



2013

4221.0

SCHOOLS

AUSTRALIA

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INQUIRIES

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

NOTES

ABOUT THIS RELEASE

Schools, Australia (cat. no. 4221.0) 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, as at the schools census date, 2 August 2013. Students are classified by level and grade of education, Aboriginal and Torres Strait Islander status, full-time or part-time status, age, sex and affiliation (sector of school). Schools are classified by level of education and affiliation. Staff are classified by affiliation of school, sex and function. In-school staff are further classified by level of school that they teach or support. Also included are ratios of students to teaching staff and derived measures of student retention, participation, continuation and progression.

CHANGES AFFECTING THIS RELEASE

In July 2013 the Tasmanian Polytechnic ceased to exist and was replaced by TasTAFE as the new single entity for Tasmania's public sector post-compulsory vocational education and training. As a result of this change some Year 11 and 12 students previously studying at the Polytechnic are no longer within scope of the National Schools Statistics Collection (NSSC).

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. Their continued co-operation 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 annual (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, the ABS, and the Standing Council on School Education and Early Childhood (SCSEEC). Specifications for this collection are available on request to the ABS.

ROUNDING AND CONFIDENTIALITY

Where estimates are rounded, discrepancies may occur between component items and their totals. Data cells containing small values have been collapsed with other data cells to protect confidentiality.

INQUIRIES

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

Jonathan Palmer
Acting Australian Statistician

ABBREVIATIONS

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

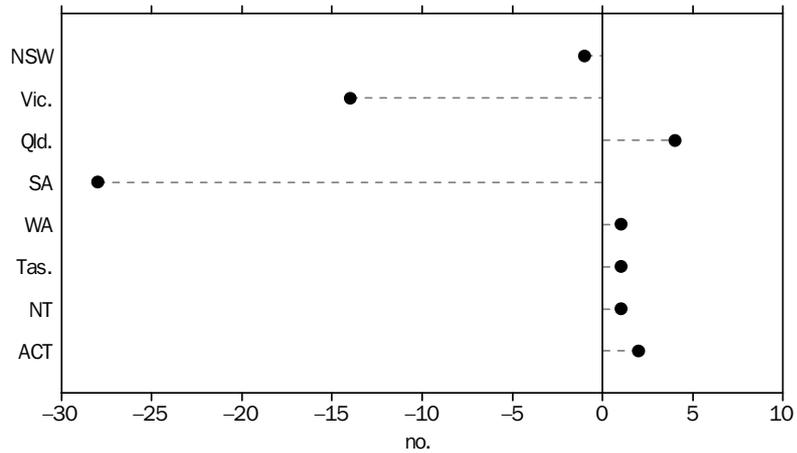
MAIN FEATURES

SCHOOLS

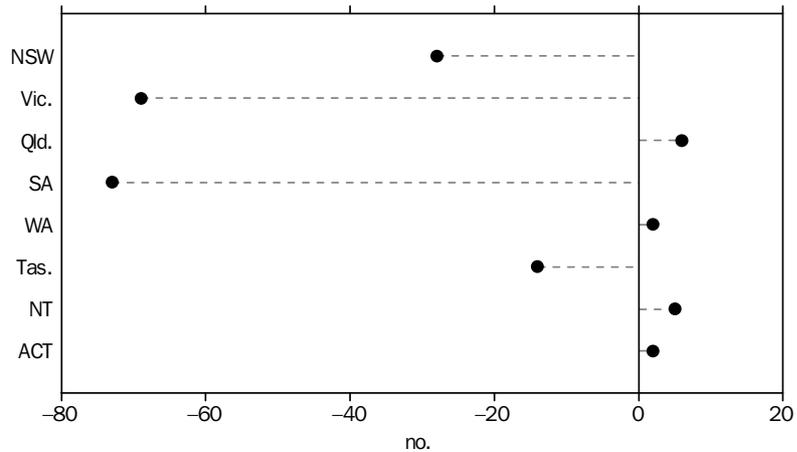
In 2013 there were 9,393 schools in Australia, a net fall of 34 from the previous year. The number of primary schools fell by 34 and the number of secondary schools fell by 7, while the number of combined schools remained unchanged. The only recorded growth was in the number of special schools which increased by 7. These figures continue the trend of recent years, where total school numbers in Australia have fallen from 9,562 schools in 2008, driven mainly by school amalgamations.

Across the states and territories, the largest change in the last 12 months occurred in South Australia, where the number of schools fell by 28, from 750 in 2012 to 722 in 2013. All of this fall was in the government sector, primarily due to primary school mergers. In Victoria, the number of schools decreased by a total of 14 with government school numbers falling by 9 contributing the most to this decrease.

1 NUMBER OF SCHOOLS, by states and territories, difference 2012 to 2013



2 NUMBER OF SCHOOLS, by states and territories, difference 2008 to 2013

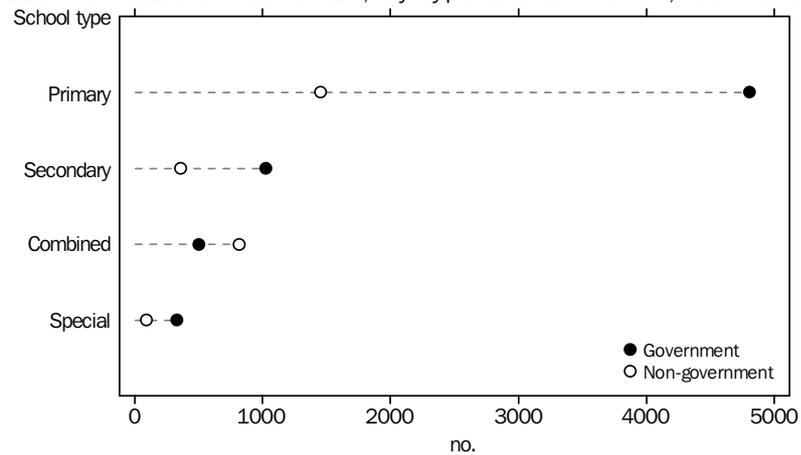


MAIN FEATURES *continued*

SCHOOLS *continued*

Nationally, the majority of primary schools (76.8%) were government, as were the majority of secondary schools (74.0%). However, for combined schools the situation was reversed, with 61.8% of such schools being non-government. The majority of special schools (76.3%) were in the government sector. (Graph 3)

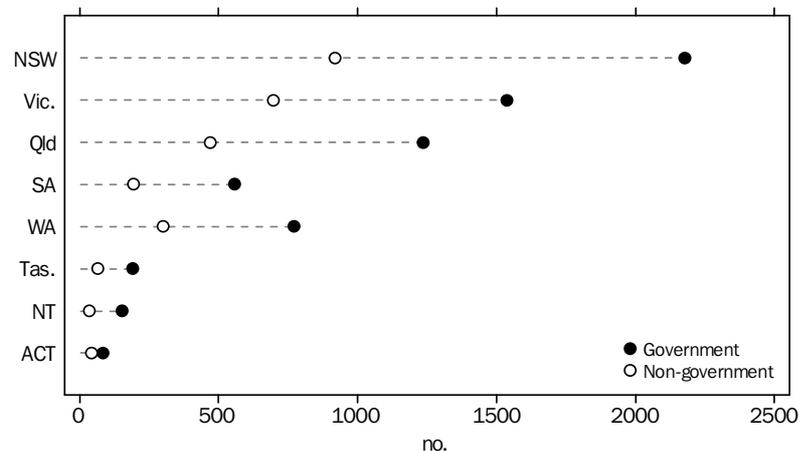
3 NUMBER OF SCHOOLS, by type and affiliation, Australia, 2013



The recent national trend in declining school numbers has been matched by corresponding growth in the average number of students per school. Nationally, government schools had an average of 370 full-time students in 2013, compared with 479 for non-government schools. Five years earlier in 2008, the corresponding figures were 347 and 442. Primary schools had an average enrolment of 282 full-time students and secondary schools had an average of 758 full-time students, while combined schools had an average enrolment of 597.

Across the states and territories, the highest average school size, measured in full-time enrolments, was in the Australian Capital Territory, with 499 students per school. The smallest average school size was in the Northern Territory, with 220 students per school.

4 NUMBER OF SCHOOLS, by affiliation, states and territories, 2013



MAIN FEATURES *continued*

SCHOOLS *continued*

The Northern Territory had the highest proportion of government schools (80.2%), the Australian Capital Territory had the highest proportion of Catholic schools (23.1%), and Western Australia had the highest proportion of Independent schools (13.0%).

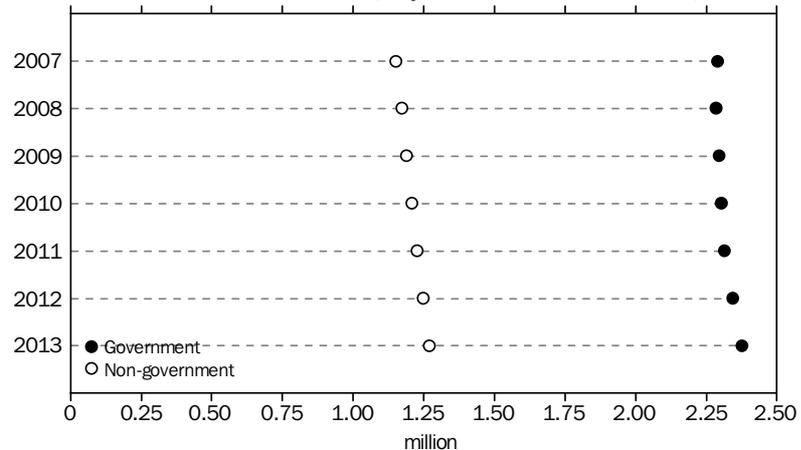
STUDENTS

In 2013 there were 3,645,519 students attending school in Australia, representing an increase of 55,533 (1.5%) on the 2012 figure. This follows the 1.4% growth recorded in 2012, and comes after a period of several years during which student figures grew by less than 1% per annum.

Between 2012 and 2013, students attending government schools increased by 32,645 (1.4%), while those attending non-government schools increased by 22,888 (1.8%). Within the non-government sector, Independent schools recorded a 2.0% increase in student numbers, and students attending Catholic schools rose by 1.7%.

Despite the continuing growth in the non-government sector, government schools remained the major provider of school education in Australia in 2013, with nearly twice as many students attending government schools (2,375,024) as were attending non-government schools (1,270,495).

5 NUMBER OF STUDENTS, by affiliation, Australia, 2007 to 2013

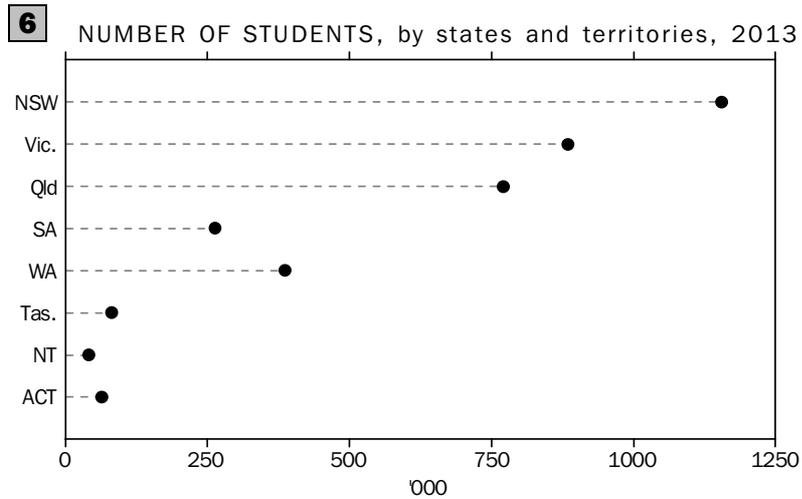


The growth in student numbers was significantly greater at the primary level of education, where student numbers increased by 2.1%, compared to the 0.7% increase at the secondary level. Again, these figures mirror the increases recorded in the previous twelve-month period.

Across the states and territories, the largest proportional increase in student numbers occurred in Western Australia, which recorded a rise of 2.8%, followed by the ACT where student numbers increased by 2.0%. Tasmania, the only state where student numbers fell, recorded a decrease of 1.9%.

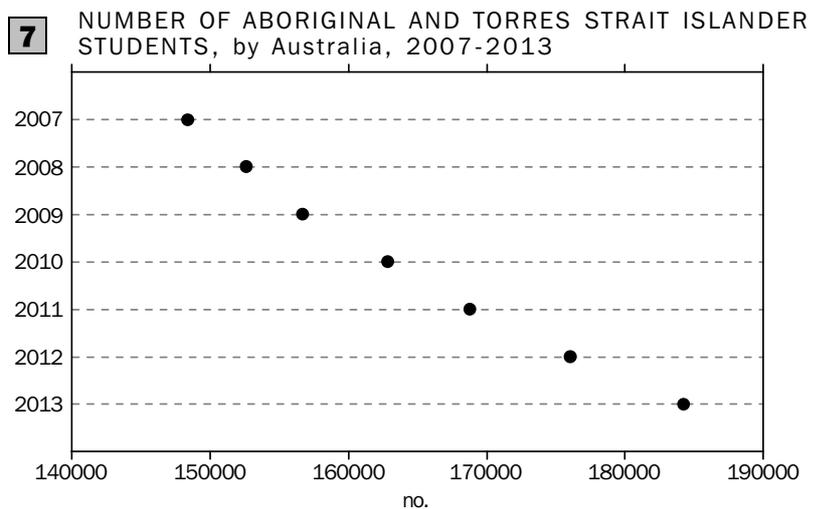
MAIN FEATURES *continued*

STUDENTS *continued*



As in previous years, Aboriginal and Torres Strait Islander student numbers increased at a greater rate than for all students, in part reflecting improved identification and collection strategies. The increase in the number of Aboriginal and Torres Strait Islander students in Catholic schools was 8.0%, 6.0% for Independent schools, and 4.2% for government schools.

Overall, 84.4% of Aboriginal and Torres Strait Islander students attended government schools, 10.2% attended Catholic schools, and 5.4% attended Independent schools. Aboriginal and Torres Strait Islander students made up 6.6% of total enrolments in government schools, 2.5% in Catholic schools and 1.9% in Independent schools.

