



2010

4221.0

SCHOOLS

AUSTRALIA

EMBARGO: 11.30AM (CANBERRA TIME) THURS 17 MAR 2011

CONTENTS

	<i>page</i>
Introductory notes	2
Main features	3
List of tables	11
Tables	13
Explanatory notes	37
Appendix: Differences in schooling	43
Glossary	45

INQUIRIES

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

NOTES

- NOTE** *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 6 August 2010.
- ABOUT THIS RELEASE** 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 2010, Victoria implemented programs to increase identification of the Indigenous status of students and decrease the use of not-stated Indigenous status. This may affect comparisons of students by Indigenous status from 2010 to previous years.
- In 2010, South Australia revised the South Australian Certificate of Education (SACE) which changed the prescribed minimum full-time load from previous years. In 2010 the revised SACE was introduced to Stage 1 (Year 11) and will be introduced at Stage 2 (Year 12) in 2011. This may affect comparisons of full-time and part-time student breakdowns with previous years.
- GENERAL ACKNOWLEDGEMENT**
- This publication draws extensively on information provided freely by state and territory departments with responsibility for school education and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). Their continued cooperation enables the ABS to publish a wide range of education statistics. Information received by the ABS is treated in strict confidence as required by the *Census and Statistics Act, 1905* and in line with the *Privacy Act, 1988*.
- SOURCE DATA**
- These data are sourced from the (non-finance) *National Schools Statistics Collection* (NSSC), which is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). The scope of the collection is bound by the definitions of schools, students and staff which is available on request in the ABS *Notes, Instructions and Tabulations* (NIT) document. See also the Glossary of this publication.
- ROUNDING AND CONFIDENTIALITY**
- Where estimates are rounded, discrepancies may occur between component items and their totals. Small values have been perturbed to protect confidentiality.
- INQUIRIES**
- For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070.

Brian Pink
Australian Statistician

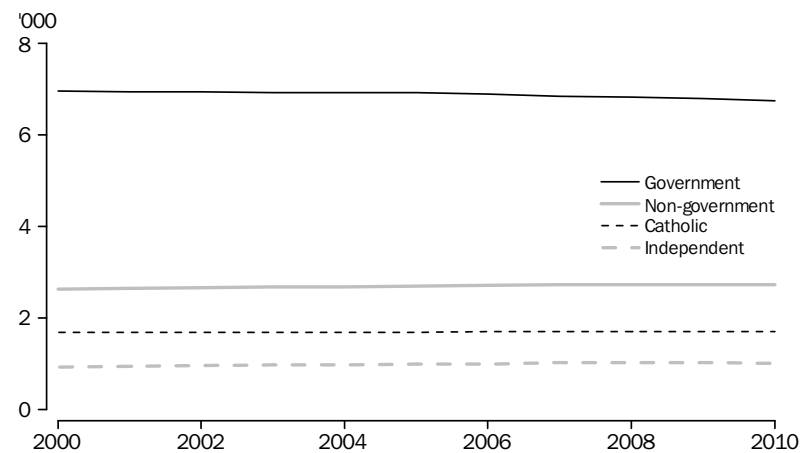
MAIN FEATURES

SCHOOLS

Over the past 10 years the number of schools in Australia has decreased by 132, from 9,600 in 2000 to 9,468 in 2010. In that time the number of government schools fell by 223, including a decrease of 59 schools from 2009 to 2010. Over that same decade ending the number of non-government schools increased by 91, with most of that growth occurring before 2005.

In 2010, across Australia, there were 6,743 government schools (71%), 1,708 Catholic schools (18%), and 1,017 Independent schools (11%). Between 2000 and 2010, the number of Catholic and independent schools increased by 12 and 79 schools respectively.

NUMBER OF SCHOOLS, by affiliation - 2000 to 2010



Across the states and territories over the past 10 years, Western Australia and the Northern Territory have increased the overall number of schools. School numbers increased in these jurisdictions by 22 and 6 respectively. Victoria had the largest overall decrease in school numbers during this period, down 73 schools.

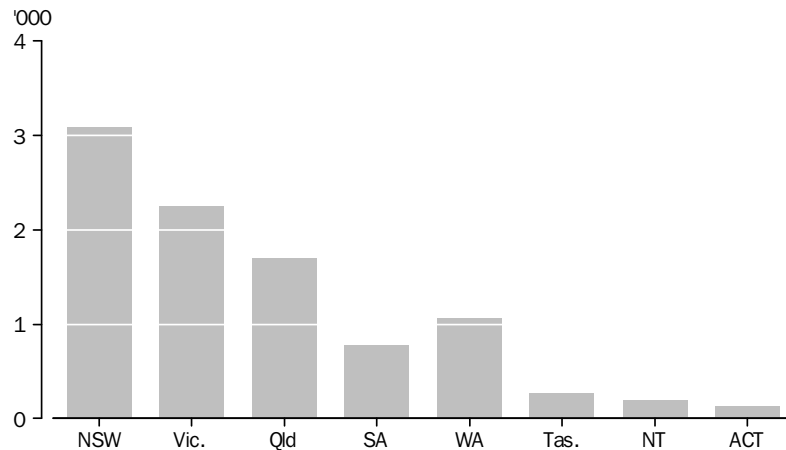
The number of government schools decreased by 81 in Victoria, 62 in Queensland and 42 in South Australia. It should be noted that multi campus schools are counted as a single school in Schools, Australia. School amalgamations are likely to appear as a decline in the number of schools reported despite the number of campuses remaining constant. As such recent initiatives at both the state and Commonwealth government levels may account for decreases in the number of schools being reported in recent years. While the numbers reported have decreased this does not necessarily correspond to a reduction in the number of campuses catering for school students and may be more of a reflection of a change in the way education is being structured.

In the non-government sector the largest movements in school numbers were in Queensland, where Catholic and Independent school numbers increased by 20 and 26, and in Western Australia and New South Wales, where Independent school numbers increased by 18 and 17 schools respectively.

MAIN FEATURES *continued*

SCHOOLS *continued*

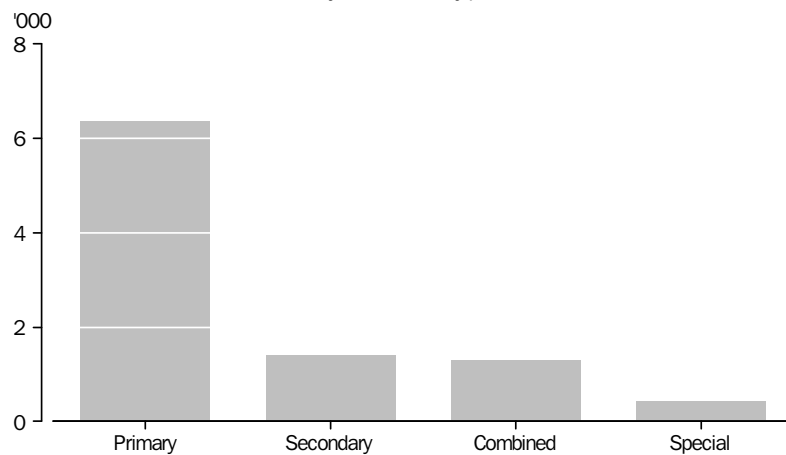
NUMBER OF SCHOOLS, by states and territories - 2010



The proportion of non-government affiliated schools was highest in the ACT and Victoria with 35% and 31% respectively, with Catholic schools making up about two thirds of non-government schools in both jurisdictions. The Northern Territory had the lowest number and proportion of non-government affiliated schools comprising 19% of total schools in that territory.

In 2010 there were 6,357 primary schools, 1,409 secondary schools, 1,286 combined primary/secondary schools, and 416 special schools. Excluding special schools, 70% of schools were primary, 16% were secondary and 14% were combined primary/secondary schools.

NUMBER OF SCHOOLS, by school type - 2010



In all states and territories, except the Northern Territory, between 63% and 73% of schools were primary schools, while in the Northern Territory this figure was 40%. There was less variability in the proportions of secondary schools throughout the states and territories with the proportion of secondary schools ranging from 11% of schools in Western Australia to 18% of schools in the Australian Capital Territory and New South Wales. The Northern Territory had more than twice the proportion of combined schools than the next closest state (Western Australia at 22%) and almost 5 times that of the states with the lowest number of combined schools (NSW and Victoria at about 10%).

MAIN FEATURES *continued*

STUDENTS

In 2010 there were 3,510,875 students in Australian schools. The distribution of these students throughout the states and territories was:

- 32% in New South Wales
- 24% in Victoria
- 21% in Queensland
- 10% in Western Australia
- 7% in South Australia; and
- 5% between Tasmania, the Australian Capital Territory and the Northern Territory.

In 2010 66% of students in Australia attended government schools, 20% attended Catholic schools and 14% attended independent schools. In 2000 these figures were 69%, 20% and 11% respectively.

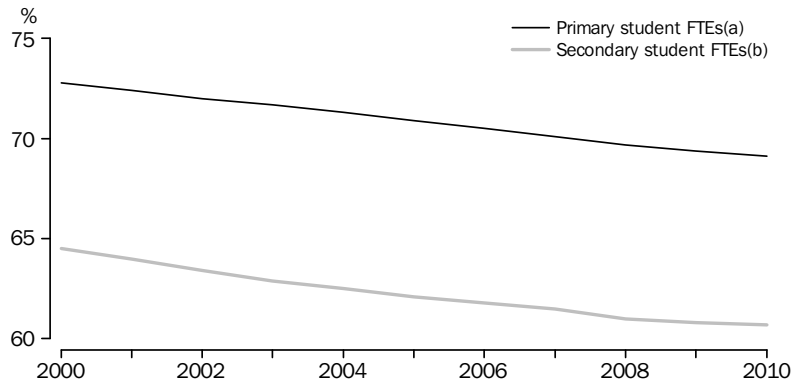
Over the last ten years, the number of non-government students has increased proportionally more than government students in recent years. Catholic and independent schools have seen the largest proportional increase in students over the last 5 years with 6% and 14% increases respectively. Students attending government schools increased over the same time by less than 2%.

Over the last ten years in all states and territories across Australia, the number of non-government students has consistently increased at a greater rate than for government students. The Northern Territory has the biggest disparity, with non-government students increasing by 16% compared with a slight decline in the number of government students. Overall, Queensland had the largest growth in non-government students up almost 22% while the number of students at government schools also increased, up 8%.

MAIN FEATURES *continued*

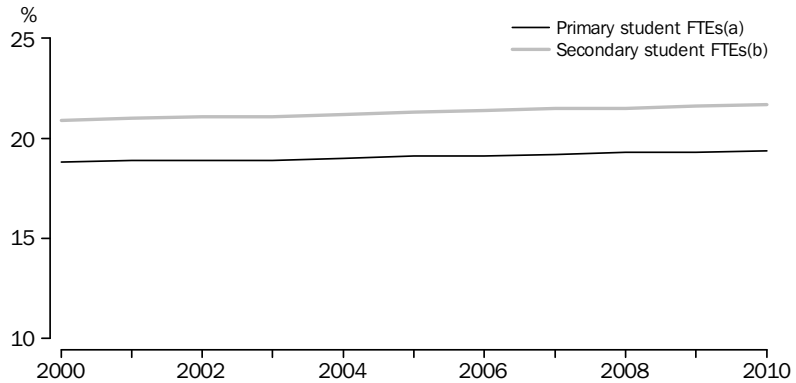
STUDENTS *continued*

PROPORTION OF FULL-TIME EQUIVALENT (FTE) STUDENTS, in Government schools - 2000 to 2010



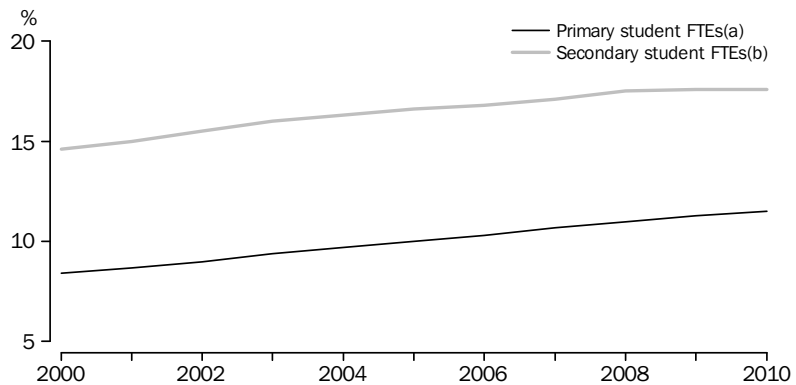
(a) As a proportion of all primary school student FTEs.
 (b) As a proportion of all secondary school student FTEs.

PROPORTION OF FULL-TIME EQUIVALENT (FTE) STUDENTS, in Catholic schools - 2000 to 2010



(a) As a proportion of all primary school student FTEs.
 (b) As a proportion of all secondary school student FTEs.

PROPORTION OF FULL-TIME EQUIVALENT (FTE) STUDENTS, in Independent schools - 2000 to 2010



(a) As a proportion of all primary school student FTEs.
 (b) As a proportion of all secondary school student FTEs.

INDIGENOUS STUDENTS

It is important to note that the collection of Indigenous status statistics are continually improving over time in breadth and scope, which may also affect the overall numbers reported and comparisons between years.

