 725
2011	920	698	471	195	301	65	36	44	2 730
2012	913	698	476	195	301	65	38	44	2 730
ALL SCHOOLS									
2002	3 095	2 320	1 726	810	1 060	280	183	138	9 612
2007	3 107	2 292	1 715	803	1 068	277	185	132	9 579
2010	3 092	2 251	1 702	775	1 065	268	188	127	9 468
2011	3 097	2 234	1 708	752	1 071	255	190	128	9 435
2012	3 082	2 233	1 715	750	1 066	262	191	128	9 427

(a) Includes special and non-special schools.

(b) Many factors can affect the number of schools over time. See Explanatory Notes for further details.

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

## SCHOOLS(a)(b), by School Type, 2002–2012

	NSW	Vic.	Qld	SA	WA	Tas.	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY SCHOOLS									
2002	2 172	1 676	1 219	555	673	173	105	93	6 666
2007	2 150	1 637	1 173	542	663	169	98	85	6 517
2010	2 129	1 580	1 150	520	659	165	73	81	6 357
2011	2 124	1 563	1 152	499	663	156	77	78	6 312
2012	2 113	1 561	1 153	496	662	156	71	78	6 290
SECONDARY SCHOOLS									
2002	518	362	263	95	136	46	18	28	1 466
2007	531	370	260	95	140	46	18	26	1 486
2010	521	349	252	90	110	42	23	23	1 410
2011	523	344	251	87	109	36	23	23	1 396
2012	515	342	253	87	105	43	24	23	1 392
PRIMARY/SECONDARY COMBINED SCHOOLS									
2002	270	187	194	137	179	52	55	12	1 086
2007	287	204	233	143	195	56	64	17	1 199
2010	297	225	240	143	220	56	87	19	1 287
2011	301	231	243	145	221	57	85	22	1 305
2012	303	235	246	146	222	57	90	22	1 321
ALL SCHOOLS									
2002	2 960	2 225	1 676	787	988	271	178	133	9 218
2007	2 968	2 211	1 666	780	998	271	180	128	9 202
2010	2 947	2 154	1 642	753	989	263	183	123	9 054
2011	2 948	2 138	1 646	731	993	249	185	123	9 013
2012	2 931	2 138	1 652	729	989	256	185	123	9 003

(a) Excludes special schools.

(b) Many factors can affect the number of schools over time. See Explanatory Notes for further details.

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

PRIMARY SCHOOLS(a)(b), by Number of Enrolments (FTE) and Affiliation, 2002–2012

NUMBER OF PRIMARY SCHOOL ENROLMENTS FTE

	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>										
2002	341	392	982	935	934	790	763	318	95	5 550
2007	386	359	968	963	925	715	750	302	102	5 470
2010	381	385	927	892	881	702	790	291	128	5 377
2011	386	369	928	865	849	717	792	302	143	5 351
2012	388	370	907	852	834	701	810	322	154	5 338
<b>Non-government schools</b>										
2002	61	85	351	549	434	319	316	67	20	2 202
2007	61	75	325	549	416	363	341	90	26	2 246
2010	44	76	302	549	402	375	373	118	28	2 267
2011	39	72	307	529	409	372	383	123	32	2 266
2012	40	80	297	499	418	384	390	127	38	2 273
<b>All schools</b>										
2002	402	477	1 333	1 484	1 368	1 109	1 079	385	115	7 752
2007	447	434	1 293	1 512	1 341	1 078	1 091	392	128	7 716
2010	425	461	1 229	1 441	1 283	1 077	1 163	409	156	7 644
2011	425	441	1 235	1 394	1 258	1 089	1 175	425	175	7 617
2012	428	450	1 204	1 351	1 252	1 085	1 200	449	192	7 611

(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 for further details.

SECONDARY SCHOOLS(a)(b), by Number of Enrolments (FTE) and Affiliation, 2002–2012
 

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 NUMBER OF SECONDARY SCHOOL ENROLMENTS FTE
 

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	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												
2002	81	54	160	142	82	94	182	227	219	140	121	1 502
2007	70	80	151	137	86	87	171	243	202	135	142	1 504
2010	103	80	152	122	98	79	198	218	189	148	145	1 532
2011	104	76	153	123	90	78	223	194	199	142	145	1 527
2012	117	64	151	126	88	86	219	197	205	142	145	1 540
NON-GOVERNMENT												
2002	63	48	112	95	85	94	178	164	117	53	41	1 050
2007	81	46	142	122	98	82	189	174	133	65	49	1 181
2010	51	47	106	150	91	89	202	165	140	73	51	1 165
2011	60	34	119	146	92	83	213	159	142	76	50	1 174
2012	56	35	108	147	98	83	213	161	144	72	56	1 173
ALL SCHOOLS												
2002	144	102	272	237	167	188	360	391	336	193	162	2 552
2007	151	126	293	259	184	169	360	417	335	200	191	2 685
2010	154	127	258	272	189	168	400	383	329	221	196	2 697
2011	164	110	272	269	182	161	436	353	341	218	195	2 701
2012	173	99	259	273	186	169	432	358	349	214	201	2 713

(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 for further details.

## STUDENTS, by Full-time and Part-time status, Affiliation, 2002–2012

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
FULL-TIME STUDENTS									
<b>Government</b>									
2002	753 700	533 417	440 064	169 839	233 344	61 508	28 206	37 259	2 257 337
2007	737 637	535 883	478 883	163 904	229 611	58 926	28 916	34 617	2 268 377
2010	741 061	537 594	485 798	163 166	233 839	57 331	29 084	34 484	2 282 357
2011	744 392	539 929	489 518	164 032	236 387	57 065	29 049	34 586	2 294 958
2012	746 874	545 006	498 013	165 127	244 874	56 393	29 346	35 584	2 321 217
<b>Non-government</b>									
2002	351 081	281 076	179 523	78 772	101 382	20 842	8 468	23 295	1 044 439
2007	371 566	297 970	219 020	87 545	114 977	22 933	9 355	24 780	1 148 146
2010	378 028	311 381	239 158	91 857	124 530	23 510	10 247	25 811	1 204 522
2011	383 925	316 269	244 134	92 796	127 331	23 658	10 251	26 210	1 224 574
2012	390 477	321 839	249 669	93 864	129 328	23 636	10 513	26 522	1 245 848
<b>Total</b>									
2002	1 104 781	814 493	619 587	248 611	334 726	82 350	36 674	60 554	3 301 776
2007	1 109 203	833 853	697 903	251 449	344 588	81 859	38 271	59 397	3 416 523
2010	1 119 089	848 975	724 956	255 023	358 369	80 841	39 331	60 295	3 486 879
2011	1 128 317	856 198	733 652	256 828	363 718	80 723	39 300	60 796	3 519 532
2012	1 137 351	866 845	747 682	258 991	374 202	80 029	39 859	62 106	3 567 065

PART-TIME STUDENTS									
<b>Total</b>									
2002	3 055	4 177	4 951	7 576	5 438	2 934	1 107	213	29 451
2007	2 623	3 138	6 034	7 312	2 723	1 648	856	169	24 503
2010	2 346	3 624	6 661	6 573	2 393	2 241	60	98	23 996
2011	2 339	3 110	7 122	4 418	2 282	2 571	298	137	22 277
2012	2 715	3 205	8 979	3 102	2 115	2 448	255	102	22 921

ALL STUDENTS									
<b>Total</b>									
2002	1 107 836	818 670	624 538	256 187	340 164	85 284	37 781	60 767	3 331 227
2007	1 111 826	836 991	703 937	258 761	347 311	83 507	39 127	59 566	3 441 026
2010	1 121 435	852 599	731 617	261 596	360 762	83 082	39 391	60 393	3 510 875
2011	1 130 656	859 308	740 774	261 246	366 000	83 294	39 598	60 933	3 541 809
2012	1 140 066	870 050	756 661	262 093	376 317	82 477	40 114	62 208	3 589 986

- (a) In 2007, Queensland introduced a Pre-year 1 grade. See Explanatory Notes for further details.
- (b) In 2009, education in Tasmania underwent a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

## PART-TIME SECONDARY STUDENTS, by Year of Education, 2002–2012

	NSW	Vic.	Qld	SA	WA	Tas.(a)	NT(b)	ACT(c)	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
YEAR 7/8 TO 9(d)									
2002	218	370	472	40	26	104	298	5	1 533
2007	7	96	433	83	58	9	204	16	906
2010	73	186	367	34	9	84	3	11	767
2011	62	163	398	33	9	73	39	9	786
2012	98	221	637	98	6	42	36	6	1 144
YEAR 10									
2002	44	224	861	85	32	19	55	—	1 320
2007	11	89	718	91	75	11	114	4	1 113
2010	118	242	815	75	7	103	14	—	1 374
2011	149	116	794	47	9	99	53	—	1 267
2012	103	127	603	38	—	51	51	14	987
YEAR 11									
2002	1 021	1 198	1 025	2 327	254	444	366	2	6 637
2007	1 056	1 136	961	2 520	337	331	333	—	6 674
2010	761	1 066	908	2 302	450	392	33	3	5 915
2011	849	935	1 183	1 692	553	937	104	7	6 260
2012	1 070	1 030	1 352	1 349	394	932	91	9	6 227
YEAR 12									
2002	1 599	1 555	1 760	3 328	1 064	2 264	243	13	11 826
2007	1 336	1 154	1 162	2 827	287	1 272	142	19	8 199
2010	1 329	1 309	1 174	2 508	321	1 600	7	4	8 252
2011	1 202	1 129	1 127	1 701	412	1 393	36	39	7 039
2012	1 356	1 087	1 413	1 501	387	1 358	35	32	7 169
TOTAL YEARS 7/8 TO 12(e)									
2002	2 900	3 446	4 136	7 458	4 891	2 835	1 068	27	26 761
2007	2 483	2 515	3 345	7 245	2 324	1 627	811	39	20 389
2010	2 291	2 856	3 311	6 491	2 098	2 184	57	18	19 306
2011	2 268	2 391	3 551	4 322	2 014	2 511	232	55	17 344
2012	2 650	2 516	4 054	3 016	1 880	2 390	213	61	16 780

— nil or rounded to zero (including null cells)

- (a) In 2009, education in Tasmania underwent a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (b) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.
- (c) Prior to 2004, part-time students in Year 10 and Year 11 in the Australian Capital Territory are not shown separately and are not included in the respective totals for Australia. However, they are included in the Australia level totals for Years 7/8 to 12.
- (d) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and is the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.
- (e) Year 7/8 to Year 12 figures include ungraded students.