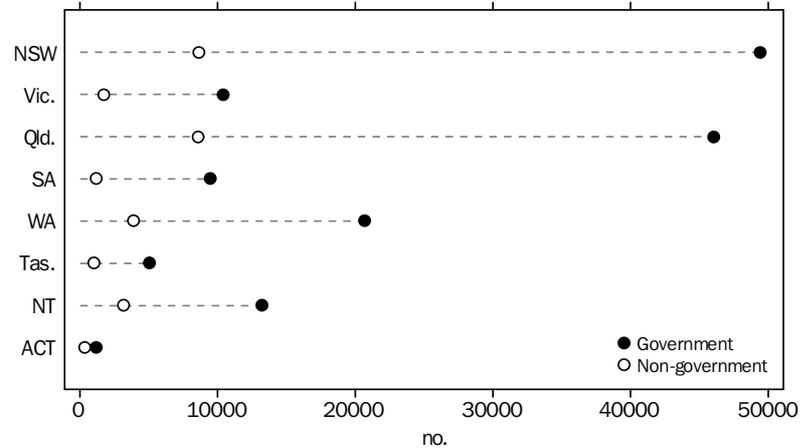


Of the 184,213 Aboriginal and Torres Strait Islander school students in Australia, New South Wales had the largest proportion (31.5%), followed by Queensland (29.7%). Western Australia had 13.3% of these students, with the smallest proportion in the Australian Capital Territory (0.9%).

MAIN FEATURES *continued*

STUDENTS *continued*

8 NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS, by affiliation, states and territories, 2013

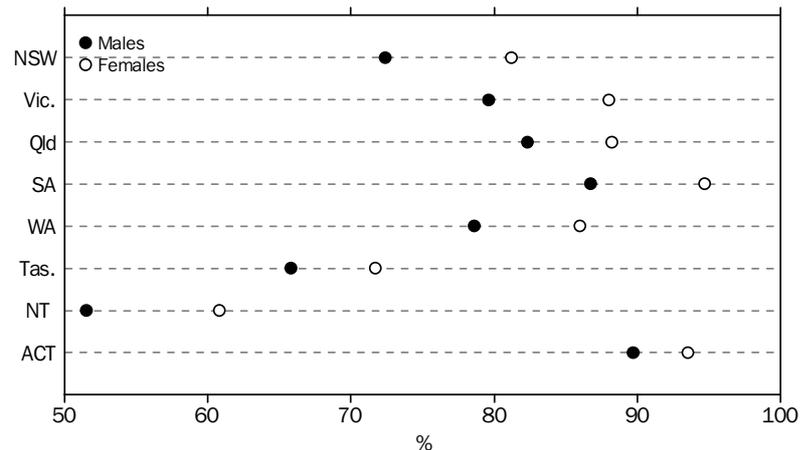


In 2013 the number of students attending school part-time continued to fall. The past five years have seen the figures for these students drop by 8.1%, from 22,760 in 2008 to 20,914 in 2013, with these students now making up just 0.6% of all students.

APPARENT RETENTION RATES

The national apparent retention rate for students from Year 7/8 to Year 12 rose from 79.9% in 2012 to 81.6% in 2013. The rate rose in all states and territories, with the smallest rise of 0.4 percentage points in Victoria and the largest rise of 2.7 percentage points in Northern Territory. (Graph 9)

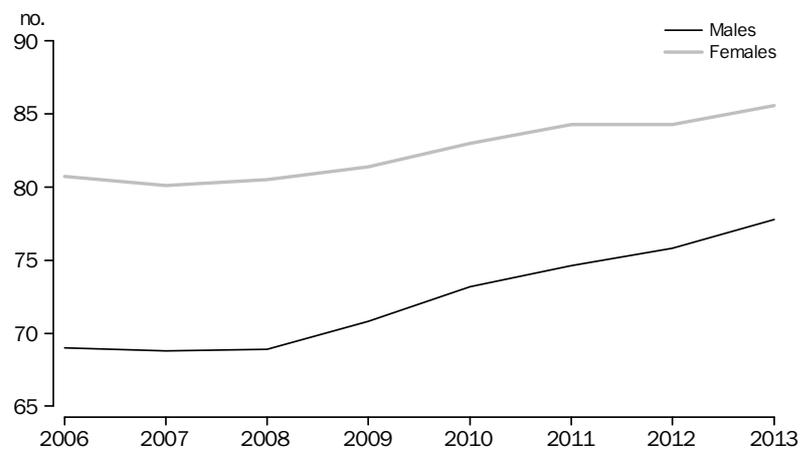
9 APPARENT RETENTION RATES, by sex, states and territories, 2013



As has been the case for many years, the Year 7/8 to Year 12 apparent retention rate for females exceeded that for males. Between 2012 and 2013 the rate for females rose from 84.3% to 85.6%, while the rate for males rose from 75.8% to 77.8%. The gap between males and females has been slowly closing in recent years, with a difference of 11.7 percentage points between males and females in 2006 decreasing to 7.8 percentage points in 2013. (Graph 10)

APPARENT RETENTION
RATES *continued*

10 APPARENT RETENTION RATES, by sex, Australia, 2006 to 2013



Between 2012 and 2013, the largest increase in apparent retention rates occurred in government schools, which rose by 1.4 percentage points. Over the same period, the increase for Catholic schools was 0.5 percentage points, while for Independent schools, the rate fell by 0.1 percentage points. Care should be taken when interpreting these statistics as students may move between schools of different affiliation during their years of secondary school.

ABORIGINAL AND TORRES
STRAIT ISLANDER
STUDENTS

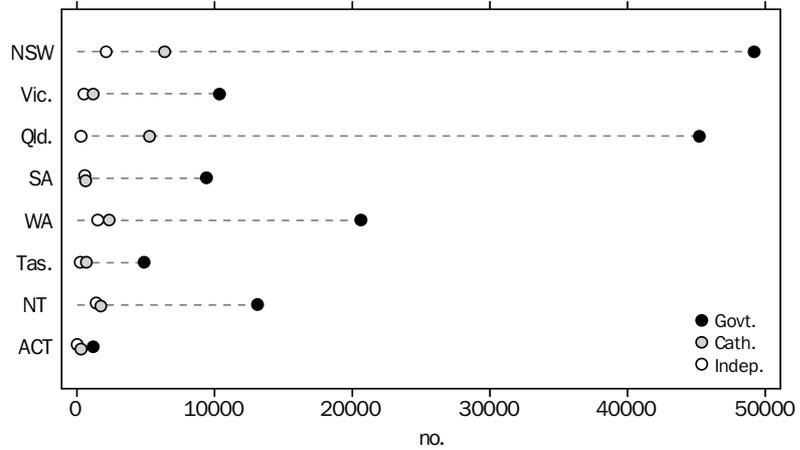
In 2013, 182,636 Aboriginal and Torres Strait Islander students attended school full-time in Australia. This was an increase of 8,115 students (4.6%) from 2012, and continues a trend that has seen national attendance grow by 56,744 over the past 10 years. Aboriginal and Torres Strait Islander full-time students now account for over 5% of all full-time students. When interpreting these figures it is important to note that changes over time may be affected by factors such as improvements in the collection of information when enrolling at school and changes in people's propensity to identify as being of Aboriginal and/or Torres Strait Islander origin.

New South Wales had the largest number of Aboriginal and Torres Strait Islander full-time students (57,728), followed by Queensland (53,768), and Western Australia (24,569). (Graph 11)

MAIN FEATURES *continued*

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS *continued*

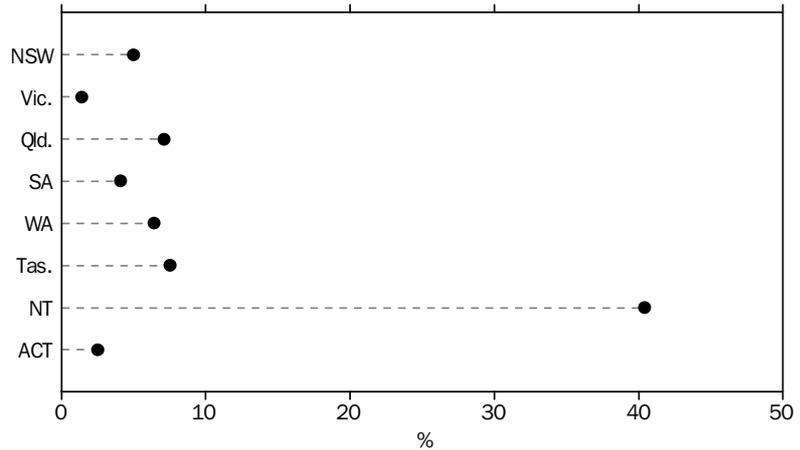
11 NUMBER OF FULL-TIME ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS, by affiliation, states and territories, 2013



Aboriginal and Torres Strait Islander students made up 40.4% of all full-time students in the Northern Territory, with the next largest proportion being in Tasmania, at 7.4%. (Graph 2)

In all states and territories, the majority of Aboriginal and Torres Strait Islander full-time students attended government schools, with the proportions ranging from 88.6% in South Australia to 76.4% in the Australian Capital Territory.

12 NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS, as a proportion of all students, states and territories, 2013



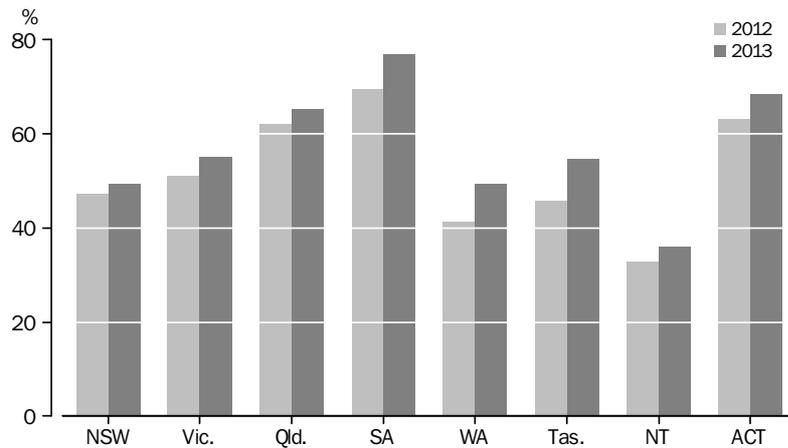
In 2013, the national apparent retention rate for Aboriginal and Torres Strait Islander students from Year 7/8 to Year 12 was 55.1%. This has increased by 16.0 percentage points since 2003 when it was 39.1%. Despite this increase, the rate remains 27.8 percentage points behind the equivalent national rate for all other students in 2013 (82.9%).

MAIN FEATURES *continued*

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS *continued*

Between 2012 and 2013 the apparent retention rate from Year 7/8 to Year 12 for Aboriginal and Torres Strait Islander full-time students rose by 4.0 percentage points at the Australia level (51.1% to 55.1%). The rate for females rose from 52.9% to 58.2%, and for males from 49.2% to 52.0%. Rises were also recorded in all states and territories. In comparison, the national rate for all other full-time students rose by 1.6 percentage points from 81.3% to 82.9%. (Graph 13)

13 APPARENT RETENTION RATES FOR ABORIGINAL AND TORRES STRAIT ISLANDER FULL-TIME STUDENTS, year 7/8 to year 12, states and territories, 2012 and 2013



An additional 1,577 Aboriginal and Torres Strait Islander students attended school on a part-time basis in 2013. This figure has risen steadily over the past five years, from 940 in 2008.

IN-SCHOOL STAFF

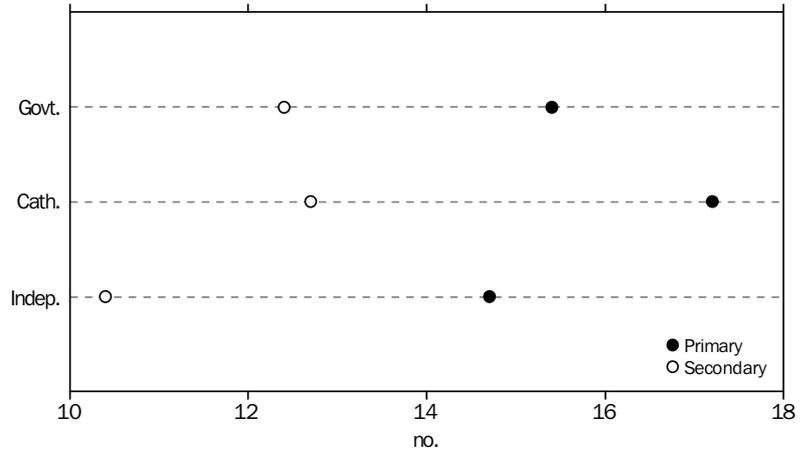
Between 2012 and 2013, the number of teaching staff in schools in Australia in full-time equivalent (FTE) terms, rose by 2,599.4 (FTE) to a total of 261,585.0 (FTE). The majority of this increase was in non-government affiliated schools where staff numbers grew by 1,848.0 (FTE).