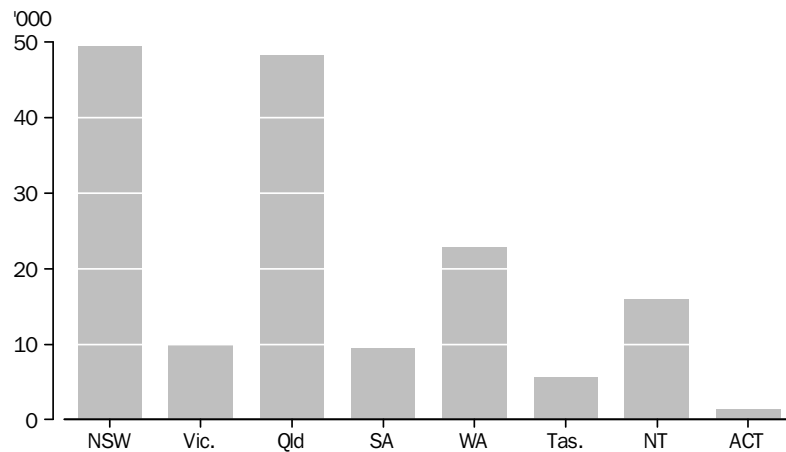
MAIN FEATURES *continued*

INDIGENOUS STUDENTS *continued*

There were 162,831 students who identified as Indigenous in Australian schools in 2010. This was an increase of 4% from 2009. In the same period the number of non-Indigenous students increased by less than 1%. These increases have been similar year-to-year since 2006 with the number of students identifying as Indigenous increasing at a faster rate than the number of non-Indigenous students. It should be noted however, that it is unclear to what degree this increase of Indigenous students is due to an actual increase in the number of Indigenous students, an increase in the likelihood of Indigenous students to identify as such, or the improvement in Indigenous status data collection.

There are differences across the states and territories between the numbers and proportions of Indigenous students. For example, New South Wales and Queensland had the largest number of Indigenous students with almost 50,000 in these states (see Table 13); however, the Northern Territory had the highest proportion of students identifying as Indigenous at 41%.

NUMBER OF INDIGENOUS STUDENTS, by states and territories - 2010

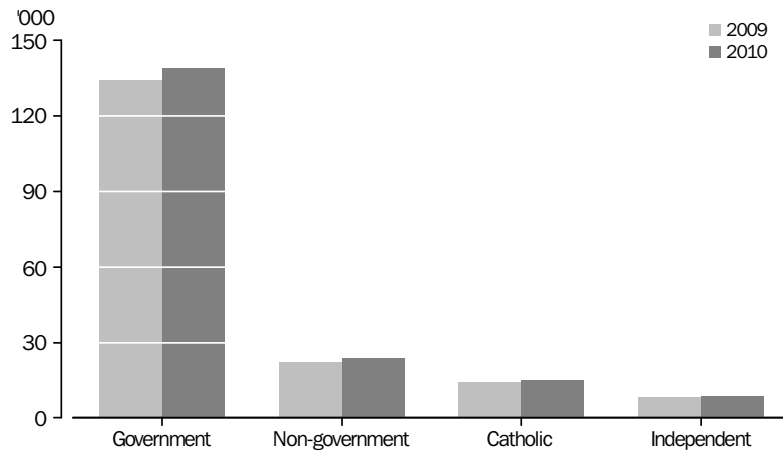


In 2010, across Australia, about 1 in 3 (35%) non-Indigenous students were in non-government schools compared with around 1 in 7 (15%) Indigenous students. Indigenous students in non-government schools made up about 1% of the relevant state or territory student population, except in the Northern Territory, where Indigenous students in non-government schools were 7% of the territory's students, the majority of whom were attending Catholic schools.

MAIN FEATURES *continued*

INDIGENOUS STUDENTS *continued*

NUMBER OF INDIGENOUS STUDENTS, by school affiliation - 2009 to 2010

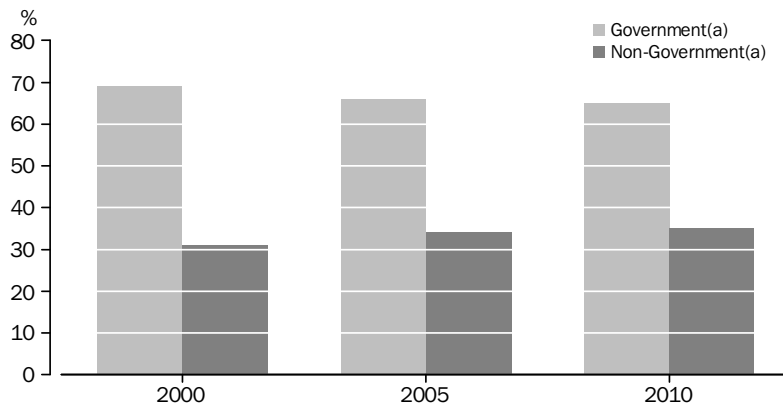


The Indigenous year 7/8 to 12 retention rate has increased by 30% over the past ten years from 36% in 2000 to 47% in 2010. The gap between Indigenous retention rates and non-Indigenous retention in the above measure has remained relatively consistent.

STAFF

Over the last 10 years non-government teaching staff numbers increased by 32%, from 77,490 to 102,410 while government teaching staff numbers increased by 10%, from 166,507 to 183,725. Similar increases were recorded in the full-time-equivalent (FTE)¹ value of teaching staff² employed over this time (30% and 9% respectively).

PROPORTION OF FULL-TIME EQUIVALENT (FTE) TEACHING STAFF, by affiliation - 2000, 2005 and 2010



(a) As a proportion of all FTE teaching staff.

Between 2000 and 2010, across Australia, male teaching staff (FTE) increased by 5% while female teaching staff (FTE) increased by 20%. However, the proportion of teaching staff (FTE) that is male has decreased 9% in this time, with males now less than one third of all teaching staff (FTE). While there was an overall increase in the number of male teachers in 2010, there was a decrease in male teaching staff (FTE) working within the government sector.

¹ See Explanatory Notes for definition of full-time equivalent staff.

² See Explanatory Notes for the definition of teaching staff and what categories of staff are included.

MAIN FEATURES *continued*

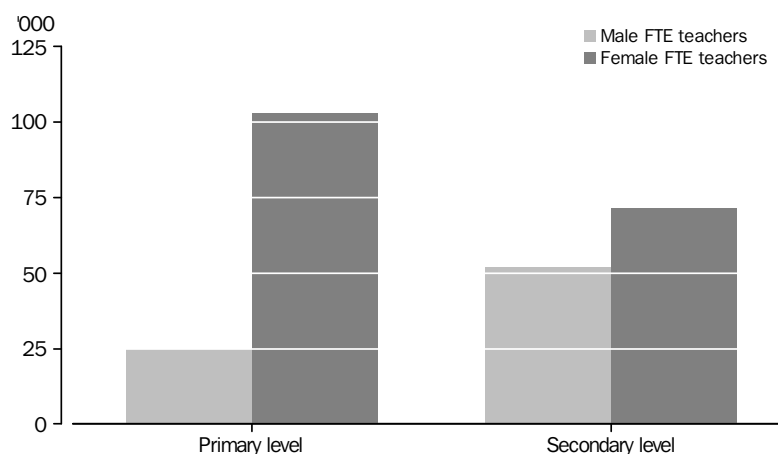
STAFF *continued*

In 2010 the majority of male teaching staff were employed in secondary schools, 68% compared to the 32% in primary schools.

The proportions of male and female teaching staff was much closer in secondary schools than primary schools. Males accounted for 42% of secondary teaching staff (FTE) in 2010. This was a reduction of 8% based on figures from 2000. Males comprised 19% of primary school teaching staff (FTE), a decrease of 11% since 2000.

Similar patterns were observed in a number of states and territories, with the exceptions of the Australian Capital Territory and the Northern Territory. In the Australian Capital Territory the growth in male teaching staff (FTE) (14%) was slightly higher than the female FTE teaching staff growth rate (12%) over the last ten years, while in the Northern Territory, male FTE teaching staff increased by 13% and female FTE teaching staff increased by 18%.

NUMBER OF FULL-TIME EQUIVALENT (FTE) TEACHING STAFF, by sex and school level - 2010



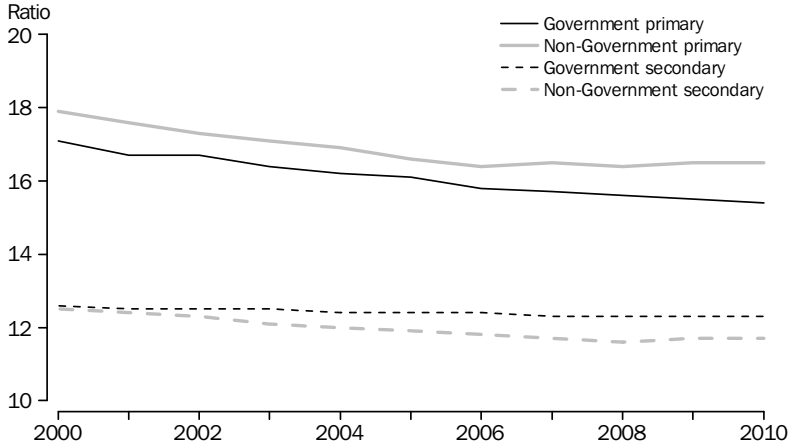
The full-time equivalent student to teaching staff ratio in Australia has decreased between 2000 to 2010, from 17.3 to 15.7 for primary and 12.6 to 12.0 for secondary level schooling.

In 2010, student to teaching staff ratios for government primary and secondary schools were 15.4 and 12.3, compared with 16.5 and 11.7 for non-government schools. Generally student to teaching staff ratios have decreased across all affiliations, states and school levels in the last ten years.

MAIN FEATURES *continued*

STAFF *continued*

FULL-TIME EQUIVALENT (FTE) STUDENT TO TEACHING STAFF RATIOS,
by affiliation - 2000 to 2010



LIST OF TABLES

page

SCHOOLS

- 1** Schools, by school affiliation — states and territories 13
- 2** Schools, by school type — states and territories 14
- 3** Primary schools, by number of full-time equivalent student enrolments and school affiliation 15
- 4** Secondary schools, by number of full-time equivalent student enrolments and school affiliation 16

STUDENTS

- 5** Students, by full-time and part-time status and school affiliation — states and territories 17
- 6** Part-time secondary students, by year of school education — states and territories 18
- 7** Full-time students, by school affiliation and level of school education — states and territories 19
- 8** Full-time students, by level and year of school education — states and territories 20
- 9** Full-time equivalent students, by level and year of school education — states and territories 21
- 10** Full-time students, by sex, school affiliation, level and year of school education 22
- 11** Full-time equivalent students, by sex, school affiliation, level and year of school education 23

INDIGENOUS FULL-TIME STUDENTS

- 12** Indigenous and non-Indigenous full-time students, by age, level and year of school education 24
- 13** Indigenous full-time students, by sex — states and territories 25
- 14** Indigenous full-time students, by level and year of school education 26
- 15** Apparent retention rates, Indigenous and non-Indigenous full-time students 27

STAFF

- 16** Number of teaching staff, by sex — states and territories 28
- 17** Full-time equivalent teaching staff, by sex, school affiliation and level of school education 29
- 18** Full-time equivalent teaching staff, by sex and level of school education — states and territories 30

OTHER MEASURES

- 19** Apparent retention rates of full-time students, affiliation, states and territories 31
- 20** School participation rates, full-time students aged 14-19 years — states and territories 32
- 21** School participation rates, full-time and part-time students aged 14-19 years — states and territories 33

LIST OF TABLES *continued*

page

OTHER MEASURES *continued*

22 Apparent continuation rates, full-time and part-time students by sex — states and territories 34

23 Apparent progression rates, full-time students by sex — states and territories 35

24 Full-time equivalent students to teaching staff ratios, by school affiliation and level of school education — states and territories 36

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

	NSW	Vic.	Qld	SA	WA	Tas.	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
2000	2 192	1 629	1 297	621	766	215	150	96	6 966
2005	2 194	1 613	1 280	605	777	213	151	96	6 929
2008	2 189	1 585	1 250	596	768	210	151	84	6 833
2009	2 181	1 575	1 245	588	771	207	152	83	6 802
2010	2 176	1 548	1 235	579	768	202	152	83	6 743
NON-GOVERNMENT									
Catholic									
2000	589	491	270	108	157	37	15	29	1 696
2005	585	484	282	106	159	37	15	30	1 698
2008	586	487	289	102	159	37	15	30	1 705
2009	586	488	289	102	158	37	15	30	1 705
2010	587	489	290	101	159	37	15	30	1 708
Independent									
2000	312	204	151	91	120	30	17	13	938
2005	327	208	172	94	132	29	20	14	996
2008	334	216	174	97	138	30	21	14	1 024
2009	330	216	176	97	138	30	21	14	1 022
2010	329	214	177	95	138	29	21	14	1 017
Total									
2000	901	695	421	199	277	67	32	42	2 634
2005	912	692	454	200	291	66	35	44	2 694
2008	920	703	463	199	297	67	36	44	2 729
2009	916	704	465	199	296	67	36	44	2 727
2010	916	703	467	196	297	66	36	44	2 725
ALL SCHOOLS									
2000	3 093	2 324	1 718	820	1 043	282	182	138	9 600
2005	3 106	2 305	1 734	805	1 068	279	186	140	9 623
2008	3 109	2 288	1 713	795	1 065	277	187	128	9 562
2009	3 097	2 279	1 710	787	1 067	274	188	127	9 529
2010	3 092	2 251	1 702	775	1 065	268	188	127	9 468

(a) Includes special and non-special schools.

