

SCHOOLS

AUSTRALIA

EMBARGO: 11.30AM (CANBERRA TIME) THURS 24 FEB 2005

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- For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070 or Leo Stinson on Canberra (02) 6252 7793.

NOTES

ABOUT THIS PUBLICATION The statistics in this publication relate to government and non-government schools, students and school staff, and were collected through the National Schools Statistics Collection (NSSC), which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

A more extensive range of statistics on schools, students and staff is available from Data Cubes in Excel spreadsheet format on the ABS web site at <URL:<http://www.abs.gov.au>>.

USAGE Because estimates have in some cases been rounded, discrepancies may occur between sums of the component items and totals.



ABBREVIATIONS

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

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MAIN FEATURES

SCHOOLS

In August 2004, there were 9,615 schools in Australia, of which 6,938 (72.2%) were government schools and 2,677 (27.8%) were non-government schools.

Combined primary/secondary schools accounted for 12.4% of all schools (excluding special schools). The number of these schools has increased by 29.9%, from 879 in 1994 to 1,142 in 2004.

STUDENTS

In 2004 there were 3,331,964 full-time school students, 67.5% of whom attended government schools.

Over the period 1994 to 2004, the number of full-time students attending government schools grew by 1.6% (from 2,214,938), while the number attending non-government schools increased by 22.4% (from 884,442).

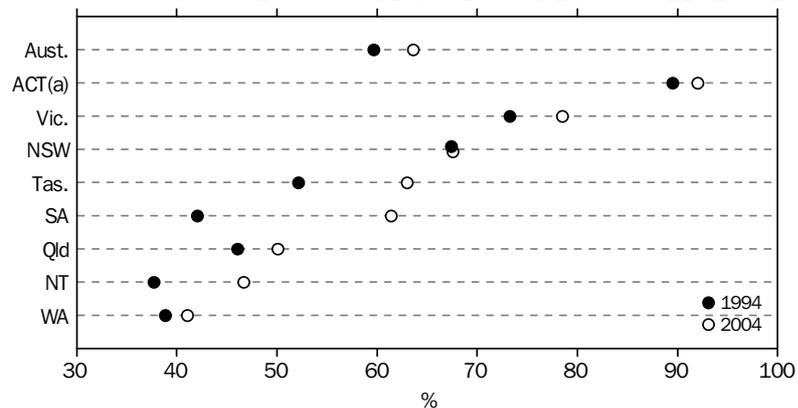
There were 26,438 part-time school students in 2004, an increase of 2.2% since 2003, but 10.2% lower than in 2002. Tasmania (Tas.) had the highest proportion of part-time students (3.1%), followed by South Australia (SA) and the Northern Territory (NT) (both with 2.9%).

In 2004 there were 130,447 Indigenous full-time school students, a 3.6% increase since 2003. Almost 58% of these students attended schools in New South Wales (NSW) or Queensland (Qld) in 2004.

AGE PARTICIPATION RATES

At the Australian level, the age participation rates for full-time school students in 2004 were 93.4% for 15-year-olds, 82.8% for 16-year-olds and 63.6% for 17-year-olds, the latter rising from 59.7% in 1994.

PARTICIPATION RATES OF FULL-TIME STUDENTS AGED 17 YEARS



(a) The ACT figures include some students who are not ACT residents.

APPARENT RETENTION RATES

In 2004 the apparent retention rate of full-time school students from Year 7/8 to Year 12 was 75.7% compared to 75.4% in 2003 and 74.6% in 1994. As in previous years, the apparent retention rate for females (81.2%) was significantly higher than the rate for males (70.4%).

Over the last decade the apparent retention rate from Year 10 to Year 12 increased slightly from 75.3% in 1994 to 77.1% in 2004. The Year 10 to Year 12 rate for females in 2004 was again considerably higher than that for males (82.1% and 72.3% respectively).

MAIN FEATURES *continued*

APPARENT RETENTION RATES *continued*

Apparent retention rates for Indigenous full-time school students, from Year 7/8 to both Year 10 and Year 12, have continued to rise over the last five years — the rate to Year 10 increased from 82.0% in 1999 to 86.4% in 2004, and the rate to Year 12 increased from 34.7% to 39.5%. These Indigenous retention rates are still lower than the comparable rates for non-Indigenous students. In 2004, the rate to Year 10 for non-Indigenous school students was 98.5%, while the rate to Year 12 was 76.8%.

STAFF

There were 233,065 full-time equivalent (FTE) teaching staff in 2004, 156,156 at government schools and 76,910 at non-government schools. This was an overall increase of 1.5% from the previous year.

The number of FTE teaching staff in government schools has increased by 3.8% since 1999 compared to 17.9% in the non-government sector. In the year to August 2004, government FTE school teacher numbers increased by 0.8% and non-government FTE school teacher numbers grew by 3.0%.

The proportion of FTE teaching staff who are female continues to rise – in 2004, 67.7% of all FTE teachers were female. The figure was 79.4% in primary schools and 55.6% in secondary schools. The comparable figures in 1999 were 66.1%, 78.0% and 54.1% respectively.

Overall, the average number of FTE primary school students per FTE teacher was 16.4. In government schools the average was 16.2 and in non-government schools it was 16.9. The equivalent figure for secondary schools was 12.3, with an average of 12.4 in government schools and 12.0 in non-government schools.

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SCHOOLS(a), By category of school

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government									
1984	2 237	2 118	1 273	708	717	257	139	95	7 544
1989	2 200	2 059	1 300	708	753	254	143	96	7 513
1994	2 187	1 731	1 323	674	767	233	147	97	7 159
1999	2 179	1 631	1 300	628	765	216	151	97	6 967
2002	2 191	1 623	1 291	610	775	214	150	95	6 949
2003	2 186	1 615	1 283	609	778	214	150	95	6 930
2004	2 192	1 618	1 284	609	775	214	150	96	6 938
Non-government									
Catholic									
1984	602	500	276	105	143	40	12	27	1 705
1989	601	505	276	105	151	38	15	29	1 720
1994	590	496	275	107	149	38	15	29	1 699
1999	594	491	270	108	157	37	15	29	1 701
2002	586	490	274	107	158	37	15	30	1 697
2003	585	488	278	107	158	37	15	30	1 698
2004	584	484	281	106	158	37	15	30	1 695
Independent									
1984	231	234	120	69	78	31	5	8	776
1989	257	214	118	78	90	28	10	8	803
1994	272	183	131	82	102	30	11	10	821
1999	311	197	150	88	116	28	16	13	919
2002	318	207	161	93	127	29	18	13	966
2003	321	209	167	93	128	30	18	13	979
2004	321	206	168	94	131	29	20	13	982
Total									
1984	833	734	396	174	221	71	17	35	2 481
1989	858	719	394	183	241	66	25	37	2 523
1994	862	679	406	189	251	68	26	39	2 520
1999	905	688	420	196	273	65	31	42	2 620
2002	904	697	435	200	285	66	33	43	2 663
2003	906	697	445	200	286	67	33	43	2 677
2004	905	690	449	200	289	66	35	43	2 677
All schools									
1984	3 070	2 852	1 669	882	938	328	156	130	10 025
1989	3 058	2 778	1 694	891	994	320	168	133	10 036
1994	3 049	2 410	1 729	863	1 018	301	173	136	9 679
1999	3 084	2 319	1 720	824	1 038	281	182	139	9 587
2002	3 095	2 320	1 726	810	1 060	280	183	138	9 612
2003	3 092	2 312	1 728	809	1 064	281	183	138	9 607
2004	3 097	2 308	1 733	809	1 064	280	185	139	9 615

(a) Several factors can affect the number of schools over time. See Explanatory Notes, paragraph 19, for further details.

SCHOOLS(a)(b), Primary, secondary and combined schools

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
1984	2 204	2 049	1 213	632	631	210	113	86	7 138
1989	2 201	2 008	1 235	633	649	203	109	89	7 127
1994	2 178	1 767	1 239	619	663	189	106	89	6 850
1999	2 186	1 684	1 228	577	663	172	106	94	6 710
2002	2 172	1 676	1 219	555	673	173	105	93	6 666
2003	2 167	1 668	1 213	553	671	173	105	92	6 642
2004	2 166	1 658	1 213	552	663	171	99	93	6 615
Secondary									
1984	514	520	227	117	118	45	12	29	1 582
1989	533	505	256	120	129	45	16	30	1 634
1994	536	411	269	111	134	48	15	31	1 555
1999	536	372	258	101	137	46	17	29	1 496
2002	518	362	263	95	136	46	18	28	1 466
2003	515	364	260	96	136	46	19	28	1 464
2004	511	363	265	94	135	46	18	27	1 459
Primary/secondary combined									
1984	193	135	142	106	143	50	28	9	806
1989	194	130	136	109	149	50	36	9	813
1994	216	133	160	108	157	50	44	11	879
1999	247	170	182	123	172	53	54	11	1 012
2002	270	187	194	137	179	52	55	12	1 086
2003	274	185	205	137	185	53	54	13	1 106
2004	282	190	205	140	194	54	63	14	1 142
Total									
1984	2 911	2 704	1 582	855	892	305	153	124	9 526
1989	2 928	2 643	1 627	862	927	298	161	128	9 574
1994	2 930	2 311	1 668	838	954	287	165	131	9 284
1999	2 969	2 226	1 668	801	972	271	177	134	9 218
2002	2 960	2 225	1 676	787	988	271	178	133	9 218
2003	2 956	2 217	1 678	786	992	272	178	133	9 212
2004	2 959	2 211	1 683	786	992	271	180	134	9 216

(a) Several factors can affect the number of schools over time. See Explanatory Notes, paragraph 19, for further details.

(b) Excludes special schools.

SCHOOLS(a), By size of student enrolments (FTE) and category of school(b)

Size of primary school enrolments	SIZE OF SECONDARY SCHOOL ENROLMENTS					Total
	0	1-100	101-400	401-800	801 +	
	no.	no.	no.	no.	no.	no.
GOVERNMENT						
0	—	14	186	403	454	1 057
1-100	1 536	168	20	3	5	1 732
101-400	2 405	96	123	8	6	2 638
401-800	1 052	—	14	8	4	1 078
801 +	89	—	—	4	—	93
Total	5 082	278	343	426	469	6 598
NON-GOVERNMENT						
0	—	34	66	165	137	402
1-100	342	105	9	6	3	465
101-400	923	90	176	105	54	1 348
401-800	260	—	31	64	31	386
801 +	8	—	—	3	6	17
Total	1 533	229	282	343	231	2 618
TOTAL						
0	—	48	252	568	591	1 459
1-100	1 878	273	29	9	8	2 197
101-400	3 328	186	299	113	60	3 986
401-800	1 312	—	45	72	35	1 464
801 +	97	—	—	7	6	110
Total	6 615	507	625	769	700	9 216

— nil or rounded to zero (including null cells)

(a) Excludes special schools.

(b) Full-time equivalent (FTE) of students (number of full-time students plus FTE of part-time students) is used to determine the size of student populations in each school.

PRIMARY SCHOOLS(a)(b), By size of student enrolments (FTE)(c)

SIZE OF PRIMARY SCHOOL ENROLMENTS

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government										
1984	607	581	1 154	953	830	743	814	254	84	6 020
1989	494	519	1 127	1 100	918	764	715	241	53	5 931
1994	358	421	1 067	1 007	938	784	798	244	69	5 686
1999	316	388	1 000	946	957	782	779	295	107	5 570
2002	341	392	982	935	934	790	763	318	95	5 550
2003	350	383	982	952	945	769	756	314	92	5 543
2004	348	380	1 004	943	946	749	759	316	96	5 541
Non-government										
1984	73	120	375	506	410	211	175	48	6	1 924
1989	67	95	392	533	422	235	208	53	4	2 009
1994	60	77	366	548	425	271	230	59	7	2 043
1999	68	88	344	564	443	287	284	58	16	2 152
2002	61	85	351	549	434	319	316	67	20	2 202
2003	55	86	330	572	430	321	326	65	20	2 205
2004	56	81	328	568	424	356	316	70	17	2 216
Total										
1984	680	701	1 529	1 459	1 240	954	989	302	90	7 944
1989	561	614	1 519	1 633	1 340	999	923	294	57	7 940
1994	418	498	1 433	1 555	1 363	1 055	1 028	303	76	7 729
1999	384	476	1 344	1 510	1 400	1 069	1 063	353	123	7 722
2002	402	477	1 333	1 484	1 368	1 109	1 079	385	115	7 752
2003	405	469	1 312	1 524	1 375	1 090	1 082	379	112	7 748
2004	404	461	1 332	1 511	1 370	1 105	1 075	386	113	7 757

(a) Several factors can affect the number of schools over time. See Explanatory Notes, paragraph 19, for further details.