Since 2008, national teaching staff numbers have grown at a rate consistent with the growth in national student numbers over the same period to the extent that student to teaching staff ratios have remained virtually constant over the last five years. Nationally, the student (FTE) to teaching staff (FTE) ratio for 2013 was 13.9. Independent schools recorded the lowest student to staff ratio of 12.1, while Catholic schools recorded the highest, 14.8. (Graph 14)

MAIN FEATURES *continued*

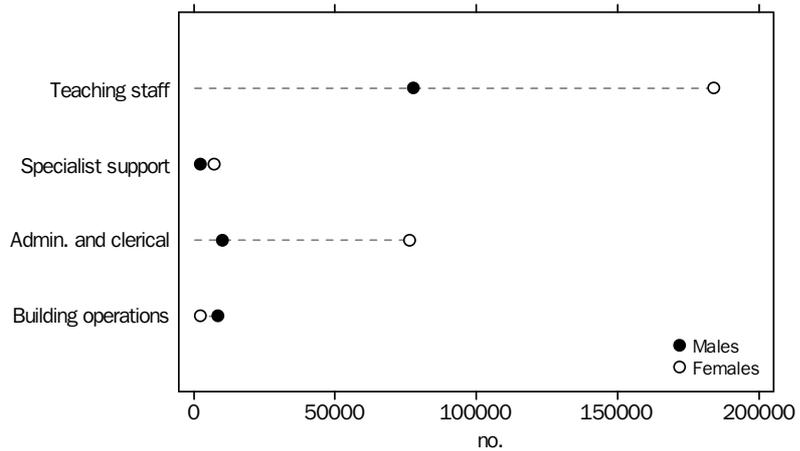
IN-SCHOOL STAFF *continued*

14 STUDENT (FTE) TO TEACHING STAFF (FTE) RATIO, by school level and affiliation, Australia, 2013



Considering all in-school staff, in 2013 there was a total of 368,355.6 full-time equivalent (FTE) in-school staff in Australia, a rise of 1.5 percentage points on the 2012 figure. Across the states and territories, WA rose 4.2 percentage points, representing an additional 1,738.70 (FTE) staff, while NT in-school staff fell by 4.0 percentage points, or 220.8 (FTE). The majority of in-school staff were female. This was particularly the case with teaching staff, although the proportion varied between primary and secondary levels of education, with females comprising 81% of primary teaching staff, and 58.7% of secondary teaching staff. (Graph 15)

15 NUMBER OF IN-SCHOOL STAFF (FTE), by major function and sex, Australia, 2013



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ABORIGINAL AND TORRES STRAIT ISLANDER FULL-TIME STUDENTS

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SCHOOLS, by Affiliation, 2003–2013(a)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
2003	2 186	1 615	1 283	609	778	214	150	95	6 930
2008	2 189	1 585	1 250	596	768	210	151	84	6 833
2011	2 177	1 536	1 237	557	770	190	154	84	6 705
2012	2 169	1 535	1 239	555	765	197	153	84	6 697
2013	2 164	1 526	1 238	527	768	198	154	86	6 661
NON-GOVERNMENT									
Catholic									
2003	585	488	278	107	158	37	15	30	1 698
2008	586	487	289	102	159	37	15	30	1 705
2011	587	487	292	103	159	37	15	30	1 710
2012	585	487	294	103	160	37	17	30	1 713
2013	586	487	297	103	160	37	17	30	1 717
Independent									
2003	321	209	167	93	128	30	18	13	979
2008	334	216	174	97	138	30	21	14	1 024
2011	333	211	179	92	142	28	21	14	1 020
2012	328	211	182	92	141	28	21	14	1 017
2013	331	206	184	92	139	28	21	14	1 015
Total Non-government									
2003	906	697	445	200	286	67	33	43	2 677
2008	920	703	463	199	297	67	36	44	2 729
2011	920	698	471	195	301	65	36	44	2 730
2012	913	698	476	195	301	65	38	44	2 730
2013	917	693	481	195	299	65	38	44	2 732
ALL AFFILIATIONS									
2003	3 092	2 312	1 728	809	1 064	281	183	138	9 607
2008	3 109	2 288	1 713	795	1 065	277	187	128	9 562
2011	3 097	2 234	1 708	752	1 071	255	190	128	9 435
2012	3 082	2 233	1 715	750	1 066	262	191	128	9 427
2013	3 081	2 219	1 719	722	1 067	263	192	130	9 393

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

SCHOOLS(a), by School Type, 2003–2013(b)

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
.....									
PRIMARY SCHOOLS									
2003	2 167	1 668	1 213	553	671	173	105	92	6 642
2008	2 144	1 626	1 166	535	658	169	67	83	6 448
2011	2 124	1 563	1 152	499	663	156	77	78	6 312
2012	2 113	1 561	1 153	496	662	156	71	78	6 290
2013	2 107	1 552	1 150	468	666	159	74	80	6 256
.....									
SECONDARY SCHOOLS									
2003	515	364	260	96	136	46	19	28	1 464
2008	526	360	250	95	131	46	25	22	1 455
2011	523	344	251	87	109	36	23	23	1 396
2012	515	342	253	87	105	43	24	23	1 392
2013	515	336	255	85	104	43	24	23	1 385
.....									
PRIMARY/SECONDARY COMBINED SCHOOLS									
2003	274	185	205	137	185	53	54	13	1 106
2008	293	205	238	142	199	56	90	18	1 241
2011	301	231	243	145	221	57	85	22	1 305
2012	303	235	246	146	222	57	90	22	1 321
2013	304	233	248	148	222	56	88	22	1 321
.....									
ALL SCHOOLS									
2003	2 956	2 217	1 678	786	992	272	178	133	9 212
2008	2 963	2 191	1 654	772	988	271	182	123	9 144
2011	2 948	2 138	1 646	731	993	249	185	123	9 013
2012	2 931	2 138	1 652	729	989	256	185	123	9 003
2013	2 926	2 121	1 653	701	992	258	186	125	8 962

(a) Excludes special schools

(b) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

PRIMARY SCHOOLS(a), by Number of Enrolments (FTE) and Affiliation, 2003–2013(b)

NUMBER OF PRIMARY SCHOOL ENROLMENTS (FTE)										
	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT										
2003	350	383	982	952	945	769	756	314	92	5 543
2008	384	373	965	952	924	729	732	294	103	5 456
2011	386	369	928	865	849	717	792	302	143	5 351
2012	388	370	907	852	834	701	810	322	154	5 338
2013	379	386	871	831	794	680	832	357	177	5 307
NON-GOVERNMENT										
2003	55	86	330	572	430	321	326	65	20	2 205
2008	46	73	331	527	412	361	355	103	25	2 233
2011	39	72	307	529	409	372	383	123	32	2 266
2012	40	80	297	499	418	384	390	127	38	2 273
2013	39	65	302	485	414	395	401	127	42	2 270
ALL AFFILIATIONS										
2003	405	469	1 312	1 524	1 375	1 090	1 082	379	112	7 748
2008	430	446	1 296	1 479	1 336	1 090	1 087	397	128	7 689
2011	425	441	1 235	1 394	1 258	1 089	1 175	425	175	7 617
2012	428	450	1 204	1 351	1 252	1 085	1 200	449	192	7 611
2013	418	451	1 173	1 316	1 208	1 075	1 233	484	219	7 577

- (a) Excludes special schools, but includes combined primary and secondary schools, based on the number of primary enrolments
- (b) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

SECONDARY SCHOOLS(a), by Number of Enrolments (FTE) and Affiliation, 2003–2013(b)

NUMBER OF SECONDARY SCHOOL ENROLMENTS (FTE)

	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												
2003	74	61	162	142	82	89	185	232	212	141	122	1 502
2008	101	62	168	141	81	87	172	234	205	138	144	1 533
2011	104	76	153	123	90	78	223	194	199	142	145	1 527
2012	117	64	151	126	88	86	219	197	205	142	145	1 540
2013	103	63	150	131	88	91	215	190	210	146	143	1 530
NON-GOVERNMENT												
2003	60	48	124	91	84	93	177	167	118	63	43	1 068
2008	71	34	117	132	107	82	195	170	134	70	51	1 163
2011	60	34	119	146	92	83	213	159	142	76	50	1 174
2012	56	35	108	147	98	83	213	161	144	72	56	1 173
2013	55	36	108	146	100	77	217	156	143	82	56	1 176
ALL AFFILIATIONS												
2003	134	109	286	233	166	182	362	399	330	204	165	2 570
2008	172	96	285	273	188	169	367	404	339	208	195	2 696
2011	164	110	272	269	182	161	436	353	341	218	195	2 701
2012	173	99	259	273	186	169	432	358	349	214	201	2 713
2013	158	99	258	277	188	168	432	346	353	228	199	2 706

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

(b) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

STUDENTS, by Full-time and Part-time status, Affiliation, 2003–2013(a)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
FULL-TIME STUDENTS									
Government									
2003	749 880	535 350	445 025	167 850	230 308	61 157	28 467	36 595	2 254 632
2008	734 642	535 159	479 850	162 473	230 947	58 280	29 175	34 028	2 264 554
2011	744 392	539 929	489 518	164 032	236 387	57 065	29 049	34 586	2 294 958
2012	746 874	545 006	498 013	165 127	244 874	56 393	29 346	35 584	2 321 217
2013	753 994	553 442	506 944	166 544	253 383	55 757	29 370	36 281	2 355 715
Non-government									
2003	357 456	283 753	184 746	80 965	103 742	21 219	8 536	23 571	1 063 988
2008	373 909	303 174	226 612	88 988	118 710	23 311	9 882	25 150	1 169 736
2011	383 925	316 269	244 134	92 796	127 331	23 658	10 251	26 210	1 224 574
2012	390 477	321 839	249 669	93 864	129 328	23 636	10 513	26 522	1 245 848
2013	398 557	327 708	254 467	94 604	131 712	23 875	11 039	26 928	1 268 890
All affiliations									
2003	1 107 336	819 103	629 771	248 815	334 050	82 376	37 003	60 166	3 318 620
2008	1 108 551	838 333	706 462	251 461	349 657	81 591	39 057	59 178	3 434 290
2011	1 128 317	856 198	733 652	256 828	363 718	80 723	39 300	60 796	3 519 532
2012	1 137 351	866 845	747 682	258 991	374 202	80 029	39 859	62 106	3 567 065
2013	1 152 551	881 150	761 411	261 148	385 095	79 632	40 409	63 209	3 624 605
PART-TIME STUDENTS									
2003	3 063	3 992	4 760	7 109	3 083	2 624	949	278	25 858
2008	2 453	3 247	5 972	6 916	2 067	1 547	435	123	22 760
2011	2 339	3 110	7 122	4 418	2 282	2 571	298	137	22 277
2012	2 715	3 205	8 979	3 102	2 115	2 448	255	102	22 921
2013	2 698	3 288	8 951	2 505	1 808	1 267	181	216	20 914
TOTAL STUDENTS									
2003	1 110 399	823 095	634 531	255 924	337 133	85 000	37 952	60 444	3 344 478
2008	1 111 004	841 580	712 434	258 377	351 724	83 138	39 492	59 301	3 457 050
2011	1 130 656	859 308	740 774	261 246	366 000	83 294	39 598	60 933	3 541 809
2012	1 140 066	870 050	756 661	262 093	376 317	82 477	40 114	62 208	3 589 986
2013	1 155 249	884 438	770 362	263 653	386 903	80 899	40 590	63 425	3 645 519

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

PART-TIME SECONDARY STUDENTS, by Year of Education, 2003–2013(a)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
YEAR 7/8 TO 9									
2003	6	194	442	46	18	6	191	8	911
2008	9	153	342	63	17	24	22	8	638
2011	62	163	398	33	9	73	39	9	786
2012	98	221	637	98	6	42	36	6	1 144
2013	79	194	699	35	—	27	28	14	1 076
YEAR 10									
2003	11	221	740	75	18	11	40	1	1 117
2008	14	108	639	62	35	—	29	3	890
2011	149	116	794	47	9	99	53	—	1 267
2012	103	127	603	38	—	51	51	14	987
2013	86	109	589	47	4	7	36	4	882
YEAR 11									
2003	963	1 208	949	2 187	887	355	430	2	6 981
2008	745	1 082	969	2 409	388	375	175	—	6 143
2011	849	935	1 183	1 692	553	937	104	7	6 260
2012	1 070	1 030	1 352	1 349	394	932	91	9	6 227
2013	1 054	1 034	1 464	1 150	492	476	57	28	5 755
YEAR 12									
2003	1 866	1 576	1 617	3 105	340	2 217	187	48	10 956
2008	1 474	1 165	986	2 909	187	1 122	110	3	7 956
2011	1 202	1 129	1 127	1 701	412	1 393	36	39	7 039
2012	1 356	1 087	1 413	1 501	387	1 358	35	32	7 169
2013	1 374	1 214	1 618	1 194	230	694	23	52	6 399
TOTAL YEARS 7/8 TO 12 (b)									
2003	2 879	3 272	3 845	7 012	2 607	2 594	902	71	23 182
2008	2 344	2 545	2 989	6 833	1 767	1 524	407	14	18 423
2011	2 268	2 391	3 551	4 322	2 014	2 511	232	55	17 344
2012	2 650	2 516	4 054	3 016	1 880	2 390	213	61	16 780
2013	2 631	2 608	4 423	2 450	1 658	1 208	144	98	15 220

— nil or rounded to zero (including null cells)

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

(b) Year 7/8 to Year 12 figures include ungraded students

FULL-TIME STUDENTS, by Level of Education, Affiliation, 2003–2013(a)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY STUDENTS									
Government									
2003	444 854	316 475	285 876	110 217	149 869	35 975	20 146	20 301	1 383 713
2008	430 057	310 835	308 771	105 080	150 842	33 475	18 460	18 546	1 376 066
2011	435 749	315 707	315 253	103 859	162 856	32 316	18 529	19 154	1 403 423
2012	440 549	321 752	323 014	104 917	169 443	31 863	18 768	19 963	1 430 269
2013	448 759	330 272	330 001	106 165	175 826	31 801	18 837	20 540	1 462 201
Non-government									
2003	181 529	139 029	95 530	47 727	54 824	10 305	5 100	11 413	545 457
2008	187 513	144 153	123 795	51 177	62 414	11 295	4 895	12 194	597 436
2011	191 665	152 225	135 099	53 156	72 140	11 478	5 138	12 824	633 725
2012	194 596	155 938	139 105	53 618	73 552	11 514	5 283	13 103	646 709
2013	198 361	159 510	142 023	54 266	75 127	11 768	5 389	13 391	659 835
SECONDARY STUDENTS									
Government									
2003	305 026	218 875	159 149	57 633	80 439	25 182	8 321	16 294	870 919
2008	304 585	224 324	171 079	57 393	80 105	24 805	10 715	15 482	888 488
2011	308 643	224 222	174 265	60 173	73 531	24 749	10 520	15 432	891 535
2012	306 325	223 254	174 999	60 210	75 431	24 530	10 578	15 621	890 948
2013	305 235	223 170	176 943	60 379	77 557	23 956	10 533	15 741	893 514
Non-government									
2003	175 927	144 724	89 216	33 238	48 918	10 914	3 436	12 158	518 531
2008	186 396	159 021	102 817	37 811	56 296	12 016	4 987	12 956	572 300
2011	192 260	164 044	109 035	39 640	55 191	12 180	5 113	13 386	590 849
2012	195 881	165 901	110 564	40 246	55 776	12 122	5 230	13 419	599 139
2013	200 196	168 198	112 444	40 338	56 585	12 107	5 650	13 537	609 055
TOTAL FULL-TIME STUDENTS									
Total Government									
2003	749 880	535 350	445 025	167 850	230 308	61 157	28 467	36 595	2 254 632
2008	734 642	535 159	479 850	162 473	230 947	58 280	29 175	34 028	2 264 554
2011	744 392	539 929	489 518	164 032	236 387	57 065	29 049	34 586	2 294 958
2012	746 874	545 006	498 013	165 127	244 874	56 393	29 346	35 584	2 321 217
2013	753 994	553 442	506 944	166 544	253 383	55 757	29 370	36 281	2 355 715
Total Non-government									
2003	357 456	283 753	184 746	80 965	103 742	21 219	8 536	23 571	1 063 988
2008	373 909	303 174	226 612	88 988	118 710	23 311	9 882	25 150	1 169 736
2011	383 925	316 269	244 134	92 796	127 331	23 658	10 251	26 210	1 224 574
2012	390 477	321 839	249 669	93 864	129 328	23 636	10 513	26 522	1 245 848
2013	398 557	327 708	254 467	94 604	131 712	23 875	11 039	26 928	1 268 890