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

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

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

	NSW	Vic.	Qld	SA	WA	Tas.	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY SCHOOLS									
2000	2 183	1 685	1 220	571	672	175	106	93	6 705
2005	2 163	1 653	1 206	547	663	170	99	93	6 594
2008	2 144	1 626	1 166	535	658	169	67	83	6 448
2009	2 133	1 607	1 161	527	664	168	73	81	6 414
2010	2 129	1 580	1 150	520	659	165	73	81	6 357
SECONDARY SCHOOLS									
2000	525	369	262	100	133	46	18	28	1 481
2005	522	362	262	94	138	46	17	27	1 468
2008	526	360	250	95	131	46	25	22	1 455
2009	525	357	250	94	122	44	25	22	1 439
2010	521	349	252	90	110	42	23	22	1 409
PRIMARY/SECONDARY COMBINED SCHOOLS									
2000	256	177	185	126	170	52	53	12	1 031
2005	283	195	216	141	195	54	65	15	1 164
2008	293	205	238	142	199	56	90	18	1 241
2009	294	217	240	143	207	56	85	19	1 261
2010	297	225	240	143	220	55	87	19	1 286
ALL SCHOOLS (a)									
2000	2 964	2 231	1 667	797	975	273	177	133	9 217
2005	2 968	2 210	1 684	782	996	270	181	135	9 226
2008	2 963	2 191	1 654	772	988	271	182	123	9 144
2009	2 952	2 181	1 651	764	993	268	183	122	9 114
2010	2 947	2 154	1 642	753	989	262	183	122	9 052

(a) Excludes special schools.

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

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

NUMBER OF PRIMARY SCHOOL FTE ENROLMENTS

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government schools										
2000	326	389	992	919	968	775	768	310	111	5 558
2005	371	387	989	949	936	756	760	296	92	5 536
2008(c)	384	373	965	952	924	729	732	294	103	5 456
2009	383	383	945	931	913	709	759	287	117	5 427
2010	381	385	927	892	881	702	790	291	128	5 377
Non-government schools										
2000	71	79	360	572	430	295	297	57	17	2 178
2005	51	72	338	568	425	352	325	72	19	2 222
2008(c)	46	73	331	527	412	361	355	103	25	2 233
2009	50	76	321	530	396	379	362	109	25	2 248
2010	43	76	302	549	402	375	373	118	28	2 266
All schools										
2000	397	468	1 352	1 491	1 398	1 070	1 065	367	128	7 736
2005	422	459	1 327	1 517	1 361	1 108	1 085	368	111	7 758
2008(c)	430	446	1 296	1 479	1 336	1 090	1 087	397	128	7 689
2009	433	459	1 266	1 461	1 309	1 088	1 121	396	142	7 675
2010	424	461	1 229	1 441	1 283	1 077	1 163	409	156	7 643

(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.

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

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

NUMBER OF SECONDARY FTE SCHOOL ENROLMENTS

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801-1000	1001-1200	1200+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT SCHOOLS												
2000	69	50	171	135	82	85	184	242	234	140	109	1 501
2005	87	65	153	143	87	93	181	243	210	132	129	1 523
2008(c)	101	62	168	141	81	87	172	234	205	138	144	1 533
2009	107	68	163	131	86	87	177	227	200	145	146	1 537
2010	103	80	152	122	98	79	198	218	189	148	145	1 532
NON-GOVERNMENT												
2000	54	39	127	86	86	84	179	166	97	53	40	1 011
2005	61	48	132	103	90	82	189	161	128	68	47	1 109
2008(c)	71	34	117	132	107	82	195	170	134	70	51	1 163
2009	56	40	110	145	104	88	197	166	132	74	51	1 163
2010	49	47	106	150	91	89	202	165	140	73	51	1 163
ALL SCHOOLS												
2000	123	89	298	221	168	169	363	408	331	193	149	2 512
2005	148	113	285	246	177	175	370	404	338	200	176	2 632
2008(c)	172	96	285	273	188	169	367	404	339	208	195	2 696
2009	163	108	273	276	190	175	374	393	332	219	197	2 700
2010	152	127	258	272	189	168	400	383	329	221	196	2 695

- (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.

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

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

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
.....									
FULL-TIME STUDENTS									
Government									
2000	759 623	528 189	430 402	174 177	225 767	62 803	28 925	38 401	2 248 287
2005	740 439	536 635	450 964	164 714	228 817	60 605	28 554	35 359	2 246 087
2008	734 642	535 159	479 850	162 473	230 947	58 280	29 175	34 028	2 264 554
2009	735 692	537 076	484 615	162 707	233 499	57 504	28 491	34 322	2 273 906
2010	741 061	537 594	485 798	163 166	233 839	57 331	29 084	34 484	2 282 357
Non-government									
2000	334 693	273 506	172 510	75 182	91 994	20 734	8 468	22 051	999 138
2005	367 247	289 312	196 290	84 711	109 483	21 899	8 819	24 291	1 102 052
2008	373 909	303 174	226 612	88 988	118 710	23 311	9 882	r25 150	r1 169 736
2009	375 247	r306 993	233 373	90 721	122 355	23 403	9 998	25 477	r1 187 567
2010	378 028	311 381	239 158	91 857	124 530	23 510	10 247	25 811	1 204 522
Total									
2000	1 094 316	801 695	602 912	249 359	317 761	83 537	37 393	60 452	3 247 425
2005	1 107 686	825 947	647 254	249 425	338 300	82 504	37 373	59 650	3 348 139
2008	1 108 551	838 333	706 462	251 461	349 657	81 591	39 057	r59 178	r3 434 290
2009	1 110 939	r844 069	717 988	253 428	355 854	80 907	38 489	59 799	r3 461 473
2010	1 119 089	848 975	724 956	255 023	358 369	80 841	39 331	60 295	3 486 879
.....									
PART-TIME STUDENTS									
Total									
2000	4 078	3 430	4 612	7 415	4 197	3 726	1 021	181	28 660
2005	2 758	3 824	4 950	6 953	3 254	1 902	1 137	295	25 073
2008	2 453	3 247	5 972	6 916	2 067	1 547	435	123	22 760
2009	2 277	3 756	6 438	7 046	1 318	2 048	329	119	23 331
2010	2 346	3 624	6 661	6 573	2 393	2 241	60	98	23 996
.....									
ALL STUDENTS									
Total									
2000	1 098 394	805 125	607 524	256 774	321 958	87 263	38 414	60 633	3 276 085
2005	1 110 444	829 771	652 204	256 378	341 554	84 406	38 510	59 945	3 373 212
2008	1 111 004	841 580	712 434	258 377	351 724	83 138	39 492	r59 301	r3 457 050
2009	1 113 216	r847 825	724 426	260 474	357 172	82 955	38 818	59 918	r3 484 804
2010	1 121 435	852 599	731 617	261 596	360 762	83 082	39 391	60 393	3 510 875

r revised

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

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

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

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

	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)									
2000	66	251	582	56	63	85	290	2	1 395
2005	—	189	483	74	29	7	251	4	1 037
2008	9	153	342	63	17	24	22	8	638
2009	91	263	345	71	16	28	17	7	838
2010	73	186	367	34	9	84	3	11	767
GRADE 10									
2000	3	169	810	57	317	35	66	2	1 459
2005	—	197	825	116	9	7	73	3	1 230
2008	14	108	639	62	35	—	29	3	890
2009	73	166	609	52	20	13	68	3	1 004
2010	118	242	815	75	7	103	14	—	1 374
GRADE 11									
2000	1 575	965	1 006	2 521	355	1 961	368	1	8 752
2005	1 072	1 118	1 259	2 113	316	335	538	3	6 754
2008	745	1 082	969	2 409	388	375	175	—	6 143
2009	782	1 179	988	2 319	470	567	156	3	6 464
2010	761	1 066	908	2 302	450	392	33	3	5 915
GRADE 12									
2000	2 251	1 198	1 317	2 996	875	1 578	200	5	10 420
2005	1 470	1 496	1 274	2 917	271	1 524	151	58	9 161
2008	1 474	1 165	986	2 909	187	1 122	110	3	7 956
2009	1 214	1 349	1 103	2 836	402	1 379	72	5	8 360
2010	1 329	1 309	1 174	2 508	321	1 600	7	4	8 252
TOTAL YEARS 7/8 TO 12(d)(e)									
2000	3 908	2 674	3 907	7 276	4 161	3 659	994	11	26 590
2005	2 593	3 046	3 914	6 856	2 839	1 877	1 096	80	22 301
2008	2 344	2 545	2 989	6 833	1 767	1 524	407	14	18 423
2009	2 181	3 014	3 118	6 741	959	1 987	313	18	18 331
2010	2 291	2 856	3 311	6 491	2 098	2 184	57	18	19 306

— nil or rounded to zero (including null cells)

- (a) In 2009 Tasmanian education underwent a significant restructure of post-year 10 education. Processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (b) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years. See Explanatory Notes for further details.

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

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY STUDENTS									
Government									
2000	455 914	313 369	278 190	115 387	144 087	36 770	20 947	21 409	1 386 073
2005	436 551	314 753	287 245	107 573	149 610	35 333	19 926	19 393	1 370 384
2008	430 057	310 835	308 771	105 080	150 842	33 475	18 460	18 546	1 376 066
2009	430 817	312 144	310 327	104 106	152 265	32 923	18 173	18 843	1 379 598
2010	432 060	312 371	311 395	103 506	160 052	32 485	18 479	18 915	1 389 263
Non-government									
2000	173 046	138 351	87 970	43 959	47 960	10 450	5 195	10 877	517 808
2005	185 342	139 702	102 284	49 708	57 278	10 655	5 122	11 694	561 785
2008	187 513	144 153	123 795	51 177	62 414	11 295	4 895	12 194	597 436
2009	187 932	r146 258	128 204	51 830	64 362	11 234	5 056	12 388	r607 264
2010	189 220	148 976	131 443	52 613	69 667	11 413	5 138	12 594	621 064
SECONDARY STUDENTS									
Government									
2000	303 709	214 820	152 212	58 790	81 680	26 033	7 978	16 992	862 214
2005	303 888	221 882	163 719	57 141	79 207	25 272	8 628	15 966	875 703
2008	304 585	224 324	171 079	57 393	80 105	24 805	10 715	15 482	888 488
2009	304 875	224 932	174 288	58 601	81 234	24 581	10 318	15 479	894 308
2010	309 001	225 223	174 403	59 660	73 787	24 846	10 605	15 569	893 094
Non-government									
2000	161 647	135 155	84 540	31 223	44 034	10 284	3 273	11 174	481 330
2005	181 905	149 610	94 006	35 003	52 205	11 244	3 697	12 597	540 267
2008	186 396	159 021	102 817	37 811	56 296	12 016	4 987	r12 956	r572 300
2009	187 315	160 735	105 169	38 891	57 993	12 169	4 942	13 089	580 303
2010	188 808	162 405	107 715	39 244	54 863	12 097	5 109	13 217	583 458
ALL FULL-TIME STUDENTS									
Government									
2000	759 623	528 189	430 402	174 177	225 767	62 803	28 925	38 401	2 248 287
2005	740 439	536 635	450 964	164 714	228 817	60 605	28 554	35 359	2 246 087
2008	734 642	535 159	479 850	162 473	230 947	58 280	29 175	34 028	2 264 554
2009	735 692	537 076	484 615	162 707	233 499	57 504	28 491	34 322	2 273 906
2010	741 061	537 594	485 798	163 166	233 839	57 331	29 084	34 484	2 282 357
Non-government									
2000	334 693	273 506	172 510	75 182	91 994	20 734	8 468	22 051	999 138
2005	367 247	289 312	196 290	84 711	109 483	21 899	8 819	24 291	1 102 052
2008	373 909	303 174	226 612	88 988	118 710	23 311	9 882	r25 150	r1 169 736
2009	375 247	r306 993	233 373	90 721	122 355	23 403	9 998	25 477	r1 187 567
2010	378 028	311 381	239 158	91 857	124 530	23 510	10 247	25 811	1 204 522

r revised

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

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

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

FULL-TIME STUDENTS, by level and year of school education—states and territories—2010

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary students									
Pre- Year 1	89 864	66 835	58 359	21 608	28 688	5 929	3 428	4 559	279 270
Year 1	88 107	65 797	57 575	18 659	28 675	5 939	3 322	4 655	272 729
Year 2	86 725	64 805	55 281	18 081	28 122	6 208	3 602	4 402	267 226
Year 3	86 216	63 850	38 351	18 608	28 394	6 150	3 433	4 261	249 263
Year 4	87 125	64 803	56 749	18 441	28 542	6 455	3 429	4 523	270 067
Year 5	87 726	65 365	58 559	19 187	28 997	6 627	3 256	4 472	274 189
Year 6	86 827	65 347	57 825	19 234	29 541	6 584	3 147	4 637	273 142
Year 7(d)	—	—	58 354	19 256	28 719	—	—	—	106 329
Ungraded	8 690	4 545	1 785	3 045	41	6	—	—	18 112
Total	621 280	461 347	442 838	156 119	229 719	43 898	23 617	31 509	2 010 327
Secondary students									
Year 7(d)	86 332	65 694	—	—	—	6 409	3 230	4 803	166 468
Year 8	86 585	66 317	58 757	19 593	17 900	6 750	2 986	4 801	263 689
Year 9	87 085	66 828	58 949	19 984	29 347	6 764	2 879	4 846	276 682
Year 10	87 459	67 293	60 108	20 693	29 825	6 970	2 721	5 003	280 072
Year 11	74 855	62 330	55 445	20 552	28 419	5 136	2 260	4 913	253 910
Year 12	63 959	53 946	47 189	16 039	22 531	4 908	1 550	4 420	214 542
Ungraded	11 534	5 220	1 670	2 043	628	6	88	—	21 189
Total	497 809	387 628	282 118	98 904	128 650	36 943	15 714	28 786	1 476 552
All full-time students									
Total	1 119 089	848 975	724 956	255 023	358 369	80 841	39 331	60 295	3 486 879

— 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 2009 Tasmanian education underwent a significant restructure of post-year 10 education. Processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

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

(d) Year 7 is the last 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.

