# 4 School education

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| Attachment tables |
| Attachment tables are identified in references throughout this chapter by a ‘4A’ prefix (for example, table 4A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available on the website at www.pc.gov.au/rogs/2016. |
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This chapter focuses on performance information for government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

* government primary and secondary schools
* non-government primary and secondary schools
* school education as a whole (government plus non-government schools).

Most of the data in this chapter relate to the 2014 calendar year and the 2013-14 financial year. National Assessment Program – Literacy and Numeracy (NAPLAN) data and attendance data are included for 2015. Major improvements in reporting on school education this year include:

* inclusion of fully comparable data for two new measures of school attendance in the output indicator ‘attendance and participation’
* inclusion of a new output indicator of ‘student engagement’
* inclusion of a mini-case study on the SA Middle Years Development Initiative.

All abbreviations used in this Report are available in a complete list in volume A: Approach to performance reporting.

## 4.1 Profile of school education

### Service overview

Schooling aims to provide education for all young people. The main purposes of school education are to assist students in:

* attaining knowledge, skills and understanding in key learning areas
* developing their talents, capacities, self-confidence, self-esteem and respect for others
* developing their capacity to contribute to Australia’s social, cultural and economic development.

Schools are the institutions within which organised school education takes place. They are differentiated by the type and level of education they provide, their ownership and management, and the characteristics of their student body. The formal statistical definition of schools used for this chapter is an establishment which satisfies all of the following criteria:

* its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education
* it is headed by a principal (or equivalent) responsible for its internal operation
* it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations (ABS 2015).

Student performance can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socio-economic status and parents’ educational attainment and support for the child) and the proximity of the school to other educational facilities. It is beyond the scope of this Report to consider the effect of all such factors, but this section provides some context for the performance information presented later in the chapter. Further contextual information about population and household characteristics in each State and Territory is provided in chapter 2 ‘Statistical context’.

### Roles and responsibilities

Under constitutional arrangements, State and Territory governments are responsible for ensuring the delivery of schooling to all children of school age in their jurisdictions. They determine curricula, regulate school activities and provide most of the funding. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and also receive State and Territory government funding.

The Australian Government provides funding to states and territories for school education. The major elements of Australian Government funding in 2013-14 were provided through the National Schools Specific Purpose Payment (SPP) (until 31 December 2013) and the Students First program (from 1 January 2014).[[1]](#footnote-1) See box 4.6 for further information.

The Education Council — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

### Funding

Australian, State and Territory government recurrent expenditure on school education was $50.4 billion in 2013-14 (table 4.1), with 76.3 per cent on government schools and 23.7 per cent on non-government schools.

In 2013-14, expenditure on government schools was $38.5 billion. State and Territory governments provide 87.3 per cent of this funding, although these governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Government expenditure on non-government schools in 2013-14 was mainly provided by the Australian Government (74.0 per cent), with State and Territory governments providing 26.0 per cent (table 4.1).

Historical data are available in tables 4A.7–8, and disaggregation of Australian Government payments for 2013-14 are available in table 4A.9.

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| Table 4.1 Government recurrent expenditure on school education,  2013-14 ($ million)**a** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | **Government schools** |  |  |  |  |  |  |  |  |  | | Australian Government | 1 537 | 1 118 | 1 034 | 496 | 370 | 134 | 72 | 138 | 4 900 | | State and Territory governments | 10 957 | 6 676 | 6 963 | 4 497 | 2 426 | 812 | 706 | 557 | 33 593 | | **Total** | **12 493** | **7 795** | **7 998** | **4 993** | **2 795** | **946** | **778** | **695** | **38 493** | | **Non-government schools** | |  |  |  |  |  |  |  |  | | Australian Government | 2 748 | 2 233 | 1 801 | 893 | 682 | 178 | 164 | 120 | 8 818 | | State and Territory governments | 978 | 643 | 709 | 424 | 175 | 59 | 57 | 61 | 3 106 | | **Total** | **3 726** | **2 877** | **2 509** | **1 317** | **856** | **237** | **221** | **181** | **11 924** | | **All schools** |  |  |  |  |  |  |  |  |  | | Australian Government | 4 285 | 3 352 | 2 835 | 1 389 | 1 051 | 312 | 236 | 258 | 13 717 | | State and Territory governments | 11 935 | 7 320 | 7 672 | 4 921 | 2 600 | 870 | 763 | 617 | 36 699 | | **Total** | **16 219** | **10 672** | **10 507** | **6 310** | **3 652** | **1 183** | **999** | **875** | **50 417** | |
| a See table 4A.7 for detailed footnotes and caveats. |
| *Source*: Education Council (unpublished) *National Schools Statistics Collection* (NSSC); Australian Government Department of Education and Training (unpublished); Australian, State and Territory governments (unpublished); table 4A.7. |
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Caution should be taken when comparing expenditure data for government and non‑government schools, because governments provide only part of the funding for non‑government schools. Governments provided 57.2 per cent of non-government school funding in 2014, with the remaining 42.8 per cent sourced from private fees and fundraising (Australian Government Department of Education and Training, unpublished).

### Size and scope

Descriptive information on the numbers of students, staff and schools can be found in tables 4A.1–6.

### Structure

The structure of school education varies across states and territories. These differences can influence the comparability and interpretation of data presented under common classifications. Formal schooling consists of six to eight years of primary school education followed by five to six years of secondary school education, depending on the State or Territory. All states and territories divide school education into compulsory and non‑compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years. Most children commence full time schooling in the year preceding Year 1 (pre-year 1) (figure 4.1).

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| Figure 4.1 Structure of primary and secondary schooling, 2014 |
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| *Source*: Adapted from ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0. |
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In 2014, the age at which a child’s attendance in school education became compulsory was 5 years of age in Tasmania and 6 years of age in all other states and territories. Children may commence school at an age younger than the statutory age at which they are required to attend school. Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the pre-year 1 level. In SA, children commence school at the start of the year in which they turn five. In Tasmania, children commence school at the start of the year in which they turn six (ABS 2015).

The National Youth Participation Requirement (NYPR), which commenced 1 January 2010, includes:

* a mandatory requirement for all young people to participate in schooling (in school or an approved equivalent) until they complete Year 10
* a mandatory requirement for all young people who have completed Year 10 to participate full time in education, training or employment, or a combination of these activities, until 17 years of age (ABS 2015).

#### Schools

At the beginning of August 2014, there were 9389 schools in Australia (6250 primary schools, 1379 secondary schools, 1325 combined schools and 435 special schools). The majority of schools were government owned and managed (70.8 per cent) (table 4.2).

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| Table 4.2 Summary of school characteristics, August 2014**a** |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | **Government schools** | | | | | | | | | | | | Primary | no. | 1 619 | 1 127 | 915 | 523 | 365 | 127 | 55 | 68 | 4 799 | | Secondary | no. | 370 | 238 | 182 | 98 | 65 | 36 | 19 | 14 | 1 022 | | Combined | no. | 65 | 80 | 89 | 90 | 77 | 25 | 8 | 66 | 500 | | Special schools | no. | 111 | 79 | 46 | 64 | 18 | 4 | 4 | 4 | 330 | | **Total** | **no.** | **2 165** | **1 524** | **1 232** | **775** | **525** | **192** | **86** | **152** | **6 651** | | **Non-government schools** | | | | | | | | | | | | Primary | no. | 491 | 422 | 225 | 150 | 99 | 29 | 24 | 11 | 1 451 | | Secondary | no. | 144 | 97 | 72 | 7 | 18 | 5 | 5 | 9 | 357 | | Combined | no. | 237 | 154 | 164 | 133 | 76 | 30 | 14 | 17 | 825 | | Special schools | no. | 46 | 20 | 22 | 11 | 3 | 1 | 1 | 1 | 105 | | **Total** | **no.** | **918** | **693** | **483** | **301** | **196** | **65** | **44** | **38** | **2 738** | | **All schools** | | | | | | | | | | | | Primary | no. | 2 110 | 1 549 | 1 140 | 673 | 464 | 156 | 79 | 79 | 6 250 | | Secondary | no. | 514 | 335 | 254 | 105 | 83 | 41 | 24 | 23 | 1 379 | | Combined | no. | 302 | 234 | 253 | 223 | 153 | 55 | 22 | 83 | 1 325 | | Special schools | no. | 157 | 99 | 68 | 75 | 21 | 5 | 5 | 5 | 435 | | **Total** | **no.** | **3 083** | **2 217** | **1 715** | **1 076** | **721** | **257** | **130** | **190** | **9 389** | | **Proportion of schools that are government schools** | | | | | | | | | | | | Primary | % | 76.7 | 72.8 | 80.3 | 77.7 | 78.7 | 81.4 | 69.6 | 86.1 | 76.8 | | Secondary | % | 72.0 | 71.0 | 71.7 | 93.3 | 78.3 | 87.8 | 79.2 | 60.9 | 74.1 | | Combined | % | 21.5 | 34.2 | 35.2 | 40.4 | 50.3 | 45.5 | 36.4 | 79.5 | 37.7 | | Special schools | % | 70.7 | 79.8 | 67.6 | 85.3 | 85.7 | 80.0 | 80.0 | 80.0 | 75.9 | | **All schools** | **%** | **70.2** | **68.7** | **71.8** | **72.0** | **72.8** | **74.7** | **66.2** | **80.0** | **70.8** | | **Proportion of schools that are primary schools** | | | | | | | | | | | | Government | % | 74.8 | 74.0 | 74.3 | 67.5 | 69.5 | 66.1 | 64.0 | 44.7 | 72.2 | | Non-government | % | 53.5 | 60.9 | 46.6 | 49.8 | 50.5 | 44.6 | 54.5 | 28.9 | 53.0 | | **All schools** | **%** | **68.4** | **69.9** | **66.5** | **62.5** | **64.4** | **60.7** | **60.8** | **41.6** | **66.6** | |
| a See tables 4A.1–3 for detailed footnotes and caveats. |
| *Source*: ABS (2015 and unpublished) *Schools Australia 2014,* Cat. no. 4221.0; tables 4A.1–3. |
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Settlement patterns (population dispersion), the age distribution of the population and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally in 2014, 63.6 per cent of secondary schools had enrolments exceeding 600 students (table 4A.26). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.24–26 respectively.