FULL-TIME STUDENTS(a)(b), by Affiliation, Level of Education, 2002–2012

	NSW	Vic.(c)	Qld(c)(d)	SA(e)	WA(d)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY STUDENTS									
<b>Government</b>									
2002	449 482	316 843	284 262	112 111	151 599	36 300	20 249	20 904	1 391 750
2007	431 618	311 503	308 698	106 384	150 227	33 883	20 403	18 841	1 381 557
2010	432 060	312 371	311 395	103 506	160 052	32 485	18 479	18 915	1 389 263
2011	435 749	315 707	315 253	103 859	162 856	32 316	18 529	19 154	1 403 423
2012	440 549	321 752	323 014	104 917	169 443	31 863	18 768	19 963	1 430 269
<b>Non-government</b>									
2002	179 930	139 821	92 497	46 389	54 153	10 340	5 145	11 321	539 596
2007	186 776	142 008	119 376	50 734	60 348	11 123	5 429	11 952	587 746
2010	189 220	148 976	131 443	52 613	69 667	11 413	5 138	12 594	621 064
2011	191 665	152 225	135 099	53 156	72 140	11 478	5 138	12 824	633 725
2012	194 596	155 938	139 105	53 618	73 552	11 514	5 283	13 103	646 709
SECONDARY STUDENTS									
<b>Government</b>									
2002	304 218	216 574	155 802	57 728	81 745	25 208	7 957	16 355	865 587
2007	306 019	224 380	170 185	57 520	79 384	25 043	8 513	15 776	886 820
2010	309 001	225 223	174 403	59 660	73 787	24 846	10 605	15 569	893 094
2011	308 643	224 222	174 265	60 173	73 531	24 749	10 520	15 432	891 535
2012	306 325	223 254	174 999	60 210	75 431	24 530	10 578	15 621	890 948
<b>Non-government</b>									
2002	171 151	141 255	87 026	32 383	47 229	10 502	3 323	11 974	504 843
2007	184 790	155 962	99 644	36 811	54 629	11 810	3 926	12 828	560 400
2010	188 808	162 405	107 715	39 244	54 863	12 097	5 109	13 217	583 458
2011	192 260	164 044	109 035	39 640	55 191	12 180	5 113	13 386	590 849
2012	195 881	165 901	110 564	40 246	55 776	12 122	5 230	13 419	599 139
ALL FULL-TIME STUDENTS									
<b>Government</b>									
2002	753 700	533 417	440 064	169 839	233 344	61 508	28 206	37 259	2 257 337
2007	737 637	535 883	478 883	163 904	229 611	58 926	28 916	34 617	2 268 377
2010	741 061	537 594	485 798	163 166	233 839	57 331	29 084	34 484	2 282 357
2011	744 392	539 929	489 518	164 032	236 387	57 065	29 049	34 586	2 294 958
2012	746 874	545 006	498 013	165 127	244 874	56 393	29 346	35 584	2 321 217
<b>Non-government</b>									
2002	351 081	281 076	179 523	78 772	101 382	20 842	8 468	23 295	1 044 439
2007	371 566	297 970	219 020	87 545	114 977	22 933	9 355	24 780	1 148 146
2010	378 028	311 381	239 158	91 857	124 530	23 510	10 247	25 811	1 204 522
2011	383 925	316 269	244 134	92 796	127 331	23 658	10 251	26 210	1 224 574
2012	390 477	321 839	249 669	93 864	129 328	23 636	10 513	26 522	1 245 848

- (a) The category "Other" includes students whose Indigenous status is reported as "not stated" or "non-Indigenous".
- (b) See the Explanatory Notes for further details on changes prior to 2012 that may affect comparisons between years.
- (c) In 2012, Victoria and Queensland noted a reduction in the number of "not stated" responses to Indigenous status which may affect comparisons of students by Indigenous status with previous years.
- (d) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.
- (e) In 2011 and 2012 South Australia excluded students at government schools who were enrolled in Year 11 or 12 subjects but not enrolled in the South Australian Certificate of Education. This may affect comparisons of students by age, grade and attendance status.

## FULL-TIME STUDENTS, by Level and Year of Education, 2012

	NSW	Vic.	Qld(a)(b)	SA	WA(b)	Tas.(c)	NT(d)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>Primary students</b>									
Pre- Year 1	96 464	73 522	64 082	23 235	32 767	6 483	3 560	5 184	305 297
Year 1	92 478	69 530	62 593	19 646	31 575	6 266	3 527	4 965	290 580
Year 2	88 802	66 677	60 088	18 426	30 385	5 879	3 317	4 622	278 196
Year 3	87 696	66 688	58 663	18 848	29 776	5 954	3 338	4 727	275 690
Year 4	86 494	65 787	56 672	18 408	29 324	6 186	3 531	4 517	270 919
Year 5	86 572	64 794	39 852	18 790	29 468	6 136	3 439	4 398	253 449
Year 6	87 450	65 791	57 990	18 771	29 595	6 466	3 339	4 653	274 055
Year 7(e)	—	—	60 122	19 432	30 071	—	—	—	109 625
Ungraded	9 189	4 901	2 057	2 979	34	7	—	—	19 167
Total	635 145	477 690	462 119	158 535	242 995	43 377	24 051	33 066	2 076 978
<b>Secondary students</b>									
Year 7(e)	87 088	66 304	—	—	—	6 602	3 173	4 861	168 028
Year 8	86 110	65 999	59 471	19 554	30 318	6 564	3 073	4 916	276 005
Year 9	86 455	66 732	59 627	19 561	29 505	6 356	2 969	4 815	276 020
Year 10	87 204	66 878	59 589	20 278	18 613	6 661	2 558	4 879	266 660
Year 11	76 797	62 849	55 703	21 025	28 929	5 783	2 261	5 100	258 447
Year 12	66 025	54 658	49 438	17 863	23 213	4 680	1 691	4 469	222 037
Ungraded	12 527	5 735	1 735	2 175	629	6	83	—	22 890
Total	502 206	389 155	285 563	100 456	131 207	36 652	15 808	29 040	1 490 087
<b>All full-time students</b>									
Total	1 137 351	866 845	747 682	258 991	374 202	80 029	39 859	62 106	3 567 065

— nil or rounded to zero (including null cells)

(a) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.

(b) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.

(c) In 2009, education in Tasmania underwent a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

(d) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.

(e) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and is 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 Education, 2012

	NSW	Vic.	Qld(a)(b)	SA	WA(b)	Tas.(c)	NT(d)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>Primary Students</b>									
Pre-year 1	96 487.8	73 559.3	64 312.4	23 277.8	32 875.5	6 486.4	3 565.0	5 199.4	305 763.6
Year 1	92 479.1	69 546.8	62 634.0	19 649.4	31 575.0	6 271.0	3 530.0	4 966.2	290 651.5
Year 2	88 802.6	66 696.4	60 118.7	18 428.6	30 386.4	5 880.8	3 318.2	4 624.8	278 256.5
Year 3	87 697.2	66 707.4	58 693.1	18 848.0	29 776.0	5 958.0	3 339.7	4 729.4	275 748.8
Year 4	86 495.2	65 805.1	56 695.9	18 408.0	29 324.0	6 190.1	3 537.4	4 517.0	270 972.7
Year 5	86 572.0	64 816.8	39 902.9	18 792.0	29 468.0	6 141.7	3 440.5	4 398.8	253 532.7
Year 6	87 452.9	65 808.2	58 153.1	18 771.0	29 595.0	6 467.4	3 340.5	4 654.3	274 242.4
Year 7 (e)	—	—	60 296.9	19 435.0	30 071.0	—	—	—	109 802.9
Ungraded	9 193.6	5 090.3	2 654.8	2 983.7	60.0	9.6	—	—	19 992.0
Total	635 180.4	478 030.3	463 461.8	158 593.5	243 130.9	43 405.0	24 071.3	33 089.9	2 078 963.1
<b>Secondary Students</b>									
Year 7 (e)	87 088.0	66 332.6	—	—	—	6 605.6	3 175.5	4 862.2	168 063.9
Year 8	86 110.0	66 030.0	59 569.7	19 563.7	30 319.8	6 567.2	3 082.1	4 916.0	276 158.5
Year 9	86 532.0	66 759.2	59 721.3	19 567.0	29 506.4	6 367.3	2 971.6	4 816.6	276 241.4
Year 10	87 285.3	66 937.2	59 813.8	20 292.5	18 613.0	6 678.2	2 578.7	4 884.8	267 083.5
Year 11	77 366.5	63 311.1	56 190.6	21 665.5	29 144.9	6 315.4	2 296.6	5 105.2	261 395.8
Year 12	66 890.1	55 158.8	49 953.7	18 628.6	23 408.0	5 433.2	1 704.1	4 480.8	225 657.3
Ungraded	12 538.0	5 761.1	1 755.8	2 189.9	852.1	9.2	83.0	—	23 189.1
Total	503 809.9	390 290.0	287 004.9	101 907.2	131 844.2	37 976.1	15 891.6	29 065.6	1 497 789.5
<b>All FTE Students</b>									
Total	1 138 990.3	868 320.3	750 466.7	260 500.7	374 975.1	81 381.1	39 962.9	62 155.5	3 576 752.6

— nil or rounded to zero (including null cells)