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

FULL-TIME STUDENTS, by Level and Year of Education, 2013

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary students									
Pre- Year 1	98 695	75 339	65 856	24 009	34 249	6 617	3 714	5 221	313 700
Year 1	96 097	73 128	64 691	20 025	33 687	6 489	3 561	5 157	302 835
Year 2	92 494	70 067	62 993	19 602	32 114	6 269	3 503	5 005	292 047
Year 3	88 691	67 212	60 775	18 547	30 941	5 891	3 297	4 690	280 044
Year 4	87 947	67 260	59 358	18 968	30 347	5 933	3 333	4 801	277 947
Year 5	87 023	66 353	57 253	18 535	29 730	6 203	3 487	4 585	273 169
Year 6	86 665	65 306	40 302	18 891	29 830	6 160	3 331	4 472	254 957
Year 7(a)	—	—	58 628	18 909	30 023	—	—	—	107 560
Ungraded	9 508	5 117	2 168	2 945	32	7	—	—	19 777
Total	647 120	489 782	472 024	160 431	250 953	43 569	24 226	33 931	2 122 036
Secondary students									
Year 7(a)	86 838	66 343	—	—	—	6 433	3 361	4 962	167 937
Year 8	87 084	66 713	60 876	19 673	30 475	6 564	3 058	4 893	279 336
Year 9	86 415	66 827	59 701	19 615	30 553	6 540	2 964	4 969	277 584
Year 10	87 217	66 952	60 331	20 164	29 607	6 371	2 721	4 876	278 239
Year 11	78 110	63 112	56 792	21 007	19 371	5 540	2 245	5 217	251 394
Year 12	66 439	55 328	49 883	17 981	23 956	4 609	1 743	4 361	224 300
Ungraded	13 328	6 093	1 804	2 277	180	6	91	—	23 779
Total	505 431	391 368	289 387	100 717	134 142	36 063	16 183	29 278	1 502 569
Total full-time students	1 152 551	881 150	761 411	261 148	385 095	79 632	40 409	63 209	3 624 605

— nil or rounded to zero (including null cells)

(a) Year 7 is the last year of primary school in Qld, SA and WA, and is the first year of secondary school in NSW, Vic., Tas., NT and the ACT

FULL-TIME EQUIVALENT (FTE) STUDENTS, by Level and Year of Education, 2013

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary students									
Pre-year 1	98 710.8	75 388.8	66 050.6	24 017.3	34 287.7	6 617.0	3 721.6	5 270.7	314 064.5
Year 1	96 098.9	73 142.5	64 711.4	20 029.9	33 687.0	6 494.7	3 562.5	5 157.0	302 883.9
Year 2	92 495.1	70 085.5	63 015.7	19 602.0	32 114.0	6 273.2	3 505.2	5 005.0	292 095.7
Year 3	88 691.0	67 229.7	60 793.9	18 548.8	30 941.0	5 891.0	3 298.3	4 693.3	280 087.0
Year 4	87 947.0	67 285.2	59 375.7	18 968.0	30 347.0	5 934.3	3 333.0	4 801.0	277 991.2
Year 5	87 025.1	66 368.0	57 279.5	18 537.6	29 730.0	6 209.4	3 492.2	4 586.9	273 228.7
Year 6	86 665.0	65 325.2	40 405.3	18 892.8	29 830.0	6 164.1	3 331.0	4 477.5	255 090.9
Year 7(a)	—	—	58 788.6	18 912.2	30 023.0	—	—	—	107 723.8
Ungraded	9 523.1	5 297.9	2 842.4	2 945.0	68.0	13.4	—	—	20 689.8
Total	647 156.0	490 122.8	473 263.1	160 453.6	251 027.7	43 597.1	24 243.8	33 991.4	2 123 855.5
Secondary students									
Year 7(a)	86 838.0	66 364.3	—	—	—	6 434.8	3 362.2	4 962.0	167 961.3
Year 8	87 084.6	66 732.4	60 986.6	19 676.6	30 475.0	6 570.8	3 060.5	4 894.8	279 481.3
Year 9	86 474.6	66 855.1	59 794.8	19 618.5	30 553.0	6 545.0	2 966.2	4 974.4	277 781.6
Year 10	87 285.4	67 008.3	60 567.3	20 179.4	29 609.4	6 374.5	2 737.6	4 877.5	278 639.4
Year 11	78 662.0	63 567.9	57 353.7	21 507.5	19 606.3	5 869.9	2 270.8	5 236.8	254 074.9
Year 12	67 314.6	55 923.0	50 507.7	18 588.0	24 088.7	5 006.0	1 753.4	4 395.8	227 577.2
Ungraded	13 343.8	6 122.5	1 830.7	2 287.8	383.8	7.8	91.0	—	24 067.4
Total	507 003.0	392 573.5	291 040.8	101 857.8	134 716.2	36 808.8	16 241.7	29 341.3	1 509 583.1
Total FTE students	1 154 159.0	882 696.3	764 303.9	262 311.4	385 743.9	80 405.9	40 485.5	63 332.7	3 633 438.6

— nil or rounded to zero (including null cells)

(a) Year 7 is the last year of primary school in Qld, SA and WA, and is the first year of secondary school in NSW, Vic., Tas., NT and the ACT

NON-GOVERNMENT					
	Government	Catholic	Independent	Total Non-government	All affiliations
	no.	no.	no.	no.	no.
MALES					
Primary students					
Pre-Year 1	114 382	30 064	16 436	46 500	160 882
Year 1	109 358	29 598	16 315	45 913	155 271
Year 2	104 847	28 736	15 601	44 337	149 184
Year 3	99 838	27 661	15 916	43 577	143 415
Year 4	98 324	27 762	16 417	44 179	142 503
Year 5	94 595	27 401	17 333	44 734	139 329
Year 6	87 523	25 909	17 437	43 346	130 869
Year 7(a)	35 289	10 060	9 468	19 528	54 817
Ungraded	12 988	231	991	1 222	14 210
Total	757 144	207 422	125 914	333 336	1 090 480
Secondary students					
Year 7(a)	48 954	21 750	15 143	36 893	85 847
Year 8	83 831	32 773	25 709	58 482	142 313
Year 9	85 106	31 855	24 822	56 677	141 783
Year 10	86 521	30 612	24 823	55 435	141 956
Year 11	76 204	26 825	22 664	49 489	125 693
Year 12	63 410	24 679	21 264	45 943	109 353
Ungraded	15 261	280	386	666	15 927
Total	459 287	168 774	134 811	303 585	762 872
Total full-time male students	1 216 431	376 196	260 725	636 921	1 853 352
FEMALES					
Primary students					
Pre-Year 1	106 847	29 845	16 126	45 971	152 818
Year 1	102 775	28 704	16 085	44 789	147 564
Year 2	98 720	28 372	15 771	44 143	142 863
Year 3	93 735	27 043	15 851	42 894	136 629
Year 4	92 201	27 035	16 208	43 243	135 444
Year 5	89 785	26 697	17 358	44 055	133 840
Year 6	82 097	24 771	17 220	41 991	124 088
Year 7(a)	33 659	9 673	9 411	19 084	52 743
Ungraded	5 238	107	222	329	5 567
Total	705 057	202 247	124 252	326 499	1 031 556
Secondary students					
Year 7(a)	45 925	21 508	14 657	36 165	82 090
Year 8	78 923	32 617	25 483	58 100	137 023
Year 9	79 109	31 600	25 092	56 692	135 801
Year 10	81 001	30 447	24 835	55 282	136 283
Year 11	75 432	27 351	22 918	50 269	125 701
Year 12	66 271	26 461	22 215	48 676	114 947
Ungraded	7 566	152	134	286	7 852
Total	434 227	170 136	135 334	305 470	739 697
Total full-time female students	1 139 284	372 383	259 586	631 969	1 771 253

(a) Year 7 is the last year of primary school in Qld, SA and WA, and is the first year of secondary school in NSW, Vic., Tas., NT and the ACT

NON-GOVERNMENT

	Government	Catholic	Independent	Total Non-government	All affiliations
	no.	no.	no.	no.	no.
MALES					
Primary students					
Pre-year 1	114 541.3	30 083.0	16 480.8	46 563.8	161 105.1
Year 1	109 378.0	29 608.0	16 320.3	45 928.3	155 306.3
Year 2	104 863.9	28 748.1	15 605.2	44 353.3	149 217.2
Year 3	99 858.2	27 670.1	15 916.0	43 586.1	143 444.3
Year 4	98 344.1	27 775.5	16 418.6	44 194.1	142 538.2
Year 5	94 623.2	27 412.7	17 335.6	44 748.3	139 371.5
Year 6	87 581.2	25 916.9	17 442.6	43 359.5	130 940.7
Year 7(a)	35 366.3	10 061.2	9 469.7	19 530.9	54 897.2
Ungraded	13 557.2	238.3	1 073.3	1 311.6	14 868.8
Total	758 113.4	207 513.8	126 062.1	333 575.9	1 091 689.3
Secondary students					
Year 7(a)	48 965.5	21 751.9	15 146.0	36 897.9	85 863.4
Year 8	83 907.0	32 775.1	25 712.5	58 487.6	142 394.6
Year 9	85 167.8	31 855.0	24 859.6	56 714.6	141 882.4
Year 10	86 667.4	30 615.3	24 874.0	55 489.3	142 156.7
Year 11	77 368.2	26 831.8	22 687.7	49 519.5	126 887.7
Year 12	64 758.3	24 710.7	21 330.3	46 041.0	110 799.3
Ungraded	15 397.0	280.0	403.8	683.8	16 080.8
Total	462 231.2	168 819.8	135 013.9	303 833.7	766 064.9
Total Male FTE students	1 220 344.6	376 333.6	261 076.0	637 409.6	1 857 754.2
FEMALES					
Primary students					
Pre-year 1	106 922.5	29 854.1	16 182.8	46 036.9	152 959.4
Year 1	102 782.3	28 709.1	16 086.2	44 795.3	147 577.6
Year 2	98 729.6	28 376.0	15 772.9	44 148.9	142 878.5
Year 3	93 745.6	27 046.1	15 851.0	42 897.1	136 642.7
Year 4	92 206.8	27 037.4	16 208.8	43 246.2	135 453.0
Year 5	89 794.1	26 703.1	17 360.0	44 063.1	133 857.2
Year 6	82 151.2	24 774.3	17 224.7	41 999.0	124 150.2
Year 7(a)	33 741.0	9 673.0	9 412.6	19 085.6	52 826.6
Ungraded	5 471.0	110.8	239.2	350.0	5 821.0
Total	705 544.1	202 283.9	124 338.2	326 622.1	1 032 166.2
Secondary students					
Year 7(a)	45 932.9	21 508.0	14 657.0	36 165.0	82 097.9
Year 8	78 984.5	32 617.0	25 485.2	58 102.2	137 086.7
Year 9	79 166.2	31 602.7	25 130.3	56 733.0	135 899.2
Year 10	81 163.5	30 449.2	24 870.0	55 319.2	136 482.7
Year 11	76 868.1	27 363.8	22 955.3	50 319.1	127 187.2
Year 12	67 996.8	26 498.2	22 282.9	48 781.1	116 777.9
Ungraded	7 680.2	152.0	154.4	306.4	7 986.6
Total	437 792.2	170 190.9	135 535.1	305 726.0	743 518.2
Total female FTE students	1 143 336.3	372 474.8	259 873.3	632 348.1	1 775 684.4

(a) Year 7 is the last year of primary school in Qld, SA and WA, and is the first year of secondary school in NSW, Vic., Tas., NT and the ACT

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)	Total students
	no.	no.	no.	no.	no.	no.	no.	no.	no.
ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS									
Primary									
Total	114 679	537	—	—	—	—	—	—	115 216
Secondary									
Year 7	5 146	2 133	44	—	—	—	—	—	7 323
Year 8	1 693	9 939	2 605	84	—	—	—	—	14 321
Year 9	—	1 569	9 655	2 539	81	—	—	—	13 844
Year 10	—	—	1 473	8 855	2 515	116	9	6	12 974
Year 11	—	—	—	1 308	6 456	1 826	182	110	9 882
Year 12	—	—	—	—	1 233	4 285	1 216	200	6 934
Ungraded	246	406	442	431	311	215	81	10	2 142
Total	7 085	14 047	14 219	13 217	10 596	6 442	1 488	326	67 420
Total full-time Aboriginal and Torres Strait Islander students	121 764	14 584	14 219	13 217	10 596	6 442	1 488	326	182 636
OTHER STUDENTS									
Primary									
Total	1 998 985	7 757	68	6	4	—	—	—	2 006 820
Secondary									
Year 7	110 038	49 724	832	20	—	—	—	—	160 614
Year 8	21 787	185 051	56 991	1 079	45	45	13	4	265 015
Year 9	28	21 468	184 890	55 855	1 387	94	9	9	263 740
Year 10	—	69	22 061	183 193	56 870	2 527	357	188	265 265
Year 11	—	—	115	22 211	161 992	51 661	3 653	1 880	241 512
Year 12	—	—	—	103	28 148	140 802	43 697	4 616	217 366
Ungraded	2 326	3 446	3 628	3 717	3 392	2 743	1 491	894	21 637
Total	134 179	259 758	268 517	266 178	251 834	197 872	49 220	7 591	1 435 149
Total full-time other students	2 133 164	267 515	268 585	266 184	251 838	197 872	49 220	7 591	3 441 969
TOTAL FULL-TIME STUDENTS									
Primary									
Total	2 113 664	8 294	68	6	4	—	—	—	2 122 036
Secondary									
Year 7	115 184	51 857	876	20	—	—	—	—	167 937
Year 8	23 480	194 990	59 596	1 163	45	45	13	4	279 336
Year 9	28	23 037	194 545	58 394	1 468	94	9	9	277 584
Year 10	—	69	23 534	192 048	59 385	2 643	366	194	278 239
Year 11	—	—	115	23 519	168 448	53 487	3 835	1 990	251 394
Year 12	—	—	—	103	29 381	145 087	44 913	4 816	224 300
Ungraded	2 572	3 852	4 070	4 148	3 703	2 958	1 572	904	23 779
Total	141 264	273 805	282 736	279 395	262 430	204 314	50 708	7 917	1 502 569
Total full-time students	2 254 928	282 099	282 804	279 401	262 434	204 314	50 708	7 917	3 624 605