#### Student body

There were 3.7 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2014 (see section 4.5 for a definition of FTE student). Nationally, 48.8 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (58.8 per cent) than in secondary schools (41.2 per cent) (table 4.3). Differences in schooling structures influence enrolment patterns (see figure 4.1). The proportion of students enrolled in primary school education can be expected to be higher in jurisdictions that include year 7 in primary school (ie, Queensland, WA and SA).

Nationally, the proportion of FTE students enrolled in government schools was 65.1 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (69.1 per cent) than at secondary level (59.3 per cent) (table 4.3).

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| Table 4.3 FTE student enrolments, August 2014**a** |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | **Total FTE student enrolments at level of education** | | | | | | | | | |  | | Primary schools | (‘000) | 658.8 | 503.0 | 483.3 | 256.3 | 159.5 | 44.2 | 35.1 | 24.5 | 2164.6 | | Secondary schools | (‘000) | 509.5 | 395.6 | 292.8 | 136.1 | 101.5 | 36.5 | 29.5 | 16.3 | 1517.7 | | **All schools** | **(‘000)** | **1168.3** | **898.5** | **776.0** | **392.4** | **261.0** | **80.7** | **64.5** | **40.7** | **3682.3** | | **Proportion of FTE students who were enrolled in government schools** | | | | | | | | |  |  | | Primary schools | % | 69.5 | 67.5 | 70.2 | 70.2 | 65.9 | 73.1 | 61.0 | 77.4 | 69.1 | | Secondary schools | % | 60.0 | 57.0 | 61.1 | 58.2 | 60.1 | 66.6 | 53.9 | 64.8 | 59.3 | | **All schools** | **%** | **65.4** | **62.9** | **66.8** | **66.0** | **63.7** | **70.2** | **57.8** | **72.4** | **65.1** | | **Proportion of FTE students who were female (all schools)** | | | | | | | | |  |  | | Primary schools | % | 48.6 | 48.6 | 48.3 | 48.7 | 48.7 | 48.7 | 48.5 | 49.1 | 48.6 | | Secondary schools | % | 49.2 | 49.3 | 49.3 | 48.8 | 49.6 | 49.4 | 49.6 | 48.9 | 49.2 | | **All schools** | **%** | **48.9** | **48.9** | **48.7** | **48.7** | **49.0** | **49.0** | **49.0** | **49.0** | **48.8** | | **Proportion of FTE students who were enrolled in primary education, by sector** | | | | | | | | | |  | | Government schools | % | 60.0 | 60.1 | 65.5 | 69.4 | 63.3 | 57.1 | 57.4 | 64.2 | 62.4 | | Non-government schools | % | 49.6 | 49.0 | 55.8 | 57.3 | 57.3 | 49.4 | 50.2 | 49.1 | 52.1 | | **All schools** | **%** | **56.4** | **56.0** | **62.3** | **65.3** | **61.1** | **54.8** | **54.3** | **60.0** | **58.8** | |
| a See table 4A.1–4 for detailed footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.1–4. |
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Full time school students represented 15.6 per cent of the Australian population in 2014 (table 4A.5). Over the period 2010 to 2014, full time student enrolments increased by an average of 1.3 per cent annually, with this proportion higher for non-government schools (1.7 per cent annually) compared to government schools (1.1 per cent annually) (table 4A.28).

The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, the number of full time students in government schools increased from 2 282 357 in 2010 to 2 387 529 in 2014. The number of full time students in non‑government schools increased from 1 204 522 in 2010 to 1 286 236 in 2014 (table 4A.27).

Part time students form a significant proportion of secondary school enrolments in some jurisdictions, though these proportions have decreased in recent years (table 4.4). The proportion of secondary school students who were enrolled part time in 2014 varied considerably across jurisdictions, partly because jurisdictions’ education authorities have different policy and organisational arrangements for part time study, different definitions of what constitutes part time study, and variance in the number of part time courses available.

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| Table 4.4 Part time secondary school students in government schools**a** |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | **Part time secondary school students in government schools** | | | | | | | | | |  | | 2010 | no. | 1 956 | 2 701 | 3 155 | 2 089 | 6 135 | 2 143 | 6 | 42 | 18 227 | | 2011 | no. | 1 915 | 2 252 | 3 385 | 2 000 | 4 059 | 2 463 | 46 | 228 | 16 348 | | 2012 | no. | 2 288 | 2 382 | 3 901 | 1 871 | 2 804 | 2 344 | 47 | 207 | 15 844 | | 2013 | no. | 2 292 | 2 453 | 4 253 | 1 650 | 2 284 | 1 169 | 84 | 134 | 14 319 | | 2014 | no. | 2 383 | 2 313 | 4 077 | 1 545 | 2 197 | 1 171 | 88 | 176 | 13 950 | | **Proportion of full time and part time secondary school students in government schools who were part time students** | | | | | | | | | | | | 2010 | % | 0.6 | 1.2 | 1.8 | 2.8 | 9.3 | 7.9 | – | 0.4 | 2.0 | | 2011 | % | 0.6 | 1.0 | 1.9 | 2.6 | 6.3 | 9.1 | 0.3 | 2.1 | 1.8 | | 2012 | % | 0.7 | 1.1 | 2.2 | 2.4 | 4.4 | 8.7 | 0.3 | 1.9 | 1.7 | | 2013 | % | 0.7 | 1.1 | 2.3 | 2.1 | 3.6 | 4.7 | 0.5 | 1.3 | 1.6 | | 2014 | % | 0.8 | 1.0 | 2.2 | 1.9 | 3.5 | 4.7 | 0.6 | 1.7 | 1.5 | |
| a See table 4A.1 for detailed footnotes and caveats. – Nil or rounded to zero. |
| *Source*: ABS (2015 and unpublished) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.1. |
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#### Special needs groups

Some groups of students in school education have been identified as having special needs. These special needs groups include:

* Aboriginal and Torres Strait Islander students
* students from language backgrounds other than English (LBOTE)
* students with disability
* geographically remote students
* students from families of low socio-economic status.

##### Aboriginal and Torres Strait Islander students

The number and proportion of full time students who identify as Aboriginal and Torres Strait Islander varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Aboriginal and Torres Strait Islander students was much higher in government schools than in non‑government schools. Nationally, the proportion of full time students who identified as Aboriginal and Torres Strait Islander was 6.7 per cent in government schools and 2.4 per cent in non‑government schools in 2014 (table 4.5).

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| Table 4.5 Full time students who identify as Aboriginal and Torres Strait Islander, 2014**a** |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | Government schools | % | 6.8 | 2.0 | 9.2 | 8.2 | 5.9 | 9.2 | 3.5 | 45.1 | 6.7 | | Non-government schools | % | 2.3 | 0.6 | 3.5 | 3.0 | 1.3 | 4.7 | 1.4 | 28.3 | 2.4 | | **All schools** | **%** | **5.2** | **1.4** | **7.3** | **6.4** | **4.2** | **7.8** | **2.6** | **40.5** | **5.2** | |
| a See table 4A.29 for detailed footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014,* Cat. no. 4221.0; table 4A.29. |
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##### Students from language backgrounds other than English

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) Census of Population and Housing (Australian Government Department of Education and Training, unpublished). Students are counted as having a LBOTE if their home language is not English or if they (or at least one parent) were born in a non-English speaking country.

The most recent available data are for 2011. The proportion of students with a LBOTE in government and non-government schools varied across jurisdictions in 2011 (table 4A.30).

##### Students with disability

Students with disability are educated in both mainstream and special schools. Nationally in 2014, the proportion of students with disability for all schools was 5.3 per cent, and significantly higher in government schools (6.1 per cent) than in non-government schools (3.9 per cent) (figure 4.2).

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| Figure 4.2 Funded students with disability as a proportion of all students, 2014**a** |
| |  | | --- | | Figure 4.2 Funded students with disability as a proportion of all students, 2014  More details can be found within the text surrounding this image. | |
| a See table 4A.31 for detailed footnotes and caveats. |
| *Source*: Australian Government Department of Education and Training (unpublished); ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.31. |
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##### Geographically remote students

Identification of geographically remote students is based on the school location according to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) agreed classification (see section 4.5 for a definition of the MCEECDYA geographic classification). The proportion of students enrolled in schools in remote and very remote areas varies greatly across jurisdictions (table 4.6).

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| Table 4.6 Students enrolled in schools in remote and very remote areas as a proportion of all students, 2014 (per cent)**a** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | **Remote areas** |  |  |  |  |  |  |  |  |  | | Government schools | 0.5 | 0.1 | 1.8 | 5.4 | 3.4 | 0.8 | .. | 16.2 | 1.6 | | Non-government schools | 0.2 | – | 0.8 | 1.9 | 1.5 | 0.4 | .. | 27.8 | 0.8 | | **All schools** | **0.4** | **0.1** | **1.5** | **4.2** | **2.7** | **0.7** | **..** | **19.4** | **1.3** | | **Very remote areas** |  |  |  |  |  |  |  |  |  | | Government schools | 0.1 | .. | 1.5 | 2.9 | 1.2 | 0.4 | .. | 29.7 | 1.1 | | Non-government schools | – | .. | 0.3 | 1.2 | 0.1 | – | .. | 12.8 | 0.3 | | **All schools** | **0.1** | **..** | **1.1** | **2.3** | **0.8** | **0.3** | **..** | **25.0** | **0.8** | |
| a See table 4A.35 for detailed footnotes and caveats. .. Not applicable. – Nil or rounded to zero. |
| *Source*: Australian Government Department of Education and Training (unpublished); table 4A.35. |
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Table 4A.35 includes data relating to students enrolled in primary and secondary schools located in metropolitan and provincial zones, as well as in remote and very remote areas.