(b) Excludes special schools, but includes combined primary and secondary schools, based on the size of the primary school enrolments.

(c) Full-time equivalent (FTE) of students (number of full-time students plus FTE of part-time students) is used to determine the enrolment size of each primary school.

SECONDARY SCHOOLS(a)(b), By size of student enrolments (FTE)(c)

 SIZE OF SECONDARY SCHOOL ENROLMENTS

	1- 20	21- 35	36- 100	101- 200	201- 300	301- 400	401- 600	601- 800	801- 1000	1001- 1200	1201 +	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government												
1984	68	30	160	136	86	85	206	279	284	151	74	1 559
1989	56	50	155	131	88	108	227	289	247	147	68	1 566
1994	74	47	168	123	80	90	198	265	252	132	87	1 516
1999	73	49	168	128	80	81	190	241	245	144	107	1 506
2002	81	54	160	142	82	94	182	227	219	140	121	1 502
2003	74	61	162	142	82	89	185	232	212	141	122	1 502
2004	63	54	161	159	88	96	185	241	210	134	125	1 516
Non-government												
1984	61	36	78	82	69	77	182	139	69	20	16	829
1989	46	38	83	88	70	86	178	157	78	31	26	881
1994	37	30	101	100	85	99	163	156	85	37	25	918
1999	61	33	122	93	73	94	180	161	96	49	40	1 002
2002	63	48	112	95	85	94	178	164	117	53	41	1 050
2003	60	48	124	91	84	93	177	167	118	63	43	1 068
2004	70	44	117	96	89	95	175	168	123	62	46	1 085
Total												
1984	129	66	238	218	155	162	388	418	353	171	90	2 388
1989	102	88	238	219	158	194	405	446	325	178	94	2 447
1994	111	77	269	223	165	189	361	421	337	169	112	2 434
1999	134	82	290	221	153	175	370	402	341	193	147	2 508
2002	144	102	272	237	167	188	360	391	336	193	162	2 552
2003	134	109	286	233	166	182	362	399	330	204	165	2 570
2004	133	98	278	255	177	191	360	409	333	196	171	2 601

(a) Several factors can affect the numbers of schools over time. See Explanatory Notes, paragraph 19, for further details.

(b) Excludes special schools, but includes combined primary and secondary schools, based on the size of the secondary school enrolments.

(c) Full-time equivalent (FTE) of students (number of full-time students plus FTE of part-time students) is used to determine the enrolment size of each secondary school.

STUDENTS, By category of school and full-time and part-time status

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Full-time									
Government									
1979	807 761	614 419	349 182	224 525	207 029	73 046	21 410	39 346	2 336 718
1984	770 733	572 613	374 137	201 220	209 099	67 787	25 210	39 752	2 260 551
1989	749 263	527 700	387 438	185 769	212 461	64 977	25 987	40 760	2 194 355
1994	755 771	520 328	403 234	181 640	223 105	64 061	26 934	39 865	2 214 938
1999	763 169	524 849	425 876	176 303	227 232	62 954	28 487	38 804	2 247 674
2002	753 700	533 417	440 064	169 839	233 344	61 508	28 206	37 259	2 257 337
2003	749 880	535 350	445 025	167 850	230 308	61 157	28 467	36 595	2 254 632
2004	744 229	536 216	448 806	165 866	229 766	60 685	28 335	35 821	2 249 724
Non-government									
1979	224 941	211 141	94 863	39 972	45 581	14 401	3 746	15 568	650 213
1984	257 599	241 715	112 165	49 277	55 855	16 468	4 961	19 012	757 052
1989	284 330	257 407	126 418	56 363	67 503	18 394	6 025	20 592	837 032
1994	296 078	252 866	145 297	64 371	76 307	21 298	7 212	21 013	884 442
1999	326 423	269 705	168 708	73 920	89 377	20 859	8 280	21 704	978 976
2002	351 081	281 076	179 523	78 772	101 382	20 842	8 441	23 295	1 044 412
2003	357 456	283 753	184 746	80 965	103 742	21 219	8 536	23 571	1 063 988
2004	362 820	286 084	190 149	82 656	106 300	21 577	8 695	23 959	1 082 240
Total									
1979	1 032 702	825 560	444 045	264 497	252 610	87 447	25 156	54 914	2 986 931
1984	1 028 332	814 328	486 302	250 497	264 954	84 255	30 171	58 764	3 017 603
1989	1 033 593	785 107	513 856	242 132	279 964	83 371	32 012	61 352	3 031 387
1994	1 051 849	773 194	548 531	246 011	299 412	85 359	34 146	60 878	3 099 380
1999	1 089 592	794 554	594 584	250 223	316 609	83 813	36 767	60 508	3 226 650
2002	1 104 781	814 493	619 587	248 611	334 726	82 350	36 647	60 554	3 301 749
2003	1 107 336	819 103	629 771	248 815	334 050	82 376	37 003	60 166	3 318 620
2004	1 107 049	822 300	638 955	248 522	336 066	82 262	37 030	59 780	3 331 964
Part-time(c)									
2002	3 055	4 177	4 951	7 576	5 438	2 934	1 106	213	29 450
2003	3 063	3 992	4 760	7 109	3 083	2 624	949	278	25 858
2004	2 874	3 967	4 812	7 353	3 477	2 595	1 102	258	26 438
All students									
2002	1 107 836	818 670	624 538	256 187	340 164	85 284	37 753	60 767	3 331 199
2003	1 110 399	823 095	634 531	255 924	337 133	85 000	37 952	60 444	3 344 478
2004	1 109 923	826 267	643 767	255 875	339 543	84 857	38 132	60 038	3 358 402

(a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

(c) Numbers of part-time secondary students are available from 1993, while numbers of part-time primary students are available from 2001 only.

FULL-TIME STUDENTS, By level of school education

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
1979	646 615	496 645	298 407	169 384	167 523	52 942	19 362	33 875	1 884 753
1984	593 081	438 779	297 431	148 292	161 466	47 103	21 042	32 672	1 739 866
1989	582 917	423 299	306 116	148 242	172 389	46 834	22 311	32 466	1 734 574
1994	602 859	432 126	337 722	162 080	185 394	48 347	24 351	32 861	1 825 740
1999	623 626	447 005	358 988	159 638	191 423	46 797	25 624	32 257	1 885 358
2002	629 412	456 664	376 759	158 500	205 752	46 640	25 394	32 225	1 931 346
2003	626 383	455 504	381 406	157 944	204 693	46 280	25 246	31 714	1 929 170
2004	623 979	455 422	386 144	157 450	206 077	46 409	24 915	31 395	1 931 791
Secondary									
1979	386 087	328 915	145 638	95 113	85 087	34 505	5 794	21 039	1 102 178
1984	428 679	367 826	183 512	100 655	101 592	36 385	9 013	25 776	1 253 438
1989	445 427	355 722	204 128	92 495	105 367	35 849	9 571	28 410	1 276 969
1994	448 990	341 068	210 809	83 931	114 018	37 012	9 795	28 017	1 273 640
1999	465 966	347 549	235 596	90 585	125 186	37 016	11 143	28 251	1 341 292
2002	475 369	357 829	242 828	90 111	128 974	35 710	11 253	28 329	1 370 403
2003	480 953	363 599	248 365	90 871	129 357	36 096	11 757	28 452	1 389 450
2004	483 070	366 878	252 811	91 072	129 989	35 853	12 115	28 385	1 400 173
All full-time students(c)									
1979	1 032 702	825 560	444 045	264 497	252 610	87 447	25 156	54 914	2 986 931
1984	1 028 332	814 328	486 302	250 497	264 954	84 255	30 171	58 764	3 017 603
1989	1 033 593	785 107	513 856	242 132	279 964	83 371	32 012	61 352	3 031 387
1994	1 051 849	773 194	548 531	246 011	299 412	85 359	34 146	60 878	3 099 380
1999	1 089 592	794 554	594 584	250 223	316 609	83 813	36 767	60 508	3 226 650
2002	1 104 781	814 493	619 587	248 611	334 726	82 350	36 647	60 554	3 301 749
2003	1 107 336	819 103	629 771	248 815	334 050	82 376	37 003	60 166	3 318 620
2004	1 107 049	822 300	638 955	248 522	336 066	82 262	37 030	59 780	3 331 964

- (a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.
- (b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

- (c) Includes 24,299 students in 1984 and 19,844 students in 1989 at special schools for whom primary or secondary status is not shown.

FULL-TIME STUDENTS, By level and year of school education

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
Pre-year 1	88 339	63 924	1 514	21 676	26 400	6 400	3 203	4 343	215 799
Year 1	87 725	63 109	54 106	18 612	26 032	6 261	3 200	4 340	263 385
Year 2	87 264	63 819	52 990	18 747	15 844	6 537	3 090	4 466	252 757
Year 3	87 209	64 166	53 702	19 079	26 710	6 627	3 186	4 412	265 091
Year 4	88 368	65 314	54 691	19 469	27 333	6 872	3 199	4 633	269 879
Year 5	88 269	65 747	55 270	19 136	27 648	6 698	3 123	4 553	270 444
Year 6	88 975	66 169	55 275	19 334	27 793	6 908	2 956	4 648	272 058
Year 7 (Qld, SA, WA, NT)	..	..	55 914	19 426	28 088	..	2 837	..	106 265
Ungraded	7 830	3 174	2 682	1 971	229	106	121	—	16 113
<i>Total</i>	623 979	455 422	386 144	157 450	206 077	46 409	24 915	31 395	1 931 791
Secondary									
Year 7 (NSW, Vic., Tas., ACT)	87 202	64 994	..	..	..	6 721	..	4 949	163 866
Year 8	88 276	65 917	55 517	19 434	27 830	6 888	2 667	4 942	271 471
Year 9	86 710	62 174	54 984	19 498	28 884	6 674	2 409	4 823	266 156
Year 10	82 523	61 865	52 741	19 420	28 055	6 648	2 031	4 795	258 078
Year 11	68 259	57 697	46 891	17 624	24 722	4 733	2 111	4 761	226 798
Year 12	59 943	49 975	40 592	13 324	19 792	4 161	1 390	4 098	193 275
Ungraded	10 157	4 256	2 086	1 772	706	28	1 507	17	20 529
<i>Total</i>	483 070	366 878	252 811	91 072	129 989	35 853	12 115	28 385	1 400 173
All full-time students	1 107 049	822 300	638 955	248 522	336 066	82 262	37 030	59 780	3 331 964

.. not applicable

— nil or rounded to zero (including null cells)