— nil or rounded to zero (including null cells)

(a) May include students with age unspecified

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
2003	18 854	3 336	18 001	3 626	10 341	2 521	6 925	541	64 145
2008	22 791	4 405	22 755	4 347	11 795	2 549	8 155	618	77 415
2011	26 752	5 255	24 809	4 932	11 743	2 866	8 268	697	85 322
2012	28 022	5 609	25 951	5 104	12 096	2 868	8 296	763	88 709
2013	29 532	6 011	27 231	5 415	12 533	3 043	8 407	808	92 980
FEMALES									
2003	18 264	3 354	17 236	3 632	9 570	2 394	6 789	508	61 747
2008	21 814	4 436	21 904	4 287	11 048	2 468	7 738	558	74 253
2011	25 440	5 370	24 056	4 832	11 371	2 680	7 785	691	82 225
2012	26 756	5 719	25 344	4 988	11 699	2 768	7 799	739	85 812
2013	28 196	6 108	26 537	5 219	12 036	2 877	7 921	762	89 656
PERSONS									
2003	37 118	6 690	35 237	7 258	19 911	4 915	13 714	1 049	125 892
2008	44 605	8 841	44 659	8 634	22 843	5 017	15 893	1 176	151 668
2011	52 192	10 625	48 865	9 764	23 114	5 546	16 053	1 388	167 547
2012	54 778	11 328	51 295	10 092	23 795	5 636	16 095	1 502	174 521
2013	57 728	12 119	53 768	10 634	24 569	5 920	16 328	1 570	182 636

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time; refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	no.										
GOVERNMENT											
Primary students											
Pre-year 1	7 531	7 934	8 057	8 163	10 345	11 938	11 936	12 757	13 520	14 407	15 350
Year 1	9 734	10 707	10 983	11 407	11 302	10 472	12 005	12 065	12 737	13 521	14 389
Year 2	10 361	9 844	10 675	11 105	11 479	11 348	10 578	12 202	12 136	12 937	13 699
Year 3	10 414	10 541	9 990	10 794	11 173	11 520	11 526	10 696	12 259	12 192	12 998
Year 4	10 109	10 612	10 714	10 128	11 061	11 278	11 574	11 678	10 897	12 511	12 382
Year 5	10 130	10 322	10 729	10 919	10 266	11 153	11 492	11 782	11 773	11 041	12 686
Year 6	9 937	10 260	10 365	10 829	11 037	10 427	11 240	11 740	11 979	11 968	11 151
Year 7(a)	5 728	6 143	6 196	6 316	6 631	5 498	4 972	5 628	5 863	6 091	5 935
Ungraded	1 265	1 017	1 063	1 076	1 125	1 240	1 224	1 305	1 441	1 494	1 722
Total	75 209	77 380	78 772	80 737	84 419	84 874	86 547	89 853	92 605	96 162	100 312
Secondary students											
Year 7(a)	3 650	3 813	4 088	4 031	4 236	5 390	5 294	5 486	5 714	5 757	5 831
Year 8	8 532	8 852	9 440	9 882	10 032	10 326	10 413	9 958	10 786	11 191	11 402
Year 9	7 697	8 264	8 617	9 232	9 583	9 738	10 086	10 323	9 970	10 673	11 105
Year 10	6 399	6 694	7 296	7 765	8 337	8 642	8 809	9 630	10 013	9 586	10 331
Year 11	4 030	4 358	4 690	5 524	5 750	6 097	6 522	6 775	7 263	7 697	7 737
Year 12	2 409	2 551	2 707	2 963	3 353	3 762	3 956	4 296	4 436	4 833	5 234
Ungraded	2 227	2 147	1 841	1 492	1 603	1 758	1 673	1 691	1 896	1 992	2 113
Total	34 944	36 679	38 679	40 889	42 894	45 713	46 753	48 159	50 078	51 729	53 753
NON-GOVERNMENT											
Primary students											
Pre-year 1	897	965	1 119	1 147	1 365	1 529	1 629	1 798	1 827	1 984	2 133
Year 1	1 122	1 270	1 383	1 455	1 496	1 463	1 560	1 653	1 831	1 945	2 029
Year 2	1 184	1 169	1 318	1 402	1 446	1 531	1 539	1 637	1 776	1 968	2 014
Year 3	1 176	1 159	1 231	1 369	1 445	1 536	1 580	1 601	1 685	1 846	2 057
Year 4	1 146	1 270	1 242	1 293	1 406	1 503	1 610	1 684	1 646	1 802	1 960
Year 5	1 241	1 171	1 356	1 328	1 315	1 430	1 565	1 679	1 718	1 734	1 888
Year 6	1 148	1 242	1 218	1 401	1 367	1 372	1 486	1 650	1 735	1 799	1 844
Year 7(a)	697	734	777	786	850	740	664	772	863	908	960
Ungraded	258	202	176	98	63	63	72	9	3	9	19
Total	8 869	9 182	9 820	10 279	10 753	11 167	11 705	12 483	13 084	13 995	14 904
Secondary students											
Year 7(a)	408	430	522	582	633	892	1 059	1 144	1 255	1 385	1 492
Year 8	1 490	1 508	1 769	1 922	1 938	2 103	2 193	2 399	2 531	2 701	2 919
Year 9	1 297	1 510	1 574	1 737	1 882	2 034	2 202	2 378	2 347	2 597	2 739
Year 10	1 160	1 282	1 585	1 614	1 753	1 925	1 990	2 305	2 413	2 379	2 643
Year 11	943	939	1 102	1 287	1 413	1 457	1 651	1 794	1 866	2 031	2 145
Year 12	644	669	720	767	958	1 085	1 104	1 255	1 345	1 524	1 700
Ungraded	928	904	554	575	538	418	329	10	23	18	29
Total	6 870	7 242	7 826	8 484	9 115	9 914	10 528	11 285	11 780	12 635	13 667
ALL AFFILIATIONS											
Total students	125 892	130 483	135 097	140 389	147 181	151 668	155 533	161 780	167 547	174 521	182 636

(a) Year 7 is the last year of primary school in Qld, SA and WA, and is the first year of secondary school in NSW, Vic., Tas., NT and the ACT

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	%	%	%	%	%	%	%	%	%	%	%
.....											
YEAR 7/8 TO 9(d)											
Aboriginal and Torres Strait Islander students	96.8	97.2	99.2	98.4	97.5	99.1	98.7	100.8	101.3	100.3	100.0
Other students	99.9	99.9	99.9	100.1	100.4	100.5	100.5	100.7	100.7	100.8	100.6
Percentage point difference	-3.1	-2.7	-0.6	-1.7	-2.9	-1.4	-1.8	0.2	0.6	-0.5	-0.6
.....											
YEAR 7/8 TO 10(d)											
Aboriginal and Torres Strait Islander students	87.2	85.8	88.3	91.3	90.5	89.8	90.9	95.8	98.7	98.4	98.1
Other students	98.9	98.5	98.6	98.9	99.4	99.9	100.1	101.0	101.3	101.4	101.7
Percentage point difference	-11.6	-12.7	-10.4	-7.6	-8.9	-10.0	-9.2	-5.2	-2.6	-3.0	-3.6
.....											
YEAR 7/8 TO 11(d)											
Aboriginal and Torres Strait Islander students	61.4	61.1	62.3	67.7	69.7	67.8	69.5	72.1	73.3	77.2	81.3
Other students	89.5	89.0	88.3	88.9	89.4	89.8	91.8	93.1	93.7	94.8	96.2
Percentage point difference	-28.1	-27.9	-26.0	-21.2	-19.6	-22.0	-22.3	-20.9	-20.4	-17.6	-14.9
.....											
YEAR 7/8 TO 12(d)											
Aboriginal and Torres Strait Islander students	39.1	39.8	39.5	40.1	42.9	47.2	45.4	47.2	48.7	51.1	55.1
Other students	76.5	76.9	76.6	76.0	75.6	75.6	77.3	79.4	80.7	81.3	82.9
Percentage point difference	-37.4	-37.2	-37.0	-35.8	-32.7	-28.5	-31.9	-32.2	-32.0	-30.2	-27.8
.....											

- (a) When interpreting rates in this publication, please refer to Explanatory notes, paragraphs 47 to 52
- (b) For the definition of Apparent Retention rates; refer to Glossary and Explanatory Notes
- (c) Relatively small changes in student numbers can create large movements in apparent retention rates calculated for small populations
- (d) Year 7 is the last year of primary school in Qld, SA and WA, and is the first year of secondary school in NSW, Vic., Tas., NT and the ACT

TEACHING STAFF, by Sex, 2003–2013

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
2003	25 604	19 826	15 106	6 369	8 129	2 072	794	1 289	79 189
2008	25 454	21 166	15 934	6 368	8 424	2 052	880	1 305	81 583
2011	25 008	21 559	16 472	6 372	8 601	2 147	944	1 373	82 476
2012	24 943	21 740	15 709	6 440	8 608	2 124	993	1 376	81 933
2013	24 897	22 035	15 673	6 498	8 532	2 062	962	1 451	82 110
FEMALES									
2003	58 874	45 037	35 607	12 757	18 666	4 649	2 277	3 353	181 220
2008	60 680	50 047	41 575	13 924	20 994	4 921	2 502	3 442	198 085
2011	63 563	52 288	44 497	14 372	22 180	5 242	2 676	3 560	208 378
2012	64 570	52 685	42 159	14 654	22 558	5 137	2 743	3 595	208 101
2013	65 740	53 455	42 523	14 880	23 595	4 983	2 645	3 788	211 609
PERSONS									
2003	84 478	64 863	50 713	19 126	26 795	6 721	3 071	4 642	260 409
2008	86 134	71 213	57 509	20 292	29 418	6 973	3 382	4 747	279 668
2011	88 571	73 847	60 969	20 744	30 781	7 389	3 620	4 933	290 854
2012	89 513	74 425	57 868	21 094	31 166	7 261	3 736	4 971	290 034
2013	90 637	75 490	58 196	21 378	32 127	7 045	3 607	5 239	293 719

	PRIMARY SCHOOLS			SECONDARY SCHOOLS			ALL SCHOOLS		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
2003	17 865.8	66 757.2	84 623.0	31 362.1	38 886.4	70 248.5	49 227.9	105 643.6	154 871.5
2008	17 187.7	71 306.3	88 494.0	30 560.3	42 297.0	72 857.3	47 748.0	113 603.3	161 351.3
2011	17 423.6	74 397.7	91 821.3	30 024.7	43 426.3	73 451.0	47 448.3	117 824.0	165 272.3
2012	17 796.1	76 106.8	93 902.9	29 763.8	43 485.2	73 249.0	47 559.9	119 592.0	167 151.9
2013	17 754.6	77 371.5	95 126.1	29 204.8	43 572.4	72 777.2	46 959.4	120 943.9	167 903.3
NON-GOVERNMENT									
2003	6 495.8	25 448.7	31 944.5	19 148.3	23 610.7	42 759.0	25 644.1	49 059.4	74 703.5
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
2011	7 762.7	31 014.1	38 776.8	22 041.3	29 020.0	51 061.3	29 804.0	60 034.1	89 838.1
2012	7 940.0	31 946.9	39 886.9	22 374.5	29 572.3	51 946.8	30 314.5	61 519.2	91 833.7
2013	8 056.4	32 834.9	40 891.3	22 611.8	30 178.6	52 790.4	30 668.2	63 013.5	93 681.7
ALL AFFILIATIONS									
2003	24 361.6	92 205.9	116 567.5	50 510.4	62 497.1	113 007.5	74 872.0	154 703.0	229 575.0
2008	24 491.7	100 485.1	124 976.8	52 088.3	70 041.3	122 129.6	76 580.0	170 526.4	247 106.4
2011	25 186.3	105 411.8	130 598.1	52 066.0	72 446.3	124 512.3	77 252.3	177 858.1	255 110.4
2012	25 736.1	108 053.7	133 789.8	52 138.3	73 057.5	125 195.8	77 874.4	181 111.2	258 985.6
2013	25 811.0	110 206.4	136 017.4	51 816.6	73 751.0	125 567.6	77 627.6	183 957.4	261 585.0