##### Students from families of low socio-economic status

Measures of learning outcomes by socio-economic status (parental occupation and parental education), are included in this Report. Approximately 1700 schools in Australia (over 17 per cent of all schools) were identified to participate in the Smarter Schools National Partnership for Low Socio‑economic Status School Communities. These disadvantaged schools were identified using the ABS Index of Relative Socio-economic Disadvantage (IRSD), based on student address or school location. Further measures of socio-economic status are being developed.

## 4.2 Framework of performance indicators

Box 4.1 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008). These goals form the objectives which underpin the performance indicator framework. This framework is also aligned with the National Education Agreement (NEA), which covers the area of school education. Performance indicators in this chapter are aligned with school education indicators in the NEA, where relevant.

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| Box 4.1 National goals for schooling in the 21st century |
| In December 2008, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) endorsed the following national goals for school education.  Improving educational outcomes for all young Australians is central to the nation’s social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.  These goals are:  Goal 1: Australian schooling promotes equity and excellence  Goal 2: All young Australians become:   * successful learners * confident and creative individuals * active and informed citizens. |
| *Source:* Adapted from MCEETYA (2008). |
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This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia and distinguishes the outputs and outcomes of School education (figure 4.3). The performance indicator framework shows which data are complete and comparable in the 2016 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report‑wide perspective (section 1.6).

In addition to section 4.1, the Report’s Statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics (chapter 2).

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| Figure 4.3 School education performance indicator framework |
| |  | | --- | | Figure 4.3 School education performance indicator framework  More details can be found within the text surrounding this image. | |
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## 4.3 Key performance indicator results

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. Results are also affected by the broader education environment (for example, availability of employment and further educational alternatives).

Data Quality Information (DQI) is included where available for performance indicators in this Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators, in addition to material in the chapter or sector overview and attachment tables. All DQI for the 2016 Report can be found at www.pc.gov.au/rogs/2016.

### Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5). Output information is also critical for equitable, efficient and effective management of government services.

### Equity and effectiveness

#### Access and equity — Attendance and participation

‘Attendance and participation’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning, to complete school education to year 12 or its equivalent (box 4.2). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways. In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education.

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| Box 4.2 Attendance and participation |
| Attendance and participation’ is defined by five measures.  *Attendance*   * Student attendance rate, defined as the number of actual full time equivalent student days attended by full time students in Years 1 to 10 as a percentage of the total number of possible student days attended over the period, by Indigenous status and remoteness (for aggregated year levels). * Student attendance level, defined as the proportion of full time students in Years 1 to 10 whose attendance rate is greater than or equal to 90 per cent over the period, by Indigenous status and remoteness (for aggregated year levels).   A high or increasing student attendance rate and student attendance level is desirable.  The attendance rate measure has been substantially revised since previous reports. The attendance level measure is reported for the first time in this report. Data are collected for semester 1 of each year and results may not be representative of the entire school year.  Data reported for these measures are:   * not fully comparable across jurisdictions for the attendance rate (NSW government school data are not yet collected on a comparable basis to other states and territories) nor across sectors for the attendance level (data for non-government schools have been collected on a different basis to the nationally agreed standard for which data for government schools have been collected, and results should not be compared across the two sectors) * complete for the current reporting period (subject to caveats) for the attendance rate. All required 2015 data are available for all jurisdictions providing the service (2014 data are also available). Data are incomplete for the current reporting period for the attendance level. All required 2015 government school data were not available for NSW.   *Participation*   * The number of students aged 6–15 years enrolled in school (full time and part time enrolments) expressed as a proportion of the estimated resident population of the same age. Data are provided for all students and by Indigenous status * The number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, by single year of age and total for 15–19 year olds.   A higher or increasing participation rate for these first two measures above suggests an improvement in educational outcomes through greater access to or participation in school education. However, these measures need to be interpreted with care as:   * rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate * an overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) may occur due to students: moving interstate during a school year, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction (as the measures are based on enrolled population as a proportion of the resident population). In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. This is referred to as cross-border enrolment.   (continued next page) |
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| Box 4.2 (continued) |
| * The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a Vocational Education and Training (VET) qualification at Australian Qualifications Framework (AQF) Certificate level II or above.   These three measures do not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in a VET course. A broader participation indicator that accounts for some of these factors is reported in the Child care, education and training sector overview.  Data reported for these three measures are   * comparable (subject to caveats) across jurisdictions and over time. * complete for the current reporting period (subject to caveats). All required 2013 and 2014 data are available for all jurisdictions providing the service.   Care should be exercised in relation to the data for Aboriginal and Torres Strait Islander students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.  Information about data quality for this indicator is at www.pc.gov.au/rogs/2016 |
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##### Attendance rate

For all students in 2015, the attendance rates were similar nationally and within each state and territory across years 1–6. In general, attendance gradually decreased from year 7 to year 10 (tables 4A.131–133).

For government schools, the total student attendance rate for 2015 ranged from 75.0 per cent to 94.1 per cent across year levels (1–10) and jurisdictions (figure 4.4 and table 4A.131). Data for 2015 student attendance rates for non-government schools and all schools show similar trends (tables 4A.132 and 4A.133).

Non-Indigenous students in government schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions in 2015 (figure 4.5 and table 4A.131). The differences varied across states and territories. A similar pattern was observed for non-government schools and all schools (tables 4A.132 and 4A.133).

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| Figure 4.4 Student attendance rate, all students, government schools, 2015 (per cent)**a** |
| Figure 4.4 Student attendance rate, all students, government schools, 2015 (per cent)  More details can be found within the text surrounding this image. |
| a See box 4.2 and table 4A.131 for detailed definitions, footnotes and caveats.  *Source*: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.131. |
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| Figure 4.5 Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)**a** |
| |  | | --- | | Figure 4.5 Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)  More details can be found within the text surrounding this image. | |
| a See box 4.2 and table 4A.131 for detailed definitions, footnotes and caveats.  *Source*: ACARA (unpublished); table 4A.131 |
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Data for years 1–6 combined, 7–10 combined and 1–10 combined by geolocation and Indigenous status for 2015 are included in tables 4A.131–133. In general, for both Aboriginal and Torres Strait Islander students and non-Indigenous students, attendance rates decline with increasing remoteness, but the decline is greater for Aboriginal and Torres Strait Islander students.

There has not been a significant change in attendance rates from 2014 to 2015, for   
years 7–10 combined for government schools (figure 4.6). Similar patterns can be observed for non‑government and all schools (tables 4A.132-133 and 4A.135-136). Attendance rate data for 2014 for years 1–6 and 1–10 are in tables 4A.134–136.

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| Figure 4.6 Student attendance rates, government schools, years 7–10, (per cent)**a** |
| |  | | --- | | Figure 4.6 Student attendance rates, government schools, years 7–10, (per cent)  More details can be found within the text surrounding this image. | |
| a See box 4.2 and tables 4A.131 and 4A.134 for detailed definitions, footnotes and caveats.  *Source*: ACARA (unpublished); tables 4A.131 and 4A.134. |
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##### Attendance level

For all students in 2015, the attendance level (the proportion of students whose attendance rate was 90 per cent or greater) were similar nationally and within each state and territory across years 1–6. In general, the attendance level gradually decreased from year 7 to year 10 (table 4A.137).

For government schools, the total student attendance level ranged from 41.6 per cent to 83.0 per cent across year levels (1–10) and jurisdictions (figure 4.7 and table 4A.137). Non-Indigenous students in government schools had higher attendance levels than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions in 2015 (figure 4.8 and table 4A.137). The differences varied across states and territories.

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| Figure 4.7 Student attendance level, all students, government schools, 2015 (per cent)**a, b** |
| |  | | --- | | Figure 4.7 Student attendance level, all students, government schools, 2015 (per cent)  More details can be found within the text surrounding this image. | |
| a See box 4.2 and table 4A.137 for detailed definitions, footnotes and caveats. b Data for NSW are not available. The Australian total excludes NSW.  *Source*: ACARA (unpublished); table 4A.137 |
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| Figure 4.8 Student attendance level, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)**a, b** |
| |  | | --- | | Figure 4.8 Student attendance level, Aboriginal and Torres Strait Islander students, government schools, 2015 (per cent)  More details can be found within the text surrounding this image. | |
| a See box 4.2 and table 4A.137 for detailed definitions, footnotes and caveats. b Data for NSW are not available. The Australian total excludes NSW.  *Source*: ACARA (unpublished); table 4A.137. |
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Data for years 1–6 combined, 7–10 combined and 1–10 combined by geolocation and Indigenous status for government schools in 2015 are included in table 4A.137. In general, for both Aboriginal and Torres Strait Islander and non-Indigenous students, the attendance level declined with increasing remoteness, but the decline was greater for Aboriginal and Torres Strait Islander students. Data for non-government schools, collected on a different basis to data for government schools, are included in table 4A.138.

##### Participation — proportion of 6–15 year olds enrolled in school

Nationally in 2014, 100.4 per cent of children aged 6–15 years were enrolled (either full or part time) in school (figure 4.9). (See box 4.2 for an explanation of rates above 100 per cent). The proportion of 6–15 year old Aboriginal and Torres Strait Islander students enrolled was 97.8 per cent and 100.6 per cent of non-Indigenous 6–15 year old students were enrolled. These proportions were similar to those reported for 2013. The proportion of Aboriginal and Torres Strait Islander students aged 6–15 enrolled has increased from 84.1 per cent in 2008 (table 4A.116).