(a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

FULL-TIME STUDENTS, By category of school and level and year of school education

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
MALES					
Primary					
Pre-year 1	79 600	21 934	9 697	31 631	111 231
Year 1	97 074	26 040	12 070	38 110	135 184
Year 2	92 611	25 098	11 796	36 894	129 505
Year 3	97 417	25 790	12 345	38 135	135 552
Year 4	99 363	26 107	12 686	38 793	138 156
Year 5	99 110	25 966	13 483	39 449	138 559
Year 6	98 526	26 213	14 348	40 561	139 087
Year 7 (Qld, SA, WA, NT)	39 236	8 494	6 458	14 952	54 188
Ungraded	9 497	191	1 137	1 328	10 825
Total	712 434	185 833	94 020	279 853	992 287
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	52 232	19 307	12 630	31 937	84 169
Year 8	87 737	28 993	21 752	50 745	138 482
Year 9	86 342	28 537	21 147	49 504	135 846
Year 10	82 376	27 239	21 158	48 397	130 773
Year 11	68 401	23 170	19 522	42 692	111 093
Year 12	54 388	20 536	17 184	37 720	92 108
Ungraded	11 399	354	1 022	1 376	12 775
Total	442 875	147 956	114 415	262 371	705 426
<i>All male full-time students</i>	<i>1 155 309</i>	<i>333 789</i>	<i>208 435</i>	<i>542 224</i>	<i>1 697 533</i>
FEMALES					
Primary					
Pre-year 1	73 657	21 183	9 728	30 911	104 568
Year 1	91 057	25 149	11 995	37 144	128 201
Year 2	86 851	24 682	11 719	36 401	123 252
Year 3	91 930	25 515	12 094	37 609	129 539
Year 4	93 692	25 452	12 579	38 031	131 723
Year 5	93 035	25 439	13 411	38 850	131 885
Year 6	94 039	25 114	13 818	38 932	132 971
Year 7 (Qld, SA, WA, NT)	37 156	8 235	6 686	14 921	52 077
Ungraded	4 522	73	693	766	5 288
Total	665 939	180 842	92 723	273 565	939 504
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	48 601	18 941	12 155	31 096	79 697
Year 8	82 156	29 273	21 560	50 833	132 989
Year 9	80 920	28 402	20 988	49 390	130 310
Year 10	78 472	27 676	21 157	48 833	127 305
Year 11	71 154	24 481	20 070	44 551	115 705
Year 12	60 327	22 432	18 408	40 840	101 167
Ungraded	6 846	289	619	908	7 754
Total	428 476	151 494	114 957	266 451	694 927
<i>All female full-time students</i>	<i>1 094 415</i>	<i>332 336</i>	<i>207 680</i>	<i>540 016</i>	<i>1 634 431</i>

continued

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
PERSONS					
Primary					
Pre-year 1	153 257	43 117	19 425	62 542	215 799
Year 1	188 131	51 189	24 065	75 254	263 385
Year 2	179 462	49 780	23 515	73 295	252 757
Year 3	189 347	51 305	24 439	75 744	265 091
Year 4	193 055	51 559	25 265	76 824	269 879
Year 5	192 145	51 405	26 894	78 299	270 444
Year 6	192 565	51 327	28 166	79 493	272 058
Year 7 (Qld, SA, WA, NT)	76 392	16 729	13 144	29 873	106 265
Ungraded	14 019	264	1 830	2 094	16 113
<i>Total</i>	<i>1 378 373</i>	<i>366 675</i>	<i>186 743</i>	<i>553 418</i>	<i>1 931 791</i>
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	100 833	38 248	24 785	63 033	163 866
Year 8	169 893	58 266	43 312	101 578	271 471
Year 9	167 262	56 759	42 135	98 894	266 156
Year 10	160 848	54 915	42 315	97 230	258 078
Year 11	139 555	47 651	39 592	87 243	226 798
Year 12	114 715	42 968	35 592	78 560	193 275
Ungraded	18 245	643	1 641	2 284	20 529
<i>Total</i>	<i>871 351</i>	<i>299 450</i>	<i>229 372</i>	<i>528 822</i>	<i>1 400 173</i>
All full-time students	2 249 724	666 125	416 115	1 082 240	3 331 964

FULL-TIME STUDENTS, School participation rates of 15-19 year olds(a)

Age at 1 July	NSW %	Vic. %	Qld %	SA %	WA(b) %	Tas. %	NT %	ACT(c) %	Aust. %
15 year olds									
1989	92.5	94.0	88.7	90.9	84.8	98.5	77.7	102.0	91.5
1994	93.2	93.6	89.4	91.7	89.9	98.1	80.2	100.2	92.3
1999	93.2	95.9	91.3	93.7	92.1	99.8	82.3	102.5	93.6
2002	92.2	95.3	91.2	93.1	90.8	98.5	76.7	105.9	92.9
2003	92.6	95.8	91.5	95.7	91.5	98.6	79.2	106.7	93.5
2004	92.6	95.7	90.8	96.1	92.0	98.4	82.0	107.3	93.4
16 year olds									
1989	70.5	81.8	71.1	73.2	62.5	61.1	57.8	88.8	72.9
1994	79.0	86.3	77.9	79.9	73.2	71.7	63.1	94.5	80.0
1999	79.7	87.8	81.2	83.5	76.1	79.2	64.9	99.5	82.0
2002	77.5	87.3	82.0	81.9	76.6	81.0	67.6	102.4	81.4
2003	79.5	88.8	82.5	83.9	76.7	84.5	67.0	102.4	82.7
2004	79.4	89.1	81.4	85.4	77.2	85.7	66.8	103.7	82.8
17 year olds									
1989	53.3	60.2	37.8	33.1	32.2	37.4	29.4	78.1	48.6
1994	67.4	73.3	46.1	42.1	38.9	52.2	37.7	89.5	59.7
1999	66.7	76.8	51.8	59.7	41.3	63.4	39.5	92.9	63.2
2002	66.3	76.1	51.1	60.1	41.6	63.1	43.9	88.9	62.8
2003	66.3	76.9	50.6	60.1	40.7	62.4	46.8	91.8	62.7
2004	67.6	78.5	50.1	61.4	41.1	63.0	46.7	92.0	63.6
18 year olds									
1989	11.3	11.6	6.2	6.5	5.1	7.2	8.7	21.2	9.6
1994	15.8	16.1	7.7	8.5	7.1	12.2	9.5	24.7	12.9
1999	15.1	17.2	6.9	8.7	5.5	15.0	10.3	29.6	12.8
2002	14.7	19.7	6.1	9.1	5.4	15.6	12.5	25.2	13.1
2003	14.9	20.6	6.1	9.6	4.1	15.1	10.4	23.3	13.1
2004	14.9	21.3	5.9	9.5	4.5	14.9	14.1	22.2	13.3
19 year olds									
1989	1.6	2.7	1.1	1.7	2.0	1.5	2.3	3.4	1.9
1994	2.5	3.1	1.8	2.1	2.0	2.0	2.5	3.5	2.4
1999	1.6	1.9	1.3	1.5	1.5	3.1	2.9	3.2	1.7
2002	1.6	2.3	1.0	2.0	1.6	3.5	3.1	2.2	1.8
2003	1.9	2.5	1.2	2.3	1.1	3.3	2.7	2.9	1.9
2004	1.9	2.6	1.1	2.6	0.9	2.3	2.8	2.6	1.9

- (a) This is the number of full-time school students of a particular age, expressed as a proportion of the Estimated Resident Population of the same age at June in each year (published in *Population by Age and Sex, Australian States and Territories* (cat. no. 3201.0)).
- (b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.
- (c) Some ACT rates exceed 100%, largely as a result of NSW residents from surrounding areas enrolling in ACT schools.

APPARENT RETENTION RATES(a), Full-time students, From Year 7/8 to Year 12 by sex

	NSW	Vic.	Qld	SA	WA(b)	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
Males									
1979	33.3	28.3	35.6	34.6	32.2	22.3	19.4	67.1	32.4
1984	39.6	38.3	50.6	47.1	44.0	25.2	20.7	78.4	42.1
1989	50.7	52.9	65.1	62.7	58.6	36.0	40.0	85.2	55.5
1994	65.4	70.1	74.7	77.6	69.1	55.6	40.6	92.8	69.6
1999	62.3	68.5	72.4	60.1	65.7	61.1	48.2	93.3	66.4
2002	64.9	73.4	77.4	61.1	69.3	66.0	48.9	87.1	69.8
2003	65.8	74.7	77.6	60.8	67.2	66.6	54.8	87.1	70.3
2004	66.2	74.4	77.0	61.2	67.9	64.2	54.9	89.6	70.4
Females									
1979	36.3	35.8	39.9	39.3	36.0	29.1	25.3	72.4	37.2
1984	43.3	48.6	55.6	53.3	47.1	30.0	28.0	81.3	48.0
1989	58.1	68.5	74.5	70.9	65.1	43.6	45.5	86.0	65.2
1994	75.6	85.0	83.0	85.9	77.9	61.2	45.3	93.7	79.9
1999	73.2	84.2	82.9	74.1	77.6	72.8	57.6	91.8	78.5
2002	75.1	88.7	85.5	72.6	78.3	79.4	57.1	89.1	80.7
2003	75.3	88.4	85.7	73.7	75.3	83.4	58.0	92.5	80.7
2004	76.2	88.2	85.7	75.1	77.5	82.0	63.1	87.3	81.2
Persons									
1979	34.7	32.0	37.7	36.9	34.0	25.7	22.2	69.6	34.7
1984	41.4	43.3	53.1	50.1	45.5	27.6	26.4	79.8	45.0
1989	54.4	60.5	69.7	66.7	61.8	39.7	42.7	85.6	60.3
1994	70.4	77.3	78.8	81.7	73.4	58.3	42.9	93.3	74.6
1999	67.6	76.2	77.5	67.0	71.5	66.7	52.9	92.5	72.3
2002	69.9	80.9	81.3	66.7	73.7	72.6	53.0	88.1	75.1
2003	70.5	81.4	81.5	67.1	71.2	74.9	56.3	89.7	75.4
2004	71.1	81.1	81.2	68.0	72.6	72.8	59.0	88.5	75.7

(a) See Explanatory Notes, paragraphs 20–23, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.

	NSW	Vic.	Qld	SA	WA(b)	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
Males									
1979	39.6	32.6	38.3	40.1	34.9	28.0	20.5	69.7	37.2
1984	na	na	na	na	na	na	na	na	na
1989	54.5	57.1	65.9	64.9	60.4	38.5	51.6	85.3	58.7
1994	67.5	70.6	74.7	77.6	69.2	56.6	50.8	93.6	70.6
1999	64.8	71.9	74.0	65.1	66.2	64.2	58.7	92.7	68.9
2002	67.7	77.1	78.0	65.3	70.0	68.4	61.8	89.4	72.4
2003	68.3	77.4	78.2	64.9	66.7	68.0	66.7	88.1	72.3
2004	68.6	77.2	77.4	65.0	67.8	64.9	70.5	87.9	72.3
Females									
1979	42.8	41.2	42.4	43.4	38.4	34.8	27.2	73.8	42.1
1984	na	na	na	na	na	na	na	na	na
1989	61.8	72.2	74.8	73.7	65.7	45.5	57.9	87.6	68.1
1994	77.3	84.5	81.0	85.6	77.9	61.5	56.6	94.0	80.2
1999	75.4	85.5	82.7	77.9	77.1	73.9	70.8	92.3	79.9
2002	77.3	88.7	84.3	75.9	77.9	81.6	70.5	90.2	81.7
2003	77.2	88.4	84.9	76.8	74.8	84.7	70.9	92.6	81.6
2004	77.9	88.9	84.5	78.3	77.3	80.9	79.9	88.8	82.1
Persons									
1979	41.2	36.8	40.3	41.8	36.6	31.4	23.7	71.7	39.6
1984	46.2	46.9	54.1	53.2	46.3	31.0	31.8	80.8	48.5
1989	58.1	64.6	70.3	69.2	63.0	42.0	54.7	86.4	63.4
1994	72.3	77.4	77.8	81.5	73.4	59.0	53.6	93.8	75.3
1999	70.0	78.7	78.3	71.4	71.5	68.9	64.7	92.5	74.4
2002	72.4	82.9	81.1	70.6	73.9	75.0	66.2	89.8	77.0
2003	72.7	82.9	81.5	70.7	70.6	76.2	68.7	90.3	76.9
2004	73.2	83.0	80.8	71.6	72.4	72.7	75.2	88.4	77.1

na not available

(a) See Explanatory Notes, paragraphs 20–23, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.