	NSW	Vic.	Qld(a)	SA	WA	Tas. (b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary Students									
Pre-year 1	89 880.8	66 904.8	58 702.1	21 655.6	28 857.6	5 932.8	3 428.0	4 619.3	279 981.0
Year 1	88 108.2	65 814.3	57 623.5	18 659.0	28 679.2	5 941.8	3 322.0	4 655.0	272 803.0
Year 2	86 726.5	64 825.1	55 309.4	18 083.8	28 123.6	6 210.0	3 602.0	4 404.8	267 285.2
Year 3	86 216.0	63 872.8	38 375.8	18 608.0	28 394.0	6 153.2	3 433.0	4 261.0	249 313.8
Year 4	87 127.2	64 827.1	56 767.1	18 441.0	28 542.0	6 457.9	3 429.0	4 523.0	270 114.3
Year 5	87 726.0	65 388.4	58 572.1	19 188.1	28 997.0	6 630.6	3 256.0	4 472.0	274 230.2
Year 6	86 827.0	65 365.2	57 843.2	19 236.0	29 541.0	6 586.4	3 147.9	4 637.0	273 183.7
Year 7 (d)	—	—	58 375.1	19 257.5	28 719.0	—	—	—	106 351.6
Ungraded	8 699.0	4 735.0	2 386.5	3 048.4	56.2	10.1	—	—	18 935.2
Total	621 310.7	461 732.7	443 954.8	156 177.4	229 909.6	43 922.8	23 617.9	31 572.1	2 012 198.0
Secondary Students									
Year 7 (d)	86 339.8	65 707.1	—	—	—	6 413.0	3 231.6	4 803.0	166 494.5
Year 8	86 604.4	66 344.9	58 811.8	19 595.6	17 900.0	6 754.5	2 986.0	4 801.0	263 798.2
Year 9	87 113.8	66 855.5	59 034.3	19 991.2	29 350.8	6 784.5	2 879.0	4 850.5	276 859.6
Year 10	87 551.6	67 445.1	60 449.0	20 736.6	29 828.0	7 011.8	2 726.3	5 003.0	280 751.4
Year 11	75 231.8	62 860.8	55 773.5	21 567.8	28 656.8	5 382.0	2 271.3	4 914.6	256 658.6
Year 12	64 736.8	54 653.2	47 680.4	17 319.5	22 702.1	5 775.0	1 552.3	4 422.3	218 841.6
Ungraded	11 540.8	5 252.4	1 691.0	2 599.2	786.0	8.0	88.0	—	21 965.4
Total	499 119.0	389 119.0	283 440.0	101 809.9	129 223.7	38 128.8	15 734.5	28 794.4	1 485 369.3
All FTE Students									
Total	1 120 429.7	850 851.7	727 394.8	257 987.3	359 133.3	82 051.6	39 352.4	60 366.5	3 497 567.3

— 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 2009 Tasmanian education underwent a significant restructure of post-year 10 education. Processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years. See Explanatory Notes for further details.
- (d) Year 7 is the last of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.

	NON-GOVERNMENT				<i>All Schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
MALES					
Primary students					
Pre-Year 1(a)	101 343	27 578	14 647	42 225	143 568
Year 1	98 045	27 462	14 641	42 103	140 148
Year 2	95 335	26 791	14 249	41 040	136 375
Year 3	88 325	25 378	14 252	39 630	127 955
Year 4	95 700	26 832	15 398	42 230	137 930
Year 5	96 127	27 171	16 569	43 740	139 867
Year 6	95 880	26 904	16 799	43 703	139 583
Year 7(b)	36 275	9 726	8 492	18 218	54 493
Ungraded	11 686	197	821	1 018	12 704
Total	718 716	198 039	115 868	313 907	1 032 623
Secondary students					
Year 7(b)(c)	50 886	20 267	13 861	34 128	85 014
Year 8	81 136	30 032	23 425	53 457	134 593
Year 9	86 770	30 374	23 967	54 341	141 111
Year 10	88 527	29 988	24 199	54 187	142 714
Year 11	76 993	25 849	22 974	48 823	125 816
Year 12	59 514	22 598	20 830	43 428	102 942
Ungraded	13 283	205	288	493	13 776
Total	457 109	159 313	129 544	288 857	745 966
All full-time male students					
Total	1 175 825	357 352	245 412	602 764	1 778 589
FEMALES					
Primary students					
Pre-Year 1(a)	94 451	26 714	14 537	41 251	135 702
Year 1	91 176	26 724	14 681	41 405	132 581
Year 2	90 058	26 350	14 443	40 793	130 851
Year 3	82 493	24 743	14 072	38 815	121 308
Year 4	90 687	26 485	14 965	41 450	132 137
Year 5	91 432	26 492	16 398	42 890	134 322
Year 6	90 647	25 839	17 073	42 912	133 559
Year 7(b)	34 484	9 045	8 307	17 352	51 836
Ungraded	5 119	101	188	289	5 408
Total	670 547	192 493	114 664	307 157	977 704
Secondary students					
Year 7(b)(c)	47 464	20 418	13 572	33 990	81 454
Year 8	75 399	30 183	23 514	53 697	129 096
Year 9	80 809	30 640	24 122	54 762	135 571
Year 10	82 715	29 744	24 899	54 643	137 358
Year 11	77 637	27 229	23 228	50 457	128 094
Year 12	64 764	25 116	21 720	46 836	111 600
Ungraded	7 197	114	102	216	7 413
Total	435 985	163 444	131 157	294 601	730 586
All full-time female students					
Total	1 106 532	355 937	245 821	601 758	1 708 290

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

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

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

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
MALES					
Primary Students					
Pre-year 1	101 584.4	27 602.7	14 830.5	42 433.2	144 017.6
Year 1	98 084.9	27 471.3	14 644.8	42 116.1	140 201.0
Year 2	95 367.3	26 802.7	14 253.5	41 056.2	136 423.5
Year 3	88 346.6	25 390.4	14 255.8	39 646.2	127 992.8
Year 4	95 720.2	26 844.7	15 399.4	42 244.1	137 964.3
Year 5	96 136.6	27 188.5	16 573.7	43 762.2	139 898.8
Year 6	95 896.4	26 917.7	16 802.3	43 720.0	139 616.4
Year 7(a)	36 290.4	9 727.4	8 492.0	18 219.4	54 509.8
Ungraded	12 202.3	205.9	884.5	1 090.4	13 292.7
Total	719 629.1	198 151.3	116 136.5	314 287.8	1 033 916.9
Secondary Students					
Year 7(a)(b)	50 891.8	20 268.6	13 867.8	34 136.4	85 028.2
Year 8	81 176.9	30 033.4	23 443.1	53 476.5	134 653.4
Year 9	86 829.5	30 375.4	23 988.2	54 363.6	141 193.1
Year 10	88 839.0	29 992.3	24 247.9	54 240.2	143 079.2
Year 11(c)	78 107.2	25 860.0	22 997.1	48 857.1	126 964.3
Year 12(c)	61 233.5	22 653.0	20 920.7	43 573.7	104 807.2
Ungraded	13 551.7	205.0	308.2	513.2	14 064.9
Total	460 629.6	159 387.7	129 773.0	289 160.7	749 790.3
All Male FTE Students					
Total	1 180 258.7	357 539.0	245 909.5	603 448.5	1 783 707.2

FEMALES					
Primary Students					
Pre-year 1	94 542.3	26 720.5	14 700.6	41 421.1	135 963.4
Year 1	91 190.9	26 728.4	14 682.7	41 411.1	132 602.0
Year 2	90 061.6	26 352.9	14 447.2	40 800.1	130 861.7
Year 3	82 499.7	24 747.4	14 073.9	38 821.3	121 321.0
Year 4	90 695.6	26 487.7	14 966.7	41 454.4	132 150.0
Year 5	91 435.3	26 496.0	16 400.1	42 896.1	134 331.4
Year 6	90 653.4	25 839.0	17 074.9	42 913.9	133 567.3
Year 7(a)	34 489.2	9 045.6	8 307.0	17 352.6	51 841.8
Ungraded	5 346.1	101.0	195.4	296.4	5 642.5
Total	670 914.1	192 518.5	114 848.5	307 367.0	978 281.1
Secondary Students					
Year 7(a)(b)	47 472.1	20 418.0	13 576.2	33 994.2	81 466.3
Year 8	75 435.2	30 184.4	23 525.2	53 709.6	129 144.8
Year 9	80 883.5	30 644.1	24 138.9	54 783.0	135 666.5
Year 10	82 968.2	29 750.6	24 953.4	54 704.0	137 672.2
Year 11(c)	79 172.9	27 254.5	23 266.9	50 521.4	129 694.3
Year 12(c)	67 014.2	25 200.4	21 819.8	47 020.2	114 034.4
Ungraded	7 679.1	114.0	107.4	221.4	7 900.5
Total	440 625.2	163 566.0	131 387.8	294 953.8	735 579.0
All female FTE students					
Total	1 111 539.3	356 084.5	246 236.3	602 320.8	1 713 860.1

- (a) Year 7 is the last of primary school in Queensland, South Australia and Western Australia and the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.
- (b) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years. See Explanatory Notes for further details.
- (c) In 2009 Tasmanian education underwent a significant restructure of post-year 10 education. Processes were undertaken, by the Tasmanian Department of Education, 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(a)	All Students
	no.	no.	no.	no.	no.	no.	no.	no.	no.
INDIGENOUS STUDENTS									
Primary									
Total	101 861	469	3	—	—	3	—	—	102 336
Secondary									
Year 7	4 685	1 883	53	3	6	—	—	—	6 630
Year 8	1 616	8 439	2 194	95	7	6	—	—	12 357
Year 9	9	2 138	8 128	2 296	107	9	6	8	12 701
Year 10	—	—	2 117	7 503	2 077	170	32	36	11 935
Year 11	—	—	16	1 699	5 210	1 396	159	89	8 569
Year 12	—	—	—	3	1 185	3 380	807	176	5 551
Ungraded	203	296	343	329	241	172	96	21	1 701
Total secondary	6 513	12 756	12 851	11 928	8 833	5 133	1 100	330	59 444
All full-time Indigenous students									
Total	108 374	13 225	12 854	11 928	8 833	5 136	1 100	330	161 780
NON-INDIGENOUS STUDENTS									
Primary									
Total	1 900 873	6 999	110	9	—	—	—	—	1 907 991
Secondary									
Year 7	110 762	48 125	925	23	3	—	—	—	159 838
Year 8	22 912	173 983	53 172	1 199	44	16	6	—	251 332
Year 9	89	33 548	174 525	54 241	1 427	111	20	20	263 981
Year 10	—	130	34 233	176 290	53 975	2 791	404	314	268 137
Year 11	—	6	139	31 981	159 136	47 731	4 204	2 144	245 341
Year 12	—	—	3	130	27 406	136 028	39 987	5 437	208 991
Ungraded	2 084	3 070	3 355	3 454	2 885	2 576	1 263	801	19 488
Total secondary	135 847	258 862	266 352	267 318	244 876	189 253	45 884	8 716	1 417 108
All full-time non-Indigenous									
Total	2 036 720	265 861	266 462	267 327	244 876	189 253	45 884	8 716	3 325 099
ALL FULL-TIME STUDENTS									
Primary									
Total	2 002 734	7 468	113	9	—	3	—	—	2 010 327
Secondary									
Year 7	115 447	50 008	978	26	9	—	—	—	166 468
Year 8	24 528	182 422	55 366	1 294	51	22	6	—	263 689
Year 9	98	35 686	182 653	56 537	1 534	120	26	28	276 682
Year 10	—	130	36 350	183 793	56 052	2 961	436	350	280 072
Year 11	—	6	155	33 680	164 346	49 127	4 363	2 233	253 910
Year 12	—	—	3	133	28 591	139 408	40 794	5 613	214 542
Ungraded	2 287	3 366	3 698	3 783	3 126	2 748	1 359	822	21 189
Total secondary	142 360	271 618	279 203	279 246	253 709	194 386	46 984	9 046	1 476 552
All full-time students									
Total	2 145 094	279 086	279 316	279 255	253 709	194 389	46 984	9 046	3 486 879