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

TEACHING STAFF (FTE), by Sex, Level of School Education, 2003–2013(a)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
Primary									
2003	7 298.6	5 622.2	5 330.9	2 295.9	2 586.4	598.6	301.9	327.1	24 361.6
2008	6 958.1	5 829.9	5 490.7	2 285.3	2 693.1	569.7	324.3	340.6	24 491.7
2011	6 954.5	6 144.7	5 545.6	2 329.7	2 910.6	602.5	328.0	370.7	25 186.3
2012	6 943.8	6 512.7	5 647.4	2 348.8	2 957.1	592.8	357.2	376.3	25 736.1
2013	6 958.2	6 668.3	5 583.6	2 394.8	2 877.7	592.9	351.3	384.2	25 811.0
Secondary									
2003	17 485.2	13 074.9	8 525.8	3 759.2	5 001.0	1 308.7	439.9	915.7	50 510.4
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
2011	17 371.1	13 731.5	9 428.3	3 639.2	5 069.5	1 304.9	569.4	952.1	52 066.0
2012	17 308.9	13 856.4	9 422.9	3 675.3	5 042.1	1 292.7	591.1	948.9	52 138.3
2013	17 266.9	13 616.5	9 444.4	3 641.0	5 044.8	1 250.7	564.0	988.3	51 816.6
FEMALES									
Primary									
2003	28 852.1	22 313.5	18 792.3	7 362.3	9 546.8	2 256.9	1 428.8	1 653.2	92 205.9
2008	31 238.3	23 636.6	21 595.2	7 670.4	10 839.1	2 270.5	1 505.3	1 729.7	100 485.1
2011	32 605.7	24 618.6	22 786.2	7 938.4	11 743.3	2 371.1	1 578.3	1 770.2	105 411.8
2012	33 254.3	25 533.0	23 364.4	8 079.7	12 028.3	2 341.2	1 614.8	1 838.0	108 053.7
2013	34 135.2	25 800.1	23 566.2	8 157.1	12 685.0	2 323.3	1 556.2	1 983.3	110 206.4
Secondary									
2003	21 579.9	17 198.3	10 863.1	3 676.7	5 564.0	1 560.0	649.7	1 405.4	62 497.1
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
2011	23 730.0	20 226.1	13 498.2	4 401.2	6 491.5	1 763.4	924.7	1 411.2	72 446.3
2012	24 049.9	20 055.6	13 796.8	4 429.0	6 606.4	1 725.3	950.0	1 444.5	73 057.5
2013	24 602.8	19 953.6	13 960.5	4 522.9	6 709.8	1 672.6	915.6	1 413.2	73 751.0
PERSONS									
Total Primary									
2003	36 150.7	27 935.7	24 123.2	9 658.2	12 133.2	2 855.5	1 730.7	1 980.3	116 567.5
2008	38 196.4	29 466.5	27 085.9	9 955.7	13 532.2	2 840.2	1 829.6	2 070.3	124 976.8
2011	39 560.2	30 763.3	28 331.8	10 268.1	14 653.9	2 973.6	1 906.3	2 140.9	130 598.1
2012	40 198.1	32 045.7	29 011.8	10 428.5	14 985.4	2 934.0	1 972.0	2 214.3	133 789.8
2013	41 093.4	32 468.4	29 149.8	10 551.9	15 562.7	2 916.2	1 907.5	2 367.5	136 017.4
Total Secondary									
2003	39 065.1	30 273.2	19 388.9	7 435.9	10 565.0	2 868.7	1 089.6	2 321.1	113 007.5
2008	40 685.4	33 287.9	21 878.5	8 043.3	11 679.9	2 975.8	1 287.8	2 291.0	122 129.6
2011	41 101.1	33 957.6	22 926.5	8 040.4	11 561.0	3 068.3	1 494.1	2 363.3	124 512.3
2012	41 358.8	33 912.0	23 219.7	8 104.3	11 648.5	3 018.0	1 541.1	2 393.4	125 195.8
2013	41 869.7	33 570.1	23 404.9	8 163.9	11 754.6	2 923.3	1 479.6	2 401.5	125 567.6

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
YEAR 7/8 - YEAR 12									
Government									
2003	65.0	74.9	76.1	56.8	64.8	74.5	69.0	101.0	69.6
2008	64.6	71.9	70.3	64.7	68.2	61.3	67.6	95.9	68.3
2011	70.5	76.6	76.4	81.3	74.8	69.6	63.7	100.6	74.7
2012	70.5	77.2	78.5	84.2	77.1	67.8	62.1	104.7	75.8
2013	72.7	80.4	80.2	87.4	82.1	69.8	56.5	104.4	78.3
Non-government									
2003	81.1	92.1	91.7	88.8	83.8	75.9	33.3	75.2	86.1
2008	78.2	90.9	92.7	90.7	82.6	72.7	44.3	73.0	85.0
2011	81.5	90.0	94.6	94.2	83.4	70.2	40.1	77.7	86.7
2012	82.3	89.3	92.7	95.9	82.9	67.3	42.8	74.0	86.4
2013	83.0	88.3	93.6	95.4	82.3	66.3	54.4	78.3	86.6
All affiliations									
2003	70.5	81.4	81.5	67.1	71.2	74.9	56.3	89.7	75.4
2008	69.6	79.4	78.1	74.4	73.8	64.8	60.1	85.2	74.6
2011	74.6	82.0	83.0	86.3	78.4	69.8	55.3	89.4	79.3
2012	75.0	82.2	83.7	88.8	79.5	67.6	55.6	89.8	79.9
2013	76.7	83.7	85.2	90.6	82.2	68.7	55.8	91.6	81.6
YEAR 10 - YEAR 12									
Government									
2003	68.1	77.3	76.4	61.8	64.8	76.4	78.7	101.0	71.9
2008	67.6	74.2	70.7	66.0	67.6	61.8	74.6	96.6	70.1
2011	73.0	77.0	74.8	79.3	72.3	70.4	66.9	102.0	75.0
2012	70.7	75.7	76.6	82.2	75.0	67.1	68.2	100.7	74.8
2013	71.1	78.9	78.7	83.8	79.3	68.4	67.0	102.7	76.7
Non-government									
2003	81.0	91.8	90.6	87.9	81.9	76.2	46.5	76.3	85.9
2008	79.9	90.6	90.1	87.7	79.6	71.8	49.2	74.7	84.6
2011	82.8	89.2	94.3	91.1	82.4	69.1	53.4	77.6	86.7
2012	83.5	89.1	91.9	92.6	81.7	67.3	49.7	76.4	86.4
2013	83.7	89.1	93.1	93.9	83.2	66.7	55.7	77.6	87.0
All affiliations									
2003	72.7	82.9	81.5	70.8	70.6	76.4	68.7	90.3	76.9
2008	72.3	80.9	77.6	74.3	72.3	64.9	66.5	86.4	75.6
2011	76.7	82.0	81.8	83.9	76.4	70.0	62.9	90.0	79.5
2012	75.5	81.2	82.2	86.3	77.8	67.1	62.1	89.3	79.3
2013	75.8	83.1	84.0	87.8	81.0	67.8	62.9	90.4	80.7

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
.....									
GOVERNMENT									
Primary									
2003	17.3	16.2	15.5	15.9	16.8	16.0	13.9	15.1	16.4
2008	15.9	15.7	15.5	15.4	15.3	15.5	12.2	13.6	15.6
2011	15.5	15.4	15.3	14.9	15.6	14.3	11.8	13.7	15.3
2012	15.5	15.0	15.4	14.9	15.9	14.5	11.5	13.8	15.2
2013	15.5	15.3	15.8	14.9	15.8	14.6	12.1	13.1	15.4
Secondary									
2003	12.6	12.1	13.0	12.9	12.2	13.4	11.6	11.9	12.5
2008	12.4	11.8	12.8	12.6	11.7	13.0	12.9	12.1	12.3
2011	12.5	11.7	12.5	13.4	11.4	13.0	10.5	11.8	12.2
2012	12.4	11.9	12.5	13.2	11.7	13.1	10.3	11.8	12.3
2013	12.3	12.2	12.6	13.2	12.0	13.2	11.0	11.9	12.4
.....									
NON-GOVERNMENT									
Primary									
2003	17.5	16.5	16.7	17.6	17.3	17.2	18.3	18.1	17.1
2008	16.8	15.0	17.4	16.2	17.0	16.5	15.5	17.3	16.4
2011	16.6	14.9	17.5	16.1	17.1	16.1	15.5	17.3	16.4
2012	16.5	14.8	17.4	15.9	17.1	15.6	15.7	17.0	16.2
2013	16.4	14.6	17.4	15.8	16.9	15.9	15.5	16.9	16.1
Secondary									
2003	12.0	12.0	12.6	12.2	12.5	12.4	10.2	12.9	12.1
2008	11.6	11.2	12.2	11.7	11.8	11.9	11.2	12.9	11.6
2011	11.8	11.1	12.2	11.7	10.9	11.5	10.5	12.7	11.6
2012	11.8	11.1	12.2	11.7	10.8	11.6	10.3	12.5	11.5
2013	11.8	11.1	12.2	11.6	10.7	11.5	10.9	12.6	11.5
.....									
ALL AFFILIATIONS									
Total Primary									
2003	17.3	16.3	15.8	16.4	16.9	16.2	14.6	16.1	16.6
2008	16.2	15.5	16.0	15.7	15.8	15.8	12.8	14.9	15.8
2011	15.9	15.2	15.9	15.3	16.0	14.7	12.4	15.0	15.6
2012	15.8	14.9	16.0	15.2	16.2	14.8	12.2	14.9	15.5
2013	15.7	15.1	16.2	15.2	16.1	14.9	12.7	14.4	15.6
Total Secondary									
2003	12.3	12.1	12.9	12.7	12.3	13.1	11.1	12.3	12.4
2008	12.1	11.6	12.6	12.2	11.7	12.7	12.3	12.4	12.0
2011	12.2	11.5	12.4	12.7	11.2	12.5	10.5	12.2	12.0
2012	12.2	11.5	12.4	12.6	11.3	12.6	10.3	12.1	12.0
2013	12.1	11.7	12.4	12.5	11.5	12.6	11.0	12.2	12.0

(a) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

APPARENT PARTICIPATION RATES (a), by Age, 2003–2013(b)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
14 YEARS									
2003	96.8	97.5	97.1	97.5	98.3	99.7	90.1	105.9	97.4
2008	97.7	99.5	97.8	100.1	98.7	99.6	88.2	113.3	98.6
2011	98.9	101.2	99.6	101.0	98.9	100.0	89.4	115.4	99.9
2012	99.6	101.2	100.6	101.4	99.3	98.6	90.4	114.8	100.4
2013	99.3	101.6	100.3	100.8	98.4	100.9	91.3	115.0	100.3
15 YEARS									
2003	92.6	94.4	91.8	94.9	91.9	99.0	79.6	103.4	93.2
2008	93.9	97.0	92.0	97.9	93.5	99.7	77.2	110.9	94.7
2011	98.1	99.1	95.9	100.1	94.0	99.6	82.2	111.3	97.6
2012	97.8	99.7	96.1	101.2	94.8	98.9	83.1	114.7	97.9
2013	98.8	99.8	97.5	102.0	96.7	99.2	83.6	114.4	98.8
16 YEARS									
2003	79.5	87.6	82.7	83.2	76.7	85.3	68.1	100.6	82.5
2008	79.5	88.5	80.7	87.3	80.0	86.3	66.2	103.4	82.9
2011	88.3	92.8	87.2	96.8	83.0	88.7	68.2	108.1	89.3
2012	89.3	93.4	87.9	97.7	83.4	89.6	69.9	108.7	90.0
2013	90.5	94.4	89.2	98.7	85.5	90.1	73.2	112.3	91.3
17 YEARS									
2003	66.6	76.3	50.8	59.8	40.6	62.9	45.8	90.2	62.7
2008	67.1	77.3	47.1	65.5	41.4	60.7	45.1	91.3	62.7
2011	73.9	81.6	53.1	78.5	45.4	69.6	49.2	93.9	68.7
2012	73.8	82.2	53.4	81.6	45.8	70.9	50.6	97.0	69.1
2013	75.6	83.2	54.4	82.9	46.7	71.4	51.8	97.8	70.3
18 YEARS									
2003	14.9	20.6	6.1	9.5	4.2	15.3	10.5	22.9	13.2
2008	15.4	25.2	5.0	11.8	3.2	26.2	10.7	23.2	14.5
2011	17.2	27.8	5.5	17.0	4.1	30.6	11.1	23.4	16.4
2012	17.5	28.1	5.3	19.2	4.0	31.8	10.7	27.5	16.7
2013	17.7	28.8	5.2	20.0	4.3	30.5	12.5	26.6	16.9
19 YEARS									
2003	1.9	2.5	1.2	2.3	1.1	3.3	2.6	2.9	1.9
2008	1.5	2.5	0.8	3.0	0.6	2.9	2.6	2.5	1.7
2011	1.4	2.5	0.8	3.9	1.0	4.9	2.3	2.1	1.8
2012	1.2	2.2	0.8	4.1	0.9	4.4	1.6	2.4	1.6
2013	1.1	2.2	0.7	4.1	0.9	2.2	2.0	1.9	1.5

(a) When interpreting rates in this publication, please refer to Explanatory notes, paragraphs 47 to 52

(b) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

APPARENT CONTINUATION RATES (a), by Age, 2007–2013(b)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
14 YEARS TURNING 15 YEARS									
2007	95.9	97.4	95.6	98.9	95.6	100.3	93.1	98.7	96.5
2008	96.0	97.8	95.1	99.3	95.8	100.6	91.4	98.1	96.6
2009	95.8	98.0	95.5	99.6	95.3	99.9	91.3	98.1	96.6
2010	98.4	98.6	96.6	100.3	95.3	101.1	91.6	99.7	97.9
2011	99.0	98.9	96.7	100.1	95.6	101.3	95.7	98.8	98.2
2012	99.0	98.6	97.2	100.4	95.9	99.4	93.8	99.5	98.3
2013	99.3	98.8	97.6	100.5	97.4	100.5	93.1	99.9	98.7
15 YEARS TURNING 16 YEARS									
2007	85.7	93.7	89.7	94.1	83.4	87.8	84.7	94.7	89.1
2008	85.7	92.9	88.5	92.9	85.5	87.8	83.4	94.5	88.8
2009	86.5	93.5	90.9	96.8	86.1	89.0	83.4	96.3	90.1
2010	90.7	93.9	91.7	98.5	87.3	91.6	84.0	97.0	92.0
2011	91.3	94.0	91.5	97.6	87.8	93.4	86.6	96.4	92.2
2012	91.6	94.9	92.3	98.7	88.9	94.1	85.3	97.7	92.9
2013	93.1	95.4	93.7	98.6	90.4	93.7	87.6	98.2	94.0
16 YEARS TURNING 17 YEARS									
2007	85.1	88.2	59.1	80.2	50.6	77.3	67.2	88.6	76.6
2008	85.0	87.2	58.0	79.3	52.6	75.1	67.5	87.8	76.1
2009	86.0	87.6	60.8	82.6	54.3	79.8	69.3	89.7	77.6
2010	87.4	88.5	61.2	82.2	55.0	80.6	72.0	88.3	78.4
2011	86.0	88.6	61.0	82.0	55.0	85.3	73.3	88.3	78.1
2012	84.3	89.1	61.5	85.9	55.3	86.3	73.8	90.3	78.1
2013	85.1	89.6	62.3	85.8	56.5	81.5	74.4	90.7	78.6
17 YEARS TURNING 18 YEARS									
2007	23.1	29.2	10.3	20.6	8.4	41.4	26.2	25.2	22.4
2008	23.5	32.6	10.8	21.4	8.5	43.0	24.0	25.6	23.7
2009	23.2	33.1	10.7	22.6	11.0	44.5	21.8	26.8	23.9
2010	24.4	35.2	11.2	23.7	10.4	47.7	23.4	26.7	25.1
2011	24.2	34.6	10.7	23.8	10.3	53.4	25.1	26.4	24.9
2012	24.1	34.7	10.4	25.7	9.6	51.8	23.2	29.4	25.0
2013	24.4	35.4	10.2	25.7	10.2	41.2	24.9	27.6	24.9
18 YEARS TURNING 19 YEARS									
2007	10.1	10.3	14.9	27.2	20.1	13.2	21.0	6.9	12.2
2008	10.4	11.4	16.7	28.6	21.1	13.1	25.5	11.1	13.1
2009	10.3	10.3	17.5	29.3	36.9	13.8	18.4	9.5	13.0
2010	9.8	9.8	18.0	27.7	29.2	17.3	18.4	9.6	12.7
2011	8.7	9.5	16.3	25.4	30.5	24.7	20.7	9.3	12.4
2012	7.6	8.1	14.9	24.9	28.5	21.0	16.3	10.2	11.1
2013	6.7	8.1	14.2	22.1	27.3	8.2	17.4	6.8	9.8