	NSW	Vic.	Qld	SA	WA(b)	Tas.	NT	ACT(c)	Aust.
	%	%	%	%	%	%	%	%	%
Government									
1979	37.5	27.4	33.5	35.6	30.7	31.0	23.0	71.8	33.6
1984	41.6	37.6	47.9	47.1	41.4	28.6	32.6	88.0	42.4
1989	53.5	57.5	65.1	63.1	56.9	40.9	57.4	97.8	58.1
1994	68.5	71.5	73.1	76.9	70.6	57.5	56.3	110.5	71.3
1999	64.7	73.5	73.2	64.8	67.8	67.5	70.0	107.1	69.6
2002	67.4	77.5	76.5	61.9	69.7	75.3	73.1	101.0	72.2
2003	68.1	77.3	76.4	61.8	64.8	76.4	78.7	101.0	71.9
2004	68.6	77.2	75.0	62.9	66.7	71.1	90.8	100.8	72.0
Non-government									
1979	53.0	62.8	61.6	74.2	59.5	33.1	30.5	71.4	59.2
1984	59.0	69.1	71.0	77.6	62.8	41.2	27.8	67.0	65.4
1989	70.1	79.7	83.6	88.3	80.6	46.3	41.2	68.1	76.7
1994	80.8	88.5	88.2	93.0	80.0	63.2	45.4	69.5	84.1
1999	81.2	87.3	88.0	84.4	79.1	72.7	52.6	72.2	83.6
2002	82.1	91.5	89.8	86.9	82.1	74.1	49.8	75.2	85.9
2003	81.0	91.8	90.6	87.9	81.9	76.2	46.5	76.3	85.9
2004	81.3	91.9	91.5	87.7	82.4	75.9	43.1	72.6	86.1
Total									
1979	41.2	36.8	40.3	41.8	36.6	31.4	23.7	71.7	39.6
1984	46.2	46.9	54.1	53.2	46.3	31.0	31.8	80.8	48.5
1989	58.1	64.6	70.3	69.2	63.0	42.0	54.7	86.4	63.4
1994	72.3	77.4	77.8	81.5	73.4	59.0	53.6	93.8	75.3
1999	70.0	78.7	78.3	71.4	71.5	68.9	64.7	92.5	74.4
2002	72.4	82.9	81.1	70.6	73.9	75.0	66.2	89.8	77.0
2003	72.7	82.9	81.5	70.7	70.6	76.2	68.7	90.3	76.9
2004	73.2	83.0	80.8	71.6	72.4	72.7	75.2	88.4	77.1

(a) See Explanatory Notes, paragraph 20–23, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

(c) Some ACT rates exceed 100%, largely reflecting the movement of students from non-government schools to government schools in Years 11 and 12, and of NSW residents from surrounding areas enrolling in ACT schools.

	1997	1998	1999	2000	2001	2002	2003	2004
	%	%	%	%	%	%	%	%
To Year 9								
Indigenous	96.4	95.0	93.9	95.5	96.5	97.8	96.8	96.5
Non-Indigenous	99.8	99.7	99.9	99.8	99.9	99.8	99.9	99.9
Difference (percentage points)	-3.4	-4.7	-6.0	-4.3	-3.4	-2.0	-3.1	-3.4
To Year 10								
Indigenous	80.6	83.3	82.0	83.0	85.7	86.4	87.2	86.4
Non-Indigenous	97.6	97.4	97.9	98.0	98.4	98.5	98.9	98.5
Difference (percentage points)	-17.0	-14.1	-15.9	-15.0	-12.7	-12.1	-11.7	-12.1
To Year 11								
Indigenous	49.6	52.3	56.0	53.6	56.1	58.9	61.4	61.4
Non-Indigenous	85.3	85.4	86.4	86.2	87.6	88.7	89.5	89.5
Difference (percentage points)	-35.7	-33.1	-30.4	-32.6	-31.5	-29.8	-28.1	-28.1
To Year 12								
Indigenous	30.9	32.1	34.7	36.4	35.7	38.0	39.1	39.5
Non-Indigenous	72.9	72.7	73.2	73.3	74.5	76.3	76.5	76.8
Difference (percentage points)	-42.0	-40.6	-38.5	-36.9	-38.8	-38.3	-37.4	-37.3

(a) From Year 7/8. See Explanatory Notes, paragraphs 20–23, for further details.

	NSW	Vic.	Qld	SA	WA(b)	Tas.(c)	NT	ACT(d)	Aust.
	%	%	%	%	%	%	%	%	%
Government									
1998	68.4	76.4	73.2	85.3	73.3	87.2	82.2	110.4	74.4
1999	68.6	76.5	73.4	84.8	73.2	104.2	93.3	107.3	75.0
2000	68.1	77.3	76.5	84.1	71.8	102.1	79.9	105.2	75.3
2001	67.9	80.4	77.0	83.1	73.4	107.0	87.4	112.2	76.4
2002	70.1	81.2	79.8	86.4	74.2	119.7	85.9	101.3	78.5
2003	71.4	81.0	79.0	83.7	65.3	122.6	88.3	102.7	77.5
2004	71.6	80.9	77.0	86.1	68.3	125.9	99.7	101.8	77.6
Non-government									
1998	81.2	88.6	86.9	89.1	80.4	69.6	54.8	68.6	84.0
1999	81.7	87.7	88.1	87.6	79.2	72.9	55.2	72.2	84.1
2000	81.6	88.6	87.9	87.3	80.3	72.2	46.2	65.2	84.1
2001	81.4	89.8	89.2	88.5	81.9	71.2	53.8	68.7	85.0
2002	82.6	91.8	89.9	90.8	82.1	74.4	52.1	75.3	86.4
2003	81.6	92.0	90.8	92.8	81.9	75.6	48.7	76.4	86.5
2004	81.8	92.0	91.7	92.8	82.7	75.3	45.0	72.8	86.6
Total									
1998	72.5	80.9	77.7	86.5	75.6	82.4	74.9	92.7	77.6
1999	72.8	80.7	78.2	85.7	75.2	95.7	82.0	92.6	78.1
2000	72.6	81.6	80.4	85.2	74.6	94.0	70.2	88.9	78.3
2001	72.4	84.0	81.2	84.9	76.2	97.0	77.3	93.3	79.4
2002	74.4	85.3	83.3	87.9	76.9	107.2	76.3	90.0	81.3
2003	74.9	85.3	83.1	86.8	70.9	109.4	76.4	91.3	80.7
2004	75.2	85.2	82.1	88.4	73.5	109.7	82.3	89.0	80.9

(a) See Explanatory Notes, paragraphs 20–23, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.

(c) The retention rates shown for Tas. in this table (especially those for government schools) are affected by the relatively large number of part-time mature age students enrolled in Year 12 each year. These students appear as part of the Year 12 retention cohort but are not represented in the Year 10 base year cohort.

(d) Some ACT rates exceed 100%, largely reflecting the movement of students from non-government schools to government schools in Years 11 and 12, and of NSW residents from surrounding areas enrolling in ACT schools.

PART-TIME SECONDARY STUDENTS, By year of school education

	NSW	Vic.	Qld	SA	WA(a)	Tas.	NT	ACT(b)	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Year 10									
1997	24	128	1 794	73	102	7	47	np	2 175
1998	3	126	573	72	75	29	67	np	945
1999	17	189	696	110	298	26	50	np	1 386
2000	3	169	810	57	317	35	66	np	1 457
2001	7	168	965	87	369	40	56	np	1 692
2002	44	224	861	85	32	19	55	np	1 320
2003	11	221	740	75	18	11	40	np	1 116
2004	13	222	785	102	10	3	58	np	1 193
Year 11									
1997	904	824	628	2 270	168	1 874	216	np	6 884
1998	1 117	678	1 449	2 063	181	1 297	326	np	7 111
1999	1 249	924	1 257	2 376	457	1 303	365	np	7 931
2000	1 575	965	1 006	2 521	355	1 961	368	np	8 751
2001	1 333	1 068	1 105	2 263	884	974	312	np	7 939
2002	1 021	1 198	1 025	2 327	254	444	366	np	6 635
2003	963	1 208	949	2 187	887	355	430	np	6 979
2004	900	1 251	1 097	2 236	1 070	404	576	np	7 534
Year 12									
1997	1 475	1 154	2 906	2 611	1 139	944	233	np	10 462
1998	2 111	1 115	1 009	2 753	1 044	1 274	301	9	9 616
1999	2 299	1 260	1 379	2 673	1 021	1 866	353	4	10 855
2000	2 251	1 198	1 317	2 996	875	1 578	200	5	10 420
2001	1 660	1 531	1 274	3 027	1 378	1 876	276	3	11 025
2002	1 599	1 555	1 760	3 328	1 064	2 264	243	13	11 826
2003	1 866	1 576	1 617	3 105	340	2 217	187	48	10 956
2004	1 735	1 558	1 348	3 203	320	2 140	177	29	10 510
Year 7/8 to 12(c)									
1997	2 462	2 307	6 961	6 344	4 458	2 839	665	4	26 040
1998	3 252	2 192	4 331	6 200	4 164	2 641	961	11	23 752
1999	3 620	2 681	4 112	6 796	4 206	3 250	1 046	9	25 720
2000	3 908	2 674	3 907	7 276	4 161	3 659	994	11	26 590
2001	3 180	2 989	3 968	7 242	5 017	2 993	1 017	15	26 421
2002	2 900	3 446	4 136	7 458	4 891	2 835	1 068	27	26 761
2003	2 879	3 272	3 845	7 012	2 607	2 594	902	71	23 182
2004	2 684	3 276	3 847	7 247	2 954	2 571	1 054	48	23 681

np not available for publication but included in totals where applicable, unless otherwise indicated

(a) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

(b) Part-time students in Years 10 and 11 in the ACT are not shown separately, and are not included in the respective Australian totals. However, they are included in the ACT and Australian totals for Year 7/8 to 12.

(c) Secondary students as defined in Appendix 2. Includes ungraded part-time secondary students.

FULL-TIME EQUIVALENT STUDENTS(a), By level and year of school education

	NSW	Vic.	Qld(b)	SA	WA(c)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
Pre-year 1	88 445	64 039	1 514	21 726	26 750	6 406	3 229	4 408	216 516
Year 1	87 737	63 114	54 115	18 614	26 033	6 261	3 200	4 340	263 414
Year 2	87 265	63 828	52 995	18 747	15 844	6 537	3 090	4 466	252 772
Year 3	87 209	64 174	53 712	19 082	26 710	6 627	3 186	4 412	265 112
Year 4	88 370	65 322	54 702	19 472	27 333	6 874	3 199	4 633	269 905
Year 5	88 270	65 754	55 280	19 136	27 649	6 700	3 123	4 554	270 466
Year 6	88 979	66 175	55 292	19 334	27 794	6 908	2 957	4 649	272 088
Year 7 (Qld, SA, WA, NT)	..	..	55 929	19 432	28 088	..	2 837	..	106 286
Ungraded	7 839	3 385	2 982	1 972	235	109	121	45	16 688
Total	624 114	455 791	386 522	157 514	206 435	46 421	24 942	31 507	1 933 247
Secondary									
Year 7 (NSW, Vic., Tas., ACT)	87 202	65 010	..	..	..	6 721	..	4 949	163 882
Year 8	88 276	65 940	55 549	19 451	27 830	6 891	2 738	4 942	271 616
Year 9	86 710	62 239	55 090	19 518	28 885	6 679	2 445	4 825	266 390
Year 10	82 531	61 986	53 063	19 475	28 059	6 650	2 056	4 795	258 613
Year 11	68 642	58 277	47 225	18 674	25 000	5 013	2 337	4 761	229 928
Year 12	60 938	50 752	41 105	15 119	19 933	5 389	1 460	4 115	198 811
Ungraded	10 186	4 287	2 193	2 295	887	31	1 507	21	21 406
Total	484 484	368 490	254 223	94 532	130 594	37 373	12 543	28 407	1 410 647
All students FTE	1 108 598	824 281	640 745	252 047	337 028	83 794	37 486	59 915	3 343 894

.. not applicable

(a) Number of full-time students plus full-time equivalent of part-time students. Refer to 'Student' in the Glossary for further details.

(b) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(c) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
MALES					
Primary					
Pre-year 1	79 610	21 943	10 062	32 005	111 616
Year 1	97 079	26 044	12 077	38 121	135 200
Year 2	92 617	25 101	11 797	36 898	129 515
Year 3	97 425	25 795	12 347	38 142	135 566
Year 4	99 378	26 110	12 688	38 798	138 176
Year 5	99 118	25 971	13 487	39 458	138 576
Year 6	98 541	26 216	14 351	40 568	139 109
Year 7 (Qld, SA, WA, NT)	39 248	8 494	6 458	14 952	54 200
Ungraded	9 842	193	1 196	1 389	11 231
<i>Total</i>	<i>712 858</i>	<i>185 868</i>	<i>94 463</i>	<i>280 331</i>	<i>993 189</i>
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	52 236	19 308	12 630	31 938	84 174
Year 8	87 812	28 993	21 753	50 746	138 559
Year 9	86 458	28 358	21 151	49 509	135 967
Year 10	82 608	27 245	21 168	48 413	131 021
Year 11	69 586	23 178	19 539	42 717	112 302
Year 12	56 394	20 598	17 283	37 881	94 274
Ungraded	11 705	363	1 053	1 416	13 120
<i>Total</i>	<i>446 798</i>	<i>148 043</i>	<i>114 577</i>	<i>262 620</i>	<i>709 417</i>
<i>All male students FTE</i>	<i>1 159 655</i>	<i>333 911</i>	<i>209 040</i>	<i>542 951</i>	<i>1 702 606</i>
FEMALES					
Primary					
Pre-year 1	73 668	21 185	10 048	31 233	104 901
Year 1	91 059	25 152	12 003	37 155	128 214
Year 2	86 853	24 685	11 720	36 405	123 257
Year 3	91 935	25 515	12 096	37 611	129 546
Year 4	93 694	25 455	12 580	38 035	131 728
Year 5	93 035	25 440	13 414	38 855	131 890
Year 6	94 044	25 117	13 819	38 936	132 980
Year 7 (Qld, SA, WA, NT)	37 165	8 235	6 686	14 921	52 086
Ungraded	4 667	74	716	790	5 457
<i>Total</i>	<i>666 118</i>	<i>180 857</i>	<i>93 083</i>	<i>273 939</i>	<i>940 058</i>
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	48 610	18 943	12 155	31 098	79 708
Year 8	82 225	29 273	21 560	50 833	133 058
Year 9	81 031	28 404	20 988	49 392	130 423
Year 10	78 748	27 679	21 166	48 845	127 593
Year 11	73 006	24 502	20 118	44 620	117 626
Year 12	63 494	22 496	18 547	41 043	104 537
Ungraded	7 360	293	633	926	8 286
<i>Total</i>	<i>434 473</i>	<i>151 590</i>	<i>115 167</i>	<i>266 757</i>	<i>701 230</i>
<i>All female students FTE</i>	<i>1 100 591</i>	<i>332 447</i>	<i>208 249</i>	<i>540 696</i>	<i>1 641 287</i>

(a) Number of full-time students plus full-time equivalent of part-time students. Refer to 'Student' in the Glossary for further details.