— nil or rounded to zero (including null cells)

(a) May include students with age unspecified

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
INDIGENOUS									
MALES									
2000	16 389	2 922	15 647	3 271	8 810	2 282	6 867	435	56 623
2005	20 480	3 748	19 294	3 911	10 868	2 643	7 264	576	68 784
2008	22 791	4 405	22 755	4 347	11 795	2 549	8 155	618	77 415
2009	23 753	4 577	23 381	4 559	11 707	2 753	7 772	675	79 177
2010	25 102	4 859	24 287	4 778	11 709	2 774	8 213	683	82 405
FEMALES									
2000	15 965	2 967	15 080	3 233	8 417	2 243	6 550	449	54 904
2005	19 647	3 929	18 674	3 903	10 105	2 546	6 983	526	66 313
2008	21 814	4 436	21 904	4 287	11 048	2 468	7 738	558	74 253
2009	22 722	4 644	22 729	4 444	11 098	2 666	7 444	609	76 356
2010	24 154	4 979	23 428	4 608	11 106	2 666	7 764	670	79 375
PERSONS									
2000	32 354	5 889	30 727	6 504	17 227	4 525	13 417	884	111 527
2005	40 127	7 677	37 968	7 814	20 973	5 189	14 247	1 102	135 097
2008	44 605	8 841	44 659	8 634	22 843	5 017	15 893	1 176	151 668
2009	46 475	9 221	46 110	9 003	22 805	5 419	15 216	1 284	155 533
2010	49 256	9 838	47 715	9 386	22 815	5 440	15 977	1 353	161 780

- (a) In 2007, Queensland introduced a Pre-year 1 grade following a successful trial from 2003-2006. See Explanatory Notes for further details.
- (b) In 2009 Tasmanian education underwent a significant restructure of post-year 10 education. Processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
INDIGENOUS											
GOVERNMENT											
Primary Students											
Pre-year 1(a)	5 963	6 056	6 815	7 531	7 934	8 057	8 163	10 345	11 938	11 936	12 757
Year 1	9 986	10 210	10 553	9 734	10 707	10 983	11 407	11 302	10 472	12 005	12 065
Year 2	9 845	9 943	10 380	10 361	9 844	10 675	11 105	11 479	11 348	10 578	12 202
Year 3	9 763	9 872	10 061	10 414	10 541	9 990	10 794	11 173	11 520	11 526	10 696
Year 4	9 368	9 792	10 004	10 109	10 612	10 714	10 128	11 061	11 278	11 574	11 678
Year 5	9 075	9 354	9 837	10 130	10 322	10 729	10 919	10 266	11 153	11 492	11 782
Year 6	8 572	9 195	9 416	9 937	10 260	10 365	10 829	11 037	10 427	11 240	11 740
Year 7(b)	4 980	5 241	5 553	5 728	6 143	6 196	6 316	6 631	5 498	4 972	5 628
Ungraded	1 051	1 039	1 116	1 265	1 017	1 063	1 076	1 125	1 240	1 224	1 305
Total	68 603	70 702	73 735	75 209	77 380	78 772	80 737	84 419	84 874	86 547	89 853
Secondary Students											
Year 7(b)	3 054	3 306	3 522	3 650	3 813	4 088	4 031	4 236	5 390	5 294	5 486
Year 8	6 860	7 361	8 064	8 532	8 852	9 440	9 882	10 032	10 326	10 413	9 958
Year 9	6 332	6 584	7 242	7 697	8 264	8 617	9 232	9 583	9 738	10 086	10 323
Year 10	5 428	5 522	5 794	6 399	6 694	7 296	7 765	8 337	8 642	8 809	9 630
Year 11(c)	3 188	3 579	3 715	4 030	4 358	4 690	5 524	5 750	6 097	6 522	6 775
Year 12(c)	2 056	2 076	2 342	2 409	2 551	2 707	2 963	3 353	3 762	3 956	4 296
Ungraded	2 190	2 121	2 017	2 227	2 147	1 841	1 492	1 603	1 758	1 673	1 691
Total	29 108	30 549	32 696	34 944	36 679	38 679	40 889	42 894	45 713	46 753	48 159
NON-GOVERNMENT											
Primary Students											
Pre-year 1(a)	607	600	791	897	965	1 119	1 147	1 365	1 529	1 629	1 798
Year 1	1 147	1 150	1 149	1 122	1 270	1 383	1 455	1 496	1 463	1 560	1 653
Year 2	1 154	1 093	1 224	1 184	1 169	1 318	1 402	1 446	1 531	1 539	1 637
Year 3	1 094	1 170	1 131	1 176	1 159	1 231	1 369	1 445	1 536	1 580	1 601
Year 4	1 038	1 079	1 177	1 146	1 270	1 242	1 293	1 406	1 503	1 610	1 684
Year 5	1 132	1 055	1 131	1 241	1 171	1 356	1 328	1 315	1 430	1 565	1 679
Year 6	983	1 071	1 051	1 148	1 242	1 218	1 401	1 367	1 372	1 486	1 650
Year 7(b)	633	660	751	697	734	777	786	850	740	664	772
Ungraded	297	377	310	258	202	176	98	63	63	72	9
Total	8 085	8 255	8 715	8 869	9 182	9 820	10 279	10 753	11 167	11 705	12 483
Secondary Students											
Year 7(b)	355	322	390	408	430	522	582	633	892	1 059	1 144
Year 8	1 270	1 328	1 393	1 490	1 508	1 769	1 922	1 938	2 103	2 193	2 399
Year 9	1 120	1 230	1 232	1 297	1 510	1 574	1 737	1 882	2 034	2 202	2 378
Year 10	991	1 159	1 205	1 160	1 282	1 585	1 614	1 753	1 925	1 990	2 305
Year 11(c)	744	760	883	943	939	1 102	1 287	1 413	1 457	1 651	1 794
Year 12(c)	486	544	599	644	669	720	767	958	1 085	1 104	1 255
Ungraded	765	652	799	928	904	554	575	538	418	329	10
Total	5 731	5 995	6 501	6 870	7 242	7 826	8 484	9 115	9 914	10 528	11 285
ALL INDIGENOUS FULL-TIME STUDENTS											
Total	111 527	115 501	121 647	125 892	130 483	135 097	140 389	147 181	151 668	155 533	161 780

- (a) In 2007, Queensland introduced a Pre-year 1 grade following a successful trial from 2003-2006. See Explanatory Notes for further details.
- (b) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.
- (c) In 2009 Tasmanian education underwent a significant restructure of post-year 10 education. Processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

APPARENT RETENTION RATES(a)(b), Indigenous and non-Indigenous full time students

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	%	%	%	%	%	%	%	%	%	%	%
YEAR 7/8 TO 9(c)											
Indigenous students	95.5	96.5	97.8	96.8	97.2	99.2	98.4	97.5	99.1	98.7	100.8
Non-Indigenous students	99.8	99.9	99.8	99.9	99.9	99.9	100.1	100.4	100.5	100.5	100.7
Percentage point difference	-4.3	-3.4	-2.0	-3.1	-2.7	-0.6	-1.7	-2.9	-1.4	-1.8	0.2
YEAR 7/8 TO 10(c)											
Indigenous students	83.0	85.7	86.4	87.2	85.8	88.3	91.3	90.5	89.8	90.9	95.8
Non-Indigenous students	98.0	98.4	98.5	98.9	98.5	98.6	98.9	99.4	99.9	100.1	101.0
Percentage point difference	-15.0	-12.8	-12.0	-11.6	-12.7	-10.4	-7.6	-8.9	-10.0	-9.2	-5.2
YEAR 7/8 TO 11(c)											
Indigenous students	53.6	56.1	58.9	61.4	61.1	62.3	67.7	69.7	67.8	69.5	72.1
Non-Indigenous students	86.2	87.6	88.7	89.5	89.0	88.3	88.9	89.4	89.8	91.8	93.1
Percentage point difference	-32.6	-31.5	-29.7	-28.1	-27.9	-26.0	-21.2	-19.6	-22.0	-22.3	-20.9
YEAR 7/8 TO 12(c)											
Indigenous students	36.4	35.7	38.0	39.1	39.8	39.5	40.1	42.9	47.2	45.4	47.2
Non-Indigenous students	73.3	74.5	76.3	76.5	76.9	76.6	76.0	75.6	75.6	77.3	79.4
Percentage point difference	-36.9	-38.8	-38.2	-37.4	-37.2	-37.0	-35.8	-32.7	-28.5	-31.9	-32.2

- (a) For definition of Apparent Retention Rates, see Glossary and Explanatory notes for further details.
- (b) Relatively small changes in students numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (c) As of 2008, 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.

NUMBER OF TEACHING STAFF, by sex—states and territories

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT(a)</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
2000	24 619	19 044	14 356	6 479	7 923	2 158	819	1 192	76 590
2005	25 588	20 202	15 366	6 396	8 291	2 069	853	1 316	80 081
2008	25 454	21 166	15 934	6 368	8 424	2 052	880	1 305	81 583
2009	25 124	21 346	16 204	6 388	8 529	2 121	945	1 196	81 853
2010	25 006	21 393	16 237	6 414	8 576	2 097	931	1 378	82 032
FEMALES									
2000	56 338	41 266	31 332	12 135	16 392	4 604	2 244	3 096	167 407
2005	58 306	46 677	37 834	13 054	19 674	4 699	2 336	3 441	186 021
2008	60 680	50 047	41 575	13 924	20 994	4 921	2 502	3 442	198 085
2009	61 111	50 576	42 852	14 033	21 494	5 075	2 595	3 656	201 392
2010	62 209	51 128	43 404	14 190	21 864	5 140	2 619	3 549	204 103
PERSONS									
2000	80 957	60 310	45 688	18 614	24 315	6 762	3 063	4 288	243 997
2005	83 894	66 879	53 200	19 450	27 965	6 768	3 189	4 757	266 102
2008	86 134	71 213	57 509	20 292	29 418	6 973	3 382	4 747	279 668
2009	86 235	71 922	59 056	20 421	30 023	7 196	3 540	4 852	283 245
2010	87 215	72 521	59 641	20 604	30 440	7 237	3 550	4 927	286 135

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

	PRIMARY SCHOOL			SECONDARY SCHOOL(a)			ALL SCHOOLS		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
2000	17 844.4	63 292.1	81 136.5	31 802.0	37 671.7	69 473.7	49 646.4	100 963.8	150 610.2
2005	17 259.6	67 969.8	85 229.4	31 365.2	39 969.1	71 334.3	48 624.8	107 938.9	156 563.7
2008	17 187.7	r71 306.3	r88 494.0	30 560.3	42 297.0	72 857.3	47 748.0	r113 603.3	r161 351.3
2009	17 200.5	71 860.9	89 061.4	30 487.2	r43 017.0	r73 504.2	r47 687.7	114 877.9	r162 565.6
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
NON-GOVERNMENT									
2000	6 033.1	22 907.5	28 940.6	17 462.8	21 036.6	38 499.4	23 495.9	43 944.1	67 440.0
2005	6 918.4	26 998.7	33 917.1	20 000.8	25 312.6	45 313.4	26 919.2	52 311.3	79 230.5
2008	7 304.0	29 178.8	36 482.8	21 528.0	27 744.3	49 272.3	28 832.0	56 923.1	85 755.1
2009	7 376.3	29 554.5	36 930.8	21 653.9	28 045.6	49 699.5	29 030.2	57 600.1	86 630.3
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
ALL FTE TEACHING STAFF									
2000	23 877.5	86 199.6	110 077.1	49 264.8	58 708.3	107 973.1	73 142.3	144 907.9	218 050.2
2005	24 178.0	94 968.5	119 146.5	51 366.0	65 281.7	116 647.7	75 544.0	160 250.2	235 794.2
2008	24 491.7	r100 485.1	r124 976.8	52 088.3	70 041.3	122 129.6	76 580.0	r170 526.4	r247 106.4
2009	24 576.8	101 415.4	125 992.2	52 141.1	r71 062.6	r123 203.7	r76 717.9	172 478.0	r249 195.9
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