- (a) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.
- (b) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.
- (c) In 2009, education in Tasmania underwent a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (d) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.
- (e) 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				
	Government	Catholic	Independent	Total	All Schools
	no.	no.	no.	no.	no.
MALES					
<b>Primary students</b>					
Pre-Year 1(a)	111 067	29 694	16 072	45 766	156 833
Year 1	104 392	28 715	15 510	44 225	148 617
Year 2	99 728	27 653	15 051	42 704	142 432
Year 3	98 140	27 678	15 677	43 355	141 495
Year 4	95 326	27 008	15 844	42 852	138 178
Year 5	87 788	25 861	16 473	42 334	130 122
Year 6	94 913	27 234	17 804	45 038	139 951
Year 7(b)(c)(d)	36 742	10 139	9 369	19 508	56 250
Ungraded	12 454	224	947	1 171	13 625
Total	740 550	204 206	122 747	326 953	1 067 503
<b>Secondary students</b>					
Year 7(b)(c)(d)	49 314	21 401	14 569	35 970	85 284
Year 8	83 908	32 227	24 851	57 078	140 986
Year 9	85 304	31 172	24 509	55 681	140 985
Year 10	82 864	29 349	23 320	52 669	135 533
Year 11	78 534	27 021	23 181	50 202	128 736
Year 12	62 113	24 268	21 303	45 571	107 684
Ungraded	14 543	262	336	598	15 141
Total	456 580	165 700	132 069	297 769	754 349
<b>All full-time male students</b>					
Total	1 197 130	369 906	254 816	624 722	1 821 852
FEMALES					
<b>Primary students</b>					
Pre-Year 1(a)	104 160	28 604	15 700	44 304	148 464
Year 1	98 064	28 359	15 540	43 899	141 963
Year 2	93 646	26 948	15 170	42 118	135 764
Year 3	91 680	26 945	15 570	42 515	134 195
Year 4	90 332	26 612	15 797	42 409	132 741
Year 5	82 211	24 807	16 309	41 116	123 327
Year 6	89 930	26 508	17 666	44 174	134 104
Year 7(b)(c)(d)	34 468	9 691	9 216	18 907	53 375
Ungraded	5 228	96	218	314	5 542
Total	689 719	198 570	121 186	319 756	1 009 475
<b>Secondary students</b>					
Year 7(b)(c)(d)	47 107	21 133	14 504	35 637	82 744
Year 8	77 836	32 071	25 112	57 183	135 019
Year 9	79 569	31 042	24 424	55 466	135 035
Year 10	78 142	29 322	23 663	52 985	131 127
Year 11	78 283	27 906	23 522	51 428	129 711
Year 12	65 948	25 999	22 406	48 405	114 353
Ungraded	7 483	155	111	266	7 749
Total	434 368	167 628	133 742	301 370	735 738
<b>All full-time female students</b>					
Total	1 124 087	366 198	254 928	621 126	1 745 213

- (a) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.
- (b) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.
- (c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.
- (d) 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

	Government	Catholic	Independent	Total	All schools
	no.	no.	no.	no.	no.
MALES					
<b>Primary Students</b>					
Pre-year 1	111 238.7	29 717.0	16 161.9	45 878.9	157 117.6
Year 1	104 422.6	28 724.4	15 513.0	44 237.4	148 660.0
Year 2	99 759.3	27 666.4	15 052.8	42 719.2	142 478.5
Year 3	98 165.7	27 693.5	15 680.6	43 374.1	141 539.8
Year 4	95 352.1	27 017.0	15 846.3	42 863.3	138 215.4
Year 5	87 825.7	25 875.2	16 476.7	42 351.9	130 177.6
Year 6	94 991.7	27 245.3	17 809.7	45 055.0	140 046.7
Year 7(a)(b)(c)	36 825.6	10 141.7	9 371.4	19 513.1	56 338.7
Ungraded	12 982.5	228.9	1 006.2	1 235.1	14 217.6
Total	741 563.9	204 309.4	122 918.6	327 228.0	1 068 791.9
<b>Secondary Students</b>					
Year 7(a)(b)(c)	49 329.8	21 403.2	14 571.4	35 974.6	85 304.4
Year 8	83 979.8	32 228.1	24 856.6	57 084.7	141 064.5
Year 9	85 364.6	31 172.0	24 564.6	55 736.6	141 101.2
Year 10	83 023.4	29 350.6	23 369.7	52 720.3	135 743.7
Year 11(d)	79 803.4	27 031.7	23 207.0	50 238.7	130 042.1
Year 12	63 630.5	24 306.0	21 357.0	45 663.0	109 293.5
Ungraded	14 677.7	262.0	354.2	616.2	15 293.9
Total	459 809.2	165 753.6	132 280.5	298 034.1	757 843.3
<b>All Male FTE Students</b>					
Total	1 201 373.1	370 063.0	255 199.1	625 262.1	1 826 635.2

## FEMALES

<b>Primary Students</b>					
Pre-year 1	104 223.4	28 613.3	15 809.3	44 422.6	148 646.0
Year 1	98 085.5	28 364.4	15 541.6	43 906.0	141 991.5
Year 2	93 659.0	26 949.0	15 170.0	42 119.0	135 778.0
Year 3	91 690.6	26 947.0	15 571.4	42 518.4	134 209.0
Year 4	90 344.3	26 615.1	15 797.9	42 413.0	132 757.3
Year 5	82 231.1	24 810.0	16 314.0	41 124.0	123 355.1
Year 6	90 018.0	26 510.9	17 666.8	44 177.7	134 195.7
Year 7(a)(b)(c)	34 557.2	9 691.0	9 216.0	18 907.0	53 464.2
Ungraded	5 440.0	98.4	236.0	334.4	5 774.4
Total	690 249.1	198 599.1	121 323.0	319 922.1	1 010 171.2

- (a) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.
- (b) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.
- (c) 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.
- (d) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

## NON-GOVERNMENT

	Government	Catholic	Independent	Total	All schools
	no.	no.	no.	no.	no.

FEMALES *cont.*

## Secondary Students

Year 7(a)(b)(c)	47 120.0	21 133.0	14 506.5	35 639.5	82 759.5
Year 8	77 903.8	32 073.0	25 117.2	57 190.2	135 094.0
Year 9	79 634.9	31 042.0	24 463.3	55 505.3	135 140.2
Year 10	78 305.9	29 322.0	23 711.9	53 033.9	131 339.8
Year 11(d)	79 874.7	27 919.5	23 559.5	51 479.0	131 353.7
Year 12	67 838.3	26 051.8	22 473.8	48 525.6	116 363.9
Ungraded	7 615.6	155.0	124.6	279.6	7 895.2
Total	438 293.1	167 696.3	133 956.8	301 653.1	739 946.2

## All female FTE students

Total	1 128 542.2	366 295.4	255 279.8	621 575.2	1 750 117.4
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- (a) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.
- (b) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.
- (c) 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.
- (d) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes 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(b)	All Students
	no.	no.	no.	no.	no.	no.	no.	no.	no.
<b>ABORIGINAL AND/OR TORRES STRAIT ISLANDER STUDENTS</b>									
<b>Primary</b>									
Total	109 637	511	9	—	—	—	—	—	110 157
<b>Secondary</b>									
Year 7(c)	5 013	2 070	59	—	—	—	—	—	7 142
Year 8	1 627	9 649	2 529	84	3	—	—	—	13 892
Year 9	—	1 516	9 241	2 420	86	4	—	3	13 270
Year 10	—	9	1 500	7 953	2 338	141	15	9	11 965
Year 11(d)	—	3	15	1 708	6 057	1 710	156	79	9 728
Year 12(d)	—	—	—	6	1 213	3 893	1 041	204	6 357
Ungraded	237	388	439	358	291	189	100	8	2 010
Total secondary	6 877	13 635	13 783	12 529	9 988	5 937	1 312	303	64 364
<b>All full-time Indigenous students</b>									
Total	116 514	14 146	13 792	12 529	9 988	5 937	1 312	303	174 521

## OTHER STUDENTS

<b>Primary</b>									
Total	1 958 925	7 835	61	—	—	—	—	—	1 966 821
<b>Secondary</b>									
Year 7(c)	110 317	49 624	906	27	6	3	—	3	160 886
Year 8	21 422	184 125	55 272	1 168	84	21	15	6	262 113
Year 9	60	22 112	184 027	55 058	1 363	98	18	14	262 750
Year 10	—	89	23 116	173 619	54 842	2 455	358	216	254 695
Year 11(d)	—	—	142	31 648	160 006	51 223	3 833	1 867	248 719
Year 12(d)	—	—	—	139	27 913	140 301	42 265	5 062	215 680
Ungraded	2 261	3 260	3 570	3 600	3 300	2 848	1 335	706	20 880
Total secondary	134 060	259 210	267 033	265 259	247 514	196 949	47 824	7 874	1 425 723
<b>All full-time non-Indigenous</b>									
Total	2 092 985	267 045	267 094	265 259	247 514	196 949	47 824	7 874	3 392 544

## ALL FULL-TIME STUDENTS

<b>Primary</b>									
Total	2 068 562	8 346	70	—	—	—	—	—	2 076 978
<b>Secondary</b>									
Year 7(c)	115 330	51 694	965	27	6	3	—	3	168 028
Year 8	23 049	193 774	57 801	1 252	87	21	15	6	276 005
Year 9	60	23 628	193 268	57 478	1 449	102	18	17	276 020
Year 10	—	98	24 616	181 572	57 180	2 596	373	225	266 660
Year 11(d)	—	3	157	33 356	166 063	52 933	3 989	1 946	258 447
Year 12(d)	—	—	—	145	29 126	144 194	43 306	5 266	222 037
Ungraded	2 498	3 648	4 009	3 958	3 591	3 037	1 435	714	22 890
Total secondary	140 937	272 845	280 816	277 788	257 502	202 886	49 136	8 177	1 490 087
<b>All full-time students</b>									
Total	2 209 499	281 191	280 886	277 788	257 502	202 886	49 136	8 177	3 567 065

— nil or rounded to zero (including null cells)

- (a) In 2012, Victoria and Queensland noted a reduction in the number of "not stated" responses to Indigenous status which may affect comparisons of students by Indigenous status with previous years.
- (b) May include students with age unspecified
- (c) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.
- (d) In 2011 and 2012 South Australia excluded students at government schools who were enrolled in Year 11 or 12 subjects but not enrolled in the South Australian Certificate of Education. This may affect comparisons of students by age, grade and attendance status.