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
PERSONS					
Primary					
Pre-year 1	153 278	43 128	20 110	63 238	216 516
Year 1	188 138	51 196	24 080	75 276	263 414
Year 2	179 469	49 786	23 517	73 303	252 772
Year 3	189 360	51 310	24 443	75 753	265 112
Year 4	193 072	51 565	25 268	76 833	269 905
Year 5	192 153	51 411	26 901	78 312	270 466
Year 6	192 585	51 334	28 170	79 504	272 088
Year 7 (Qld, SA, WA, NT)	76 413	16 729	13 144	29 873	106 286
Ungraded	14 509	267	1 912	2 179	16 688
Total	1 378 976	366 725	187 546	554 271	1 933 247
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	100 846	38 251	24 785	63 036	163 882
Year 8	170 037	58 266	43 313	101 579	271 616
Year 9	167 489	56 762	42 139	98 901	266 390
Year 10	161 356	54 924	42 334	97 258	258 613
Year 11	142 592	47 680	39 657	87 337	229 928
Year 12	119 887	43 094	35 830	78 924	198 811
Ungraded	19 065	656	1 686	2 342	21 406
Total	881 271	299 633	229 743	529 376	1 410 647
All students FTE	2 260 247	666 358	417 289	1 083 647	3 343 894

(a) Number of full-time students plus full-time equivalent of part-time students. Refer to 'Student' in the Glossary for further details.

AGE AT 1 JULY

	12 years and under no.	13 years no.	14 years no.	15 years no.	16 years no.	17 years no.	18 years no.	19 years and over(a) no.	All students no.
INDIGENOUS STUDENTS									
<i>Total primary(b)</i>	85 831	670	38	18	5	—	—	—	86 562
Secondary									
Year 7	3 016	1 191	36	—	—	—	—	—	4 243
Year 8	1 848	6 685	1 710	90	20	4	3	—	10 360
Year 9	3	1 904	6 370	1 428	65	4	—	—	9 774
Year 10	—	—	1 601	5 073	1 203	82	11	6	7 976
Year 11	—	—	19	1 120	3 133	786	132	94	5 284
Year 12	—	—	—	—	614	2 011	488	84	3 197
Ungraded	395	653	634	515	374	224	115	141	3 051
<i>Total secondary(b)</i>	5 262	10 433	10 370	8 226	5 409	3 111	749	325	43 885
All Indigenous full-time students	91 093	11 103	10 408	8 244	5 414	3 111	749	325	130 447
NON-INDIGENOUS STUDENTS									
<i>Total primary(b)</i>	1 839 575	5 613	41	—	—	—	—	—	1 845 229
Secondary									
Year 7	114 498	44 144	947	34	—	—	—	—	159 623
Year 8	32 503	178 820	48 793	953	35	—	—	7	261 111
Year 9	88	33 782	177 396	43 852	1 149	87	—	28	256 382
Year 10	—	106	32 655	171 620	42 961	2 121	350	289	250 102
Year 11	—	—	143	28 810	149 078	37 557	4 151	1 775	221 514
Year 12	—	—	4	112	24 418	129 231	30 576	5 737	190 078
Ungraded	1 779	2 802	3 321	2 944	2 479	2 097	1 247	809	17 478
<i>Total secondary(b)</i>	148 868	259 654	263 259	248 325	220 120	171 093	36 324	8 645	1 356 288
All non-Indigenous full-time students	1 988 443	265 267	263 300	248 325	220 120	171 093	36 324	8 645	3 201 517

— nil or rounded to zero (including null cells)

(a) Includes a small number of students with 'age unspecified'.

(b) See Appendix 2 for structure of primary and secondary schooling in each state and territory.

INDIGENOUS FULL-TIME STUDENTS, By state and territory

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Males									
1994	11 800	1 723	11 408	2 485	7 053	1 579	6 001	314	42 363
1999	15 566	2 749	14 985	3 087	8 397	2 197	6 713	404	54 098
2002	18 352	3 217	17 055	3 506	10 068	2 468	6 708	540	61 914
2003	18 854	3 336	18 001	3 626	10 341	2 521	6 925	541	64 145
2004	19 889	3 547	18 480	3 746	10 639	2 607	7 088	583	66 579
Females									
1994	11 187	1 671	11 113	2 527	6 944	1 595	5 722	289	41 048
1999	15 190	2 758	14 424	3 089	8 232	2 148	6 268	421	52 530
2002	17 809	3 268	16 446	3 548	9 390	2 351	6 416	505	59 733
2003	18 264	3 354	17 236	3 632	9 570	2 394	6 789	508	61 747
2004	19 115	3 719	17 824	3 749	9 828	2 429	6 689	515	63 868
Persons									
1994	22 987	3 394	22 521	5 012	13 997	3 174	11 723	603	83 411
1999	30 756	5 507	29 409	6 176	16 629	4 345	12 981	825	106 628
2002	36 161	6 485	33 501	7 054	19 458	4 819	13 124	1 045	121 647
2003	37 118	6 690	35 237	7 258	19 911	4 915	13 714	1 049	125 892
2004	39 004	7 266	36 304	7 495	20 467	5 036	13 777	1 098	130 447

- (a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.
- (b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

INDIGENOUS FULL-TIME STUDENTS, By level and year of school education

	1997	1998	1999	2000	2001	2002	2003	2004
	no.	no.	no.	no.	no.	no.	no.	no.
Primary								
Pre-year 1	5 941	6 067	6 134	6 570	6 656	7 606	8 428	8 899
Year 1	10 341	10 908	11 017	11 133	11 360	11 702	10 856	11 977
Year 2	9 934	10 431	10 789	10 999	11 036	11 604	11 545	11 013
Year 3	9 400	10 011	10 228	10 857	11 042	11 192	11 590	11 700
Year 4	8 881	9 497	10 036	10 406	10 871	11 181	11 255	11 882
Year 5	8 341	8 873	9 512	10 207	10 409	10 968	11 371	11 493
Year 6	8 174	8 390	9 004	9 555	10 266	10 467	11 085	11 502
Year 7 (Qld, SA, WA, NT)	5 105	5 192	5 299	5 613	5 887	6 304	6 425	6 877
Ungraded	1 003	1 170	1 189	1 348	1 416	1 426	1 523	1 219
<i>Total</i>	67 120	70 539	73 208	76 688	78 943	82 450	84 078	86 562
Secondary								
Year 7 (NSW, Vic., Tas., ACT)	2 948	3 026	3 188	3 409	3 628	3 912	4 058	4 243
Year 8	7 395	7 834	7 911	8 130	8 689	9 457	10 022	10 360
Year 9	6 721	6 963	7 261	7 452	7 814	8 474	8 994	9 774
Year 10	5 122	5 802	6 010	6 419	6 681	6 999	7 559	7 976
Year 11	3 228	3 334	3 909	3 932	4 339	4 598	4 973	5 284
Year 12	1 870	2 090	2 206	2 542	2 620	2 941	3 053	3 197
Ungraded	2 403	2 578	2 935	2 955	2 751	2 816	3 155	3 051
<i>Total</i>	29 687	31 627	33 420	34 839	36 522	39 197	41 814	43 885
All Indigenous full-time students	96 807	102 166	106 628	111 527	115 465	121 647	125 892	130 447

	NSW	Vic.	Qld(d)	SA	WA(e)	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
.....									
GOVERNMENT									
Primary									
1994	18.9	18.3	18.3	17.0	18.5	17.2	14.9	17.2	18.3
1999	17.7	17.2	16.0	16.9	17.6	15.7	13.8	17.1	17.0
2002	17.5	16.4	15.7	16.8	17.7	16.1	14.0	15.8	16.7
2003	17.3	16.2	15.5	15.9	16.8	16.0	13.9	15.1	16.4
2004	17.0	16.2	15.4	16.2	16.2	15.9	13.5	14.2	16.2
Secondary									
1994	13.0	12.1	12.5	11.2	12.8	13.7	11.6	12.2	12.5
1999	12.7	12.6	12.7	12.4	12.6	13.7	11.6	12.3	12.7
2002	12.5	12.3	13.1	12.5	12.4	13.4	10.9	12.0	12.5
2003	12.6	12.1	13.0	12.9	12.2	13.4	11.6	11.9	12.5
2004	12.5	12.1	13.0	12.5	11.7	13.2	11.0	11.8	12.4
.....									
NON - GOVERNMENT									
Primary									
1994	19.5	18.7	19.5	18.9	18.0	19.1	19.1	20.6	19.1
1999	18.6	18.3	17.8	18.1	17.2	17.9	18.6	20.4	18.2
2002	17.7	16.9	16.9	17.5	17.5	17.4	16.8	18.7	17.3
2003	17.5	16.5	16.7	17.6	17.3	17.2	18.3	18.1	17.1
2004	17.2	16.4	16.6	17.2	17.0	17.2	18.1	17.9	16.9
Secondary									
1994	12.6	12.7	13.8	13.0	12.8	12.8	11.4	13.6	12.9
1999	12.5	12.4	13.2	12.8	12.7	12.8	10.8	13.4	12.6
2002	12.2	12.1	12.7	12.3	12.4	12.5	11.1	12.9	12.3
2003	12.0	12.0	12.6	12.2	12.5	12.4	10.2	12.9	12.1
2004	11.9	11.7	12.5	12.1	12.4	12.4	9.8	12.8	12.0
.....									
TOTAL									
Primary									
1994	19.0	18.4	18.6	17.4	18.4	17.6	15.5	18.2	18.5
1999	17.9	17.5	16.4	17.2	17.5	16.2	14.5	18.0	17.3
2002	17.6	16.6	16.0	17.0	17.7	16.3	14.5	16.7	16.9
2003	17.3	16.3	15.8	16.4	16.9	16.2	14.6	16.1	16.6
2004	17.1	16.3	15.7	16.5	16.4	16.2	14.2	15.4	16.4
Secondary									
1994	12.9	12.3	12.9	11.7	12.8	13.4	11.5	12.7	12.6
1999	12.6	12.5	12.9	12.5	12.6	13.5	11.4	12.7	12.7
2002	12.4	12.2	12.9	12.4	12.4	13.1	11.0	12.4	12.4
2003	12.3	12.1	12.9	12.7	12.3	13.1	11.1	12.3	12.4
2004	12.3	12.0	12.8	12.3	12.0	12.9	10.6	12.2	12.3

(a) Number of full-time students plus full-time equivalent of part-time students divided by the number of full-time equivalent teaching staff.

(b) See Glossary for details of the calculation of full-time equivalent teaching staff.

(c) For a definition of teaching staff see Glossary.