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| Figure 4.9 Proportion of children aged 6–15 years enrolled in school, 2014 (per cent)**a** |
| |  | | --- | | Figure 4.9 Proportion of children aged 6–15 years enrolled in school, 2014 (per cent)  More details can be found within the text surrounding this image. | |
| a See box 4.2 and table 4A.116 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia, 2014,* Cat. no. 4221.0; ABS (2014) *Population by Age and Sex, Australian States and Territories, June 2014,* Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 2001 to 2026, Cat. no. 3238.0; table 4A.116. |
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##### Participation — proportion of 15–19 year olds enrolled in school

Nationally, 57.1 per cent of 15–19 year olds were enrolled in schools in 2014 (figure 4.10). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.10 and table 4A.117). School participation rates for females (57.5 per cent) were slightly higher than those for males (56.8 per cent) (table 4A.117). Single year of age data for 15–19 year olds from 2009 to 2014 are included in table 4A.118.

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| Figure 4.10 School participation rate of people aged 15–19 years in school education, all schools, 2014 (per cent)**a** |
| |  | | --- | | Figure 4.10 School participation rate of people aged 15–19 years in school education, all schools, 2014 (per cent)  More details can be found within the text surrounding this image. | |
| a See box 4.2 and table 4A.117 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015 and unpublished) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.117. |
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##### Participation — achievement of VET competencies

In 2013, 453 400 young people were undertaking VET in Schools programs (NCVER 2014). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 27.0 per cent nationally in 2013 (figure 4.11). This proportion has increased steadily since 2009 but decreased from 2012 to 2013 (table 4A.130). It includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of technical and further education (TAFE) or other VET Registered Training Organisation (RTO).

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| Figure 4.11 Proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above (per cent)**a** |
| |  | | --- | | Figure 4.11 Proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above (per cent)  More details can be found within the text surrounding this image. | |
| aSee box 4.2 and table 4A.130 for detailed definitions, footnotes and caveats. |
| *Source*: National Centre for Vocational Education Research (NCVER)*, National VET Provider Collection* (various years); NCVER*, National VET in Schools Collection* (various years); ABS *Australian Demographic Statistics,* (various years) (Cat. no. 3101.0); table 4A.130. |
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#### Access and equity — Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to complete education to year 12 or its equivalent (box 4.3).

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| Box 4.3 Retention |
| ‘Retention’ (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling at year 7 or 8 (figure 4.1 shows the starting year across jurisdictions), or at year 10). Data are reported for:   * the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10 * the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12 * the proportion of year 10 students continuing to year 12.   Data are reported for all students and by Indigenous status, and for students in government and non-government schools.  A higher or increasing apparent retention rate suggests that a larger proportion of students are continuing to participate in school education, which is likely to result in improved educational outcomes.  This indicator does not include part time students (which has implications for the interpretation of results for all jurisdictions — see tables 4A.1–3) or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways. Ungraded students are not included in the calculation of apparent retention rates.  The term ‘apparent’ is used because the measure is derived from total numbers of students in each of the relevant year levels, not by tracking the retention of individual students. Care needs be taken in interpreting this measure as it does not take account of factors such as:   * students repeating a year of education or returning to education after a period of absence * movement or migration of students between school sectors, between states/territories and between countries * the impact of full fee paying overseas students.   These factors may lead to apparent retention rates that exceed 100 per cent.  Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions.  Data reported for all measures in this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2016. |
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##### Year 7 or 8 to year 10

In most jurisdictions in 2014, apparent retention rates from the commencement of secondary school at year 7 or 8 to year 10, were above 98 per cent, with a national rate of 101.7 per cent (figure 4.12).

Nationally, the retention rate to year 10 for Aboriginal and Torres Strait Islander students was lower than that for non-Indigenous students (98.2 per cent compared to 101.9 per cent), but this varied across jurisdictions (figure 4.12).

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| Figure 4.12 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2014**a** |
| |  | | --- | | Figure 4.12 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2014  More details can be found within the text surrounding this image. | |
| a See box 4.3 and table 4A.119 for detailed definitions, footnotes and caveats.  *Source*: ABS (2015) *Schools Australia 2014,* Cat. no. 4221.0; table 4A.119. |
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Since 2006, the national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 to year 10 for all full time students has increased — from 98.6 per cent in 2006 to 101.7 per cent in 2014 (figure 4.13). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non‑government schools are in tables 4A.122 and 4A.123.

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| Figure 4.13 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools**a** |
| |  | | --- | | Figure 4.13 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools  More details can be found within the text surrounding this image. | |
| a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.  *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121. |
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##### Year 7 or 8 to year 12

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 to year 12, for all full time students was 74.7 per cent in 2006, rising to 83.6 per cent in 2014 (figure 4.14). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

Retention rates from year 7 or 8 to year 12 for Aboriginal and Torres Strait Islander students in all schools were lower than those for non-Indigenous students in all jurisdictions in 2014, with a national retention rate for Aboriginal and Torres Strait Islander students of 59.4 per cent, 25.4 percentage points lower than that for non‑Indigenous students (84.8 per cent) (table 4A.121).

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| Figure 4.14 Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools**a** |
| |  | | --- | | Figure 4.14 Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools  More details can be found within the text surrounding this image. | |
| a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.  *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121. |
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##### Year 10 to year 12

The apparent rate of retention from year 10 to year 12 expresses the number of full time school students enrolled in year 12 in 2014 as a proportion of the number of full time school students enrolled in year 10 in 2012.

Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort (see box 4.3).

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 82.5 per cent in 2014. The rate for government schools was 78.6 per cent, and for non‑government schools was 88.6 per cent. The apparent retention rates for both government schools and non‑government schools varied across jurisdictions (figure 4.15).

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| Figure 4.15 Apparent retention rate from year 10 to year 12, full time secondary students, 2014**a** |
| |  | | --- | | Figure 4.15 Apparent retention rate from year 10 to year 12, full time secondary students, 2014  More details can be found within the text surrounding this image. | |
| a See box 4.3 and table 4A.120 for detailed definitions, footnotes and caveats.  *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.120. |
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For government and non-government schools, apparent rates of retention from year 10 to year 12 for Aboriginal and Torres Strait Islander students in 2014 were generally lower than rates for all students but varied across jurisdictions. Nationally in 2014, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools was 60.4 per cent (figure 4.16), compared with 83.6 per cent for non‑Indigenous students (table 4A.121). However, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools has risen from 46.8 per cent in 2006, with the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students decreasing from 30.3 percentage points in 2006 to 23.2 percentage points in 2014 (table 4A.121).

In interpreting Aboriginal and Torres Strait Islander apparent retention rates, it should be noted that, nationally, 1.8 per cent of Aboriginal and Torres Strait Islander students left school before year 10 (figure 4.12 and table 4A.121), and so are not included in the base year for retention from year 10 to year 12. Further, Aboriginal and Torres Strait Islander students made up 6.7 per cent of all students in government schools compared with 2.4 per cent in non-government schools and some jurisdictions have very low numbers of Aboriginal and Torres Strait Islander students (table 4.5).

Nationally, apparent rates of retention for all full time students from year 10 to year 12 increased from 76.2 per cent in 2006 to 82.5 per cent in 2014 (figure 4.17). Data for intervening years and by Indigenous status are in table 4A.121. Data for government schools and non-government schools are in tables 4A.122 and 4A.123.

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| Figure 4.16 Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2014**a** |
| |  | | --- | | Figure 4.16 Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2014  More details can be found within the text surrounding this image. | |
| a See box 4.3 and tables 4A.121–123 for detailed definitions, footnotes and caveats.  *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; tables 4A.121–123. |
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| Figure 4.17 Apparent retention rates from year 10 to year 12, full time secondary students, all schools**a** |
| |  | | --- | | Figure 4.17 Apparent retention rates from year 10 to year 12, full time secondary students, all schools  More details can be found within the text surrounding this image. | |
| a See box 4.3 and table 4A.121 for detailed definitions, footnotes and caveats.  *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.121. |
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#### Student learning — Student engagement

‘Student engagement’ is an indicator of governments’ objective that all students are able to improve educational outcomes through high or increasing levels of behavioural, emotional and cognitive engagement with schooling (box 4.4).

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| Box 4.4 Student engagement |
| ‘Student engagement’ is yet to be defined and this indicator is under development. Further research into the drivers and outcomes of student engagement will continue to inform this area.  Student engagement is regarded as relevant to student outcomes, and is closely connected to learning. There are also important links with student wellbeing, although the Australian evidence base on this is inconclusive.  Attendance has sometimes been regarded as a proxy for student engagement and there is evidence of the relationship between poor attendance and poor student outcomes, particularly once patterns of non-attendance are established (Hancock et al. 2013). However, measurement of attendance alone is not an adequate proxy for engagement with learning. The performance of students with poor engagement may be affected in such a way that they may not reach the end of compulsory schooling satisfactorily, or who may not reach their potential.  Engagement may be considered more broadly, covering behavioural, emotional and cognitive engagement. Behavioural engagement may be measured by identifiable behaviours and by attendance, attainment and retention. Emotional engagement may be analysed by seeking students’ attitude to learning and school. Cognitive engagement has been less frequently measured in a classroom setting, but research studies have used measures such as inattention, distraction and off-task behaviour.  The report on the 2012 PISA survey (see also box 4.13) includes the results of the student questionnaire, collected from the sample of 15 year-old students. A range of measures is presented in the general area of ‘school climate’, which relates to the concept of emotional engagement. Students were asked to assess their sense of belonging at school by responding to the following statements (percentages are the national response and relate to the proportion of students who “agree”/“strongly agree” or “disagree”/”strongly disagree” — these data are also published at state and territory level in the 2012 survey report).   * I feel like an outsider (or left out of things) at school — 15 per cent agree * I make friends easily at school — 85 per cent agree * I feel like I belong at school— 78 per cent agree * I feel awkward and out of place at my school— 15 per cent agree * Other students seem to like me — 92 per cent agree * I feel lonely at school— 12 per cent agree * I feel happy at school — 80 per cent agree * Things are ideal at my school — 69 per cent agree * I am satisfied with my school— 79 per cent agree   An index of sense of belonging (OECD average = 0) is also reported. Australia measures  -0.15, indicating a lesser sense of belonging compared to the OECD average.  Some items from the National School Survey developed by ACARA are also used by some states and territories to collect information on student engagement. |
| *Source*: Hancock, Shepherd, Lawrence and Zubrick, (2013); Australian Council for Educational Research (ACER 2013). |
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#### Mini-case study: Measuring student wellbeing to improve learning and life outcomes

In 2013, the SA Government commenced its Middle Years Development Instrument (MDI), to improve the evidence available to the education system and the broader community concerning the developmental health and wellbeing of South Australian middle years students. This initiative and results of the initial evaluation are described in box 4.5.