	NSW	Vic. (a)	Qld(a)(b)	SA	WA	Tas. (c)	NT(d)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
ABORIGINAL AND/OR TORRES STRAIT ISLANDER									
<b>Males</b>									
2002	18 352	3 217	17 055	3 506	10 068	2 468	6 708	540	61 914
2007	22 003	4 206	22 108	4 225	11 502	2 633	7 866	610	75 153
2010	25 102	4 859	24 287	4 778	11 709	2 774	8 213	683	82 405
2011	26 752	5 255	24 809	4 932	11 743	2 866	8 268	697	85 322
2012	28 022	5 609	25 951	5 104	12 096	2 868	8 296	763	88 709
<b>Females</b>									
2002	17 809	3 268	16 446	3 548	9 390	2 351	6 416	505	59 733
2007	20 965	4 303	21 233	4 173	10 851	2 495	7 452	556	72 028
2010	24 154	4 979	23 428	4 608	11 106	2 666	7 764	670	79 375
2011	25 440	5 370	24 056	4 832	11 371	2 680	7 785	691	82 225
2012	26 756	5 719	25 344	4 988	11 699	2 768	7 799	739	85 812
<b>Persons</b>									
2002	36 161	6 485	33 501	7 054	19 458	4 819	13 124	1 045	121 647
2007	42 968	8 509	43 341	8 398	22 353	5 128	15 318	1 166	147 181
2010	49 256	9 838	47 715	9 386	22 815	5 440	15 977	1 353	161 780
2011	52 192	10 625	48 865	9 764	23 114	5 546	16 053	1 388	167 547
2012	54 778	11 328	51 295	10 092	23 795	5 636	16 095	1 502	174 521

- (a) In 2012, Victoria and Queensland noted a reduction in the number of "not stated" responses to Indigenous status which may affect comparisons of students by Indigenous status with previous years.
- (b) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.
- (c) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (d) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	no.										
GOVERNMENT											
<b>Primary Students</b>											
Pre-year 1(a)	6 815	7 531	7 934	8 057	8 163	10 345	11 938	11 936	12 757	13 520	14 407
Year 1	10 553	9 734	10 707	10 983	11 407	11 302	10 472	12 005	12 065	12 737	13 521
Year 2	10 380	10 361	9 844	10 675	11 105	11 479	11 348	10 578	12 202	12 136	12 937
Year 3	10 061	10 414	10 541	9 990	10 794	11 173	11 520	11 526	10 696	12 259	12 192
Year 4	10 004	10 109	10 612	10 714	10 128	11 061	11 278	11 574	11 678	10 897	12 511
Year 5	9 837	10 130	10 322	10 729	10 919	10 266	11 153	11 492	11 782	11 773	11 041
Year 6	9 416	9 937	10 260	10 365	10 829	11 037	10 427	11 240	11 740	11 979	11 968
Year 7(b)(c)(d)	5 553	5 728	6 143	6 196	6 316	6 631	5 498	4 972	5 628	5 863	6 091
Ungraded	1 116	1 265	1 017	1 063	1 076	1 125	1 240	1 224	1 305	1 441	1 494
Total	73 735	75 209	77 380	78 772	80 737	84 419	84 874	86 547	89 853	92 605	96 162
<b>Secondary Students</b>											
Year 7(b)(c)(d)	3 522	3 650	3 813	4 088	4 031	4 236	5 390	5 294	5 486	5 714	5 757
Year 8	8 064	8 532	8 852	9 440	9 882	10 032	10 326	10 413	9 958	10 786	11 191
Year 9	7 242	7 697	8 264	8 617	9 232	9 583	9 738	10 086	10 323	9 970	10 673
Year 10	5 794	6 399	6 694	7 296	7 765	8 337	8 642	8 809	9 630	10 013	9 586
Year 11(e)	3 715	4 030	4 358	4 690	5 524	5 750	6 097	6 522	6 775	7 263	7 697
Year 12	2 342	2 409	2 551	2 707	2 963	3 353	3 762	3 956	4 296	4 436	4 833
Ungraded	2 017	2 227	2 147	1 841	1 492	1 603	1 758	1 673	1 691	1 896	1 992
Total	32 696	34 944	36 679	38 679	40 889	42 894	45 713	46 753	48 159	50 078	51 729
NON-GOVERNMENT											
<b>Primary Students</b>											
Pre-year 1(a)	791	897	965	1 119	1 147	1 365	1 529	1 629	1 798	1 827	1 984
Year 1	1 149	1 122	1 270	1 383	1 455	1 496	1 463	1 560	1 653	1 831	1 945
Year 2	1 224	1 184	1 169	1 318	1 402	1 446	1 531	1 539	1 637	1 776	1 968
Year 3	1 131	1 176	1 159	1 231	1 369	1 445	1 536	1 580	1 601	1 685	1 846
Year 4	1 177	1 146	1 270	1 242	1 293	1 406	1 503	1 610	1 684	1 646	1 802
Year 5	1 131	1 241	1 171	1 356	1 328	1 315	1 430	1 565	1 679	1 718	1 734
Year 6	1 051	1 148	1 242	1 218	1 401	1 367	1 372	1 486	1 650	1 735	1 799
Year 7(b)(c)(d)	751	697	734	777	786	850	740	664	772	863	908
Ungraded	310	258	202	176	98	63	63	72	9	3	9
Total	8 715	8 869	9 182	9 820	10 279	10 753	11 167	11 705	12 483	13 084	13 995
<b>Secondary Students</b>											
Year 7(b)(c)(d)	390	408	430	522	582	633	892	1 059	1 144	1 255	1 385
Year 8	1 393	1 490	1 508	1 769	1 922	1 938	2 103	2 193	2 399	2 531	2 701
Year 9	1 232	1 297	1 510	1 574	1 737	1 882	2 034	2 202	2 378	2 347	2 597
Year 10	1 205	1 160	1 282	1 585	1 614	1 753	1 925	1 990	2 305	2 413	2 379
Year 11(e)	883	943	939	1 102	1 287	1 413	1 457	1 651	1 794	1 866	2 031
Year 12	599	644	669	720	767	958	1 085	1 104	1 255	1 345	1 524
Ungraded	799	928	904	554	575	538	418	329	10	23	18
Total	6 501	6 870	7 242	7 826	8 484	9 115	9 914	10 528	11 285	11 780	12 635
ALL ABORIGINAL AND/OR TORRES STRAIT ISLANDER FULL-TIME STUDENTS											
Total	121 647	125 892	130 483	135 097	140 389	147 181	151 668	155 533	161 780	167 547	174 521

- (a) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.
- (b) In 2012, Queensland trialled Year 7 in some secondary schools instead of primary schools. In Western Australia, some non-government schools transitioned Year 7 from primary school to secondary school. In this publication all Year 7 students in Qld and WA have been reported as primary students. This may affect comparisons of student numbers between government and non-government schools in Qld and WA with previous years, as some students may have exited government school at the end of Year 6 to commence the first year of secondary in a non-government school.
- (c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.
- (d) 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.
- (e) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012  
% % % % % % % % % % %

YEAR 7/8 TO YEAR 9

Aboriginal and/or Torres Strait Islander students	97.8	96.8	97.2	99.2	98.4	97.5	99.1	98.7	100.8	101.3	100.3
Other students	99.8	99.9	99.9	99.9	100.1	100.4	100.5	100.5	100.7	100.7	100.8
Percentage point difference	-2.0	-3.1	-2.7	-0.6	-1.7	-2.9	-1.4	-1.8	0.2	0.6	-0.5

YEAR 7/8 TO YEAR 10

Aboriginal and/or Torres Strait Islander students	86.4	87.2	85.8	88.3	91.3	90.5	89.8	90.9	95.8	98.7	98.4
Other students	98.5	98.9	98.5	98.6	98.9	99.4	99.9	100.1	101.0	101.3	101.4
Percentage point difference	-12.0	-11.6	-12.7	-10.4	-7.6	-8.9	-10.0	-9.2	-5.2	-2.6	-3.0

YEAR 7/8 TO YEAR 11

Aboriginal and/or Torres Strait Islander students	58.9	61.4	61.1	62.3	67.7	69.7	67.8	69.5	72.1	73.3	77.2
Other students	88.7	89.5	89.0	88.3	88.9	89.4	89.8	91.8	93.1	93.7	94.8
Percentage point difference	-29.7	-28.1	-27.9	-26.0	-21.2	-19.6	-22.0	-22.3	-20.9	-20.4	-17.6

YEAR 7/8 TO YEAR 12

Aboriginal and/or Torres Strait Islander students	38.0	39.1	39.8	39.5	40.1	42.9	47.2	45.4	47.2	48.7	51.1
Other students	76.3	76.5	76.9	76.6	76.0	75.6	75.6	77.3	79.4	80.7	81.3
Percentage point difference	-38.2	-37.4	-37.2	-37.0	-35.8	-32.7	-28.5	-31.9	-32.2	-32.0	-30.2

- (a) For the definition of Apparent Retention rates, see Glossary and Explanatory Notes.
- (b) Relatively small changes in student numbers can create large movements in apparent retention rates calculated for small populations.
- (c) In 2008, Year 7 became the last year of primary school in Queensland, South Australia and Western Australia. It is the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.