(d) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(e) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

FULL-TIME EQUIVALENT TEACHING STAFF(a)(b)(c), By category of school

	PRIMARY			SECONDARY			TOTAL		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
1979	23 667	51 102	74 769	37 127	29 314	66 442	60 794	80 416	141 210
1984(d)	22 791	48 799	71 590	39 808	33 279	73 087	63 772	84 788	148 560
1989(d)	21 004	50 518	71 522	37 766	33 727	71 493	59 671	87 286	146 957
1994	19 738	54 756	74 494	34 178	34 707	68 886	53 916	89 463	143 379
1999	18 066	62 970	81 036	32 071	37 376	69 447	50 136	100 346	150 482
2002	17 562	65 794	83 356	31 375	38 509	69 884	48 937	104 303	153 240
2003	17 866	66 757	84 623	31 362	38 886	70 249	49 228	105 644	154 872
2004	17 667	67 476	85 143	31 424	39 588	71 013	49 091	107 064	156 156
NON-GOVERNMENT									
1979	2 825	13 073	15 899	9 033	9 055	18 088	11 857	22 129	33 986
1984(d)	4 158	15 060	19 218	11 997	12 582	24 579	16 365	28 342	44 707
1989(d)	4 734	16 564	21 298	14 109	15 719	29 829	18 944	32 667	51 611
1994	5 279	19 094	24 373	15 198	17 394	32 592	20 477	36 488	56 965
1999	5 873	21 956	27 829	17 023	20 390	37 413	22 896	42 346	65 242
2002	6 345	24 842	31 187	18 529	22 655	41 184	24 874	47 497	72 371
2003	6 496	25 449	31 945	19 148	23 611	42 759	25 644	49 059	74 704
2004	6 620	26 186	32 806	19 634	24 470	44 103	26 254	50 656	76 910
ALL FTE TEACHING STAFF									
1979	26 492	64 175	90 667	46 160	38 370	84 529	72 652	102 545	175 196
1984(d)	26 949	63 859	90 808	51 805	45 861	97 666	80 137	113 220	193 357
1989(d)	25 738	67 082	92 820	51 875	49 446	101 321	78 615	119 953	198 568
1994	25 017	73 850	98 867	49 376	52 102	101 478	74 394	125 951	200 345
1999	23 938	84 927	108 865	49 094	57 766	106 860	73 032	142 692	215 724
2002	23 907	90 636	114 543	49 904	61 165	111 068	73 810	151 801	225 611
2003	24 362	92 206	116 568	50 510	62 497	113 008	74 872	154 703	229 575
2004	24 287	93 663	117 949	51 058	64 058	115 116	75 345	157 720	233 065

(a) See Glossary for details of the calculation of full-time equivalent teaching staff.

(b) For a definition of teaching staff see Glossary.

(c) Data prior to 1995 was collected on a different basis. See Explanatory Notes, paragraphs 7 and 9, for further details.

(d) Totals for 1984 and 1989 include a small number of special school teaching staff not classified to either primary or secondary.

FULL-TIME EQUIVALENT TEACHING STAFF(a)(b)(c), By level of school education

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
Primary									
1994	8 148	5 585	4 883	2 493	2 662	592	348	307	25 017
1999	7 061	5 482	5 207	2 334	2 606	628	344	278	23 938
2002	7 047	5 556	5 288	2 239	2 552	609	295	320	23 907
2003	7 299	5 622	5 331	2 296	2 587	599	302	327	24 362
2004	7 265	5 588	5 372	2 199	2 590	614	316	343	24 287
Secondary									
1994	17 074	13 298	7 625	4 003	4 621	1 463	415	878	49 376
1999	16 855	12 602	8 252	3 878	4 842	1 344	440	880	49 094
2002	17 211	12 815	8 366	3 818	5 028	1 313	445	908	49 904
2003	17 485	13 075	8 526	3 759	5 001	1 309	440	916	50 510
2004	17 610	13 174	8 656	3 837	5 082	1 308	470	922	51 058
FEMALES									
Primary									
1994	23 532	17 927	13 301	6 810	7 398	2 158	1 222	1 503	73 850
1999	27 701	20 072	16 667	6 969	8 309	2 267	1 427	1 516	84 927
2002	28 819	22 051	18 284	7 072	9 108	2 247	1 443	1 612	90 636
2003	28 852	22 314	18 792	7 362	9 547	2 257	1 429	1 653	92 206
2004	29 251	22 425	19 222	7 357	10 003	2 257	1 441	1 706	93 663
Secondary									
1994	17 760	14 485	8 842	3 416	4 423	1 366	477	1 332	52 102
1999	20 224	15 203	10 148	3 584	5 173	1 509	585	1 340	57 766
2002	21 236	16 641	10 515	3 718	5 503	1 526	644	1 383	61 165
2003	21 580	17 198	10 863	3 677	5 564	1 560	650	1 405	62 497
2004	21 828	17 661	11 223	3 823	5 832	1 582	709	1 401	64 058
PERSONS									
Primary									
1994	31 680	23 512	18 184	9 302	10 060	2 750	1 570	1 809	98 867
1999	34 762	25 554	21 874	9 302	10 915	2 894	1 770	1 794	108 865
2002	35 866	27 608	23 573	9 311	11 660	2 856	1 738	1 932	114 543
2003	36 151	27 936	24 123	9 658	12 133	2 856	1 731	1 980	116 568
2004	36 516	28 013	24 594	9 556	12 593	2 870	1 757	2 050	117 949
Secondary									
1994	34 834	27 783	16 467	7 420	9 043	2 829	892	2 210	101 478
1999	37 079	27 805	18 400	7 462	10 015	2 853	1 026	2 220	106 860
2002	38 447	29 456	18 880	7 536	10 531	2 839	1 089	2 291	111 068
2003	39 065	30 273	19 389	7 436	10 565	2 869	1 090	2 321	113 008
2004	39 437	30 834	19 879	7 661	10 913	2 890	1 179	2 323	115 116

(a) See Glossary for details of the calculation of full-time equivalent teaching staff.

(b) For a definition of teaching staff see Glossary.

(c) Data prior to 1995 was collected on a different basis. See Explanatory Notes, paragraphs 7 and 9, for further details.

NUMBER OF TEACHING STAFF(a)(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.
MALES									
1984	25 543	25 034	11 761	8 000	7 262	2 569	815	1 353	82 337
1989	25 779	23 218	12 252	7 328	7 250	2 385	863	1 321	80 396
1994	25 773	19 532	12 846	6 738	7 544	2 146	818	1 226	76 623
1999	24 561	18 955	13 882	6 550	7 865	2 119	841	1 199	75 972
2002	24 979	19 441	14 936	6 404	8 134	2 079	806	1 256	78 035
2003	25 604	19 826	15 106	6 369	8 129	2 072	794	1 289	79 189
2004	25 681	20 081	15 248	6 321	8 264	2 082	829	1 314	79 820
FEMALES									
1984	40 190	36 020	17 460	11 294	9 921	4 357	1 530	2 808	123 580
1989	40 848	36 804	20 456	11 422	11 836	4 269	1 667	2 998	130 300
1994	46 816	35 825	23 789	11 775	13 655	4 227	1 867	3 206	141 160
1999	55 632	39 959	29 487	12 363	16 062	4 509	2 197	3 144	163 353
2002	58 389	43 979	33 938	12 509	18 016	4 597	2 314	3 283	177 025
2003	58 874	45 037	35 607	12 757	18 666	4 649	2 277	3 353	181 220
2004	59 664	45 899	36 621	12 857	19 616	4 699	2 343	3 400	185 099
PERSONS									
1984	65 733	61 054	29 221	19 294	17 183	6 926	2 345	4 161	205 917
1989	66 627	60 022	32 708	18 750	19 086	6 654	2 530	4 319	210 696
1994	72 589	55 357	36 635	18 513	21 199	6 373	2 685	4 432	217 783
1999	80 193	58 914	43 369	18 913	23 927	6 628	3 038	4 343	239 325
2002	83 368	63 420	48 874	18 913	26 150	6 676	3 120	4 539	255 060
2003	84 478	64 863	50 713	19 126	26 795	6 721	3 071	4 642	260 409
2004	85 345	65 980	51 869	19 178	27 880	6 781	3 172	4 714	264 919

- (a) For a definition of teaching staff see Glossary.
- (b) Data prior to 1995 was collected on a different basis. See Explanatory Notes, paragraphs 7 and 9, for further details.

EXPLANATORY NOTES

INTRODUCTION

1 This publication contains statistics of government and non-government schools, students and staff as at August 2004.

2 These statistics were obtained from the annual National Schools Statistics Collection (NSSC) which is a collaborative arrangement between state, territory and Australian Government education authorities and the Australian Bureau of Statistics (ABS). The NSSC uses a set of concepts, definitions and classifications developed jointly by these agencies.

SCOPE AND COVERAGE

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

4 Statistics for the government series relate to all establishments administered by the Department 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 government school education at those establishments. Statistics for the non-government series relate to all establishments not administered by the Department of Education in these states and territories.

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

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

CHANGES IN SCOPE AND COVERAGE OVER TIME

7 Since 1989, staff have been categorised in the collection according to their major function. This means that some staff who were previously included in teaching staff are now not included. Users are advised to be aware of this when comparing teaching staff figures published prior to 1989 with those for later years. Also, executive staff have been included in non-school staff since 1989.

8 Since 1990, students attending special schools have not been identified separately, and have been allocated to either the primary or secondary level of school education. From 1990, staff in special schools have also not been identified separately, and have been allocated to either the primary or secondary level of school education.

9 As a result of changed reporting methodology in 1995, non-government school staff who are not based at a particular school, but who are mainly active in schools, are now included in the published figures.

10 The WA Department of Education and Training advised of two changes to the structure of WA schooling from 2002. Pre-year 1 was extended to five days a week, bringing these students within the scope of the NSSC. The other change was to the age at which children may commence Pre-year 1. Prior to 2002, children were eligible to attend Pre-year 1 in WA if they turned five any time during the year. In 2002, only those who had turned five by 30 June 2002 were eligible for Pre-year 1. This resulted in a half cohort entering the school system in 2002. In 2004, this half cohort is in Year 2.

EXPLANATORY NOTES *continued*

CHANGES IN SCOPE AND COVERAGE OVER TIME *continued*

11 The WA Department of Education and Training also advised that, from 2003, the majority of students in a small number of WA colleges are no longer in the scope of the NSSC and have been classified as belonging to the vocational education and training sector. The removal of these students in 2003 and 2004 has affected a number of series. It has, for example, contributed to a fall in apparent retention rates in WA when compared with earlier years.

12 In 2003 and 2004 a trial of full-time Pre-year 1 education was being undertaken in Qld, prior to the expected implementation of full state coverage over the years 2005–07. In 2003, 833 students in 39 schools attended Pre-year 1, while in 2004, the trial had been expanded to 1,514 students in 67 schools. These Pre-year 1 students are in scope of the NSSC.

CENSUS DATE

13 The census date for the collection, for all states and territories, is the first Friday in August each year. For 2004 this was the 6 August. The age reference date was 1 July for all states and territories.

METHODOLOGY

14 The statistics were compiled from collections conducted in cooperation with the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), by the state and territory Departments of Education (government series), and the Australian Government Department of Education, Science and Training (non-government series).

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

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

INTERPRETATION OF RESULTS

17 The ABS has published school education statistics for many years. However, prior to the implementation of the NSSC, the data were not necessarily comparable between states and territories. With the implementation of the NSSC concepts, the definitions, classifications and coverage were revised. The new government schools series was implemented in 1981 and the non-government schools series in 1984. Therefore, particular care should be exercised when comparing data in this publication with that prior to 1981 and 1984 for the government and non-government schools series respectively, and between the two series from 1981 to 1983. In interpreting the figures in this publication, users should be aware that comparability of statistics between states and territories and between government and non-government schools in any one state or territory is affected by differences in the organisation of grades, policy on student intake and advancement, flows from secondary to vocational education, and the recruitment and employment of teachers.

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

Caution

19 Tables 1, 2, 4 and 5 include counts of the number of schools in a time series format. The number of schools in a particular year can be affected by structural change in the composition of schooling rather than necessarily a change in the number of sites delivering full-time school education. For example, if several schools amalgamated into

EXPLANATORY NOTES *continued*

Caution continued

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

APPARENT RETENTION RATES

20 To calculate the apparent retention rate of full-time students at the Australia level (as shown in table 11), the total number of full-time students in Year 12 in 2004 is divided by the number of full-time students in the base year, which is Year 7 in NSW, Vic., Tas. and the ACT in 1999 and Year 8 in Qld, SA, WA and the NT in 2000 (since those years represent the commencement of the secondary school system in the respective state or territory). The resultant figure is converted to a percentage. In tables 12 and 13 the base year becomes Year 10 and the retention year remains at Year 12. In table 14 the base year is Year 7/8 but the retention years are Years 9, 10, 11 and 12.

