

Introduction

This chapter provides a statistical overview of education in Victoria, including primary and secondary school education, Vocational Education and Training, higher education, and adult and community education. Also included is information on the educational characteristics of the Victorian population.

The data presented in this chapter has been provided by a number of organisations including the Commonwealth Department of Education, Training and Youth Affairs (DETYA), the Victorian Department of Education, Employment and Training (DEET), the National Centre for Vocational and Education Research (NCVER) and the Victorian Curriculum and Assessment Authority.

In Victoria, school education consists of primary schooling, from a Preparatory Year to Year 6, and secondary schooling encompassing Years 7–12, with the final two years falling outside of the compulsory stage of education.

Vocational Education and Training (VET) programs are those training programs designed to equip students with vocational skills and knowledge that prepare them for the workplace. These programs are available through Technical and Further Education (TAFE) Institutes, and to a lesser extent, through institutes of technology, some higher education institutions, agricultural colleges, adult and community education authorities, private providers and employers.

Higher education refers to studies for bachelor degrees, postgraduate degrees and other awards provided by universities and authorised providers.

Adult and Community Education (ACE) refers to the provision of general adult education programs outside of the formal programs and qualifications pathways provided by school, VET and higher education. ACE is concerned with the provision of learning opportunities at the community level, rather than work-related training.

School education

The number of students enrolled at Victorian schools topped 800,000 for the first time in 2000 (table 7.1). There were 528,189 government school students, and 273,506 non-government school students, for a total of 801,695. This was an increase of 0.9% on the total number of students in 1999. Government schools increased their enrolments by 3,340 (0.6%) and the equivalent figure for non-government schools was 3,801 (1.4%).

The number of teaching staff (expressed in full-time equivalent units) increased by 2.1%, from 53,359 in 1999 to 54,490 in 2000. Growth in teacher numbers has been more pronounced since 1998. The average number of students per teacher was 14.8 in government schools, and 14.5 in non-government schools.

The increase in both student and teacher numbers in the period 1995–2000 was not matched by a corresponding increase in the number of schools. The number of schools in Victoria declined by 62 (2.6%) in this time period. This decline was attributable to a decrease of 82 government schools (4.8%), compared to non-government schools, whose numbers increased by 20 in the same time period.

7.1 PRIMARY AND SECONDARY SCHOOLS STUDENTS AND TEACHING STAFF(a)

	Government			Non-government			Total		
	Schools	Students	Teaching staff	Schools	Students	Teaching staff	Schools	Students	Teaching staff
1995	1 711	514 805	34 106	675	255 472	16 959	2 386	770 277	51 065
1996	1 700	517 062	34 045	679	259 393	17 295	2 379	776 455	51 340
1997	1 661	518 476	34 154	684	262 948	17 428	2 345	781 424	51 582
1998	1 644	521 413	33 762	685	265 987	17 631	2 329	787 400	51 393
1999	1 631	524 849	35 156	688	269 705	18 203	2 319	794 554	53 359
2000	1 629	528 189	35 660	695	273 506	18 830	2 324	801 695	54 490

(a) Number of full-time teaching staff plus full-time equivalents of part-time teaching staff.

Source: *Schools, Australia* (Cat. no. 4221.0).

Of the 801,695 students enrolled at schools in Victoria in 2001, 65.9% were enrolled at government schools (table 7.2). Students at primary school were more likely (69.4%) than their secondary school counterparts (61.4%) to be enrolled at a government school. Within the non-government school sector, the majority of students (65.6%) were enrolled at Catholic schools.

Although overall there were more males than females enrolled at school during 2000, this trend was not reflected in Year 11 and 12 enrolments. There were a total of 48,356 males compared to 53,558 females enrolled in these Year levels.