- (a) When interpreting rates in this publication, please refer to Explanatory notes, paragraphs 47 to 52
- (b) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

APPARENT PROGRESSION RATES(a), by Year of Education, 2003–2013(b)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
YEAR 8 TO YEAR 9									
2003	99.1	98.3	99.1	98.1	99.3	99.7	88.5	98.0	98.8
2008	98.8	98.9	99.3	99.4	99.4	99.4	97.1	99.2	99.0
2011	99.6	99.6	99.1	99.9	99.5	99.7	93.9	99.9	98.9
2012	99.6	99.5	99.4	99.5	99.2	99.1	95.0	99.0	98.8
2013	99.6	99.7	99.3	99.6	99.1	99.7	96.2	99.9	99.1
YEAR 9 TO YEAR 10									
2003	96.4	96.4	97.3	97.3	98.4	99.3	94.0	97.3	96.9
2008	96.3	96.3	98.0	98.6	98.9	98.7	92.1	97.0	97.1
2011	98.9	97.5	98.5	99.5	98.5	99.7	94.2	98.1	98.1
2012	98.8	97.7	98.8	99.8	98.9	98.9	91.5	98.8	97.9
2013	98.8	98.1	98.7	100.0	97.3	99.4	90.9	99.4	97.8
YEAR 10 TO YEAR 11									
2003	83.0	91.8	89.2	90.9	86.0	79.4	98.8	98.0	87.6
2008	81.5	90.5	88.1	90.5	89.3	72.5	86.7	95.1	86.6
2011	86.5	90.9	90.8	95.7	91.2	78.6	83.1	96.4	89.1
2012	86.3	91.9	91.8	96.8	92.3	82.4	81.9	98.6	90.2
2013	88.2	91.9	92.8	97.2	94.6	82.3	87.4	98.5	91.6
YEAR 11 TO YEAR 12									
2003	86.8	85.9	87.8	74.5	79.2	81.5	71.7	82.8	84.7
2008	85.8	83.1	83.5	75.4	78.3	76.7	71.4	81.7	82.6
2011	86.8	85.6	86.4	79.9	79.5	84.0	71.4	82.6	82.0
2012	85.5	85.3	87.5	83.7	79.6	79.6	74.5	84.5	82.5
2013	85.6	85.9	88.3	84.1	81.8	79.4	75.8	82.5	82.9
YEAR 8 TO YEAR 10									
2003	95.3	94.3	96.3	95.8	97.8	98.3	90.1	92.7	95.6
2008	95.2	95.3	97.4	98.2	98.0	98.6	87.0	96.5	96.2
2011	98.7	96.5	97.8	99.0	97.5	99.5	91.5	98.0	97.3
2012	98.4	97.4	98.1	99.6	98.5	98.6	86.3	98.6	96.9
2013	98.4	97.6	98.1	99.6	96.6	98.5	86.3	98.4	96.7
YEAR 10 TO YEAR 12									
2003	71.2	77.9	77.9	66.7	67.8	65.1	64.4	80.3	73.4
2008	70.0	76.1	74.3	68.9	68.9	57.2	62.8	78.2	71.9
2011	74.6	77.9	78.7	76.6	71.7	63.2	62.3	80.6	73.2
2012	73.8	77.5	79.4	80.0	72.6	62.4	62.2	81.2	73.7
2013	73.9	79.0	81.0	81.4	75.1	65.5	62.1	81.3	74.9
YEAR 8 TO YEAR 12									
2003	67.1	73.9	74.5	62.4	65.7	63.6	56.5	77.2	69.7
2008	66.8	71.8	71.7	65.9	67.8	56.0	57.1	76.4	68.9
2011	70.8	74.4	76.2	75.2	70.0	62.4	54.2	77.8	70.1
2012	71.4	74.9	77.4	78.7	70.9	61.9	54.5	79.5	71.1
2013	72.9	76.5	79.3	80.7	73.5	65.2	57.2	79.7	73.1

- (a) When interpreting rates in this publication, please refer to Explanatory notes, paragraphs 47 to 52
- (b) For a complete list of changes in jurisdictional administrative systems that may affect data comparisons over time, refer to the Data Comparability section in the Explanatory Notes paragraphs 15 to 36

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 Data used in the compilation of these statistics are sourced from the National Schools Statistics Collection (NSSC) (non-finance), which is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, the Australian Bureau of Statistics (ABS), and the Standing Council for School Education and Early Childhood (SCSEEC).

3 In addition to statistics, *Schools, Australia* (cat. no. 4221.0) contains detailed Explanatory Notes, Appendix and a Glossary that provide information on the data sources, counting rules, terminology, classifications and other aspects associated with these statistics. All data are collected and reported to standard classifications as stated in the NSSC Data Collection Manual (DCM) and NSSC Notes, Instructions and Tabulations (NIT) manual (both available from the ABS on request).

SCOPE AND COVERAGE

4 The scope of 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 director-general of education (or equivalent) in each state and territory, students attending those establishments, and all staff engaged in the administration or provision of school education at those establishments.

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

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

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

9 Education services in the Territory of the Cocos (Keeling) Islands and the Territory of Christmas Island are provided by the Department of Education Western Australia. For the purposes of the NSSC, figures for these Territories are included with those for Western Australia.

10 Education services in Norfolk Island are provided by the New South Wales Department of Education and Communities. For the purposes of the NSSC, figures for Norfolk Island are included with those for New South Wales.

11 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.

12 Part-time student data by age are only available from 2006 onwards.

CENSUS DATE

13 The census date for the collection, for all states and territories, and all affiliations, is the first Friday in August each year. For 2013 the census date was 2 August.

EXPLANATORY NOTES *continued*

AGE REFERENCE DATE

14 The age reference date for students is 1 July.

DATA COMPARABILITY

15 Occasionally, jurisdictions make changes in the administration of their education system that can impact on the coherence of the statistics produced in this publication over time. The following paragraphs (in reverse chronological order), note the most significant changes of this nature.

16 In recent years, Tasmania has alternated between a single and multiple entity college structure. In the most recent change, from July 2013 the Tasmanian Polytechnic ceased to exist and was replaced by TasTAFE as the new single entity for Tasmania's public sector post-compulsory vocational education and training. As a result of this change some Year 11 and 12 students previously studying at the Polytechnic are no longer within scope of the NSSC. This reversed the 2012 move which saw Tasmania reporting eight separate colleges in the NSSC rather than the one Tasmanian Academy (see also paragraph 28).

17 In 2012 the Victorian Department of Education and Early Childhood Development was able to pro-rate the full-time equivalent (FTE) staff working at combined schools, or at more than one school, at the school level, rather than at the state level as was previously done. This resulted in a more accurate apportionment of staff FTE.

18 In 2012 the Queensland Department of Education and Training noted continuing improvements in the response to identification of Aboriginal and Torres Strait Islander status in government schools, along with a considerable reduction in the number of "not stated" responses. This may affect comparisons of students by Aboriginal and Torres Strait Islander status with previous years.

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

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

21 In 2011 the Western Australian Department of Education introduced a new system for managing administrative data that has improved data quality for identifying and resolving potential administrative counting errors.

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

23 In 2011, the Northern Territory Department of Education and Training developed procedures for strengthening the identification and classification of part-time students. The result was a slight increase in the 2011 part-time student count, similar to the levels in 2009 and earlier. This may affect comparisons of part-time students from 2010 with other years. The Department was also better able to identify and remove staff working in

EXPLANATORY NOTES *continued*

DATA COMPARABILITY *continued*

the early childhood sector from NSSC counts of staff for government data which may affect comparisons of staff data with previous years.

24 From time to time, schools are amalgamated in different states and territories. Through these amalgamations, two or more schools merge to make one school. In this scenario the amalgamation would cause a reduction in the school counts collected in the NSSC. It may also result in a changed profile of school characteristics (e.g. the merger of a primary and a secondary school to form a combined school means that the amalgamated school's enrolment size would be reported as a sum of the enrolments). Where amalgamations have occurred it may affect comparisons of school counts and characteristics with previous years. For more information on specific amalgamations in individual jurisdictions, please refer to the relevant state or territory department website.

25 In 2010 the Victorian Department of Education and Early Childhood Development implemented programs to improve the quality of Aboriginal and Torres Strait Islander status reporting in government schools. This has resulted in a decrease of "not-stated" responses, and may affect comparisons of students by Aboriginal and Torres Strait Islander status with previous years.

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

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

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

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

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

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

31 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.

EXPLANATORY NOTES *continued*

DATA COMPARABILITY *continued*

32 In 2007 Queensland introduced a formal Pre-year 1 (Preparatory). In that year, around two-thirds of the expected cohort was enrolled. In 2008, 95% of the expected cohort was enrolled in Pre-year 1. The introduction also resulted in a significant difference in enrolments from 2012 to 2013 for Years 5 and 6 as the half-cohort moved to Year 6 in 2013.

33 In 2006 Western Australia raised the school leaving age to 16 years.

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

35 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.

36 In 2002 Western Australia changed the age at which children may commence Pre-year 1. Prior to 2002, students could commence Pre-year 1 if they were turning five at any time during the year. From 2002, children must turn five by 30 June in the year they intend to commence Pre-year 1. This resulted in a cohort two-thirds of normal size entering the school system in 2002.

METHODOLOGY

37 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.

38 The Australian Government Department of Education collects data directly from establishments in the non-government sector for all states and territories for administrative purposes. The non-government sector statistics in this publication are a summary of results from that collection.

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

40 In 2012 and 2013, Tasmania provided unit record level data.

SCHOOLS OVER TIME

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

INTERPRETATION OF RESULTS

42 When interpreting the figures in this publication, users should be aware that the comparability of statistics between states and territories, and between government and non-government schools in any one state or territory, may be affected by things such as 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.

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

EXPLANATORY NOTES *continued*

INTERPRETATION OF RESULTS

continued

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

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

46 The ERP is a quarterly estimate of the population of Australia, based on data from the quinquennial ABS Census of Population and Housing, and is updated using information on births, deaths, and overseas and internal migration provided by state, territory and Australian government departments. For more information, see: *ABS Australian Demographic Statistics* (cat. no. 3101.0).

RATES USED IN THIS PUBLICATION

47 This publication contains a number of rates relating to the proportion of students proceeding through the school system. To produce an actual measurement of, for example, the proportion of students who progressed at the expected rate from one grade to the next over one year, analysis on the status of every student between years would be required to determine whether they progressed as expected, progressed but transferred to another jurisdiction or school of different affiliation, repeated or left school entirely. At present, conducting such analysis of all individuals through linking student enrolment information between different years and across jurisdictions is not able to be undertaken.

48 Instead, a methodology is used to calculate rates based on total reported cohort populations in a selected jurisdiction at a selected year either as a percentage of the total population (ERP) or as a percentage of the population for the cohort in an earlier year. For example in NSW in 2011, there were 45,262 students aged 15 and ERP indicated there were 46,358 persons aged 15. In 2012, in NSW there were 41,195 students aged 16 and ERP indicated there were 46,741 persons aged 16. This equates to an Apparent Continuation Rate (ACR) of $100 \times (41,195/46,741) / (45,262/46,358)$ or 90.3%. Rates calculated by this methodology are known as 'apparent' rates. Accordingly, the term 'apparent' is used to refer to all rates in the publication where they are not the 'actual' rate that would result from direct measurement.

49 There are a number of reasons why apparent rates may generate results that differ from actual rates. These reasons include, but are not limited to:

- students progressing at a faster or slower than expected rate of one grade a year
- students changing between full-time or part-time study
- migration (interstate/international)
- inter-sector (affiliation) transfer
- enrolment policies (which contribute to different age/grade structures between states and territories)
- students who attend school in a state/territory different to that in which they live
- a different reference period used in calculating ERP (30 June) verses that used as the reference in the school system (1 August)
- the children of diplomats, short term international exchange students and possible other anomalies, where students are counted in one statistic (school attendance) but not in another (ERP), and
- other sources of inconsistency between data sources that may lead to non-sampling error.

50 Other factors that may affect comparability of rates are:

EXPLANATORY NOTES *continued*

RATES USED IN THIS PUBLICATION *continued*

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

51 It's also important to note data comparability issues can be significant when rates utilise data from composite sources. For example an ACR will use a numerator from the National Schools Statistics Collection and a denominator of Estimated Resident Population (an aggregate derived data series compiled from the Census of Population and Housing, the Census Post Enumeration Survey and administrative data to measure components of population change over time). When developing an indicator using data from different sources, significant data comparability issues can emerge that will affect the accuracy of the indicator. In many cases these differences can have apparently implausible or unexpected effects - for example producing an estimate significantly greater than 100% of the population with a particular attribute (such as the number of students of a specific age continuing to the next year of school). These effects are particularly apparent where a cohort is small and the phenomena being measured applies to close to 100% of the population.

52 The formulae and methodology used for the calculation of School Participation Rates, Apparent Continuation Rates and Apparent Progression Rates 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.