21 Apparent retention rates can also be derived for all students (full-time plus part-time) using the same method as described in paragraph 20 above. The apparent retention rate of all secondary students (full-time plus part-time) in table 15 has a base year of Year 10 and a retention year of Year 12.

22 Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors. At the Australia level these include students repeating a year of education, migration and other net changes to the school population. At lower levels of disaggregation, additional factors affecting the data, such as enrolment policies (which contribute to different age/grade structures between states and territories), inter-sector transfer and interstate movements of students, have not been taken into account. These and other factors affecting the interpretation of apparent retention rates are discussed in the article, "Review of ABS Apparent Retention Rates Series" included in this publication.

23 Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in apparent retention rates. The inclusion or exclusion of part-time students can also have a significant effect on apparent retention rates, especially in SA, Tas. and the NT which have relatively large proportions of part-time students.

FTE STUDENT/TEACHING STAFF RATIOS

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

GENERAL ACKNOWLEDGMENT

25 This publication draws extensively on information provided freely by education organisations. Their continued cooperation is very much appreciated: without it, the wide range of education statistics published by the ABS would not be available. Information received by the ABS is treated in strict confidence as required by the *Census and Statistics Act, 1905*.

DATA AVAILABLE ON REQUEST

26 As well as the statistics included in this publication, the ABS has more detailed statistics from the NSSC available. These can be obtained from Data Cubes (in Excel spreadsheet format) on the ABS web site at <URL:<http://www.abs.gov.au>>. For further assistance regarding schools statistics, please contact Leo Stinson on (02) 6252 7793.

RELATED PUBLICATIONS AND PRODUCTS

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

- *Education and Work, Australia* (cat. no. 6227.0) - issued annually, latest issue May 2004 released on 2 December 2004.
- *Education and Training Indicators, Australia* (cat. no. 4230.0) - issued irregularly, last released in December 2002 - this replaces *Education and Training in Australia* (cat. no. 4224.0) - last released in January 1999.

EXPLANATORY NOTES *continued*

RELATED PUBLICATIONS AND PRODUCTS *continued*

- *Education and Training Experience, Australia* (cat. no. 6278.0) - issued irregularly, latest issue 2001 released in May 2002.

28 Additional information can be found in publications produced by ABS offices in each state and territory, various publications of the Australian Government Department of Education, Science and Training, the Ministerial Council on Education, Employment, Training and Youth Affairs, the education chapter of the annual Report on Government Services, and in annual reports of the state and territory Departments of Education.

29 The *ABS Year Book Australia* (cat. no. 1301.0) and the State Year Books also contain commentary and data on education. The National Centre for Education and Training Statistics (NCETS) has a theme page on the ABS web site for the dissemination of information on education and training: <URL:/http://www.abs.gov.au/ncets/>.

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

APPENDIX 1 REVIEW OF ABS APPARENT RETENTION RATES SERIES

INTRODUCTION

1 The Australian Bureau of Statistics (ABS) has published retention rates in *Schools, Australia* and similar publications since 1976. These are crude measures, calculated by dividing the number of full-time students in Year 12 by the number of full-time students in the first year of secondary school when the majority of that Year 12 cohort commenced. The method of calculation takes no account of students repeating years or migrating in or out of the school populations. For this reason they have been labelled *Apparent* Retention Rates, and users have been cautioned to exercise care in their use.

2 Apparent retention rates have been an important indicator of the degree to which young people are continuing their participation in secondary school education beyond the compulsory years. Over time they have become less relevant as changes to the education system have broadened the range of pathways available to young people in post-compulsory education. These pathways include moving into the vocational education and training (VET) sector either to complete their secondary education or to undertake VET studies, and increased options to mix part-time study with part-time employment.

3 Feedback provided to the ABS by state and territory education policy advisers has revealed some concerns with the published apparent retention rates as relative performance indicators. Some users have applied a range of adjustments to the published data to correct for real and perceived measurement deficiencies¹.

4 In December 2003 the Management Board of the National Education and Training Statistics Unit (NETSU) expressed reservations about the quality and relevance of the ABS apparent retention rates measure, and identified a review of the measure as a priority. This review is being conducted as a part of the NETSU work program. NETSU is a joint initiative of the Australian Government Department of Education, Science and Training, the Australian National Training Authority, all state and territory education and training departments, and the ABS.

5 The review is being conducted in three phases. The first phase involved detailing the quality concerns with the ABS apparent retention rates. The second phase of the review will assess a range of possible adjustments and make recommendations for applying these to the current apparent retention rates. The third phase will review and provide advice on complementary or alternative measures to apparent retention rates.

6 This article provides information on the progress of this review, focussing on work completed as part of phase 1, and outlines future directions for the project.

ABS SCHOOL STUDENT APPARENT RETENTION RATES

7 The apparent retention rates measure is collected in the National School Statistics Collection (NSSC). It is a measure of continuing students who commenced secondary school in a particular base year and are participating in a particular level of secondary school education in the reference year. Apparent retention rates are generally calculated for full-time school students who have continued to Year 12 of secondary schooling. Traditionally, there have been two main apparent retention rates published in *Schools, Australia: Year 7/8 to Year 12* for full-time students, and *Year 10 to Year 12* for full-time students.

8 To calculate the apparent retention rates of full-time students at the Australia level, the total number of full-time students in Year 12 in the current year is divided by the number of full-time students in the base year, which is Year 7 (five years earlier) in New South Wales, Victoria, Tasmania and the Australian Capital Territory and Year 8 (four

¹ Ryan, Chris and Watson, Louise, 2003 *Factors Affecting Year 12 Retention Across Australian States and Territories in the 1990's* (Discussion Paper No. 467), September 2003 and Lamb, Stephen; Walstab, Anne; Teese, Richard; Vickers, Margaret and Rumberger, Russ, 2004 *Staying on at school: Improving student retention in Australia*, Report for the Queensland Department of Education and the Arts, Centre for Post-compulsory Education and Lifelong Learning, The University of Melbourne, August 2004.

APPENDIX 1 REVIEW OF ABS APPARENT RETENTION RATES SERIES

continued

ABS SCHOOL STUDENT
APPARENT RETENTION RATES
continued

years earlier) in Queensland, South Australia, Western Australia and the Northern Territory (since those years represent the commencement of secondary school in the respective state or territory). The resultant figure is converted to a percentage.

9 Current apparent retention rates do not take into account a range of factors, and users are cautioned to exercise care in their use of the measure. At the Australia level these include students repeating a year of education, migration and other net changes to the school population. At lower levels of disaggregation, additional factors affecting the data, such as enrolment policies (which contribute to different age/grade structures between states and territories), inter-sector transfer and interstate movements of students, have not been taken into account.

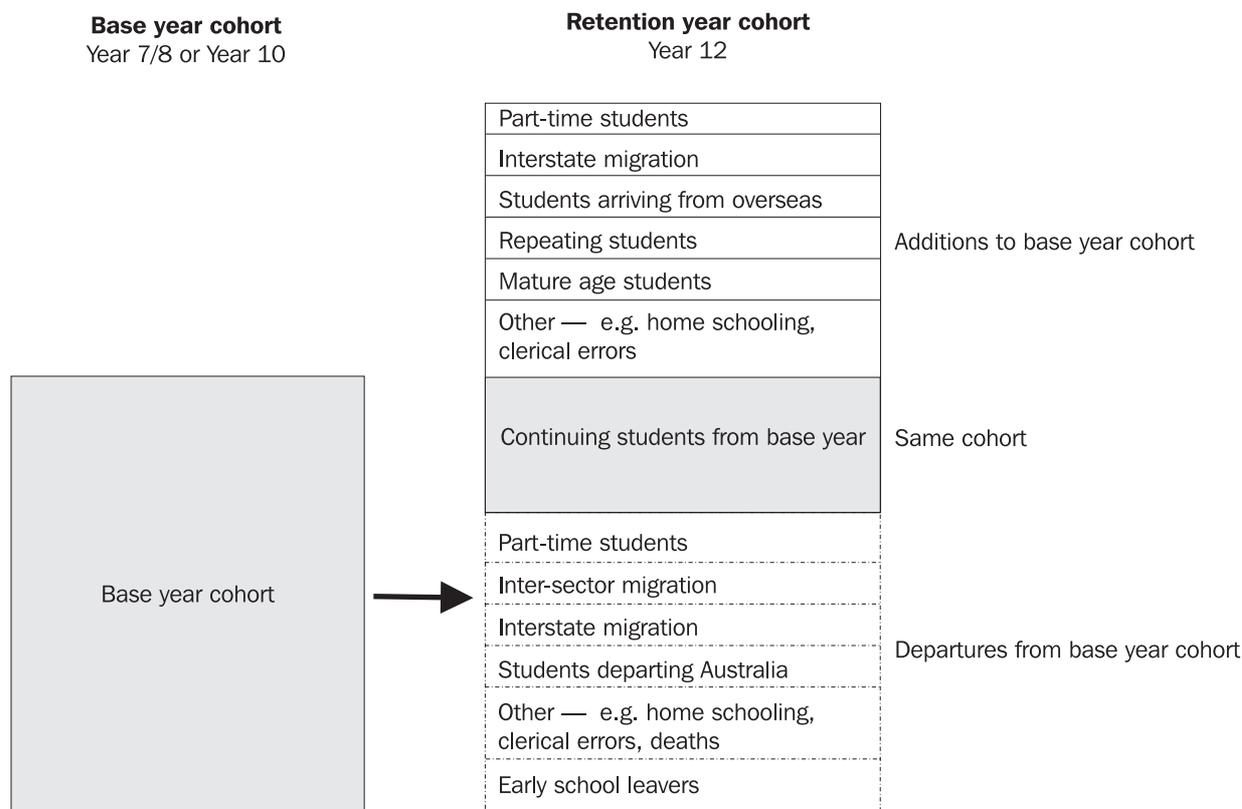
QUALITY ISSUES

10 The recurring message from the first phase of the review is that the current measure fails to reflect changes in the composition of the student population and trends in contemporary education. Findings of this phase are presented below.

SUMMARY OF MOVEMENTS
OF STUDENTS

11 Many of the known issues with retention rates relate to changes in the student population that affect the composition of the cohort measured in the base year (Year 7/8 or Year 10) to that measured in the retention year (Year 12). Those movements of students that have direct bearing on the measurement of the number of students in secondary school years are summarised in Figure 1.

Figure 1. Movement of students(a) in apparent retention rates cohorts in the NSSC(b)



(a) Additions, departures and continuing students shown in the diagram are not representative of actual numbers.

(b) The statistics collected through the NSSC 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. The statistics do not include students engaged in secondary level education conducted by other institutions, in particular Technical and Further Education (TAFE) establishments.

APPENDIX 1 REVIEW OF ABS APPARENT RETENTION RATES SERIES *continued*

COMPOSITION OF THE COHORT

Part-time students

12 Issues surrounding the movements of students and the composition of the base or final year cohort are explained in more detail below.

13 In 2004, around 23,700 students (1.7% of 1,424,000 secondary school students) were undertaking secondary school part-time. Many of these part-time students (76%) were in Years 11 or 12. As the normal apparent retention rates measure only accounts for full-time students, these members of the student population are not reflected in the retention rates although they may have been part of the base year cohort. Since 2003, *Schools, Australia* has included an additional series 'Apparent retention rates: All students, from Year 10 to Year 12 by category of school' (table 15 in the 2004 publication) that includes part-time students. Consideration is being given to future collection of the age of part-time students in the NSSC, which would ensure the student can be placed in the appropriate age cohort, but less certainly in the appropriate base year cohort.

14 There are additional complexities associated with the measurement of part-time students that are yet to be resolved. For instance, the current definition based on workload does not allow for ongoing changes to policy which allow for increasing flexibility in secondary schooling. Nor does it account for differences between the systems of states and territories, e.g. in some states, students are able to increase their workload in Year 11 and decrease it in Year 12.

Inter-sector migration

15 Students now have a diverse range of pathways available to them in post-compulsory education. Increasingly VET/TAFE studies are available as options to secondary schooling. These pathways include:

- students are able to undertake mixed programs in Year 11 or Year 12 involving both secondary school and VET options (included in NSSC). In 2003 it was estimated that 202,900 senior secondary students were undertaking VET in Schools².
- students may choose to complete their secondary education in VET/TAFE institutions (not included in NSSC); and
- students may move into VET studies without completing their secondary education (not included in NSSC).