7.2 FULL-TIME STUDENTS, By Category of School and Year of Education — 2000

	Government schools	Non-government				All schools		
		Anglican	Catholic	Other	Total	Males	Females	Persons
Primary								
Preparatory	45 421	990	14 722	3 937	19 649	33 565	31 505	65 070
Year 1	45 543	943	14 689	3 890	19 522	33 537	31 528	65 065
Year 2	45 491	951	14 965	3 729	19 645	33 081	32 055	65 136
Year 3	44 346	1 041	14 544	3 859	19 444	32 896	30 894	63 790
Year 4	44 720	1 182	14 937	3 838	19 957	33 119	31 558	64 677
Year 5	42 185	1 397	13 990	4 066	19 453	31 584	30 054	61 638
Year 6	43 219	1 524	14 079	4 481	20 084	32 276	31 027	63 303
Ungraded	2 444	—	72	525	597	2 051	990	3 041
<i>Total primary</i>	313 369	8 028	101 998	28 325	138 351	232 109	219 611	451 720
Secondary								
Year 7	37 941	2 763	14 100	7 060	23 923	31 593	30 271	61 864
Year 8	38 160	2 729	13 887	6 882	23 498	31 625	30 033	61 658
Year 9	38 151	2 808	13 575	6 584	22 967	31 083	30 035	61 118
Year 10	36 710	3 014	13 205	6 808	23 027	29 800	29 937	59 737
Year 11	33 687	3 158	11 930	6 636	21 724	26 849	28 562	55 411
Year 12	26 856	2 880	10 648	6 119	19 647	21 507	24 996	46 503
Ungraded	3 315	—	99	270	369	2 296	1 388	3 684
<i>Total secondary</i>	214 820	17 352	77 444	40 359	135 155	174 753	175 222	349 975
Total	528 189	25 380	179 442	68 684	273 506	406 862	394 833	801 695

Source: Schools, Australia (Cat. no. 4221.0).

Post-compulsory secondary schooling

In Victoria, schooling is not compulsory in Years 11 and 12. Apparent retention rates from Year 10 to Year 12 show that the majority of students who continue past Year 10 go on to enrol in Year 12 (table 7.3). Between 1995 and 2000, apparent retention rates in Victoria have increased from 77.0% in 1995 to 79.7% in 2000, with a high of 79.9% in 1997. These rates have been higher than the Australian average over this time period.

The apparent retention rates for females are considerably higher than that for males. In 2000, the figures were 86.4% and 73.1% respectively. The difference in the rates may be attributable to higher numbers of males undertaking apprenticeships in various trades for which a Year 12 completion is not usually necessary.

7.3 APPARENT RETENTION RATES YEAR 10 TO YEAR 12(a) — By Sex

	Victoria			Australia		
	Males	Females	Persons	Males	Females	Persons
	%	%	%	%	%	%
1995	69.9	84.4	77.0	68.4	78.7	73.4
1996	72.6	85.3	78.9	68.6	78.7	73.6
1997	73.6	86.3	79.9	69.3	79.9	74.5
1998	72.5	85.8	79.1	68.9	79.4	74.1
1999	71.9	85.5	78.7	68.9	79.9	74.4
2000	73.1	86.4	79.7	69.0	80.0	74.4

(a) Apparent retention rates are the percentage of students of a given cohort group who continue to a particular level/year of education. In this case, Year 10 enrolments are compared with Year 12 enrolments two years later.

Source: Schools, Australia (Cat. no. 4221.0).

In Victoria, the senior years of secondary school involve study toward the Victorian Certificate of Education (VCE), which is based on the key learning areas for school education. Aside from the compulsory key learning area of English, most enrolments were recorded in Studies of Society and the Environment (45,421) and Mathematics (43,555) (table 7.4). In terms of sex distribution, 64.3% of enrolments in Health and Physical Education were female, whereas 61.5% of enrolments in Technology were male.

7.4 YEAR 12 ENROLMENTS, By Sex(a) — 2001

Key Learning Area	Males		Females		Persons
	no.	%	no.	%	no.
Arts	11 317	42.4	15 403	57.6	26 720
English	24 589	44.6	30 537	55.4	55 126
Health and Physical Recreation	6 402	35.7	11 536	64.3	17 938
Languages other than English	3 494	36.2	6 159	63.8	9 653
Mathematics	22 678	52.1	20 877	47.9	43 555
Science	15 568	38.5	24 920	61.5	40 488
Studies of Society and the Environment	22 471	49.5	22 950	50.5	45 421
Technology	17 282	61.5	10 815	38.5	28 097

(a) Enrolments represent numbers in Unit 3 and are not equal to the number of students. Students may enrol in more than one field of study.