APPARENT RETENTION RATE (ARR)

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

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

55 In 2008, the structure of schooling in the Northern Territory changed with Year 7 becoming the first year of secondary schooling, whereas previously it was Year 8. As the first grade of secondary education is used as the base for the calculation of Apparent Retention Rates (ARRs), Year 8 is the base for the cohort commencing secondary school in 2008. For cohorts commencing secondary school post 2008, Year 7 is the base. This may affect comparisons with previous rates. Year 7 is the base for ARRS for:

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

56 In small populations, relatively small changes in student numbers can create large movements in apparent retention rates. These populations might include smaller jurisdictions, Aboriginal and Torres Strait Islander students, and subcategories of the non-government affiliation. Changes in such factors outlined in paragraph 49 may be more noticeable in these populations.

EXPLANATORY NOTES *continued*

APPARENT CONTINUATION RATE (ACR)

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

58 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.

59 For example, an ACR at the Australia level 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.

60 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.

61 Unlike the ARR, the ACR is not able to provide breakdowns by Aboriginal and Torres Strait Islander status, or affiliation. For more information, see: *Appendix 3: Alternative Measures of Engagement in Secondary Education, 2009* (cat. no. 4221.0).

APPARENT PROGRESSION RATE (APR)

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

63 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.

64 For example, an APR at the Australia level 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.

65 The APR is adjusted to factor in changes in the population. Other factors unaccounted for in the ARR similarly affect the APR. Unlike the ARR, the APR cannot provide breakdowns by Aboriginal and Torres Strait Islander status or affiliation. For more information, see: *Appendix 3: Alternative Measures of Engagement in Secondary Education, 2009* (cat. no. 4221.0).

SCHOOL PARTICIPATION RATE (SPR)

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

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

EXPLANATORY NOTES *continued*

SCHOOL PARTICIPATION RATE (SPR) *continued*

68 Non-participation in school education is not calculated for inclusion into this publication as it cannot be accurately calculated by the difference between NSSC student counts and ERP, as ERP data is an aggregate 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. As previously noted, NSSC counts may also include students not counted in ERP, such as the children of foreign diplomats.

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

69 FTE student/teaching staff ratios are calculated by dividing the FTE student figure by the FTE teaching staff figure. Student/teaching staff ratios are an indicator of the level of staffing resources used and should not be used as a measure of class size. They do not take account of teacher aides and other non-teaching staff who may also assist in the delivery of school education.

RELATED PUBLICATIONS AND PRODUCTS

70 The *Schools, Australia, Preliminary* publication (cat. no. 4220.0) was discontinued in 2010.

71 Other ABS publications which may be of interest to Schools, Australia readers are:

- Education and Work, Australia (cat. no. 6227.0) - issued annually, latest issue 2012 released in March 2013
- Education and Training Experience, Australia (cat. no. 6278.0) - issued irregularly, latest issue 2009 released in March 2010
- Preschool Education, Australia (cat. no. 4240.0) - issued annually, latest issue May 2012 released in November 2012
- 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
- Census of Population and Housing: Expanded Community Profile (cat. no. 2005.0) - issued quinquennially, latest issue released in October 2012, and
- Census of Population and Housing: Basic Community Profile (cat. no. 2001.0) - issued quinquennially, latest issue released in March 2013.

72 Additional information can be found in publications produced by ABS offices in each state and territory including the Census of Population and Housing, various publications of the Australian Government Department of Education, the Standing Council on School Education and Early Childhood (SCSEEC), the Australian Curriculum, Assessment and Reporting Authority (ACARA), the National Centre for Vocational Education Research (NCVER), the education chapter of the annual Report on Government Services (RoGS), and reports of national partnerships and agreements under the Council of Australian Governments such as the National Indigenous Reform Agreement (NIRA). Information is also available in annual reports of the various state and territory departments of education, and in annual reports of the various non-government affiliated offices or licensing authorities.

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

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

74 Statistics available through the ABS are listed on the website at:

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

75 The ABS also issues a daily Release Advice on the web site which outlines upcoming releases:

<<http://www.abs.gov.au/AUSSTATS/abs@.nsf/webpages/ABS+Release+Advice>>

APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES

STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

The structure of primary and secondary schooling in Australia differs between states and territories and has also changed over time.

The two basic patterns evident in formal schooling in Australia in 2013 are:

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

Pre-Year 1 is known as:

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

In the year before Pre-Year 1, each state and territory has a preschool year (also known as Year 1 minus 2), however these are excluded from the scope of the NSSC. Data on preschool education are available annually through *Preschool Education, Australia* (ABS cat. no. 4240.0).

AGE STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

The age at which children must attend school is the subject of specific legislation within each state and territory. In 2013, the age at which a child's attendance at school was compulsory under state and territory legislation was 5 years for Tasmania and 6 years for all other states and territories.

Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the year looking to commence Pre-Year 1.

However, in South Australia, most children start school at age five, and it is common for children to start school at the beginning of the school term following their fifth birthday. Students in South Australia who commenced in Term 4 in 2013 will not have been at school on the Schools Census date, and are not included in this publication.

In addition, the National Youth Participation Requirement, which was effected through relevant state and territory legislation on January 1, 2010, includes:

- a mandatory requirement for all young people to participate in schooling (meaning in school or an approved equivalent) until completion of Year 10, and
- a mandatory requirement for all young people who have completed Year 10 to participate full-time 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 Requirement will continue in line with existing state and territory practice. For further information, see: <http://transitions.youth.gov.au>

Information on changes to schooling structures over time is also available in the Explanatory Notes.

SCHOOLING STRUCTURES ACROSS AUSTRALIA, 2013^(a)

	NSW, Vic., Tas., NT, ACT	Qld ^(b) , SA, WA ^(c)
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 ^(d)		

(a) See Explanatory Notes for information on changes over time

(b) In Queensland from 2015, Year 7 will become the first year of high school. Twenty state schools will pilot Year 7 in a secondary setting before 2015, to ensure the schools' transition is smooth. For the purpose of reporting in Schools, Australia, Year 7 in Queensland will be treated as primary until the transition has been completed.

(c) Western Australian Education authorities are in the process of moving Year 7 from primary level to secondary level. For the purpose of reporting in Schools, Australia, Year 7 in Western Australia will be treated as primary until the process has been completed.

(d) Pre-Year 1 is known as: Kindergarten in New South Wales and the Australian Capital Territory; Preparatory in Victoria, Queensland and Tasmania; Reception in South Australia; Pre-primary in Western Australia; Transition in the Northern Territory and Foundation in the Australian Curriculum.

GLOSSARY

Aboriginal and Torres Strait Islander status	For the purposes of the NSSC a student is classified as being of Aboriginal and Torres Strait Islander origin based on information provided by the student, or their parent/guardian, on the school enrolment form.
Affiliation	<p>Affiliation categorises schools and their enrolments and refers generally to the systems that administer their operation. It is a hierarchical classification with two broad categories, government and non-government.</p> <p>The non-government affiliation can be further subcategorised based on the self-reported religious or philosophical beliefs and values maintained by the school.</p> <p>In this publication, the subcategories of non-government affiliation are reported as either Catholic (systemic and non-systemic) or Independent (Anglican schools and other schools which have associations with religious or secular bodies, or are entirely independent).</p> <p>Data in the publication which are classified by affiliation are published at the level of government and non-government, as well as government, Catholic and Independent. Requests for data at lower levels will be considered on a case-by-case basis with regard to the ABS' requirement to maintain confidentiality in the data.</p>
Apparent	In the absence of direct measurement of the change in circumstances of individual students progressing through the education system, apparent measures, based on aggregate student data, have been developed to provide indicative measurements of student engagement in secondary education.
Apparent Continuation Rate (ACR)	This measures the proportion of an age group of students (full-time and part-time) that has continued in school from one grade to the next. See Explanatory Notes for further information.
Apparent Progression Rate (APR)	This measures the proportion of a cohort of full-time students that moves from one grade to the next at an expected rate of progression of one grade per year. See Explanatory Notes for further information.
Apparent Retention Rate (ARR)	This provides an indicative measure of the number of school students who have stayed in school, as at a designated grade and year. It is expressed as a percentage of the respective cohort group against the cohort that those students would be expected to have come from, assuming an expected rate of progression of one grade a year. See Explanatory Notes for further information.
Estimated Resident Population (ERP)	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 quarterly using information on births, deaths, and overseas and internal migration provided by state, territory and Australian government departments. See <i>Australian Demographic Statistics, June 2013</i> (cat. no. 3101.0) for further details and Explanatory Notes for further information on how this series is used in <i>Schools, Australia, 2013</i> (cat. no. 4221.0).
Full-time Student	The minimum workload for a full-time student that would ensure that a student could complete a given grade in a calendar year. The prescribed workload may vary between states and territories and from grade to grade.
Full-time Equivalent (FTE) Teaching Staff	<p>The FTE value is a measure used to indicate the level of staffing resources. Staff who are employed full-time and engaged solely on activities which fall within the scope of this collection have an FTE value of 1.0.</p> <p>Staff not employed on a full-time basis, and/or engaged in a combination of in-scope and out-of-scope activities, have their FTE value calculated on the basis of the proportion of time spent on in-scope activities compared with staff that would be considered full-time.</p>

GLOSSARY *continued*

Full-time Equivalent (FTE) Teaching Staff <i>continued</i>	<p>Some states and territories are not able to calculate FTE values on a time-spent basis for all staff functions but instead use wages paid as a fraction of the full-time pay rate, or a resource allocation based formula. Some also use a pro-rata formula based on student or staff numbers to estimate aggregate FTE for some categories of staff. This includes staff at combined schools who are allocated to primary or secondary categories.</p> <p>All FTE values are rounded to one decimal place.</p>
Grade and School Level	<p>Grade of education comprises Pre-Year 1 through to Year 12, including Ungraded primary and Ungraded secondary.</p> <p>School Level comprises Primary school and Secondary school.</p> <p>Variations in schooling structures between the states and territories result in differences in the grades that comprise School Level for each state and territory. In particular, variation occurs in the treatment of Year 7, which is the last grade of Primary school or the first grade of Secondary school, depending on the state or territory.</p> <p>For information on the structure of schooling in the various states and territories in Australia see, Differences in Schooling Structures (Appendix). See also Explanatory Notes for further information on Data Comparability.</p>
National School Statistics Collection (NSSC)	<p>The NSSC is a collection of data on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools, for all Australian states and territories. A statistical summary of the results of the NSSC is the subject of this ABS release.</p> <p>The NSSC is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, the ABS, and the Standing Committee on School Education and Early Childhood (SCSEEC).</p> <p>The scope of the collection is bound by the NSSC scope and definitions of schools, students and staff, which is available on request in the NSSC Notes, Instructions and Tabulations (NIT) and the NSSC Data Collection Manual (DCM) documents. See also Explanatory Notes for further information.</p>
Part-time Student	<p>A part-time student is one who undertakes a workload less than that specified as full-time. The FTE value of a part-time student is calculated by dividing the student's workload by that which is considered to be the minimum workload for a full-time student by that state or territory. The minimum workload for a full-time student is that which would ensure the student could complete a given grade in a year.</p> <p>Methods for estimating the FTE value of part-time students vary between states and territories due to different policy and administrative arrangements.</p> <p>Age level data for part-time students is available from 2006 onwards.</p>
Primary School	<p>See 'Grade and School Level'.</p>
School	<p>A school is an education establishment which satisfies all of the following criteria:</p> <ul style="list-style-type: none">■ 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, and■ it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations. <p>The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments.</p> <p>The term 'school' in this publication excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.</p>

GLOSSARY *continued*

School <i>continued</i>	Multi-campus arrangements are counted as one school. Multiple schools that amalgamate into a single multi-campus school will decrease school counts in this publication.
Secondary School	See 'Grade and School Level'.
Sector	See 'Affiliation'.
Special school	<p>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:</p> <ul style="list-style-type: none">■ mental or physical disability or impairment■ slow learning ability■ social or emotional problems■ in custody, on remand or in hospital. <p>Special schools include Special Assistance Schools, as defined under the <i>Schools Assistance Act 2008 (Cwlth)</i>. These are non-government schools that are:</p> <p>(a) likely to be recognised by the State Minister as a special assistance school, and</p> <p>(b) primarily established to cater for students with social, emotional or behavioural difficulties.</p>
Staff	<p>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.</p> <p>Staff not employed on a full-time basis, and/or engaged in a combination of in-scope and out-of-scope activities, have their FTE value calculated on the basis of the proportion of time spent on in-scope activities compared with staff that would be considered full-time.</p> <p>Staff absent from a position for a period of less than four continuous weeks, as at the Census date, continue to be included in staff counts (school vacations are not counted for teaching staff).</p> <p>Staff who have been, or are expected to be, absent from a position for a period of four or more continuous weeks are excluded. Replacement staff are included if they have, or are expected to, occupy the position for four or more continuous weeks (excluding school vacations for teaching staff).</p> <p>Included in the definition of staff are:</p> <ul style="list-style-type: none">■ staff teaching evening secondary students attending Secondary Colleges in Tasmania, Western Australia, Northern Territory and Queensland■ staff paid from school grant payments, and■ staff employed under various Government sponsored employment schemes. <p>Excluded from the definitions of staff are:</p> <ul style="list-style-type: none">■ persons not under the control of the director-general (or equivalent), e.g. nurses or therapists working for the state or territory department of health (or equivalent)■ persons responsible to a state, territory or Commonwealth minister of education but not to the director-general (or equivalent), and■ persons under the control of the director-general (or equivalent) who satisfy one or more of the following criteria:<ul style="list-style-type: none">■ are cleaners, whether salaried or employed on contract■ are involved in the management and/or maintenance of boarding or hostel facilities for students■ are paid from privately raised funds■ have been occupying, or expect to be occupying, a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) at the Census date, and/or■ are persons replacing those who are temporarily absent.

GLOSSARY *continued*

Student A student is a person, who on the census date, is formally enrolled in a school and is active in a primary, secondary and/or special education program at that school. Students may be enrolled at more than one school, however, jurisdictions employ strategies which ensure that, as far as possible, students are reported only once in this collection.

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

Some students may undertake additional educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs as part of the student's school enrolment. In such cases the workload of both the 'normal' school subject(s) and the additional educational activities are aggregated together to determine whether a student is classified as full-time or part-time and in calculating the full-time equivalent for part-time students.

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

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

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