	NSW	Vic.	Qld	SA	WA	Tas.	NT(a)	ACT	Aust.
	%	%	%	%	%	%	%	%	%
MALES									
2002	24 979	19 441	14 936	6 404	8 134	2 079	806	1 256	78 035
2007	25 539	21 133	15 798	6 362	8 364	2 077	848	1 313	81 434
2010	25 006	21 393	16 237	6 414	8 576	2 097	931	1 378	82 032
2011	25 008	21 559	16 472	6 372	8 601	2 147	944	1 373	82 476
2012	24 943	21 740	15 709	6 440	8 608	2 124	993	1 376	81 933
FEMALES									
2002	58 389	43 979	33 938	12 509	18 016	4 597	2 314	3 283	177 025
2007	60 182	49 209	41 066	13 693	20 549	4 850	2 414	3 425	195 388
2010	62 209	51 128	43 404	14 190	21 864	5 140	2 619	3 549	204 103
2011	63 563	52 288	44 497	14 372	22 180	5 242	2 676	3 560	208 378
2012	64 570	52 685	42 159	14 654	22 558	5 137	2 743	3 595	208 101
PERSONS									
2002	83 368	63 420	48 874	18 913	26 150	6 676	3 120	4 539	255 060
2007	85 721	70 342	56 864	20 055	28 913	6 927	3 262	4 738	276 822
2010	87 215	72 521	59 641	20 604	30 440	7 237	3 550	4 927	286 135
2011	88 571	73 847	60 969	20 744	30 781	7 389	3 620	4 933	290 854
2012	89 513	74 425	57 868	21 094	31 166	7 261	3 736	4 971	290 034

(a) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

	PRIMARY SCHOOL			SECONDARY SCHOOL			ALL SCHOOLS		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
GOVERNMENT									
2002	17 561.7	65 793.8	83 355.5	31 375.0	38 509.3	69 884.3	48 936.7	104 303.1	153 239.8
2007	17 293.4	70 848.3	88 141.7	30 919.5	41 729.9	72 649.4	48 212.9	112 578.2	160 791.1
2010	17 267.2	72 887.3	90 154.5	30 329.2	43 213.7	73 543.0	47 596.4	116 101.0	163 697.5
2011	17 423.6	74 397.7	91 821.3	30 024.7	43 426.3	73 451.0	47 448.3	117 824.0	165 272.3
2012	17 796.1	76 106.8	93 902.9	29 763.8	43 485.2	73 249.0	47 559.9	119 592.0	167 151.9
NON-GOVERNMENT									
2002	6 344.9	24 842.1	31 187.0	18 528.8	22 655.3	41 184.1	24 873.7	47 497.4	72 371.1
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
2010	7 543.9	30 191.1	37 735.0	21 687.2	28 302.2	49 989.4	29 231.1	58 493.3	87 724.4
2011	7 762.7	31 014.1	38 776.8	22 041.3	29 020.0	51 061.3	29 804.0	60 034.1	89 838.1
2012	7 940.0	31 946.9	39 886.9	22 374.5	29 572.3	51 946.8	30 314.5	61 519.2	91 833.7
ALL FTE TEACHING STAFF									
2002	23 906.6	90 635.9	114 542.5	49 903.8	61 164.6	111 068.4	73 810.4	151 800.5	225 610.9
2007	24 425.7	99 340.0	123 765.7	52 062.8	68 529.3	120 592.1	76 488.5	167 869.3	244 357.8
2010	24 811.1	103 078.4	127 889.5	52 016.4	71 515.9	123 532.4	76 827.5	174 594.3	251 421.9
2011	25 186.3	105 411.8	130 598.1	52 066.0	72 446.3	124 512.3	77 252.3	177 858.1	255 110.4
2012	25 736.1	108 053.7	133 789.8	52 138.3	73 057.5	125 195.8	77 874.4	181 111.2	258 985.6

(a) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

	NSW	Vic.	Qld	SA	WA	Tas.	NT(a)	ACT	Aust.
MALES									
<b>Primary teaching staff</b>									
2002	7 047.2	5 556.3	5 288.3	2 238.5	2 552.4	608.8	295.4	319.7	23 906.6
2007	6 953.3	5 812.8	5 439.0	2 274.3	2 670.4	582.7	320.1	373.1	24 425.7
2010	6 898.6	5 949.4	5 504.0	2 294.8	2 886.3	601.5	310.9	365.6	24 811.1
2011	6 954.5	6 144.7	5 545.6	2 329.7	2 910.6	602.5	328.0	370.7	25 186.3
2012	6 943.8	6 512.7	5 647.4	2 348.8	2 957.1	592.8	357.2	376.3	25 736.1
<b>Secondary teaching staff</b>									
2002	17 210.9	12 814.8	8 365.8	3 818.1	5 028.3	1 312.8	445.2	907.9	49 903.8
2007	17 773.7	13 683.6	9 069.7	3 732.7	5 130.1	1 308.9	468.7	895.4	52 062.8
2010	17 401.5	13 679.7	9 347.5	3 704.1	5 086.2	1 280.3	559.4	957.7	52 016.4
2011	17 371.1	13 731.5	9 428.3	3 639.2	5 069.5	1 304.9	569.4	952.1	52 066.0
2012	17 308.9	13 856.4	9 422.9	3 675.3	5 042.1	1 292.7	591.1	948.9	52 138.3
FEMALES									
<b>Primary teaching staff</b>									
2002	28 818.9	22 051.2	18 284.4	7 072.3	9 107.8	2 246.7	1 442.6	1 612.0	90 635.9
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
2010	31 897.7	23 978.0	22 318.8	7 701.1	11 498.2	2 377.1	1 533.4	1 774.1	103 078.4
2011	32 605.7	24 618.6	22 786.2	7 938.4	11 743.3	2 371.1	1 578.3	1 770.2	105 411.8
2012	33 254.3	25 533.0	23 364.4	8 079.7	12 028.3	2 341.2	1 614.8	1 838.0	108 053.7
<b>Secondary teaching staff</b>									
2002	21 235.8	16 640.7	10 514.5	3 717.7	5 502.7	1 526.1	644.0	1 383.1	61 164.6
2007	22 654.8	19 275.0	12 354.0	4 214.7	6 278.6	1 650.2	708.9	1 393.1	68 529.3
2010	23 335.4	19 912.0	13 287.0	4 449.2	6 524.5	1 720.6	889.5	1 397.7	71 515.9
2011	23 730.0	20 226.1	13 498.2	4 401.2	6 491.5	1 763.4	924.7	1 411.2	72 446.3
2012	24 049.9	20 055.6	13 796.8	4 429.0	6 606.4	1 725.3	950.0	1 444.5	73 057.5
PERSONS									
<b>Primary teaching staff</b>									
2002	35 866.1	27 607.5	23 572.7	9 310.8	11 660.2	2 855.5	1 738.0	1 931.7	114 542.5
2007	37 807.1	29 178.0	26 801.9	9 911.1	13 340.3	2 841.0	1 806.6	2 079.7	123 765.7
2010	38 796.3	29 927.4	27 822.8	9 995.9	14 384.5	2 978.6	1 844.3	2 139.7	127 889.5
2011	39 560.2	30 763.3	28 331.8	10 268.1	14 653.9	2 973.6	1 906.3	2 140.9	130 598.1
2012	40 198.1	32 045.7	29 011.8	10 428.5	14 985.4	2 934.0	1 972.0	2 214.3	133 789.8
<b>Secondary teaching staff</b>									
2002	38 446.7	29 455.5	18 880.3	7 535.8	10 531.0	2 838.9	1 089.2	2 291.0	111 068.4
2007	40 428.5	32 958.6	21 423.7	7 947.4	11 408.7	2 959.1	1 177.6	2 288.5	120 592.1
2010	40 736.9	33 591.8	22 634.5	8 153.3	11 610.7	3 000.9	1 448.9	2 355.4	123 532.4
2011	41 101.1	33 957.6	22 926.5	8 040.4	11 561.0	3 068.3	1 494.1	2 363.3	124 512.3
2012	41 358.8	33 912.0	23 219.7	8 104.3	11 648.5	3 018.0	1 541.1	2 393.4	125 195.8

(a) In 2008 the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. See Explanatory Notes for further details.

	NSW	Vic.	Qld(c)	SA	WA	Tas.(d)	NT(e)	ACT	Aust.
	%	%	%	%	%	%	%	%	%
YEAR 7/8 - YEAR 12									
<b>Government</b>									
2002	63.8	74.4	76.5	56.9	69.0	72.9	63.1	98.7	69.5
2007	64.5	73.9	71.1	64.0	63.1	63.3	69.4	96.6	68.3
2010	68.4	74.7	75.8	75.2	73.5	72.9	60.0	107.2	73.1
2011	70.5	76.6	76.4	81.3	74.8	69.6	63.7	100.6	74.7
2012	70.5	77.2	78.5	84.2	77.1	67.8	62.1	104.7	75.8
<b>Non-Government</b>									
2002	82.4	91.7	90.6	86.7	83.1	71.8	34.1	74.0	85.9
2007	78.6	89.5	92.5	88.0	82.1	70.4	44.7	71.7	84.4
2010	79.4	90.6	94.3	92.7	85.3	66.9	39.5	73.1	86.0
2011	81.5	90.0	94.6	94.2	83.4	70.2	40.1	77.7	86.7
2012	82.3	89.3	92.7	95.9	82.9	67.3	42.8	74.0	86.4
<b>All affiliations</b>									
2002	69.9	80.9	81.3	66.7	73.7	72.6	53.0	88.1	75.1
2007	69.7	80.1	78.5	72.7	70.3	65.4	61.7	85.2	74.3
2010	72.5	81.1	82.5	81.9	78.3	71.0	53.0	90.8	78.0
2011	74.6	82.0	83.0	86.3	78.4	69.8	55.3	89.4	79.3
2012	75.0	82.2	83.7	88.8	79.5	67.6	55.6	89.8	79.9

YEAR 10 - YEAR 12									
<b>Government</b>									
2002	67.4	77.5	76.5	61.9	69.7	75.3	73.1	101.0	72.2
2007	67.8	76.2	72.3	65.7	63.7	63.7	75.7	96.6	70.5
2010	70.8	76.7	74.9	74.7	72.1	73.0	67.7	108.5	74.1
2011	73.0	77.0	74.8	79.3	72.3	70.4	66.9	102.0	75.0
2012	70.7	75.7	76.6	82.2	75.0	67.1	68.2	100.7	74.8
<b>Non-Government</b>									
2002	82.1	91.5	89.8	86.9	82.1	74.1	49.8	75.2	85.9
2007	80.0	90.0	90.1	86.0	78.8	69.0	44.7	73.0	84.1
2010	80.6	89.7	91.6	90.0	83.1	65.9	48.3	73.9	85.4
2011	82.8	89.2	94.3	91.1	82.4	69.1	53.4	77.6	86.7
2012	83.5	89.1	91.9	92.6	81.7	67.3	49.7	76.4	86.4
<b>All affiliations</b>									
2002	72.4	82.9	81.1	70.6	73.9	75.0	66.2	89.8	77.0
2007	72.4	81.8	78.6	73.3	69.5	65.3	65.5	85.9	75.6
2010	74.5	82.1	81.0	80.6	76.5	70.7	61.4	91.8	78.5
2011	76.7	82.0	81.8	83.9	76.4	70.0	62.9	90.0	79.5
2012	75.5	81.2	82.2	86.3	77.8	67.1	62.1	89.3	79.3