Source: Victorian Curriculum and Assessment Authority.

Vocational education and training

Vocational education and training (VET) programs are available in secondary schools through the VET in the VCE program, which enables students to combine their VCE studies with TAFE studies. Students may complete a TAFE qualification in conjunction with the VCE or receive credit for their TAFE studies if they complete that qualification at a later stage. The VET in the VCE program has grown rapidly since its inception in 1994. In 2001, there were 33 programs offered, attracting enrolment of 26,222 students (table 7.5), which was a 24.7% increase on the number of enrolments in 2000.

7.5 VET IN THE VCE, All Schools

	Number of programs	Student enrolments	Schools offering VET
	no.	no.	no.
1996	11	4 188	113
1997	17	10 151	326
1998	23	12 800	375
1999	25	15 494	405
2000	28	21 027	432
2001	33	26 222	441

Source: Victorian Department of Education, Employment and Training.

In Victoria, there are 14 TAFE institutes and five TAFE sectors within universities. In addition, there are over 1,000 organisations registered to provide recognised TAFE programs. These include industry, commercial and ACE providers.

In 2000, there were a total of 468,600 clients enrolled in VET programs in Victoria, a 1.6% decline on the 1999 figure (table 7.6). The decline was largely attributable to lower numbers of male enrolments, particularly across the 25–49 year age groups which recorded a 4.8% decrease in enrolments. The number of female enrolments changed little between 1999 and 2000.

7.6 VOCATIONAL EDUCATION AND TRAINING CLIENTS, By Age

	Males	Females	Persons
	'000	'000	'000
1999			
19 and under	46.8	33.1	80.0
20–24	44.6	32.0	76.9
25–29	31.3	26.2	57.7
30–39	50.6	46.6	97.4
40–49	37.1	42.5	79.8
50–59	18.0	19.7	37.8
60 and over	6.9	8.2	15.2
Not known	13.7	15.6	31.3
<i>Total</i>	249.1	223.9	476.3
2000			
19 and under	49.8	36.8	86.8
20–24	44.3	32.1	76.6
25–29	29.0	24.4	53.7
30–39	48.4	45.4	94.0
40–49	35.9	42.1	78.2
50–59	19.6	22.5	42.3
60 and over	7.9	9.6	17.5
Not known	8.6	10.0	18.6
<i>Total</i>	243.3	223.0	468.6

Source: National Centre for Vocational Education Research.

There were a total of 468,600 course enrolments in the VET sector in 2000, a 2.7% decline on the 481,400 enrolments in 1999 (table 7.7). The most popular fields of study were Business, Administration, Economics (109,600 enrolments), Services, Hospitality, Transportation (83,600) and Engineering, Surveying (69,400). Together, these three fields of study comprised 56.0% of VET enrolments in 2000.

7.7 VOCATIONAL EDUCATION AND TRAINING COURSE ENROLMENTS, By Field of Study — 2000

Field of Study	Males	Females	Persons(a)
	'000	'000	'000
Land & Marine Resources, Animal Husbandry	26.1	8.8	34.9
Architecture, Building	26.7	2.3	29.0
Art, Humanities & Social Sciences	10.5	15.1	25.7
Business, Administration, Economics	45.3	63.9	109.6
Education	3.9	4.3	8.1
Engineering, Surveying	58.2	10.7	69.4
Health, Community Services	11.8	22.1	34.3
Law, Legal Studies	0.5	1.2	1.6
Science	7.4	6.9	14.3
Veterinary Science, Animal Care	0.1	0.7	0.9
Services, Hospitality, Transportation	48.6	34.7	83.6
TAFE Multi-field Education	26.6	30.4	57.1
Total	265.7	201.0	468.6

(a) Includes sex not stated.

Source: National Centre for Vocational Education Research.