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| Box 4.5 South Australia’s Middle Years Development Instrument |
| Students’ wellbeing is critical to ensuring that they attend school, engage in their learning and transition into adulthood successfully. The South Australian Department for Education and Child Development (SA DECD) has undertaken a program of work with the aim of improving the evidence available to the education system and the broader community concerning the developmental health and wellbeing of South Australian middle years students. It was predicted that a common wellbeing measure which could be used across the middle years student population would provide a means of better understanding the needs of students and improve the evidence base concerning policies, programs and services which aim to improve wellbeing.  The MDI survey was undertaken in South Australian government and non-government schools as a research study in 2013 and as an implementation trial in 2014. In 2015, the survey was made available to all schools on a voluntary basis. Primary school students in Years 6 and 7 and secondary school students in Years 8 and 9 were invited to participate.  Background on the wellbeing survey  The MDI is one of the first surveys to be used in Australia to collect information across a whole education system about young people’s social and emotional development as well as their activities and perceptions of life, both inside and outside the school environment. The MDI is a validated, robust survey that was developed in Canada for use as a population measure which captures both positive and negative aspects of wellbeing and has been extensively validated for use with students aged between 9 and 14 years.  The survey includes 80 questions and focuses on five areas of development: social and emotional development; connectedness (with parents, adults in and out of school); school experiences; physical health and wellbeing; constructive use of after school time.  Students complete the survey via an online portal. Data are analysed and compiled into customised school, community and school partnership reports.  Participation  In 2013, the research trial focused mainly on Year 6 students and the survey was undertaken by 5379 students across 167 South Australian schools. In 2014, the scope of the survey was expanded to Year 6–9 students, with 17 620 students across 189 schools participating. In 2015, 29 510 students in Year 6-–9 across 368 schools participated. Participation rates among students are high. In schools which chose to proceed with the collection, in excess of 95 per cent of students at school on the day of the survey chose to participate.  (continued next page) |
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| Box 4.5 (continued) |
| Outcomes to date  An internal evaluation of the project has been conducted by the SA DECD. The implementation of the survey has demonstrated that this model of data collection can deliver cost-effective wellbeing data at scale across the schooling system. The marginal cost per student in 2014 for collecting the MDI was less than $5 per student. The marginal cost of collecting wellbeing information from middle years students in 2015, 2016 and 2017 has been estimated at $2.00 to $2.50 per student. The cost of data collection is lower on a per student basis than other whole-population collections such as the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Australian Early Development Census (AEDC).  Preliminary work has been undertaken to demonstrate the value of linking the wellbeing data at an individual level with other datasets relevant to learning and participation. The analysis of linked academic achievement and wellbeing data indicates that students who had higher levels of achievement in NAPLAN Year 7 Reading in 2014 were more likely to have high perseverance skills, to have high academic self-concept, and to eat breakfast regularly (figure 4.18).   |  |  | | --- | --- | | Figure 4.18 Relationship of selected wellbeing domains (2014 wellbeing data) with Year 7 government school students mean scale scores in NAPLAN reading, SA. | | | Figure 4.18 Relationship of selected wellbeing domains (2014 wellbeing data) with Year 7 government school students mean scale scores in NAPLAN reading, SA.  High academic self-concept  More details can be found within the text surrounding this image.Figure 4.18 Relationship of selected wellbeing domains (2014 wellbeing data) with Year 7 government school students mean scale scores in NAPLAN reading, SA.  High perserverance  More details can be found within the text surrounding this image.Figure 4.18 Relationship of selected wellbeing domains (2014 wellbeing data) with Year 7 government school students mean scale scores in NAPLAN reading, SA.  Eating breakfast 5+ times/week  More details can be found within the text surrounding this image. | | |
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| Box 4.5 (continued) |
| This evidence will be built upon by linking the wellbeing data to other administrative data collections, including outcomes in senior secondary school. Once further data collections have been undertaken, it will be possible to link MDI data to AEDC data collected in 2009 to better understand the young people’s developmental trajectories between the start of formal schooling and the middle years.  Requests for access to the data and related reports for research and statistical purposes can be made through SA DECD’s research application process. |
| *Source*: SA Government Department for Education and Child Development. |
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### Efficiency

Governments have an interest in achieving the best results from their expenditure on schooling, both as owners and operators of government schools, and as major providers of funds to the non-government school sector. An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. Where the full costs cannot be measured, estimating costs on a consistent basis is the best approach. Table 4A.21 shows the treatment of assets by school education agencies. Table 4A.11 shows information on the comparability of the source expenditure data for government schools used for this chapter. Box 4.6 includes information on identification and allocation of funding for the Report.

Governments contribute to the funding of non‑government schools. However, this chapter does not report on non‑government sources of funding, and so does not compare the efficiency of government and non‑government schools.

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| Box 4.6 School expenditure data reported in this chapter |
| Efficiency indicators in this chapter are based on financial year recurrent expenditure on government and non‑government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as the National Schools SPP cannot be separated into capital and recurrent expenditure, the SPP is treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.  Sources of data — government recurrent expenditure on government schools  Total recurrent expenditure on government schools is unpublished data sourced from the NSSC, under the auspices of the Education Council.   * Each State and Territory government reports to the Education Council on its expenditure on government schools (see table 4A.10). * The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnership (NP) payments (see table 4A.9). NP payments fluctuate from year to year. * To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify ‘net’ State and Territory government expenditure (tables 4A.7-8).   The Education Council provides unpublished data on the user cost of capital for government schools, imputed as 8 per cent of the written down value of assets (table 4A.19).  Sources of data — government recurrent expenditure on non-government schools.  Total recurrent expenditure on non-government schools is a combination of unpublished data from the NSSC and unpublished data sourced directly from State and Territory governments.   * Each State and Territory government provides unpublished data on its contributions to non‑government schools (tables 4A.7-8). * The Australian Government reports its allocation to each State and Territory for non‑government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of NP payments [see table 4A.9]). NP payments fluctuate from year to year. * Together these comprise total government recurrent expenditure on non‑government schools (tables 4A.7-8).   Government recurrent expenditure on non-government schools does not include user cost of capital. Tables 4A.7–8 also include expenditure data from government sources for all schools.  Derivation of performance indicators  Expenditure in the various categories identified above is divided by the numbers of FTE students to derive measures of cost per FTE student (tables 4A.12–18 and figures 4.19–22). The numbers of FTE students (table 4A.6) are drawn from the ABS publication *Schools Australia 2014* (ABS 2015) and averaged over two calendar years to match the financial year expenditure data.  (continued next page) |
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| Box 4.6 (continued) |
| Legislative framework  In 2009, the Council of Australian Governments (COAG) agreed to a new framework for federal financial relations. Australian Government funding to 31 December 2013 was provided through the National Schools Specific Purpose Payment (SPP) under the Intergovernmental Agreement on Federal Financial Relations, and State and Territory governments had discretion as to how to apply the National Schools SPP to achieve the agreed outcomes. The non-government schools funding component of the National Schools SPP was determined by the *Schools Assistance Act 2008*. States and territories funded school education under their own legislation.  Australian Government funding for government and non-government schools from 1 January 2014 is determined by the *Australian Education Act 2013*. This funding is provided through the Students First funding arrangements, which replaced the National Schools SPP. States and territories continue to fund school education under their own legislation.  Annual changes in recurrent expenditure to 31 December 2013 — Australian Government  Average Government School Recurrent Costs (AGSRC) was the benchmark for Australian Government recurrent funding levels for both government and non-government schools until 1 January 2014, when funding under the Students First programme commenced (see below).  The primary and secondary AGSRC amounts were the national averages based on total recurrent State and Territory expenditure per government primary school student and secondary school student, for expenditure data submitted to the Education Council. Capital related costs such as user cost of capital and depreciation were excluded from AGSRC, and accrual expenses were also adjusted to a cash basis. These AGSRC amounts were changed annually to reflect movements in the data.  For government schools, annual changes in Australian Government recurrent payments reflected the changes to the AGSRC and the changes in full time equivalent enrolments in government schools. These payments were included in the National Schools SPP allocated to states and territories.  For non-government schools, Australian Government recurrent payments were also based on enrolments and a proportion of AGSRC calculated for each school (taking account of the school’s socio-economic status based on student location and other funding arrangements). These payments were included in the National Schools SPP and were paid to non-government schools and systems through the states and territories.  For both government and non-government schools, Australian Government NP allocations were also used to calculate expenditure in this Report. These payments fluctuated annually in line with funding arrangements. Some schools-related NP allocations ceased on 31 December 2013 and funding was instead provided through the Students First programme.  The base amounts may be discounted by the anticipated ability of a school community to contribute towards their school’s costs. This discount does not apply to government schools, special schools, special assistance schools, sole provider schools and majority Aboriginal and Torres Strait Islander schools. All loadings to target student disadvantage are fully publicly funded regardless of a school community’s anticipated capacity to contribute.  (continued next page) |
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| Box 4.6 (continued) |
| Students First funding from 1 January 2014 — Australian Government  The Students First funding arrangements are determined by the *Australian Education Act 2013* (the Act). The Schooling Resource Standard (SRS) funding model, administered under the Act and subsidiary legislation, bases funding for all schools (government and non-government) with reference to a benchmark (the SRS) for the amount of recurrent funding required to meet the educational needs of students at a school. Included in the calculation of the benchmark is a base amount of funding for each student (the primary and secondary base per student amounts are specified in the Act and indexed annually), plus loadings for each school. These loadings are based on certain types of student and school disadvantage, including low socio-economic status, students with disability, Aboriginal and Torres Strait Islander students, low English proficiency, location of the school and size of the school. Full time equivalent enrolments are used to determine a school’s SRS.  The Commonwealth share of the recurrent funding for each school is calculated as a proportion of the benchmark. Transition arrangements apply to schools which received Commonwealth recurrent funding prior to 1 January 2014, and which continue to receive recurrent funding with the introduction of the SRS funding model. The approved authorities for these schools receive Commonwealth recurrent funding calculated with reference to their funding levels under the previous funding arrangements and an indexation arrangement which will see them transition to their entitlement under Students First arrangements over time.  Commonwealth recurrent funding is provided to approved authorities of government and non‑government schools for the purpose of providing school education. Although calculated to reflect the need of each student and school, the approved authority for the school is not required to spend that funding on any particular student or group of students; approved authorities have the flexibility to allocate the funding for the purpose of providing school education that best meets the needs of their students, taking into account other revenue sources and budgetary restrictions.  Changes in recurrent expenditure between years — State and Territory governments  In general, State and Territory government schools systems are funded based on a variety of formulas to determine a school’s recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, State and Territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by State and Territory governments across years is affected by all these factors, including enrolment numbers and school size, location and staffing profiles. |
| *Source*: ACARA (2014a); Australian Government Department of Education and Training (unpublished). |
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#### Inputs per output unit — Recurrent expenditure per student