r revised

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

FULL-TIME EQUIVALENT (FTE) TEACHING STAFF, BY SEX AND LEVEL OF SCHOOL
EDUCATION-STATES AND TERRITORIES

	NSW	Vic.	Qld	SA	WA	Tas.	NT(a)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
Primary teaching staff									
2000	7 103.4	5 519.7	5 102.4	2 256.4	2 613.5	647.6	343.0	291.5	23 877.5
2005	7 030.2	5 637.3	5 342.8	2 270.3	2 609.3	599.2	333.5	355.4	24 178.0
2008	6 958.1	5 829.9	5 490.7	2 285.3	2 693.1	569.7	324.3	340.6	24 491.7
2009	6 836.4	5 863.0	5 520.0	2 273.2	2 775.9	585.6	314.6	408.1	24 576.8
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
Secondary teaching staff									
2000	16 869.6	12 580.1	8 327.8	3 983.1	4 881.4	1 324.9	424.6	873.3	49 264.8
2005	17 839.9	13 261.5	8 704.0	3 821.3	5 065.2	1 299.3	457.3	917.5	51 366.0
2008	17 698.7	13 698.0	9 112.6	3 713.8	5 148.9	1 294.7	502.3	919.3	52 088.3
2009	17 533.8	13 708.9	9 298.6	3 723.3	5 243.1	1 323.4	577.4	732.6	52 141.1
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
FEMALES									
Primary teaching staff									
2000	28 065.7	20 816.7	16 598.1	6 926.9	8 550.2	2 290.9	1 451.2	1 499.9	86 199.6
2005	29 994.5	22 686.7	19 472.6	7 401.1	10 004.5	2 252.7	1 435.1	1 721.3	94 968.5
2008	31 238.3	23 636.6	21 595.2	7 670.4	10 839.1	2 270.5	1 505.3	1 729.7	r100 485.1
2009	31 498.8	23 736.6	21 946.9	7 659.7	11 050.1	2 335.0	1 508.0	1 680.3	101 415.4
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
Secondary teaching staff									
2000	20 399.2	15 573.6	10 425.1	3 711.0	5 149.7	1 520.2	607.7	1 321.8	58 708.3
2005	22 122.3	18 162.2	11 542.7	3 930.5	5 837.8	1 597.6	683.5	1 405.1	65 281.7
2008	22 986.7	19 589.9	12 765.9	4 329.5	6 531.0	1 681.1	785.5	1 371.7	70 041.3
2009	22 990.5	19 681.9	13 118.6	4 377.1	6 702.4	1 692.6	884.1	1 615.4	71 062.6
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
PERSONS									
Primary teaching staff									
2000	35 169.1	26 336.4	21 700.5	9 183.3	11 163.7	2 938.5	1 794.2	1 791.4	110 077.1
2005	37 024.7	28 324.0	24 815.4	9 671.4	12 613.8	2 851.9	1 768.6	2 076.7	119 146.5
2008	r38 196.4	29 466.5	27 085.9	9 955.7	13 532.2	2 840.2	1 829.6	2 070.3	r124 976.8
2009	38 335.2	29 599.6	27 466.9	9 932.9	13 826.0	2 920.6	1 822.6	2 088.4	125 992.2
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
Secondary teaching staff									
2000	37 268.8	28 153.7	18 752.9	7 694.1	10 031.1	2 845.1	1 032.3	2 195.1	107 973.1
2005	39 962.2	31 423.7	20 246.7	7 751.8	10 903.0	2 896.9	1 140.8	2 322.6	116 647.7
2008	40 685.4	r33 287.9	21 878.5	8 043.3	11 679.9	2 975.8	1 287.8	2 291.0	122 129.6
2009	40 524.3	33 390.8	22 417.2	8 100.4	11 945.5	3 016.0	1 461.5	2 348.0	r123 203.7
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

r revised

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

	NSW	Vic.	Qld	SA	WA	Tas.(c)	NT(d)	ACT	Aust.
	%	%	%	%	%	%	%	%	%
YEAR 7/8 - YEAR 12(e)									
Government									
2000	61.0	71.1	72.2	56.2	66.0	69.8	58.9	104.8	66.6
2005	65.8	74.0	73.0	61.7	65.4	65.5	70.5	99.6	69.4
2008	64.6	71.9	70.3	64.7	68.2	61.3	67.6	95.9	68.3
2009	66.3	73.2	72.8	69.1	69.2	61.3	61.2	99.5	70.1
2010	68.4	74.7	75.8	75.2	73.5	72.9	60.0	107.2	73.1
Non-Government									
2000	81.6	87.6	87.4	85.0	82.6	68.8	31.2	62.5	83.4
2005	80.6	91.0	92.5	88.4	85.2	70.9	39.0	73.3	85.8
2008	78.2	90.9	92.7	90.7	82.6	72.7	44.3	73.0	85.0
2009	79.5	90.6	91.9	93.7	83.7	69.6	41.7	73.3	85.5
2010	79.4	90.6	94.3	92.7	85.3	66.9	39.5	73.1	86.0
All affiliations									
2000	67.5	77.2	77.3	65.4	71.3	69.5	49.7	87.1	72.3
2005	71.1	80.6	79.9	70.7	72.5	67.1	59.1	87.5	75.3
2008	69.6	79.4	78.1	74.4	73.8	64.8	60.1	85.2	74.6
2009	71.3	80.2	79.6	78.5	75.0	63.8	54.8	86.9	76.0
2010	72.5	81.1	82.5	81.9	78.3	71.0	53.0	90.8	78.0

YEAR 10 - YEAR 12(e)									
Government									
2000	64.2	74.4	73.9	61.9	67.3	71.6	69.9	105.0	69.6
2005	68.5	77.0	72.7	64.4	66.3	67.2	76.2	99.5	71.3
2008	67.6	74.2	70.7	66.0	67.6	61.8	74.6	96.6	70.1
2009	68.9	75.5	72.4	68.9	67.9	62.2	68.6	100.4	71.4
2010	70.8	76.7	74.9	74.7	72.1	73.0	67.7	108.5	74.1
Non-Government									
2000	81.2	88.3	87.8	84.1	80.2	71.6	43.9	65.2	83.6
2005	81.3	90.2	91.2	86.2	82.3	69.2	54.2	74.5	85.4
2008	79.9	90.6	90.1	87.7	79.6	71.8	49.2	74.7	84.6
2009	81.1	89.4	90.0	91.3	81.9	68.1	48.7	75.9	85.2
2010	80.6	89.7	91.6	90.0	83.1	65.9	48.3	73.9	85.4
All affiliations									
2000	69.8	79.7	78.7	69.5	71.6	71.6	62.2	88.7	74.4
2005	73.2	82.2	79.3	72.1	72.2	67.8	69.5	88.1	76.5
2008	72.3	80.9	77.6	74.3	72.3	64.9	66.5	86.4	75.6
2009	73.5	81.2	78.8	77.5	73.5	64.1	62.3	88.8	76.7
2010	74.5	82.1	81.0	80.6	76.5	70.7	61.4	91.8	78.5

- (a) For definition of Apparent Retention Rates, see Glossary and Explanatory notes for further details.
- (b) Relatively small changes in students numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (c) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (d) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. Year 7 is the base year for retention in the Northern Territory first time in 2010 for the 7/8 to 9 retention rate only. This may affect comparisons with previous years.
- (e) As of 2008, 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.

	NSW	Vic.	Qld	SA	WA	Tas. (a)(b)	NT	ACT(c)(d)	Aust.
	%	%	%	%	%	%	%	%	%
14 year olds									
2000	96.1	97.7	97.3	97.0	98.2	98.3	90.7	105.5	97.1
2005	97.1	98.2	96.9	97.8	98.8	98.1	85.0	110.7	97.6
2008	97.7	99.5	97.8	100.1	98.7	99.6	88.2	113.3	98.6
2009	97.3	99.2	97.7	99.4	98.0	99.4	88.8	112.4	98.2
2010	97.9	98.7	97.9	98.9	97.7	98.9	83.7	113.2	98.2
15 year olds									
2000	92.3	94.8	91.3	92.7	90.3	98.8	80.8	104.0	92.8
2005	93.2	95.4	90.5	95.2	91.8	98.8	79.9	106.7	93.4
2008	93.9	97.0	92.0	97.9	93.5	99.7	77.2	110.9	94.7
2009	93.6	97.4	92.9	99.3	93.9	99.4	79.7	111.2	95.0
2010	95.5	97.2	93.7	99.3	92.8	99.6	81.3	111.7	95.7
16 year olds									
2000	78.2	87.7	82.2	82.0	76.2	81.6	65.9	99.5	81.7
2005	79.2	87.5	81.0	85.0	77.7	85.3	67.2	101.7	82.3
2008	79.5	88.5	80.7	87.3	80.0	86.3	66.2	103.4	82.9
2009	81.0	90.0	83.1	93.0	80.6	85.4	62.5	106.8	84.7
2010	84.3	90.5	84.1	96.0	81.3	94.6	67.4	108.5	86.7
17 year olds									
2000	65.9	75.9	52.3	59.5	40.9	63.4	45.7	89.9	62.7
2005	67.7	75.9	49.2	63.0	42.2	63.6	45.4	87.5	63.1
2008	67.1	77.3	47.1	65.5	41.4	60.7	45.1	91.3	62.7
2009	67.9	76.9	49.0	68.9	43.3	64.2	47.0	92.6	63.7
2010	69.7	79.0	50.1	73.3	43.9	75.5	46.0	95.4	65.6
18 year olds									
2000	14.3	18.5	6.2	8.4	5.4	15.7	11.2	29.3	12.7
2005	14.8	20.9	5.4	9.7	3.9	22.6	11.8	24.3	13.3
2008	15.4	25.2	5.0	11.8	3.2	26.2	10.7	23.2	14.5
2009	15.2	25.3	4.9	13.0	4.3	25.0	9.2	24.4	14.6
2010	16.0	26.9	5.3	14.8	4.1	34.2	11.1	25.0	15.6
19 year olds									
2000	1.5	2.1	1.1	1.8	1.2	3.5	2.3	3.1	1.6
2005	1.8	2.3	1.0	2.2	0.9	2.3	3.3	2.1	1.7
2008	1.5	2.5	0.8	3.0	0.6	2.9	2.6	2.5	1.7
2009	1.5	2.5	0.8	3.5	1.0	2.8	1.7	2.2	1.8
2010	1.4	2.3	0.8	3.3	1.0	4.3	1.7	2.4	1.7
Average age of year 12 full-time students(e)									
2010	17.2	17.4	16.7	17.2	16.7	17.8	17.2	17.3	17.1

- (a) For details on changes to Tasmanian admissions policy affecting participation rates of 19 year olds. See Explanatory Notes for further details.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) Some Australian Capital Territory rates exceed 100%, largely as a result of New South Wales residents from surrounding areas enrolling in Australian Capital Territory schools.
- (d) School students in Jervis Bay are included in the Australian Capital Territory student totals for these rates (numerator), however Jervis Bay is classified under 'Other territories' in the Estimated Resident Population series and is only included in the Australian totals for the denominator.
- (e) Calculated for all full-time students in year 12. Students over 21 were treated as being aged 21 for the purposes of this calculation.

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

	NSW	Vic.	Qld	SA	WA	Tas. (a) (b)	NT	ACT(c) (d)	Aust.
	%	%	%	%	%	%	%	%	%
14 year olds									
2008	97.8	99.6	98.3	100.3	98.7	99.7	88.9	113.5	98.8
2009	97.3	99.3	98.2	99.5	98.0	99.6	89.0	112.5	98.4
2010	98.0	98.8	98.4	99.0	97.7	99.6	83.7	113.2	98.4
15 year olds									
2008	93.9	97.2	93.0	98.7	93.9	100.2	78.6	111.0	95.1
2009	93.7	97.7	93.9	99.9	94.1	99.6	81.1	111.3	95.4
2010	95.5	97.5	94.6	99.9	92.9	100.9	81.8	111.8	96.1
16 year olds									
2008	79.8	89.4	82.1	90.6	80.4	88.5	70.0	103.4	83.9
2009	81.3	90.9	84.5	95.5	80.9	89.1	65.5	106.8	85.6
2010	84.7	91.5	85.4	98.2	81.5	98.8	67.9	108.6	87.6
17 year olds									
2008	67.9	78.5	48.0	71.8	41.8	65.0	48.3	91.3	64.1
2009	68.6	78.4	49.9	74.8	43.6	70.6	48.5	92.7	65.1
2010	70.5	80.2	51.1	78.3	44.1	83.5	46.4	95.5	67.0
18 year olds									
2008	16.0	25.8	5.2	15.2	3.4	29.0	11.7	23.2	15.3
2009	15.7	26.0	5.1	16.3	4.6	28.9	10.5	24.5	15.4
2010	16.6	27.5	5.5	17.6	4.5	39.6	11.1	25.1	16.4
19 year olds									
2008	1.6	2.6	0.9	4.2	0.7	3.7	3.4	2.5	1.9
2009	1.7	2.7	0.9	4.4	1.3	4.0	2.2	2.2	2.0
2010	1.5	2.5	0.9	4.5	1.3	6.3	1.9	2.4	2.0
Average age of year 12 students(e)									
2010	17.2	17.4	16.7	17.2	16.7	17.5	17.1	17.3	17.1

- (a) For details on changes to Tasmanian admissions policy affecting participation rates of 19 year olds. See Explanatory notes, paragraph 13, for further details.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory notes, paragraph 8, for further details.
- (c) Some Australian Capital Territory rates exceed 100%, largely as a result of New South Wales residents from surrounding areas enrolling in Australian Capital Territory schools.
- (d) School students in Jervis Bay are included in the Australian Capital Territory student totals for these rates (numerator), however Jervis Bay is classified under 'Other territories' in the Estimated Resident Population series and is only included in the Australian totals for the denominator.
- (e) Calculated for all students in year 12. Students over 21 were treated as being aged 21 for the purposes of this calculation.