Apprentices and trainees

At 31 December 2000, there were 296,272 apprentices and trainees in training, of which approximately two-thirds were male (table 7.8). Males were especially dominant in the intermediate production and transport workers (87.3%) and tradespersons and related workers fields (86.9%). Males studying tradespersons and related workers trades accounted for 38.4% of all persons in training.

7.8 APPRENTICES AND TRAINEES IN TRAINING — 31 December 2000(a)

	Males	Females	Persons	Percentage of total
	no.	no.	no.	%
Managers and administrators	1 958	1 383	3 341	1.1
Professionals	1 424	1 599	3 023	1.0
Associate professionals	6 823	4 460	11 283	3.8
Tradespersons and related workers				
Mechanical and fabrication engineering	16 635	240	16 875	5.7
Automotive	22 900	357	23 257	7.8
Electrical and electronics	15 890	237	16 127	5.4
Construction	29 833	301	30 134	10.2
Food	14 639	4 753	19 392	6.5
Skilled agricultural and horticultural workers	4 205	550	4 755	1.6
Hairdressers	918	9 489	10 407	3.5
Other	8 822	1 282	10 540	3.6
Total	113 842	17 209	131 051	44.2
Advanced clerical and service workers	78	460	538	0.2
Intermediate clerical and service workers	14 556	38 851	53 407	18.0
Intermediate production and transport workers	16 563	2 415	18 978	6.4
Elementary clerical sales and service workers	15 967	21 464	37 431	12.6
Labourers and related workers	28 964	8 256	37 220	12.6
Total	200 175	96 097	296 272	100.0

(a) Based on estimates at June 2001.

Source: National Centre for Vocational Education Research.

Higher education

In Victoria there are nine publicly funded universities in operation. Some of these are multi-campus institutions, and as mentioned previously, there are five universities in Victoria with TAFE sectors.

The number of students enrolled in higher education was 185,978 at 31 March 2000, an increase of 1.1% since 1999, and 2.1% since 1998 (table 7.9). The largest number of enrolments were recorded in the fields of business, administration and economics (54,527) and arts, humanities, social science (46,132). Together, these two fields comprised 54.1% of all enrolments in 2000. Between 1999 and 2000, the largest increase in enrolments was recorded in the field of law, legal studies (7.3%), whereas enrolments in agriculture, animal husbandry declined by 2.3%.

7.9 HIGHER EDUCATION (EXCLUDING TAFE)(a)

	1998	1999	2000
Field of study	no.	no.	no.
Agriculture, Animal Husbandry	2 138	2 022	1 976
Architecture, Building	4 096	4 333	4 349
Arts, Humanities, Social Science	45 895	45 833	46 132
Business, Administration, Economics	51 804	54 147	54 527
Education	14 831	14 538	14 240
Engineering, Surveying	17 089	17 153	17 021
Health	20 161	19 740	20 822
Law, Legal Studies	6 656	6 880	7 381
Science	34 061	34 555	36 065
Veterinary Science	305	337	356
Non-award	1 079	1 003	1 058
Total(b)	182 154	183 882	185 978

(a) Data takes into account the coding of combined courses for two fields of study, thus the total number of students may be less than the sum of aggregated data. (b) Data excludes students attending Australian Catholic University and Melbourne University Private.

Source: Department of Education, Training and Youth Affairs, Selected Higher Education Student Statistics.

At 31 March 2000, there were 17,168 full-time equivalent (FTE) staff in higher education institutions (table 7.10), an increase of 0.1% on the 1999 figure. The majority of staff were employed in non-academic classifications (53.0%). Although similar numbers of males and females were on staff, there were twice as many males than females employed in lecturer or above classifications. This imbalance was greater at higher academic levels, where almost five times as many males than females were above senior lecturer.

7.10 STAFF IN HIGHER EDUCATION(a) — 2000

	Males	Females	Persons
Classification	no.	no.	no.
Above senior lecturer	1 403	285	1 688
Senior lecturer (Level C)	1 423	663	2 086
Lecturer (Level B)	1 469	1 168	2 637
Below lecturer (Level A)	734	924	1 658
Non academic classifications	3 495	5 607	9 102
Total(b)	8 523	8 645	17 168

(a) Full-time equivalent staff numbers, as at 31 March. (b) Data excludes staff employed by Australian Catholic University or Melbourne University Private.