‘Recurrent expenditure per student’ is an indicator of governments’ objective to fund and/or provide education in an efficient manner (box 4.7).

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| Box 4.7 Recurrent expenditure per student |
| ‘Recurrent expenditure per student’ is defined by two measures:   * government recurrent expenditure per FTE student, reported for government schools and disaggregated by in‑school primary, in-school secondary and out-of-school services (see section 4.5 for definitions); and for non-government schools * government recurrent staff expenditure per FTE student in government schools. Expenditure on staff is the major component of spending on schools.   Both of these measures include user cost of capital for government schools (box 4.8). User cost of capital is not included for non-government schools.  Holding other factors constant, a low or decreasing government recurrent expenditure or staff expenditure per FTE student may represent better or improved efficiency.  Care should be taken in interpretation of efficiency data as:   * a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure. This Report does not make any cost adjustments based on these or other factors * while high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Aboriginal and Torres Strait Islander students and students from low socio‑economic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion) * the staff expenditure per student measure is partial in nature, as it does not reflect the full cost per student. The basis for allocation of numbers of staff between teaching and non‑teaching roles and the allocation of staff expenditure may differ. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.   Data reported for all measures in this indicator are   * comparable (subject to caveats) across jurisdictions and over time, but not comparable between government and non-government sectors, as government sector data includes the user cost of capital * complete for the current reporting period (subject to caveats). All required 2013-14 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2016. |
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##### Government recurrent expenditure per FTE student

Nationally in 2013-14, in-school government expenditure per FTE student was $14 148 in government primary schools and $17 607 in government secondary schools. Out-of-school government expenditure per FTE student in all government schools was $720 (figure 4.19).

Between 2009-10 and 2013-14, total government expenditure per FTE student in all government schools increased on average by 0.6 per cent annually (figure 4.20).

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| Figure 4.19 Government recurrent expenditure per FTE student (including the user cost of capital), government schools, 2013-14**a** |
| |  | | --- | | Figure 4.19 Government recurrent expenditure per FTE student (including the user cost of capital), government schools, 2013-14  More details can be found within the text surrounding this image. | |
| a See box 4.7 and table 4A.14 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14. |
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| Figure 4.20 Government real recurrent expenditure per FTE student (including the user cost of capital), government schools, (2013-14 dollars)**a** |
| |  | | --- | | Figure 4.20 Government real recurrent expenditure per FTE student (including the user cost of capital), government schools, (2013-14 dollars)  More details can be found within the text surrounding this image. | |
| a See box 4.7 and table 4A.12 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; tables 4A.12 and 4A.139. |
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Nationally in 2013-14, government expenditure per FTE student in all non‑government schools was $9327. It increased in average annual real terms between 2009-10 and 2013‑14 by 3.4 per cent per year (figure 4.21).

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| Figure 4.21 Government real recurrent expenditure per FTE student, non‑government schools (2013-14 dollars)**a** |
| |  | | --- | | Figure 4.21 Government real recurrent expenditure per FTE student, non government schools (2013-14 dollars)  More details can be found within the text surrounding this image. | |
| a See box 4.7 and table 4A.15 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Australian Government Department of Education and Training (unpublished); State and Territory governments (unpublished); tables 4A.15 and 4A.139. |
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Nationally in 2013-14, government recurrent expenditure per FTE student in all schools (government plus non-government) was $13 783. It increased in average annual real terms between 2009-10 and 2013-14 by 1.2 per cent per year (table 4A.17).

Historical data are available in tables 4A.12–18.

##### Government recurrent staff expenditure per FTE student in government schools

Government recurrent expenditure on staff in government schools accounted for $24.6 billion (63.9 per cent) of total recurrent expenditure in government schools in 2013‑14 (table 4A.10). Nationally, expenditure on staff per FTE student was $9153 for in‑school primary, $11 156 for in-school secondary and $426 for out-of-school (figure 4.22).

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| Figure 4.22 Government recurrent expenditure on staff in government schools, per FTE student, 2013-14**a** |
| |  | | --- | | Figure 4.22 Government recurrent expenditure on staff in government schools, per FTE student, 2013-14  More details can be found within the text surrounding this image. | |
| a See box 4.7 and table 4A.14 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14. |
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#### Inputs per output unit — User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ efficient use of capital assets to provide education (box 4.8).

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| Box 4.8 User cost of capital per student |
| ‘UCC per student’ is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to produce services, per FTE student. The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt.  When comparing the costs of government services, it is important to account for the notional UCC because it is:   * often a significant component of the cost of services * often treated inconsistently (that is, included in the costs of services delivered by most non‑government service providers, but effectively costed at zero for many government service providers).   User cost of capital is only reported for government schools.  Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets, which are re-valued over time.  Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.  Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance.  Differences between jurisdictions in the treatment of asset values (see table 4A.21) may affect UCC across jurisdictions and within jurisdictions over time (see table 4A.19).  Data reported for this indicator are:   * comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions * complete for the current reporting period (subject to caveats). All required 2013-14 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2016. |
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Nationally, the notional UCC per FTE government school student in 2013-14 averaged $2386 (table 4A.20).

#### Inputs per output unit — Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.9).

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| Box 4.9 Student-to-staff ratio |
| The ‘student-to-staff ratio’ is defined as the number of FTE students per FTE staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff.  The main measure for student-to-staff ratio is the number of students per teacher, where teachers are classified in a way that can be compared across jurisdictions. However, the ratio is not a measure of class size.  A low ratio means there are a small number of students per teacher. Holding other factors constant, a high or increasing student‑to‑teacher ratio represents better or improved efficiency. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes.  Care should be taken in interpretation of efficiency data:   * the student-to-staff ratio is aggregated across all subjects and year levels, and does not distinguish between subjects and/or year levels where different ratios may be appropriate * the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non‑teaching staff, computers, books and laboratory equipment).   Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2016. |
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Nationally in 2014, the student-to-teacher ratio for government primary schools was 15.4 and for non-government primary schools was 16.2. For all primary schools, the   
student-to-teacher ratio was 15.6 (figure 4.23).

The student-to-teacher ratio was 12.5 for government secondary schools and 11.5 per cent for non‑government secondary schools. For all secondary schools, the student-to-teacher ratio was 12.1 (figure 4.24).

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| Figure 4.23 Ratio of FTE students to FTE teaching staff, primary schools, 2014**a** |
| |  | | --- | | Figure 4.23 Ratio of FTE students to FTE teaching staff, primary schools, 2014  More details can be found within the text surrounding this image. | |
| a See box 4.9 and table 4A.22 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.22. |
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| Figure 4.24 Ratio of FTE students to FTE teaching staff, secondary schools, 2014**a** |
| |  | | --- | | Figure 4.24 Ratio of FTE students to FTE teaching staff, secondary schools, 2014  More details can be found within the text surrounding this image. | |
| a See box 4.9 and table 4A.22 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014*, Cat. no. 4221.0; table 4A.22. |
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Nationally in 2014, the student-to-teacher ratio for all government schools was 14.2 and for all non-government schools was 13.6. For all schools, the student-to-teacher ratio was 13.9 (table 4A.22).

Table 4A.22 provides further detail on student-to-staff ratios in 2014, including those for non-teaching school staff, all school staff, for all jurisdictions.

From 2006 to 2014, the student-to-teacher ratio for all schools (government and non‑government primary and secondary combined) has decreased from 14.1 to 13.9 (figure 4.25). Data for intervening years and for government and non-government schools separately are in table 4A.23.

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| Figure 4.25 Ratio of FTE students to FTE teaching staff, all schools**a, b** |
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| a  Includes primary and secondary schools. b See box 4.9 and table 4A.23 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (2015) *Schools Australia 2014* Cat. no. 4221.0; table 4A.23. |
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### Outcomes

Outcomes are the impact of services on the status of an individual or group (see chapter 1, section 1.5).

#### Nationally comparable learning outcomes

Learning outcomes measure students’ attainment of a range of skills, in literacy and numeracy, and in areas such as science literacy, information and communication technology, and civics and citizenship.