- (a) For the definition of Apparent Retention rates see Glossary and Explanatory Notes.
- (b) Relatively small changes in student numbers can create large movements in apparent retention rates calculated for small populations.
- (c) In 2008, Year 7 became the last year of primary school in Queensland.
- (d) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (e) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
GOVERNMENT									
<b>Primary</b>									
2002	17.5	16.4	15.7	16.8	17.7	16.1	14.0	15.8	16.7
2007	16.2	15.7	15.5	15.6	15.3	15.6	13.7	13.6	15.7
2010	15.7	15.6	15.4	15.3	15.4	14.3	12.2	13.5	15.4
2011	15.5	15.4	15.3	14.9	15.6	14.3	11.8	13.7	15.3
2012	15.5	15.0	15.4	14.9	15.9	14.5	11.5	13.8	15.2
<b>Secondary</b>									
2002	12.5	12.3	13.1	12.5	12.4	13.4	10.9	12.0	12.5
2007	12.5	11.8	12.9	12.7	11.7	13.1	10.9	12.2	12.3
2010	12.5	11.8	12.6	13.0	11.2	13.1	11.0	11.5	12.3
2011	12.5	11.7	12.5	13.4	11.4	13.0	10.5	11.8	12.2
2012	12.4	11.9	12.5	13.2	11.7	13.1	10.3	11.8	12.3
NON-GOVERNMENT									
<b>Primary</b>									
2002	17.7	16.9	16.9	17.5	17.5	17.4	17.6	18.7	17.3
2007	16.8	15.2	17.4	16.5	17.1	16.6	17.0	17.3	16.5
2010	16.7	15.0	17.5	16.3	17.4	16.3	15.8	17.1	16.5
2011	16.6	14.9	17.5	16.1	17.1	16.1	15.5	17.3	16.4
2012	16.5	14.8	17.4	15.9	17.1	15.6	15.7	17.0	16.2
<b>Secondary</b>									
2002	12.2	12.1	12.7	12.3	12.4	12.5	10.3	12.9	12.3
2007	11.7	11.3	12.2	11.7	12.0	12.1	10.6	12.8	11.7
2010	11.9	11.3	12.4	11.7	11.0	11.9	10.5	13.2	11.7
2011	11.8	11.1	12.2	11.7	10.9	11.5	10.5	12.7	11.6
2012	11.8	11.1	12.2	11.7	10.8	11.6	10.3	12.5	11.5
ALL SCHOOLS									
<b>Primary</b>									
2002	17.6	16.6	16.0	17.0	17.7	16.3	14.6	16.7	16.9
2007	16.4	15.6	16.0	15.9	15.8	15.8	14.3	14.8	15.9
2010	16.0	15.4	16.0	15.6	16.0	14.7	12.8	14.8	15.7
2011	15.9	15.2	15.9	15.3	16.0	14.7	12.4	15.0	15.6
2012	15.8	14.9	16.0	15.2	16.2	14.8	12.2	14.9	15.5
<b>Secondary</b>									
2002	12.4	12.2	12.9	12.4	12.4	13.1	10.8	12.4	12.4
2007	12.2	11.6	12.7	12.3	11.8	12.8	10.8	12.5	12.1
2010	12.3	11.6	12.5	12.5	11.1	12.7	10.9	12.2	12.0
2011	12.2	11.5	12.4	12.7	11.2	12.5	10.5	12.2	12.0
2012	12.2	11.5	12.4	12.6	11.3	12.6	10.3	12.1	12.0

(a) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.

(b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

## EXPLANATORY NOTES

### EXPLANATORY NOTES

#### INTRODUCTION

**1** This publication contains statistics on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools, for all Australian states and territories.

**2** These data are sourced from the National Schools Statistics Collection (NSSC) (non-finance), which is a joint undertaking of the various state and territory departments of education, the Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Standing Council for School Education and Early Childhood (SCSEEC).

**3** *Schools, Australia* contains detailed Explanatory Notes, Appendices and a Glossary that provide information on the data sources, counting rules, terminology, classifications and other technical aspects associated with these statistics. All aggregate data are collected and reported to standard classifications as stated in the NSSC Data Collection Manual (DCM) and NSSC Notes, Instructions and Tabulations (NIT) manual (both available from the ABS on request). All unit record level data are collected and reported to classifications which align with those used for aggregate data.

#### SCOPE AND COVERAGE

**4** 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. The statistics in this publication do not include establishments, students or staff engaged in school-level education conducted by other institutions, in particular Technical and Further Education (TAFE) establishments.

**5** 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 school education at those establishments.

**6** Statistics for the non-government series relate to all in-scope establishments not administered by the departments of education.

**7** Data for the non-government series are reported by schools through the Schools Service Point, which is managed by DEEWR to assist in administering the *Schools Assistance Act 2008*. This data is then collated by DEEWR and a subset is provided to the ABS for the National Schools Statistics Collection.

**8** Education services in Jervis Bay Territory are provided by the Australian Capital Territory Education Directorate, through Australian government funding. For the purposes of the NSSC, figures for Jervis Bay Territory are included with those for the Australian Capital Territory.

**9** 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.

**10** Part-time student data by age is only available from 2006 onwards.

#### DATA COMPARABILITY

**11** In 2012 the Tasmanian Department of Education returned to reporting eight separate colleges in the NSSC rather than the one Tasmanian Academy.

**12** In 2012 the Victorian Department of Education and Early Childhood Development continued programs, first implemented in 2010, to improve the quality of Indigenous status reporting in government schools. This has resulted in a decrease of "not-stated" responses, and may affect comparisons of students by Indigenous status with previous years. The Department was also able to pro-rate the full-time equivalent (FTE) staff working at combined schools, or at more than one school, at the school level, rather

## EXPLANATORY NOTES *continued*

### DATA COMPARABILITY *continued*

than at the state level as was previously done. This resulted in a more accurate apportionment of staff FTE.

**13** In 2012 the Queensland Department of Education and Training noted continuing improvements in the response to identification of Indigenous status in government schools, and that there has been a considerable reduction in the number of "not stated" responses. This may affect comparisons of students by Indigenous status with previous years.

**14** From 2011 onwards, the South Australian Department for Education and Child Development has identified and removed re-entry students from the government NSSC counts. These students were undertaking Year 11 and 12 subjects, but were not completing Year 12 certification South Australian Certificate of Education (SACE). The profile of these students was typically part-time and mature age. This may affect comparisons of total students and students by age and attendance status with previous years.

**15** In 2011 the South Australian Department for Education and Child Development changed the measure of a student's workload. The workload for Year 11 and 12 students is now measured in hours where previously it was measured by the number of SACE subjects being studied. This may affect comparisons of full-time equivalent values and breakdowns of full-time and part-time students with previous years.

**16** In 2011 the Western Australian Department of Education introduced a new system for managing administrative data that has improved data quality for identifying and resolving potential administrative counting errors. This may affect comparisons with previous years.

**17** In Western Australia and Queensland, Year 7 is being piloted in some secondary schools, commencing in 2011 for Western Australia, and in 2012 for Queensland. The ABS has been advised that, for reporting purposes, Year 7 will remain at the primary level for all schools until such time as the respective states decide whether to formally transition Year 7 to the secondary level. As students may commence non-government schooling in the first Year of secondary school, this may affect comparisons between students in primary and secondary levels of education in Western Australia from 2011 onwards, and in Queensland from 2012 onwards.

**18** In 2011, the Northern Territory Department of Education and Training resolved an issue identifying part-time students. The result was a slight increase in the 2011 part-time student count, similar to the levels in 2009 and earlier. This may affect comparisons of part-time from 2010 with other years. The Department was also better able to identify and remove staff working in the early childhood sector from NSSC counts of staff for government data. This may affect comparisons of staff data with previous years.

**19** A number of states and territories have on-going programs which may result in school amalgamations. Through these amalgamations, two or more schools merge to make one school. In this scenario the amalgamation would cause a reduction in the school counts collected in the NSSC. It may also result in a changed profile of school characteristics (e.g. if a primary and a secondary school amalgamated two schools would become one and it would be reported as a combined school, an amalgamated school's enrolment size would be reported as the sum of the enrolments). Where amalgamations have occurred it may affect comparisons of schools counts and characteristics with previous years. For more information on specific programs on management of schools please refer to the relevant state or territory department website.

**20** In 2010 a number of part-time, mature-age, ungraded secondary students in government schools in Western Australia were deemed to be in-scope, after having been out of scope for 2009, and in-scope for 2008. This may affect comparisons involving these students for these years.

## EXPLANATORY NOTES *continued*

### DATA COMPARABILITY *continued*

**21** In 2010 the South Australian Department for Education and Child Development changed the prescribed minimum full-time load required to obtain the SACE. These changes were introduced to Stage 1 (Year 11) in 2010, and introduced to Stage 2 (Year 12) in 2011. This may affect comparisons of full-time and part-time student breakdowns with previous years.

**22** In 2009 Tasmanian education underwent a significant restructure of post-Year 10 education, creating two new statutory authorities, the Tasmanian Academy and the Tasmanian Polytechnic, from the merger of state government colleges (Years 11 and 12) and TAFE Tasmania. Students attending former in-scope campuses of the new Tasmanian Academy and the Polytechnic were combined with Tasmanian Department of Education data for the NSSC.

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

**24** In 2008 Year 7 became the first year of secondary education in the Northern Territory, where previously it was the last year of primary education. This change affects comparisons of student numbers by grade and school level in 2008 with those for earlier years. This will also affect the calculation of apparent retention rates. The base year level for calculating the apparent retention rate will use Year 7 instead of Year 8 for the first time for apparent retention rates:

- 7/8 to 9 in 2010
- 7/8 to 10 in 2011
- 7/8 to 11 in 2012
- 7/8 to 12 in 2013.

**25** In 2008 the school leaving age in Western Australia was raised from 16 years to 17 years, unless the person was in alternative training or in approved employment. Care should be taken when drawing on numbers for student data as these changes affect comparisons with previous years.

**26** In 2007 Queensland introduced a formal Pre-year 1 (Preparatory). In that year, around two-thirds of the expected cohort was enrolled. In 2008, 95% of the expected cohort was enrolled in Pre-year 1.