Source: Department of Education, Training and Youth Affairs, Selected Higher Education Staff Statistics.

Adult and Community Education

In 2000, a total of 232,928 enrolments were recorded in personal enrichment courses conducted by TAFE and other government providers, Adult and Community Education providers, and other registered providers (table 7.11). Females comprised 70.4% of enrolments, and their numbers were greater than those for males in all fields of study. Overall, the highest number of enrolments were recorded in art, humanities and social sciences (35.4% of enrolments), followed by health, community services (19.7%).

7.11 PERSONAL ENRICHMENT COURSE ENROLMENTS — 2000

Field of Study	Males	Females	Persons(a)
	no.	no.	no.
Land & Marine Resources, Animal Husbandry	1 733	3 213	4 986
Architecture, Building	2 655	5 072	7 795
Art, Humanities & Social Sciences	17 926	63 805	82 472
Business, Administration, Economics	4 062	6 466	10 598
Education	481	540	1 022
Engineering, Surveying	2 458	3 543	6 033
Health, Community Services	9 932	35 345	45 858
Law, Legal Studies	152	283	436
Science	4 786	6 984	11 815
Veterinary Science, Animal Care	4	100	113
Services, Hospitality, Transportation	6 639	12 059	18 801
VET Multi-field Education	16 479	26 470	42 999
Total enrolments	67 307	163 880	232 928

(a) Includes sex not stated.

Source: National Centre for Vocational Education Research.

Other aspects of education

Educational attainment

Almost 1.4 million persons in Victoria possessed a post-school qualification at May 2000 (table 7.12). University qualifications (higher degree, postgraduate diploma and bachelor degree) comprised 39.7% of all post-school qualifications. Aside from persons aged 15–24 years, many of whom are still completing their qualifications, there were a higher proportion of university qualifications held by persons in younger age groups (44.8% of 25–34 year olds with post-school qualifications held university qualifications, compared with 32.2% of 55–64 year olds).

There were about 1.6 million persons in Victoria without post-school qualifications in May 2000, although a proportion of these (234,900 persons) were attending a tertiary institution, and 171,900 were still at school. Of those attending tertiary institutions, 78.0% were aged 15–24 years.

7.12 EDUCATIONAL ATTAINMENT, By Age — May 2000

	Age group (years)					Total
	15–24	25–34	35–44	45–54	55–64	
Educational attainment	'000	'000	'000	'000	'000	'000
With post-school qualifications						
Higher degree	—	12.9	22.9	15.5	8.6	59.9
Postgraduate diploma	2.2	22.6	31.8	26.8	9.9	93.4
Bachelor degree	50.8	145.9	97.6	67.0	31.1	392.4
Undergraduate diploma	18.3	40.4	41.1	46.3	24.3	170.3
Associate diploma	15.2	39.7	25.6	22.5	7.4	110.4
Skilled vocational qualification	28.9	97.7	104.5	73.8	50.2	354.8
Basic vocational qualification	30.6	45.9	54.5	40.4	22.6	194.0
<i>Total</i>	146.0	405.1	378.0	292.2	154.1	1 375.3
Without post-school qualifications						
Completed highest level of secondary school						
Attending a tertiary institution in May	149.1	15.3	6.1	1.6	1.1	173.1
Not attending a tertiary institution in May(a)	88.3	118.0	91.3	80.1	47.1	424.8
<i>Total</i>	237.5	133.3	97.4	81.6	48.1	597.9
Did not complete highest level of secondary school						
Attending a tertiary institution in May	34.1	7.7	9.8	7.6	2.6	61.8
Not attending a tertiary institution in May(a)	80.4	185.1	234.6	243.7	210.8	954.7
<i>Total</i>	114.5	192.9	244.4	251.3	213.4	1 016.5
<i>Total without post-school qualifications(b)</i>	353.1	326.2	343.0	333.3	262.9	1 618.4
Still at school	171.9	—	—	—	—	171.9
Total(c)	671.0	731.3	721.0	625.5	417.0	3 165.7

(a) Includes persons whose study was not intended to result in a recognised educational qualification. (b) Includes persons who never attended school. (c) Sum of components may not equal total due to rounding.