16 In the calculation of the existing apparent retention rates, only those students attending schools are included (the first pathway). Although students involved in mixed programs (e.g. VET in school) are counted, they are not separately identified in the NSSC. Many users have expressed interest in the wider measurement of students completing secondary education and of the pathways of those students of school age who move out of the school system. Students who complete their secondary education (or obtain secondary education equivalent qualifications) through TAFEs are excluded from retention calculations as they are outside the scope of the NSSC.

Interstate migration

17 Students may enter the school system from another state or territory following the base year. Therefore they are not included in the base year cohort but may be included in the retention year cohort for a particular jurisdiction. Conversely, they would be included in the base year cohort but not in the retention year cohort for the original jurisdiction. Interstate migration nets out at the national level but affects state/territory level retention. In 2002-03, it was estimated that New South Wales experienced negative net interstate migration of 3,500 among 15-19 year olds, while Queensland had a net gain of 2,700 (Source: ABS, *Migration, Australia, 2002-03* (cat. no. 3412.0)).

² National Centre for Vocational Education Research Ltd, *Australian Vocational Education and Training Statistics: Students and Courses 2003*, August 2004.

APPENDIX 1 REVIEW OF ABS APPARENT RETENTION RATES SERIES *continued*

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- Overseas migration* 18 Students migrating to Australia (including full-fee paying international students) may enter the school system after the base year. Equally, Australian students from the base year cohort may leave the country. These movements inflate the base year or retention year cohorts. In 2002-03, net overseas migration for 15-19 year olds was positive in all states and territories, ranging from about 50 in NT to about 9,300 in NSW (Source: ABS, *Migration, Australia, 2002-03* (cat. no. 3412.0)).
- Repeating students* 19 Repeating students can affect apparent retention rates at the retention year and also in the years between the base and retention year. Depending on the year of secondary schooling completed, this can lead to an overestimation or an underestimation of retention year cohorts. Repeating students are included indistinguishably with normally progressing students in the NSSC.
- Mature age students* 20 More students are returning to school later in life to complete their secondary education. This may be done through a number of avenues, including TAFE and secondary schools. Mature age students undertaking secondary studies at TAFE are outside the scope of the NSSC and mature age students at secondary schools would not be included in the base year cohort. In 2004, there were 193,300 full-time students in Year 12, of whom 5,800 (3%) were aged 19 years and over.
- Other quality concerns with apparent retention rates* 21 Other quality concerns include double counting of students, deaths of students, home schooling students (who are not in scope of the NSSC) and clerical errors on enrolment forms.
- OTHER ISSUES 22 Issues which have been raised for consideration in producing a more accurate measure include:
- Structural differences in secondary education across states and territories* 23 There are a number of ways in which the structure of secondary schooling varies across states and territories, including school starting age, the year secondary school starts, school leaving age and the relationship between Years 11 and 12. For example, the minimum school leaving age is 16 in Tasmania and South Australia, whilst in Queensland students can leave school at the end of Year 10 or when they turn 16, whichever comes first. In all other states and territories the minimum school leaving age is 15, however Western Australia has the additional stipulation that students must finish that school year. This affects the base year used to calculate apparent retention rates. In most jurisdictions, students turn 15 in Year 10, therefore if Year 10 is used, some students may have already left school. A number of recent and forthcoming legislative changes in various states such as South Australia and Queensland, will improve the alignment of secondary schooling across Australia. However it will be some time before the affects of these changes benefit the calculation of apparent retention rates.
- Use of an appropriate base year* 24 Many of the issues discussed above rely on the appropriate use of a base year in calculating apparent retention rates. There are advantages and disadvantages in using either Year 7/8 or Year 10 as the base year. Using Year 9 as the base year may be more appropriate. It would remove the problem of inconsistency across jurisdictions of Year 7/8 as the starting year of secondary school and (unlike Year 10) most students would be below the minimum school leaving age (although this may vary across jurisdictions).
- FUTURE DIRECTIONS OF THE REVIEW 25 Progress reports on the review will be made available on the Education and Training theme page on the ABS web site.
- Adjustments to apparent retention rates* 26 The short to medium term objective is to improve the relevance and analytical integrity of the ABS apparent retention rates measure. Towards this, the Analytical Services Branch of the ABS has assessed adjustments made to apparent retention rates in two recent papers¹. These and other possible adjustments will be considered to help

APPENDIX 1 REVIEW OF ABS APPARENT RETENTION RATES SERIES

continued

Adjustments to apparent retention rates continued

determine the feasibility and practicality of making adjustments to the existing apparent retention rate series. This work will include assessing the extent of backcasting and significance of the amendments to the time series.

Suite of measures

27 In the long term, the project will review complementary or alternative measures to apparent retention rates, with a view to developing a suite of measures to monitor student progress in making the transition from compulsory schooling to further education, training and employment. A suite of measures is necessary as no one measure can provide all of the information sought by users. Measures to be assessed include various existing and developing measures of participation, completion, enrolment and engagement.

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28 In the short term, the ABS will continue to report apparent retention rates in *Schools, Australia* on the current basis. Future editions will update progress of the review and will include any resulting changes to apparent retention rates.

APPENDIX 2 STRUCTURE OF SCHOOLING

CURRENT STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

The structure of primary and secondary schooling in Australia varies between states and territories. There are three basic patterns evident, as illustrated below:

- In NSW, Vic., Tas. and the ACT primary education comprises a Pre-Year 1 grade followed by Years 1 to 6. In NSW and the ACT, Pre-Year 1 is called Kindergarten, and in Vic. and Tas. it is called Preparatory. Secondary education comprises Years 7 to 12.
- In SA, WA and the NT primary education comprises a Pre-Year 1 grade followed by Years 1 to 7. In SA, Pre-Year 1 is called Reception, in WA it is called Pre-Primary and in the NT it is called Transition. Secondary education comprises Years 8 to 12.
- In Qld primary education comprises Years 1 to 7 (see footnote (a) below) and secondary education, Years 8 to 12.

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

Variations to the structure of schooling also occur over time. See paragraph 10 of the Explanatory Notes regarding the inclusion, from 2002, of Pre-Year 1 students in WA.

YEAR	NSW, Vic., Tas., ACT	SA, NT, WA	Qld(a)
Year 12	Secondary	Secondary	Secondary
Year 11			
Year 10			
Year 9			
Year 8			
Year 7	Primary	Primary	Primary
Year 6			
Year 5			
Year 4			
Year 3			
Year 2			
Year 1			
Pre-year 1			

(a) A Pre-year 1 trial operated in Queensland in 2003 and 2004. Refer to paragraph 12 of the Explanatory Notes for details.

GLOSSARY

Affiliation of non-government schools	Affiliation refers to the link between the individual non-government schools and the systems that administer their operation. In Australia the largest non-government affiliated group is the Catholic school system. Other schools have loose associations with religious or secular bodies or are entirely independent. The categories of Catholic and other non-government (Independent) are the only levels of non-government schooling reported on in this publication.
Apparent retention rate	This is the number of school students in a designated level/year of education expressed as a percentage of their respective cohort group (which is either at the commencement of their secondary schooling or Year 10). In this publication, apparent retention rates are generally calculated for full-time school students who continued to Year 12 of secondary schooling (tables 11-14). A separate comparison has been included for apparent retention rates for full-time Indigenous and non-Indigenous school students who continued to Years 9, 10, 11 or 12 (table 14). A table covering all students (full-time plus part-time) from Year 10 to Year 12 is included in table 15. See Explanatory Notes, paragraphs 20–23 for details of how apparent retention rates are calculated.
Category of school	This is the classification of schools to the government or non-government sector for the purposes of this collection.
Full-time equivalent (FTE) teaching staff	<p>This is a measure of the total level of teaching staff resources used. The FTE of a full-time teaching staff member (i.e. employed full-time and engaged solely on activities which fall within the scope of this collection) is equal to 1.0.</p> <p>The calculation of FTE for part-time teaching staff is as follows:</p> <ul style="list-style-type: none">■ The FTE of part-time teaching staff performing some activities which fall outside the scope of this collection (e.g. preschool or TAFE) is calculated on the basis of the proportion of time spent on in-scope activities compared with that spent by a full-time teaching staff member solely occupied by in-scope activities.■ The FTE of part-time teaching staff performing activities which fall solely within the scope of this collection is calculated on the basis of time worked compared with that worked by full-time teaching staff performing similar duties. <p>Some states and territories are not able to calculate FTE on a time-spent basis for all teaching staff functions but use wages paid as a fraction of full-time rate, or a resource allocation based formula. Some also use a pro rata formula based on student or teacher numbers to estimate aggregate FTE for some categories of teaching staff.</p>
Indigenous student	An Indigenous student is a student of Aboriginal and/or Torres Strait Islander origin. Note that, historically, the way in which Indigenous status has been determined has varied across states and territories.
Level and Year of education	Level of education is split into primary and secondary school education. Year of education comprises Pre-year 1 through to Year 12, plus ungraded primary and ungraded secondary.
Other education establishment	<p>Other establishments within the scope of these statistics, but not defined as schools include:</p> <ul style="list-style-type: none">■ Administrative offices which have as their major activity the administration of primary, secondary or special education.■ Teacher resource centres operated by a state or territory Director-General of Education (or equivalent).
Primary education	Primary education typically commences at around age five and lasts for seven to eight years. It does not include sessional education such as preschool education. In NSW, Vic., Tas. and the ACT, primary education may extend from Pre-year 1 to Year 6. In SA, WA and the NT it may extend from Pre-year 1 to Year 7. In Qld it may extend from Year 1 to Year 7. In 2003 and 2004 in Qld a Pre-year 1 trial operated in a small number of schools.

GLOSSARY *continued*

School	<p>A school (other than a special school) must satisfy 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.■ 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. The term excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.</p>
School age participation rate	<p>The school age participation rate is the number of full-time school students of a particular age expressed as a proportion of the Estimated Resident Population of the same age at June (published in cat. no. 3201.0). It indicates the proportion of the resident population who are at school. Whereas apparent retention rates rely on students having to progress year by year through the school education system, participation rates relate to the resident population as a whole. In the ACT some rates exceed 100%. This is mainly due to the enrolment of secondary school students in ACT secondary schools who are not residents of the ACT, but live in surrounding NSW regions.</p>
Secondary education	<p>Secondary education typically commences after completion of primary education, at around age 12 years, and lasts for five or six years. In NSW, Vic., Tas. and the ACT, secondary education may extend from Year 7 to Year 12. In Qld, SA, WA, and the NT it may extend from Year 8 to Year 12. Part-time secondary student estimates vary considerably between states and territories, as each education authority has different policy and organisational arrangements. The number of part-time courses available also varies considerably between states and territories. Age level data for part-time students are not published as not all states and territories collect the age of part-time students.</p>
Special school	<p>A special school provides special instruction for physically and/or mentally disabled or impaired students, or those with social problems. Students must exhibit one or more of the following characteristics 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.
Student	<p>A student is a person who is formally enrolled in a school and active in a course of study other than preschool or TAFE courses. Students not present at school on the NSSC census date were included if they were expected to be absent for less than four continuous weeks (excluding school vacations) and were excluded if they had left the school or had been absent without explanation for four continuous weeks (excluding school vacations) prior to the census date.</p> <p>Students who are undertaking TAFE, tertiary studies, apprenticeships, work placements, VET in schools or a combination of such pathways, in addition to 'normal' school subjects, are in the scope of the NSSC, regardless of which year of schooling these alternative pathways are undertaken. The workload of both the 'normal' school subject(s) and alternative pathways are aggregated together to determine whether a student is classified as full-time or part-time and in calculating the full-time equivalent for part-time students.</p> <p>A full-time student is one who undertakes a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between states and territories and from year to year.</p>

GLOSSARY *continued*

Student *continued*

A part-time student is one who undertakes a workload less than that specified as full-time.

The FTE of part-time students has been calculated by dividing the student's workload into that which is considered to be a full workload by that state or territory. To calculate the FTE of all students the FTE of part-time students is added to the number of full-time students.

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 have teaching duties, that is, are engaged to impart school curriculum. For the purposes of this collection, teaching staff includes principals, deputy principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded.

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ISSN 1035 3461

RRP \$25.00