The ‘learning outcomes’ indicator examines outcomes in these areas and draws on two main sources of information:

* the National Assessment Program — Literacy and Numeracy (NAPLAN), and National Assessment Program (NAP) sample assessments. These are Education Council endorsed tests developed to measure student performance in relation to the Melbourne Declaration on Educational Goals for Young Australians
* Australia’s participation in four international tests — the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA); the International Association for the Evaluation of Educational Achievement (IEA) Trends in International Mathematics and Science Study (TIMSS); the Progress in International Reading Literacy Study (PIRLS); and the IEA International Computer and Information Literacy Study (ICILS).

##### National Assessment Program

This chapter reports proportions of students undertaking NAPLAN testing in years 3, 5, 7 and 9 achieving the national minimum standard (NMS), and mean scale score learning outcomes, for reading and numeracy performance in 2015, including by Indigenous status and geolocation. Data comparing a range of time series outcomes from 2008–2015 and   
2014–2015 for reading and numeracy are also included in the chapter. Data for persuasive writing for 2011 to 2015 are included in the attachment tables only (tables 4A50–63).[[2]](#footnote-2)

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level. Students who have not achieved the national minimum standard for that year need focused intervention and additional support to help them achieve the skills they require to progress in schooling (ACARA 2015a).

The full suite of NAPLAN data, including data by sex, language background and cohort gain are available in the NAPLAN national report, in addition to the domains of spelling and grammar and punctuation.

The NAP also undertakes triennial national sample assessments on a rotating basis. For this Report, the latest available data are for year 6 and year 10 information and communication technologies literacy performance for 2014. The attachment tables include historical data on year 6 and year 10 information and communication technologies literacy performance (tables 4A.88–91); year 6 science literacy performance (tables 4A.78–82); and year 6 and year 10 civics and citizenship literacy performance (tables 4A.83–87).

##### Participation in NAPLAN testing

NAPLAN testing reports the number of assessed, exempt, absent and withdrawn students. Assessed students include all students who attempt the test and exempt students. Students with a language background other than English who arrived from overseas less than a year before the test, and students with significant intellectual disabilities may be exempted from testing. Participating students are those who were assessed or deemed exempt — other students were either absent or withdrawn. A higher or increasing proportion of students participating in NAPLAN testing suggests an improvement in that aspect of educational participation. Participation in the 2015 NAPLAN tests, by Indigenous status, for reading, persuasive writing and numeracy are included in tables 4A.40, 4A.54 and 4A.68 respectively. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2015 are also included in these tables. In all domains and year levels, a lower proportion of Aboriginal and Torres Strait Islander students than non-Indigenous or all students participated in NAPLAN testing.

#### Student learning — learning outcomes

‘Learning outcomes’ is an indicator of governments’ objective that all students should attain a range of skills, including: English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level; skills in numeracy; and skills and becoming informed in areas such as science literacy; information and communications technologies; and civics and citizenship (box 4.10).

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| Box 4.10 Learning outcomes |
| ‘Learning outcomes’ is defined by seven measures:   * the proportion of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status, socio-economic status and MCEECDYA categories of geolocation. Significance of difference across states and territories for all students is also identified. * the mean scale score (on the common national scale, ranging from 0 to 1000) achieved by years 3, 5, 7 and 9 students in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status. Significance of difference across states and territories for all students is also identified. * the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civics and citizenship; information and communication technologies; and science literacy (year 6 only). The proficient standards, which vary across the tests, are challenging but reasonable levels of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching them. National data from the triennial NAP tests are reported by sex, Indigenous status, LBOTE status, MCEECDYA categories of geolocation and socio-economic status * the proportion of sampled 15 year old students achieving at or above the proficient standard on the OECD PISA combined reading, mathematical literacy and science literacy scales in a triennial international assessment. National data are also reported by sex, Indigenous status, socio-economic status and geolocation. * the proportion of sampled students achieving at or above the proficient standard on the TIMSS mathematical literacy and science literacy scales in a quadrennial assessment (assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year). National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation * the proportion of sampled year 4 students achieving at or above the proficient standard on the 5 yearly PIRLS reading literacy test. National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation * the proportions of sampled students achieving at various proficiency levels, and mean scale scores on the ICILS.   Data for these measures include 95 per cent confidence intervals (in the form of error bars in figures and percentages in tables).  A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard, or a high or increasing mean scale score for learning outcomes is desirable.  Data reported for all measures in this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2014 and 2015 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2016. |
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##### NAPLAN Reading

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups including geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.36–49.

###### Year 3 reading

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2015 was 94.4–94.8 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (77.4–80.0 per cent) was significantly lower than for non‑Indigenous students (95.4–95.8 per cent) (figure 4.26). These proportions varied across jurisdictions.

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| Figure 4.26 Proportion of year 3 students achieving at or above the reading national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.26 Proportion of year 3 students achieving at or above the reading national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36. |
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Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 3 reading in 2015 for all students was 424.4–426.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(340.0–346.8) was significantly lower than for non-Indigenous students (429.6–431.8). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 3 reading outcomes across states and territories in 2015.

###### Year 5 reading

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2015 was 93.1–93.5 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (72.0–75.2 per cent) was significantly lower than for non‑Indigenous students (94.3–94.7 per cent) (figure 4.27). These proportions varied across jurisdictions.

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| Figure 4.27 Proportion of year 5 students achieving at or above the reading national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.27 Proportion of year 5 students achieving at or above the reading national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36. |
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Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 5 reading in 2015 for all students was 497.4–499.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(421.8–428.4) was significantly lower than for non-Indigenous students (501.9–503.9). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 5 reading outcomes across states and territories in 2015.

###### Year 7 reading

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2015 was 95.1–95.7 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (79.1–82.5 per cent) was significantly lower than for non‑Indigenous students (96.1–96.5 per cent) (figure 4.28). These proportions varied across jurisdictions.

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| Figure 4.28 Proportion of year 7 students achieving at or above the reading national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.28 Proportion of year 7 students achieving at or above the reading national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36. |
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Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 7 reading in 2015 for all students was 544.5–547.5nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(480.7–487.3) was significantly lower than for non-Indigenous students (548.2–551.0). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 7 reading outcomes across states and territories in 2015.

###### Year 9 reading

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2015 was 92.0–92.6 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (70.0–73.4 per cent) was significantly lower than for non‑Indigenous students (93.3–93.9 per cent) (figure 4.29). These proportions varied across jurisdictions.

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| Figure 4.29 Proportion of year 9 students achieving at or above the reading national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.29 Proportion of year 9 students achieving at or above the reading national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36. |
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Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for reading in 2015 are provided in table 4A.36.

The mean scale score for year 9 reading in 2015 for all students was 578.6–581.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(515.3–521.3) was significantly lower than for non-Indigenous students (582.3–585.3). Mean scale scores varied across jurisdictions (table 4A.38). Table 4A.38 also identifies statistical significance of differences between mean scale scores for year 9 reading outcomes across states and territories in 2015.

###### Geolocation

Nationally in 2015, reading outcomes tended to decline with remoteness. In year 3, for example, 95.3–95.7 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, significantly higher than the proportions of provincial students (93.3–93.9 per cent), remote students (84.0–88.8 per cent) and very remote students (57.5–67.5 per cent) (figure 4.30).

For all geolocation categories across years 3, 5, 7 and 9, reading outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 reading literacy are in table 4A.36. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.38.

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| Figure 4.30 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2015**a** |
| |  | | --- | | Figure 4.30 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.36 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.36. |
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###### Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in reading assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2015 are included in tables 4A.37 and 4A.39. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2010–2014 were included in the earlier Reports.

###### Time series analysis of NAPLAN reading outcomes — Statistical significance of differences between years

This chapter reports the difference between two given years for a level (for example, year 5 reading from 2014 to 2015), for both the proportion at and above the national minimum standard and mean scale scores.

Table 4.7 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for reading, by Indigenous status, on a national basis, across various years. Data for states and territories are in   
tables 4A.41–48. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, for year 5 reading:

* the proportion of students achieving at or above the national minimum standard in 2015, and the mean scale score, was close to or not statistically significantly different from 2008 and 2014
* the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2015, and the mean scale score for Aboriginal and Torres Strait Islander students in 2015 was higher than and was statistically significantly different from 2008, but close to or not statistically significantly different from 2014
* the proportion of non-Indigenous students achieving at or above the national minimum standard in 2015, and the mean scale score, was close to or not statistically significantly different from 2008 and 2014 (table 4.7).

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| Table 4.7 Mean scale scores and proportion of students who achieved at or above the national minimum standard (NMS) for year 5 reading, and nature of the differences based on the effect size, 2008 and 2014 to 2015, Australia**a, b** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | | | | | |  | Nature of the differences | | |  |  | 2008 | 2014 | 2015 | |  | 2008 to 2015 | 2014 to 2015 | | **Aboriginal and Torres Strait Islander students** | | | | | | | | | | Mean scale score | no. | 403.4 ± 4.1 | 422.1 ± 3.4 | | 425.1 ± 3.3 |  | △ | ■ | | At or above NMS | % | 63.4 ± 1.8 | 70.3 ± 1.6 | | 73.6 ± 1.6 |  | △ | ■ | | **Non-Indigenous students** | | | | | | | | | | Mean scale score | no. | 488.7 ± 1.0 | 505.0 ± 1.0 | | 502.9 ± 1.1 |  | ■ | ■ | | At or above NMS | % | 92.6 ± 0.2 | 94.2 ± 0.2 | | 94.5 ± 0.2 |  | ■ | ■ | | **All students** | | | | | | | | | | Mean scale score | no. | 484.4 ± 1.1 | 500.6 ± 1.0 | | 498.5 ± 1.1 |  | ■ | ■ | | At or above NMS | % | 91.0 ± 0.3 | 92.9 ± 0.2 | | 93.3 ± 0.2 |  | ■ | ■ | |
| NMS=National Minimum Standard  For comparison of mean scale scores: △ Average achievement is above and is statistically significantly different from the base year (or previous year). ■ Average achievement is close to or not statistically different from the base year (or previous year).  For comparison of percentage of students at or above national minimum standard: △ Percentage of students at or above national minimum standard is higher than and is statistically significantly different from the base year (or previous year). ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year).  a Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference. b See box 4.10 and table 4A.49 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015* ACARA, Sydney; table 4A.49. |
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##### NAPLAN Numeracy

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups including geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.64–77.