	NSW	Vic.	Qld	SA	WA	Tas. (a)	NT	ACT(b)	Aust. (b)
	%	%	%	%	%	%	%	%	%
MALES									
2009									
14–15 years	95.4	97.8	94.7	99.1	94.6	100.1	90.2	97.5	96.1
15–16 years	84.5	92.0	89.6	95.4	83.6	87.7	85.0	94.1	88.3
16–17 years	83.7	85.3	61.9	r80.3	54.9	76.8	69.9	88.9	r76.4
17–18 years	25.7	35.5	12.1	25.4	11.8	46.5	r21.6	29.1	r26.0
18–19 years	10.1	11.2	17.9	r29.8	37.3	r12.7	r19.7	10.5	r13.3
2010									
14–15 years	98.1	97.8	95.9	100.0	94.1	100.6	92.0	99.4	97.3
15–16 years	88.4	92.0	89.9	97.3	84.3	89.1	86.3	96.3	90.0
16–17 years	84.6	85.4	62.4	79.4	55.4	76.0	71.3	89.0	76.7
17–18 years	27.1	37.2	12.5	25.3	11.9	48.1	25.0	28.4	26.9
18–19 years	9.9	10.2	18.5	26.3	30.4	17.0	15.5	9.2	12.9
FEMALES									
2009									
14–15 years	96.3	98.3	96.3	100.2	96.0	99.6	92.4	98.6	97.1
15–16 years	88.6	95.1	92.2	98.4	88.8	r90.4	r81.8	98.6	r91.8
16–17 years	88.3	90.0	59.7	r84.9	53.7	r82.6	r68.7	r90.5	r78.7
17–18 years	20.8	30.9	9.3	r20.0	10.3	42.8	r22.0	24.4	22.0
18–19 years	r10.7	r9.4	r17.0	28.9	36.5	14.9	r17.2	8.5	12.7
2010									
14–15 years	98.2	98.4	96.8	100.7	95.7	101.5	92.5	99.5	97.9
15–16 years	92.3	95.2	92.4	99.2	89.5	93.4	82.1	98.3	93.3
16–17 years	88.6	91.0	58.9	84.9	54.1	84.8	71.8	90.0	79.1
17–18 years	21.4	33.1	9.8	22.0	8.7	46.7	21.1	26.0	22.9
18–19 years	9.6	9.3	17.2	29.1	27.8	17.3	21.2	10.5	12.5
PERSONS									
2009									
14–15 years	95.8	98.0	95.5	99.6	95.3	99.9	91.3	98.1	96.6
15–16 years	86.5	93.5	r90.9	96.8	r86.1	89.0	83.4	96.3	90.1
16–17 years	86.0	87.6	60.8	82.6	54.3	r79.8	69.3	r89.7	77.6
17–18 years	23.2	33.1	10.7	r22.6	11.0	44.5	r21.8	26.8	r23.9
18–19 years	10.3	10.3	r17.5	r29.3	36.9	r13.8	r18.4	9.5	13.0
2010									
14–15 years	98.1	98.1	96.3	100.3	94.9	101.0	92.2	99.4	97.6
15–16 years	90.3	93.6	91.1	98.2	86.8	91.2	84.2	97.3	91.6
16–17 years	86.6	88.2	60.7	82.1	54.7	80.3	71.5	89.5	77.9
17–18 years	24.2	35.1	11.1	23.6	10.3	47.3	23.1	27.2	24.9
18–19 years	9.8	9.8	17.9	27.6	29.2	17.2	18.3	9.8	12.7

r revised

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

	NSW	Vic.	Qld	SA	WA	Tas. (b)	NT	ACT(c)	Aust. (c)
	%	%	%	%	%	%	%	%	%
MALES									
Grade 8–9	99.7	98.8	99.3	99.5	99.0	100.0	96.7	100.0	99.3
Grade 9–10	98.0	96.7	98.0	99.0	98.1	99.0	93.8	99.3	97.8
Grade 10–11	82.8	88.0	90.2	95.0	88.5	70.1	88.4	95.8	87.1
Grade 11–12	85.2	81.8	84.6	74.8	74.7	81.3	71.6	83.8	82.0
Grade 8–10	96.7	95.9	96.9	97.9	97.4	99.0	88.8	97.8	96.7
Grade 8–12	64.3	67.8	72.5	68.7	65.3	56.2	49.7	76.9	67.2
Grade 10–12	67.7	72.0	74.9	69.9	66.9	57.2	57.9	78.7	70.2
FEMALES									
Grade 8–9	99.8	99.2	99.3	99.6	99.1	99.6	97.5	99.7	99.4
Grade 9–10	98.1	98.0	99.0	99.3	98.5	99.5	94.6	98.8	98.4
Grade 10–11	88.9	93.7	92.0	96.6	91.8	80.0	86.3	99.3	91.6
Grade 11–12	88.9	87.9	86.7	83.0	81.5	84.4	76.5	85.5	86.6
Grade 8–10	96.9	97.3	98.0	98.7	97.9	99.4	86.4	97.9	97.4
Grade 8–12	72.8	78.7	77.9	77.6	74.1	65.3	54.7	80.4	75.6
Grade 10–12	76.4	81.7	79.5	79.1	75.3	66.1	62.2	84.5	78.2
PERSONS									
Grade 8–9	99.7	99.0	99.3	99.5	99.1	99.8	97.1	99.8	99.4
Grade 9–10	98.0	97.3	98.5	99.2	98.3	99.3	94.2	99.0	98.1
Grade 10–11	85.8	90.8	91.1	95.8	90.1	74.8	87.4	97.6	89.3
Grade 11–12	87.1	84.9	85.7	78.9	78.0	82.9	74.1	84.7	84.3
Grade 8–10	96.8	96.6	97.4	98.3	97.6	99.2	87.6	97.8	97.1
Grade 8–12	68.5	73.2	75.1	73.1	69.6	60.7	52.3	78.6	71.3
Grade 10–12	72.0	76.9	77.2	74.4	71.0	61.6	60.1	81.5	74.1

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

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

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
GOVERNMENT									
Primary									
2000	17.7	16.9	16.7	17.2	17.3	15.8	13.8	17.1	17.1
2005	16.7	16.1	15.5	16.1	16.3	15.9	13.6	13.8	16.1
2008	15.9	15.7	15.5	15.4	15.3	15.5	12.2	13.6	15.6
2009	15.9	15.7	15.4	15.4	15.2	14.8	12.1	13.9	15.5
2010	15.7	15.6	15.4	15.3	15.4	14.3	12.2	13.5	15.4
Secondary									
2000	12.6	12.6	12.5	11.9	12.6	13.7	11.4	12.5	12.6
2005	12.4	12.0	13.0	12.5	12.0	13.2	11.6	11.8	12.4
2008	12.4	11.8	12.8	12.6	11.7	13.0	12.9	12.1	12.3
2009	12.4	11.9	12.7	12.9	11.7	12.9	10.6	11.6	12.3
2010	12.5	11.8	12.6	13.0	11.2	13.1	11.0	11.5	12.3
NON-GOVERNMENT									
Primary									
2000	18.5	17.7	17.5	17.8	17.0	17.3	18.7	20.5	17.9
2005	17.1	16.0	16.3	16.6	16.8	16.8	16.7	17.5	16.6
2008	16.8	15.0	17.4	16.2	17.0	16.5	15.5	17.3	16.4
2009	16.8	15.1	17.7	16.4	16.8	16.0	15.5	17.0	16.5
2010	16.7	15.0	17.5	16.3	17.4	16.3	15.8	17.1	16.5
Secondary									
2000	12.4	12.3	13.0	12.6	12.7	12.6	11.2	13.3	12.5
2005	11.8	11.6	12.5	12.0	12.2	12.3	10.3	13.0	11.9
2008	11.6	11.2	12.2	11.7	11.8	11.9	11.2	12.9	11.6
2009	11.8	11.2	12.2	11.7	11.7	11.9	10.5	13.0	11.7
2010	11.9	11.3	12.4	11.7	11.0	11.9	10.5	13.2	11.7
ALL SCHOOLS									
Primary									
2000	17.9	17.2	16.9	17.4	17.2	16.1	14.6	18.1	17.3
2005	16.8	16.1	15.7	16.3	16.4	16.1	14.2	15.0	16.2
2008	16.2	15.5	16.0	15.7	15.8	15.8	12.8	14.9	15.8
2009	16.1	15.5	16.0	15.7	15.7	15.1	12.8	15.0	15.8
2010	16.0	15.4	16.0	15.6	16.0	14.7	12.8	14.8	15.7
Secondary									
2000	12.5	12.5	12.7	12.1	12.6	13.4	11.3	12.8	12.6
2005	12.2	11.9	12.8	12.3	12.1	13.0	11.2	12.3	12.2
2008	12.1	11.6	12.6	12.2	11.7	12.7	12.3	12.4	12.0
2009	12.2	11.6	12.5	12.4	11.7	12.6	10.5	12.2	12.0
2010	12.3	11.6	12.5	12.5	11.1	12.7	10.9	12.2	12.0

- (a) In 2007, Queensland introduced a Pre-year 1 grade following a successful trial from 2003-2006. See Explanatory Notes for further details.
- (b) While Tasmanian education underwent a significant restructure of post-year 10 education in 2009, processes were undertaken, by the Tasmanian Department of Education, to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) The structure of schooling in the Northern Territory changed in 2008 with Year 7 schooling now considered part of secondary education. This change will affect the 2008 comparisons of school, student and staff data with previous years.

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 (non-finance) *National Schools Statistics Collection* (NSSC), 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 Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

3 The scope of the collection is bound by the definitions of students, schools and staff outlined in the ABS *Notes, Instructions and Tabulations* (NIT) document which is available on request. See also the Glossary of this publication.

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 government 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 in the states and territories.

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

8 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.

DATA COMPARABILITY

9 In 2010, Victoria implemented programs to increase identification of the Indigenous status of students and decrease the use of not-stated Indigenous status. This may affect comparisons of students by Indigenous status from 2010 to previous years.

10 In 2010, South Australia revised the South Australian Certificate of Education (SACE) which changed the prescribed minimum full-time load from previous years. In 2010 the revised SACE was introduced to Stage 1 (Year 11) and will be introduced at Stage 2 (Year 12) in 2011. This may affect comparisons of full-time and part-time student breakdowns with previous years.

11 In 2009, Tasmanian education underwent a significant restructure of education post-year 10. This reform, entitled Tasmania Tomorrow, created three new statutory organisations (the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute) from the merger of state government colleges (years 11 and 12) and TAFE Tasmania. As a result, in 2009 four of Tasmania's eight government colleges, along with TAFE Tasmania, were restructured and brought under the authority of the Tasmanian Academy and the Tasmanian Polytechnic. The four remaining colleges continued under the authority of the Tasmanian Department of Education (TDE) and will transition to the new structure by 2012. Census data from the Tasmanian Polytechnic and the Tasmanian Academy were combined with TDE data to provide the NSSC

EXPLANATORY NOTES *continued*

DATA COMPARABILITY

continued

submission for Tasmanian government schools. TDE undertook a process of data collection, cleaning, reconciliation and application of scope to ensure that the data provided to the NSSC fully complied with collection definitions.

12 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. Changes will affect comparisons with of student numbers by grade and school level from 2008 to years prior to 2008. 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

13 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 the changes will affect comparisons with previous years.

14 In 2007, following four years of trials in a small sample of schools, a formal Pre-year 1 (Preparatory) was introduced in Queensland. In 2008, 95% of the expected cohort was enrolled in Pre-year 1. In 2007, the first year of the new system, only around two thirds of the expected cohort were enrolled. In 2010 the two thirds cohort is in Year 3.

15 In 2006 the school leaving age in Western Australia was raised to 16. This may affect comparisons of measures of secondary engagement post 2006 with years prior to 2006.

16 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 belonging to 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.

17 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.

18 In 2002 the age at which children may commence Pre-year 1 was changed in Western Australia. From 2002 children must be turning five by 30 June in the year they intended to commence Pre-year 1. Prior to 2002 students could commence Pre-year 1 if they were turning five at any time in the year they intended to commence Pre-year 1. This resulted in a two thirds cohort entering the school system in 2002. In 2010 this cohort is in Year 8.

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

CENSUS DATE

20 The census date for the collection, for all states and territories, and all affiliations, is the first Friday in August each year. For 2010 the census data was 6 August.

AGE REFERENCE DATE

21 The age reference date is 1 July for all in-scope students.

EXPLANATORY NOTES *continued*

METHODOLOGY

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

23 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.

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

25 In 2010 Tasmania and Australia Capital Territory provided unit record level data for these statistics. This followed studies conducted by the ABS that demonstrated 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.

SCHOOLS OVER TIME

26 The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling. A number of schools of the same level may amalgamate into a multi-campus school, for example primary schools and secondary schools may merge to create Pre-year 1 to 12 schools, 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 at the establishment. Each scenario may affect the number of schools reported year to year.

INTERPRETATION OF RESULTS

27 In interpreting the figures in this publication, users should be aware that comparability of statistics between states and territories, and between government and non-government schools in any one state or territory, is affected by differences in the organisation of grades, policy on student intake and advancement, flows from secondary to vocational education, and the recruitment and employment of teachers.