**27** In 2006 Western Australia raised the school leaving age to 16. This may affect comparisons of measures of secondary engagement post 2006 with earlier years.

**28** In 2003 the majority of students in a small number of Western Australian colleges fell out-of-scope of the NSSC and were reclassified as part of the vocational education and training sector. The removal of these students in 2003 may affect comparisons of breakdowns of students by grade and apparent retention rates with previous years.

**29** In 2002 Pre-year 1 in Western Australia was extended to five days a week, bringing these students within the scope of the NSSC. This may affect comparisons of Pre-year 1 students and total numbers of students with previous years.

**30** In 2002 Western Australia changed the age at which children may commence Pre-year 1. Prior to 2002, students could commence Pre-year 1 if they were turning five at any time during the year. From 2002, children must be turning five by 30 June in the year they intended to commence Pre-year 1. This resulted in a two-thirds cohort entering the school system in 2002. In 2012 this cohort is in Year 10.

### CENSUS DATE

**31** The census date for the collection, for all states and territories, and all affiliations, is the first Friday in August each year. For 2012 the census date was 3 August.

## EXPLANATORY NOTES *continued*

### AGE REFERENCE DATE

**32** The age reference date for students is 1 July of the collection year.

### METHODOLOGY

**33** The methodologies employed in compiling the government sector data vary between the different state and territory departments of education. Data may be accessed from central administrative records or collected directly from education establishments.

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

**35** In 2010 and 2011, Tasmania and the Australian Capital Territory provided unit record level data for these statistics. This followed studies conducted by the ABS demonstrating that no break in series would occur by using unit record level data. The collection methods for the relevant departments were similar to those used for their aggregate submissions in previous years.

**36** In 2012, Tasmania provided unit record level data.

### SCHOOLS OVER TIME

**37** The number of schools in a particular year may vary due to administrative changes which alter the composition of schools. For example, secondary schools may split to create middle schools and senior secondary schools, or schools may fall in or out of scope based on changes in the major activity of the establishment. Each scenario may affect the number of schools reported year to year.

### INTERPRETATION OF RESULTS

**38** When interpreting the figures in this publication, users should be aware that the comparability of statistics between states and territories, and between government and non-government schools in any one state or territory, may be 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.

**39** Relatively small changes in the absolute numbers of a population can create large movements in rates and ratios. These populations might include smaller jurisdictions, Indigenous students, and subcategories of the non-government affiliation and cross tabulated characteristics.

**40** 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. Where possible, students at these schools have been allocated to equivalent grades by relevant education authorities, but otherwise appear against the ungraded category in either the primary or secondary level of school education.

**41** The Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used to attempt to account for movements in population, such as migration. Where ERP is used it is used as a denominator to calculate students as a proportion of the population.

**42** 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 *Australian Demographic Statistics, Jun 2012* (cat. no. 3101.0) for further details.

### APPARENT RETENTION RATE (ARR)

**43** This provides an indicative measure of the number of school students who have stayed in school, as at a designated year and Year of education. It is expressed as a percentage of the respective cohort group against the cohort that those students would be expected to have come from, assuming an expected rate of progression of one grade a year.

## EXPLANATORY NOTES *continued*

### APPARENT RETENTION RATE (ARR) *continued*

**44** The grade of commencement of secondary school varies between states and territories and over time. Rates that use the grade of commencement of secondary school as the base grade may use a different base grade for each state and territory, depending on the schooling structure in each state and territory. These data are comparable as the cohorts are retrospective to the grade and year the rate is calculated from. These variations are incorporated into calculation of rates at the Australia level. See Data Comparability for more information.

**45** Although apparent retention rates allow comparisons by affiliation and Indigenous status, 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 including:

- students progressing at a faster or slower than expected rate of one grade a year
- students changing between full-time or part-time study
- migration (interstate/international)
- inter-sector (affiliation) transfer
- enrolment policies (which contribute to different age/grade structures between states and territories).

**46** Other factors that may affect comparability of rates are:

- the availability of alternative education and training pathways vocational education and training
- the minimum workload for a full-time student that would ensure that the student could complete a given grade in a year.

**47** In small populations, relatively small changes in student numbers can create large movements in apparent retention rates. These populations might include smaller jurisdictions, Indigenous students, and subcategories of the non-government affiliation. Changes in such factors outlined in the previous paragraph may be more noticeable in these populations.

### SCHOOL PARTICIPATION RATE (SPR)

**48** This is a measure of the number of school students of a particular age expressed as a proportion of the ERP of the same age. It indicates the proportion of the population by age who are at school. In some jurisdictions, such as the Australian Capital Territory, some rates exceed 100%. This is mainly due to the enrolment of students in Australian Capital Territory schools who are not residents of the Australian Capital Territory, but who live in surrounding New South Wales regions. As a result of the relative sizes of the populations this has a larger effect on the Australian Capital Territory rates than the New South Wales rates. This is referred to as cross-border enrolment.

**49** Some 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.

**50** Non-participation in school education is not calculated for inclusion into this publication as it cannot be accurately calculated by the difference between NSSC student counts and ERP, as ERP data is an estimate only. In addition, ERP data 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 CONTINUATION RATE (ACR)

**51** This is a measure of the proportion of an age group of students (full-time and part-time) who have continued from one calendar year to the next. It can be expressed as the school participation rate of a population age cohort in one year as a percentage of the school participation rate of the same population age cohort in the previous year.

**52** 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.

## EXPLANATORY NOTES *continued*

### APPARENT CONTINUATION RATE (ACR) *continued*

**53** For example, an ACR for 'Australia' is produced by weighting the proportion of students in each state/territory in the overall composition of 'Australia'. If students in jurisdiction X comprise 24% of all students in Australia in a given cohort, and students in jurisdiction Y comprise 2.4% of the same cohort, then the ACR of jurisdiction X students will be weighted 10 times more heavily than the ACR of jurisdiction Y students when it comes to averaging each jurisdiction's ACR to calculate the 'Australia' total.

**54** The ACR includes both full-time and part-time students, and is adjusted to factor for changes in the population. Other factors unaccounted for in the ARR similarly affect the ACR.

**55** Unlike the ARR, the ACR is not able to provide breakdowns by Indigenous status or affiliation. For more information See, *Alternative Measures of Engagement in Secondary Education, 2009* (cat. no. 4221.0).

### APPARENT PROGRESSION RATE (APR)

**56** This is a measure of the proportion of a cohort of full-time students that moves from one grade to the next grade at an expected rate of one grade per year.

**57** In calculating the APR 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.

**58** For example, an APR for 'Australia' is produced by weighting the proportion of students in each state/territory in the overall composition of 'Australia'. If students in jurisdiction X comprise 24% of all students in Australia in a given cohort, and students in jurisdiction Y comprise 2.4% of the same cohort, then the APR of jurisdiction X students will be weighted 10 times more heavily than the APR of jurisdiction Y students when it comes to averaging each jurisdiction's APR to calculate the 'Australia' total.

**59** The APR is adjusted to factor in changes in the population. Other factors unaccounted for in the ARR similarly affect the APR. Unlike the ARR, the APR cannot provide breakdowns by Indigenous status or affiliation. For more information See, *Alternative Measures of Engagement in Secondary Education, 2009* (cat. no. 4221.0).

### CALCULATIONS

**60** 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

**61** FTE student/teaching staff ratios are calculated by dividing the FTE student figure by the FTE teaching staff figure. Student/teaching staff ratios are an indicator of the level of staffing resources used and 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

**62** Note that in 2010, the *Schools, Australia, Preliminary* publication (cat. no. 4220.0) was discontinued.

**63** Other ABS publications which may be of interest to Schools, Australia users are:

- *Education and Work, Australia* (cat. no. 6227.0) - issued annually, latest issue May 2010 released in November 2010.
- *Education and Training Experience, Australia* (cat. no. 6278.0) - issued irregularly, latest issue 2009 released in March 2010.
- *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.

## EXPLANATORY NOTES *continued*

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### RELATED PUBLICATIONS AND PRODUCTS *continued*

**64** Additional information can be found in publications produced by ABS offices in each state and territory, various publications of DEEWR, Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), Australian Curriculum, Assessment and Reporting Authority (ACARA), the National Centre for Vocational Education Research, the education chapter of the annual Report on Government Services (RoGS), in annual reports of the various state and territory departments of education, and in annual reports of the various non-government affiliated offices or licensing authorities.

**65** Education & Training has a theme page on the ABS web site for the dissemination of information:

<http://www.abs.gov.au/websitedbs/c311215.nsf/web/Education+and+Training>.

**66** Statistics available through the ABS are listed on the website at

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/webpages/statistics?opendocument>.

**67** The ABS also issues a daily Release Advice on the web site which outlines upcoming releases <http://www.abs.gov.au/AUSSTATS/abs@.nsf/webpages/ABS+Release+Advice>.

## APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES

### STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

The structure of primary and secondary schooling in Australia varies between states and territories and over time; see the Explanatory Notes for information on changes to schooling structures over time. The two basic patterns evident in formal schooling in Australia in 2012 are:

- Primary school consisting of Pre-Year 1 to Year 6, and secondary school consisting of Year 7 to Year 12 in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory; and
- Primary school consisting of Pre-Year 1 to Year 7 and secondary school consisting of Year 8 to Year 12 in Queensland, South Australia, and Western Australia.

Pre-Year 1 is known as:

- Kindergarten in New South Wales and the Australian Capital Territory
- Preparatory in Victoria, Queensland and Tasmania
- Reception in South Australia
- Pre-Primary in Western Australia
- Transition in Northern Territory; and
- Foundation Year in Australian Curriculum.

Each state and territory has a preschool year (Year 1 minus 2), however these are excluded from the scope of the National Schools Statistics Collection. Data on preschool education is available annually through *Preschool Education, Australia* (ABS cat. no. 4240.0).

### AGE STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

The age at which children must attend school is the subject of separate legislation within each state and territory. In 2012, the age at which a child's attendance at school was compulsory under state and territory legislation, was 5 years for Tasmania and 6 years for all other states and territories.

Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the year looking to commence Pre-Year 1. In South Australia, most students start school at age five, and it is common for children to start school at the beginning of the school term following their fifth birthday. Students in South Australia who commenced in Term 4 in 2012 will not have been at school on the Schools Census date, and are not included in this publication.

Additionally, as of January 1, 2010, the National Youth Participation Requirement came into effect for each state and territory. The National Youth Participation Requirement includes:

- a mandatory requirement for all young people to participate in schooling (meaning in school or an approved equivalent) until completion of Year 10; and
- a mandatory requirement for all young people who have completed Year 10 to participate full-time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17.

For the purpose of the National Youth Participation Requirement, education or training will be considered full-time if the provider considers the course to be full-time or if it includes 25 hours per week of formal course requirements. Exemptions from the National Youth Participation Requirements will continue in line with existing state and territory practice. For further information, see: <http://transitions.youth.gov.au/>.

# APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES *continued*

AGE STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING  
 SCHOOLING STRUCTURES ACROSS AUSTRALIA, 2012  
*continued*

	NSW, Vic., Tas., NT, ACT	Qld <sup>(b)</sup> SA, WA <sup>(c)</sup>
Year 12	Secondary	Secondary
Year 11		
Year 10		
Year 9		
Year 8		
Year 7		
Year 6		
Year 5		
Year 4		
Year 3		
Year 2		
Year 1		
Pre-Year 1 <sup>(d)</sup>		

(a) See the Explanatory Notes for information on changes over time.  
 (b) Queensland education authorities are trialling Year 7 as primary level in a small number of schools. For the purposes of reporting in *Schools, Australia*, Year 7 in Queensland will remain as primary until further notice.  
 (c) Western Australian education authorities are in the process of moving Year 7 from primary level to secondary level. For the purposes of reporting in *Schools, Australia*, Year 7 in Western Australia will be treated as primary until the process has been completed.  
 (d) Pre-Year 1 is known as: Kindergarten in NSW and the ACT; Preparatory in Vic, Qld and Tas.; Reception in SA; Pre-primary in WA; Transition in the NT, and Foundation in Australian Curriculum.

## GLOSSARY

<b>Affiliation</b>	<p>Affiliation categorises schools and their enrolments and refers generally to the systems that administer their operation. It is a hierarchical classification with two broad categories, government and non-government.</p> <p>The non-government affiliation can be further subcategorised based on the self-reported religious or philosophical beliefs and values maintained by the school.</p> <p>For publication in Schools, Australia, the subcategories of non-government affiliation are reported as either Catholic (systemic and non-systemic) or Independent (Anglican schools and other schools which have associations with religious or secular bodies, or are entirely independent).</p> <p>Data in the publication which is classified by affiliation is published at the level of government and non-government, and government, Catholic and Independent. Requests for data at lower levels will be considered on a case-by-case basis with regard to the ABS' requirement to maintain privacy and confidentiality in the data.</p>
<b>Apparent</b>	<p>In the absence of direct measurement, apparent measures, based on aggregate student data, have been developed to provide indicative measurement of student engagement in secondary education.</p>
<b>Apparent Continuation Rate (ACR)</b>	<p>This measures the proportion of an age group of students (full-time and part-time) that has continued in school from one year to the next. See Explanatory Notes for further information.</p>
<b>Apparent Progression Rate (APR)</b>	<p>This measures the proportion of a cohort of full-time students that moves from one Year to the next at an expected rate of progression of one Year a year. See Explanatory Notes for further information.</p>
<b>Apparent Retention Rate (ARR)</b>	<p>This provides an indicative measure of the number of school students who have stayed in school, as at a designated Year and year of education. It is expressed as a percentage of the respective cohort group against the cohort that those students would be expected to have come from, assuming an expected rate of progression of one Year a year. See Explanatory Notes for further information.</p>
<b>Estimated Resident Population (ERP)</b>	<p>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>Australian Demographic Statistics, Jun 2012</i> (cat. no. 3101.0) for further details and Explanatory Notes for further information on how this series is used in <i>Schools, Australia, 2012</i> (cat. no. 4221.0).</p>
<b>Full-time Student</b>	<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. This may vary between states and territories and from Year to Year. The minimum workload for a full-time student would ensure that a student could complete a given Year in a year.</p>
<b>Full-time Equivalent (FTE) Teaching Staff</b>	<p>The FTE value is a measure used to indicate the level of staffing resources. Staff who are employed full-time and engaged solely on activities which fall within the scope of this collection have an FTE value of 1.0.</p> <p>Staff not employed on a full-time basis, and/or engaged in a combination of in-scope and out-of-scope activities, have their FTE value calculated on the basis of the proportion of time spent on in-scope activities compared with staff that would be considered full-time.</p> <p>Some states and territories are not able to calculate FTE values on a time-spent basis for all staff functions but instead use wages paid as a fraction of the full-time pay rate, or a resource allocation based formula. Some also use a pro-rata formula based on student or staff numbers to estimate aggregate FTE for some categories of staff. This includes staff at combined schools who are allocated to primary or secondary categories.</p> <p>All FTE values are rounded to one decimal place.</p>

## GLOSSARY *continued*

<b>Grade and School Level</b>	<p>Grade of education comprises Pre-Year 1 through to Year 12, including Ungraded primary and Ungraded secondary.</p> <p>School Level comprises Primary school and Secondary school.</p> <p>Variations in schooling structures between the states and territories result in differences in the Years that comprise School level for each state and territory. Variation occurs in the treatment of Year 7, which is the last Year of Primary school or the first Year of Secondary school, depending on the state or territory.</p> <p>For information on the structure of schooling in the various states and territories in Australia see, Differences in Schooling Structures (Appendix). See also, Explanatory Notes for further information on Data Comparability.</p>
<b>Indigenous status</b>	<p>For the purposes of the NSSC a student is classified as being of Aboriginal and/or Torres Strait Islander origin based on information provided by the student, or their parent/guardian, on the school enrolment form.</p>
<b>National School Statistics Collection (NSSC)</b>	<p>The NSSC is the data Schools, Australia draws upon.</p> <p>The NSSC is the collection of data on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools, for all Australian states and territories.</p> <p>The NSSC 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 ABS, and the Standing Committee on School Education and Early Childhood (SCSEEC).</p> <p>The scope of the collection is bound by the NSSC scope and definitions of schools, students and staff, which is available on request in the NSSC Notes, Instructions and Tabulations (NIT) and the NSSC Data Collection Manual (DCM) documents. See also Explanatory Notes.</p>
<b>Part-time Student</b>	<p>A part-time student is one who undertakes a workload less than that specified as full-time. The FTE value of a part-time student is calculated by dividing the student's workload into that which is considered to be the minimum full workload for a full-time student by that state or territory. The minimum workload for a full-time student is that which would ensure the student could complete a given Year in a year.</p> <p>Methods for estimating the FTE value of part-time students vary between states and territories due to different policy and administrative arrangements.</p> <p>Age level data for part-time students is available for 2006 onwards.</p>
<b>Primary School</b>	<p>See 'Year and School Level'.</p>
<b>School</b>	<p>A school is an education establishment which satisfies all of the following criteria:</p> <ul style="list-style-type: none"><li>■ its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education;</li><li>■ it is headed by a principal (or equivalent) responsible for its internal operation; and</li><li>■ it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.</li></ul> <p>The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments.</p> <p>The term 'school' in this publication excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.</p> <p>Multi-campus arrangements are counted as one school. Multiple schools that amalgamate into a single multi-campus school will decrease school counts in this publication.</p>

## GLOSSARY *continued*

- School Participation Rate (SPR)** This is a measure of the number of school students of a particular age expressed as a proportion of the ERP of the same age. It indicates the proportion of the population by age who are at school. See Explanatory Notes for further information.
- Secondary School** See 'Year and School Level'.
- Special school** A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed:
- mental or physical disability or impairment
  - slow learning ability
  - social or emotional problems; and/or
  - in custody, on remand or in hospital.
- Special schools include Special Assistance Schools, as defined under the Schools Assistance Act 2008. These are non-government schools that are:
- (a) likely to be recognised by the State Minister as a special assistance school; and
  - (b) primarily cater for students with social, emotional or behavioural difficulties.
- Staff** Staff are persons engaged in the administration and/or provision of day primary, secondary or special school education, or primary or secondary education by distance education at in-scope education establishments.
- Staff absent from a position for a period of less than four continuous weeks, as at the Census date; continue to be included in staff counts (school vacations are not counted for teaching staff).
- Staff who have been, or are expected to be, absent from a position for a period of four or more continuous weeks are excluded. Replacement staff are included if they have, or are expected to, occupy the position for four or more continuous weeks (excluding school vacations for teaching staff).
- Included in the definition of staff are:
- staff teaching evening secondary students attending Secondary Colleges in Tasmania, Western Australia, Northern Territory and Queensland
  - staff paid from school grant payments; and
  - staff employed under various Government sponsored employment schemes.
- Excluded from the definitions of staff are:
- persons not under the control of the director-general (or equivalent), e.g. nurses or therapists working for the state or territory department of health (or equivalent)
  - persons responsible to a state, territory or Commonwealth minister of education but not to the director-general (or equivalent); and
  - persons under the control of the director-general (or equivalent) who satisfy one or more of the following criteria:
    - are cleaners, whether salaried or employed on contract
    - are involved in the management and/or maintenance of boarding or hostel facilities for students
    - are paid from privately raised funds
    - have been occupying, or expect to be occupying, a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) at the Census date; and/or
    - are persons replacing those who are temporarily absent.
- Student** A student is a person, who on the census date, is formally enrolled in a school and is active in a primary, secondary and/or special education program at that school. Students may be enrolled at more than one school, however, jurisdictions employ strategies which ensure that, as far as possible, students are reported only once in this collection.
- Persons not present at a school on the NSSC census date are included if they were expected to be absent for less than four continuous weeks (excluding school vacations).

## GLOSSARY *continued*

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**Student** *continued* 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.

**Teaching Staff** Teaching staff are staff who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and are engaged to impart school curriculum.

For the purposes of this collection, teaching staff includes principals, deputy principals, campus principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded, except assistant teachers working in Homeland Learning Centres and Community Schools in the Northern Territory.





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