Source: ABS data available on request, *Transition from Education to Work Survey*.

Table 7.13 shows the labour force status of persons according to the level of educational qualification they have attained. Persons with post-school qualifications had lower rates of unemployment (3.8%) compared to persons without post-school qualifications (9.2%). In addition, they had higher rates of labour force participation, and were more likely to be in full-time employment.

7.13 EDUCATIONAL ATTAINMENT, By Labour Force Status(a) — May 2000

	Employed			Unem- ployed	Not in labour force	Total	Unem- ployment rate	Partici- pation rate
	Full- time	Part- time	Total					
Educational attainment	'000	'000	'000	'000	'000	'000	%	%
With post-school qualifications(b)								
Higher degree	43.8	5.9	49.6	1.7	8.6	59.9	3.3	85.6
Postgraduate diploma	59.8	19.9	79.7	1.3	12.4	93.4	1.6	86.7
Bachelor degree	274.4	65.2	339.6	10.8	42.0	392.4	3.1	89.3
Undergraduate diploma	93.6	39.0	132.6	6.2	31.5	170.3	4.5	81.5
Associate diploma	72.5	18.8	91.4	3.8	15.3	110.4	4.0	86.2
Skilled vocational qualification	264.6	31.7	296.3	10.5	48.0	354.8	3.4	86.5
Basic vocational qualification	94.7	49.8	144.5	11.0	38.6	194.0	7.0	80.1
<i>Total</i>	903.3	230.4	1 133.7	45.2	196.4	1 375.3	3.8	85.7
Without post-school qualifications(c)								
Completed highest level of school								
Attending tertiary institution in May 2000	30.8	78.3	109.0	38.5	141.3	173.1	10.4	70.4
Not attending tertiary institution in May 2000(d)	241.6	67.4	309.0	25.9	89.9	424.8	7.7	78.8
<i>Total</i>	272.4	145.6	418.0	38.5	141.3	597.9	8.4	76.4
Did not complete highest level of school								
Attending tertiary institution in May 2000	29.4	10.8	40.2	5.5	16.0	61.8	12.1	74.1
Not attending tertiary institution in May 2000(d)	407.5	158.4	566.0	59.3	329.4	954.7	9.5	65.5
<i>Total</i>	436.9	169.3	606.1	64.9	345.5	1 016.5	9.7	66.0
<i>Total</i>	710.3	314.9	1 025.2	103.8	489.4	1 618.4	9.2	69.8
Still at school	0.1	56.0	56.3	13.5	102.0	171.9	19.4	40.7
Total(c)	1 614.3	601.0	2 215.2	162.6	787.9	3 165.7	6.8	75.1

(a) Persons aged 15–64 years. (b) As defined under the ABS Classification of Qualifications (ABSCQ). (c) Includes persons who never attended school. (d) Includes persons whose study was not intended to result in a recognised educational qualification.

Source: ABS data available on request, Transition from Education to Work Survey.

Demand for education

Not everyone who applies for a course of study at a tertiary institution is successful. A total of 622,400 persons aged 15–64 years applied to enrol at a tertiary institution in 2000 (table 7.14), but in May of that year, 557,000 were studying. While 45,700 had deferred their course of study (7.3% of enrolments), a further 19,600 (3.1%) were unable to gain placement.

7.14 DEMAND FOR EDUCATION, By Age — May 2000

	Age group (years)			Total(a)
	15–19	20–24	25–64	
	'000.	'000	'000	'000
Applied to enrol for 2000				
Studying in May 2000	265.1	127.6	164.3	557.0
Gained placement but deferred study	7.1	6.7	32.0	45.7
Unable to gain placement	2.0	5.3	12.4	19.6
<i>Total</i>	274.2	139.5	208.7	622.4
Did not apply	51.9	205.4	2 286.0	2 543.3
Total	326.0	344.9	2 494.7	3 165.7

(a) Sum of components may not equal total due to rounding.

Source: ABS data available on request, Transition from Education to Work Survey.

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