28 Additionally, relatively small populations in some states and territories or at certain disaggregations can promote apparently large movements in rates and ratios, which may be based on relatively small movements in absolute numbers. This may be particularly true for Indigenous student data.

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

30 The Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the quinquennial ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian States and Territories (cat. no. 3201.0) for further details.

EXPLANATORY NOTES *continued*

APPARENT RETENTION RATE (ARR)

31 This is a measure of the number of school students in a designated year of education expressed as a percentage of their respective cohort group in a base year. In this publication, the base year is the commencement of secondary school and rates have been calculated for those who continued to Years 9, 10, 11 and 12. The base year, or year of commencement, varies between jurisdictions (states and territories), and over time. These variations are incorporated into calculation of ARRs at the Australia level. See Data Comparability for more information.

32 In 2008 Northern Territory changed the structure of schooling and the commencement of secondary schooling was changed from year 8 to year 7. In 2008 the cohort entering year 8 were entering their first year of secondary education, despite it being the second year of secondary education in the new system. For the purposes of calculating the retention rates, the first year of secondary study for a cohort is taken as the base year. This means that for the 2009 year 7/8 to 9 apparent retention rates that year 8 is the base year. The 2010 apparent retention rates for year 7/8 to 9 is the first year that the base cohort for apparent retention rates will change to year 7 in the NT. This may affect comparisons with previous rates.

33 Although apparent retention rates allow comparisons of retention 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:

- repeating a year of education;
- 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); and
- alternative pathways not in scope for the collection, such as vocational education training.

34 Particularly in small populations, relatively small changes in student numbers can create apparently 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)

35 This is a measure of the number of school students of a particular age expressed as a proportion of the Estimated Resident Population (ERP) of the same age. It indicates the proportion of the population by age (as at June 30) who are at school.

36 In some jurisdictions, such as the Australian Capital Territory, some rates exceed 100%. This is mainly due to the enrolment of students in ACT schools who are not residents of the ACT, but live in surrounding New South Wales regions. Because of the relative sizes of the populations this has a larger effect on the ACT rates than the NSW rates. This is referred to as cross-border enrolments.

37 There are some students from overseas who enter Australia on a short-term visa (less than 12 months) and are not considered Australian residents for ERP, although they are counted in the NSSC. The effect of these students is likely to be negligible.

38 Non-participation in school education cannot be accurately calculated by the difference between NSSC student counts and ERP, expressed as a percentage. 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.

EXPLANATORY NOTES *continued*

APPARENT CONTINUATION RATE (ACR)

39 This is a measure of the proportion of an age group of students (full-time and part-time) that have continued from one 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.

40 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.

41 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.

42 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.

43 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* (cat. no. 4221.0).

APPARENT PROGRESSION RATE (APR)

44 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.

45 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.

46 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.

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

CALCULATIONS

48 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

49 FTE student/teaching staff ratios are calculated by dividing the number of FTE students by the number of FTE teaching staff. Student/teaching staff ratios 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

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

- *Education and Work, Australia* (cat. no. 6227.0) - issued annually, latest issue May 2010 released in November 2010.

EXPLANATORY NOTES *continued*

RELATED PUBLICATIONS AND PRODUCTS *continued*

- 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.

51 Additional information can be found in publications produced by ABS offices in each state and territory, various publications of DEEWR, MCEECDYA, ACARA, the National Centre for Vocational Education Research, the education chapter of the annual Report on Government Services, in annual reports of the various state and territory departments of education, and in annual reports of the various non-government affiliated offices or licencing authorities.

52 Education & Training has a theme page on the ABS web site for the dissemination of information: <<http://www.abs.gov.au/ncets>>.

53 Statistics available through the ABS are listed on the website at <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/webpages/statistics?opendocument>>.

54 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>>

ABBREVIATIONS

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACT	Australian Capital Territory
Aust.	Australia
cat. no.	Catalogue number
DEEWR	Australian Government Department of Education, Employment and Workplace Relations
ERP	estimated resident population
FTE	full-time equivalent
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
no.	number
NSSC	National Schools Statistics Collection
NSW	New South Wales
NT	Northern Territory
Qld	Queensland
SA	South Australia
Tas.	Tasmania
TAFE	Technical and Further Education
VET	vocational education and training
Vic.	Victoria
WA	Western Australia

APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES

CURRENT GRADE STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

- 1 The structure of primary and secondary schooling in Australia varies between states and territories. The two basic patterns evident in current formal schooling in Australia in 2010 are illustrated below:
 - In New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory primary education comprises a Pre-Year 1 grade followed by Years 1 to 6. Secondary education comprises Years 7 to 12 for these jurisdictions.
 - In Queensland, South Australia, and Western Australia primary education comprises a Pre-Year 1 grade followed by Years 1 to 7. Secondary education comprises Years 8 to 12 for these jurisdictions.
- 2 In New South Wales and the Australian Capital Territory, Pre-Year 1 is called Kindergarten, in Victoria and Tasmania it is called Preparatory and in Northern Territory it is called Transition. In Queensland Pre-year 1 is called Preparatory, in South Australia it is called Reception, and in Western Australia it is called Pre-Primary.
- 3 Each state and territory also has a preschool sector which is separate from primary and secondary schooling. Data on preschool education within schools have been excluded from primary enrolments and staffing estimates in this publication. The first release of the Preschool Education, Australia (cat. no. 4240.0) is scheduled for release on 4 March 2011.
- 4 Variations to the structure of schooling also occur over time. See the Explanatory Notes, for information on changes to schooling structures.

SCHOOLING STRUCTURES ACROSS AUSTRALIA, 2010

Grade	NSW, Vic., Tas., NT ^a , ACT	Qld, SA, WA
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 ^b		

(a) NT schooling structure changed as of 2008. Prior to 2008 Year 7 was Primary school.

(b) 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; and Transition in the NT.

APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES *continued*

AGE OF SCHOOLING

- The age at which children may attend school is the subject of separate legislation within each jurisdiction. In 2010, the age at which a child's attendance at school becomes compulsory was 6 years for all states and territories except Tasmania, where it was 5 years.
- In practice, minimum starting ages restrict enrolment to children aged between four and a half to five years at the beginning of the year commencing Pre-year 1.
- The National Youth Participation Requirement describes the changes that have come into effect from 1 January 2010 for each state and territory.
- All States and Territories will implement the National Youth Participation Requirement.³
- 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 they complete Year 10; and
 - a mandatory requirement for all young people that have completed Year 10, to participate full-time (defined as 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.

³ Source: 'National Partnership Agreement on Youth Attainment and Transitions,' 2009, Council of Australian Government, p6.

GLOSSARY

Affiliation	<p>Affiliation refers to the schools and the systems that administer their operation. It is a hierarchical classification with two broad categories, Government and Non-government. Within the Non-government affiliation are the Catholic and Independent affiliations. The Catholic affiliation is the largest non-government affiliated group in Australia. The Independent affiliation is made of schools affiliated with the Anglican school system; and Other schools which have associations with religious or secular bodies, or are entirely independent.</p> <p>Data in the publication by affiliation is published at the levels 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 requirements to maintain confidentiality and privacy.</p>
Apparent	<p>In the absence of direct measurement, apparent measures based on aggregate enrolment data have been developed to provide indicative measurement of student engagement in secondary education.</p>
Apparent Continuation Rate (ACR)	<p>This is a measure of the proportion of an age group of students (full-time and part-time) that have continued from one year to the next. See, Explanatory Notes, paragraphs 39 to 43, for further information.</p>
Apparent Progression Rate (APR)	<p>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. See Explanatory Notes, paragraphs 44 to 47, for further information.</p>
Apparent Retention Rate (ARR)	<p>This is a measure of the number of school students in a designated level/year of education expressed as a percentage of their respective cohort group in a base year. In this publication, the base year is the commencement of secondary school and rates have been calculated for those who continued to Years 9, 10, 11 and 12. See Explanatory Notes, paragraphs 31 to 34, for further information.</p>
Estimated Resident Population (ERP)	<p>The Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the quinquennial ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian States and Territories (cat. no. 3201.0) for further details.</p>
Full-time equivalent (FTE) teaching staff	<p>The FTE value is a measure of the level of staffing resources used. All full-time staff, employed full-time and engaged solely on activities which fall within the scope of this collection, full-time staff have an FTE value of 1.0. All FTE values are rounded to one decimal place.</p> <p>For staff not employed on a full-time basis, and/or engaged in a combination of in-scope and out-of-scope activities, the FTE value should be calculated on the basis of the proportion of time spent on in-scope activities as compared with that which would be spent by a full-time staff member engaged solely on in-scope activities. Allocations of less than 0.1 FTE are ignored).</p> <p>Some states and territories are not able to calculate FTE values on a time-spent basis for all staff functions but use wages paid as a fraction of the full-time pay rate, or a resource allocation based formula. Some also use a pro rata formula based on student or staff numbers to estimate aggregate FTE for some categories of staff.</p>
Level and year of education	<p>Year of education comprises Pre-year 1 through to Year 12, plus ungraded primary and ungraded secondary.</p> <p>Level of education is split into primary and secondary school education.</p> <p>There are differences in the Years of schooling that comprise the Levels between the states based on the Years for completing and commencing secondary school.</p>

GLOSSARY *continued*

- Level and year of education**
continued 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, paragraphs 9 to 19, for further information on Data Comparability.
- National School Statistics Collection** The scope of the National Schools Statistics Collection (NSSC) includes all establishments:
- administered by departments of school education under the control of directors-general of education (or equivalent) as defined by membership of the Conference of Education Systems Chief Executive Officers (CESCEO); and
 - administered by any other government authority.
- The two main sections of the NSSC are:
- non-finance statistics (numbers of schools, students and staff) collected for both government and non-government schools and published by the Australian Bureau of Statistics in its annual Schools, Australia (cat.no.4221.0) publication; and
 - finance statistics (expenditure on salaries and non-salary costs collected for government schools) published by ACARA in the National Report on Schooling. Reports prior to 2009 were published by MCEECDYA
- Primary education** For information on the structure of schooling in the various states and territories in Australia see, Differences in Schooling Structures (Appendix).
- School** A school is an education establishment which satisfies all of the following criteria:
- its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education
 - it is headed by a principal (or equivalent) responsible for its internal operation
 - it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations.
 - The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments.
 - The term 'school' in this publication excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.
 - Multi-campus arrangements are counted as one school.
- School Participation Rate (SPR)** This is a measure of the number of school students of a particular age expressed as a proportion of the Estimated Resident Population of the same age. It indicates the proportion of the population by age who are at school. See, Explanatory Notes, paragraphs 35 to 38, for further information.
- In the Australian Capital Territory some rates exceed 100%. This is mainly due to the enrolment of students in ACT schools who are not residents of the ACT, but live in surrounding New South Wales regions. This is referred to as cross-border enrolments.
- Secondary education** For information on the structure of schooling in the various states and territories in Australia see, Differences in Schooling Structures (Appendix).
- 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.
- If a student is enrolled in both a hospital or prison school and another school, systems should avoid double counting.
- 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.

GLOSSARY *continued*

Staff *continued* Staff absent from a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) at the Census date should be included. If they have been, or are expected to be, absent from a position for a period of four continuous weeks or longer, count their replacement unless the replacement has not occupied, or is not expected to be occupying, the position for four continuous weeks or longer (excluding school vacations for teaching staff).

Included in the definition of staff are:

- the FTE of in-scope staff teaching evening secondary students attending Secondary Colleges in Tasmania, Western Australia and the Northern Territory and Secondary Colleges in Queensland;
- staff paid from school grant payments; and/or
- staff employed under various Government sponsored employment schemes.

Excluded from the definitions of staff are:

- all persons not under the control of the director-general (or equivalent), e.g. nurses or therapists working for the state or territory department of health (or equivalent);
- persons responsible to a state, territory or commonwealth minister of education but not to the director-general (or equivalent); and/or
- 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
 - persons replacing those who are temporarily absent.

Student A student is a person, who on the census date, is formally enrolled in a school and is active in a primary, secondary and/or special education program at that school.

Persons not present at a school on the NSSC census date are included as students if they were expected to be absent for less than four continuous weeks (excluding school vacations).

Students 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.

A full-time student is one who undertakes a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between states and territories and from year to year.

A part-time student is one who undertakes a workload less than that specified as full-time. The full-time equivalent (FTE) value of part-time students is calculated by dividing the student's workload into that which is considered to be a full workload by that state or territory. Part-time secondary student estimates may vary between states and territories due to different policy and organisational arrangements. Age level data for part-time students became available from 2006.

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.

GLOSSARY *continued*

Teaching Staff *continued* 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.

FOR MORE INFORMATION . . .

INTERNET **www.abs.gov.au** the ABS website is the best place for data from our publications and information about the ABS.

INFORMATION AND REFERRAL SERVICE

Our consultants can help you access the full range of information published by the ABS that is available free of charge from our website. Information tailored to your needs can also be requested as a 'user pays' service. Specialists are on hand to help you with analytical or methodological advice.

PHONE 1300 135 070

EMAIL client.services@abs.gov.au

FAX 1300 135 211

POST Client Services, ABS, GPO Box 796, Sydney NSW 2001

FREE ACCESS TO STATISTICS

All statistics on the ABS website can be downloaded free of charge.

WEB ADDRESS www.abs.gov.au