###### Year 3 numeracy

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2015 was 94.2–94.6 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (76.9–79.5 per cent) was significantly lower than for non‑Indigenous students (95.3–95.7 per cent) (figure 4.31). These proportions varied across jurisdictions.

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| Figure 4.31 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.31 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64. |
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Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 3 numeracy in 2015 for all students was 396.8–398.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(327.5–332.5) was significantly lower than for non-Indigenous students (401.1–402.9). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 3 numeracy outcomes across states and territories in 2015.

###### Year 5 numeracy

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2015 was 94.9–95.3 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (77.1–80.1 per cent) was significantly lower than for non‑Indigenous students (95.9–96.3 per cent) (figure 4.32). These proportions varied across jurisdictions.

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| Figure 4.32 Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.32 Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64. |
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Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 5 numeracy in 2015 for all students was 491.5–493.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(425.5–430.5) was significantly lower than for non-Indigenous students (495.5–497.5). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 5 numeracy outcomes across states and territories in 2015.

###### Year 7 numeracy

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2015 was 95.7–96.1 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (81.3–84.3 per cent) was significantly lower than for non‑Indigenous students (96.5–96.9 per cent) (figure 4.33). These proportions varied across jurisdictions.

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| Figure 4.33 Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.33 Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64. |
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Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 7 numeracy in 2015 for all students was 540.8–544.2 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(477.8–483.2) was significantly lower than for non-Indigenous students (544.5–547.9). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 7 numeracy outcomes across states and territories in 2015.

###### Year 9 numeracy

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2015 was 95.5–95.9 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (81.5–84.1 per cent) was significantly lower than for non‑Indigenous students (96.2–96.6 per cent) (figure 4.34). These proportions varied across jurisdictions.

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| Figure 4.34 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2015**a** |
| |  | | --- | | Figure 4.34 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64. |
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Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for numeracy in 2015 are provided in table 4A.64.

The mean scale score for year 9 numeracy in 2015 for all students was 589.8–593.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(529.6–534.2) was significantly lower than for non-Indigenous students (593.3–597.1). Mean scale scores varied across jurisdictions (table 4A.66). Table 4A.66 also identifies statistical significance of differences between mean scale scores for year 9 numeracy outcomes across states and territories in 2015.

###### Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 95.1–95.5 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students   
(93.2–94.0 per cent), remote students (85.8–90.2 per cent) and very remote students   
(59.4–69.0 per cent) (figure 4.35).

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| Figure 4.35 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2015**a** |
| |  | | --- | | Figure 4.35 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2015  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.64 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*; table 4A.64. |
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For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non‑Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.64. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.66.

###### Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2015 are included in tables 4A.65 and 4A.67. In general, outcomes were lower for students with lower levels of parental education and parental occupation. Data for 2010–2014 were included in the earlier Reports.

###### Time series analysis of NAPLAN numeracy outcomes — Statistical significance of differences between years

This chapter reports the difference between two given years for a level (for example, year 5 numeracy from 2014 to 2015), for both the proportion at and above the national minimum standard and mean scale scores.

Table 4.8 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for numeracy, by Indigenous status, on a national basis, across various years. Data for states and territories are in tables 4A.69–77. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, for year 5 numeracy:

* the percentage of students achieving at or above the national minimum standard in 2015, and the mean scale scores, were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008
* the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2015, were higher than and statistically significantly different to both 2014 and 2008. The mean scale score for Aboriginal and Torres Strait Islander students were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008
* the percentage of non-Indigenous students achieving at or above the national minimum standard in 2015, and the mean scale scores, were close to or not statistically significantly different from 2014 but higher and statistically significantly different from 2008 (table 4.8).

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| Table 4.8 Mean scale scores and proportion of students who achieved at or above the national minimum standard (NMS) for year 5 numeracy, 2008 and 2014 to 2015, and nature of the differences based on the effect size, Australia**a, b** |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  | | Nature of the difference | | | |  |  | 2008 | 2014 | 2015 |  | 2008 to 2015 | | 2014 to 2015 | | **Aboriginal and Torres Strait Islander students** | | | | | | | | | | Mean scale score | no. | 408.0 ± 2.8 | 417.9 ± 2.6 | 428.0 ± 2.5 |  | △ | ■ | | | At or above NMS | % | 69.2 ± 1.7 | 71.1 ± 1.6 | 78.6 ± 1.5 |  | △ | △ | | | **Non-Indigenous students** | | | | | | | | | | Mean scale score | no. | 479.5 ± 1.0 | 491.5 ± 0.9 | 496.5 ± 1.0 |  | △ | ■ | | | At or above NMS | % | 94.0 ± 0.2 | 94.8 ± 0.2 | 96.1 ± 0.2 |  | △ | ■ | | | **All students** | | | | | | | | | | Mean scale score | no. | 475.9 ± 1.1 | 487.6 ± 1.0 | 492.5 ± 1.0 |  | △ | ■ | | | At or above NMS | % | 92.7 ± 0.2 | 93.5 ± 0.2 | 95.1 ± 0.2 |  | △ | ■ | | |
| For comparison of mean scale scores: △ Average achievement is above and is statistically significantly different from the base year (or previous year). ■ Average achievement is close to or not statistically different from the base year (or previous year).  For comparison of percentage of students at or above national minimum standard: △ Percentage of students at or above national minimum standard is higher than and is statistically significantly different from the base year (or previous year). ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year).  a Effect size is a measure for quantifying the difference between two groups or the same group over time. Effect size measures complement statistical tests (which examine whether the difference is statistically probable) and focus on the magnitude of the difference. b See box 4.10 and table 4A.77 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2015*, ACARA, Sydney; table 4A.77. |
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##### NAPLAN Persuasive writing

Outcomes for the persuasive writing for 2015 are included for proportions of year 3, 5, 7 and 9 students achieving at or above the national minimum standard in 2015   
(tables 4A.50-51) (including by Indigenous status, geolocation and parental education and occupation). Similar data providing mean scale scores are included in tables 4A.52-53. Data comparing outcomes from 2011 and 2014 to 2015 by Indigenous status, for both proportions at and above the national minimum standard and mean scale scores are included for each state and territory, and nationally in tables 4A.55–63.

##### NAP — ICT performance

In 2014, 5622 year 6 students and 4940 year 10 students from 649 government and non‑government schools from all states and territories participated in the Information and communications technology (ICT) literacy assessment (ACARA 2015b).

###### Year 6 ICT literacy performance

Nationally in 2014, the proportion of participating year 6 students who achieved at or above the proficient standard in ICT literacy performance was 52.5–57.5 per cent, lower than for 2011 but not significantly different from 2005 or 2008. These proportions varied across jurisdictions (figure 4.36).

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| Figure 4.36 Proportion of year 6 students achieving at or above the proficient standard, ICT literacy performance**a** |
| |  | | --- | | Figure 4.36 Proportion of year 6 students achieving at or above the proficient standard, ICT literacy performance  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.88 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015), *National Assessment Program ICT Years 6 and 10 Report 2014,* Sydney; table 4A.88. |
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Nationally in 2014, 13.9–30.1 per cent of Aboriginal and Torres Strait Islander year 6 students achieved at the proficient standard or above in ICT literacy performance, significantly lower than the proportion for non‑Indigenous students (54.5–59.5 per cent) (table 4A.89). Data by achievement level, sex, geolocation and for students who speak languages other than English at home are included in table 4A.89.

In 2014, the mean scale score for year 6 students in ICT literacy performance was   
407.3–418.7, lower than 2011 but not significantly different from 2005 and 2008 (table 4A.90). Mean scale scores varied across jurisdictions.

Statistical significance of differences across states and territories between mean scale scores for year 6 students in ICT literacy performance are provided in table 4A.91.

###### Year 10 ICT literacy performance

Nationally in 2014, the proportion of participating year 10 students who achieved at or above the proficient standard in ICT literacy performance was 49.5–54.5 per cent, significantly lower than 2005, 2008 and 2011. These proportions varied across jurisdictions (figure 4.37).

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| Figure 4.37 Proportion of year 10 students achieving at or above the proficient standard, ICT literacy performance**a** |
| |  | | --- | | Figure 4.37 Proportion of year 10 students achieving at or above the proficient standard, ICT literacy performance  More details can be found within the text surrounding this image. | |
| a See box 4.10 and table 4A.88 for detailed definitions, footnotes and caveats. |
| *Source*: ACARA (2015), *National Assessment Program ICT Years 6 and 10 Report 2014,* Sydney; table 4A.88. |
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Nationally in 2014, 11.2–28.8 per cent of Aboriginal and Torres Strait Islander year 10 students achieved at the proficient standard or above in ICT literacy performance, significantly lower than the proportion for non‑Indigenous students (50.4–55.6 per cent) (table 4A.89). Data by achievement level, sex, geolocation and for students who speak languages other than English at home are included in tables 4A.89-90.

In 2014, the mean scale score for year 10 students in ICT literacy performance was   
513.3–526.7, significantly lower than 2005, 2008 or 2011 (table 4A.90). Mean scale scores varied across jurisdictions. Statistical significance of differences across states and territories between mean scale scores for year 10 students in ICT literacy performance are provided in table 4A.91.

Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2015b).

##### National Assessment Program — Civics and citizenship performance

Nationally in 2013, the proportion of participating year 6 students who achieved at or above the proficient standard in civics and citizenship performance was 49.6–54.4 per cent, with the proportion for year 10 students 41.4–46.6 per cent. For both year 6 and year 10 students these results were not significantly different from 2004, 2007 or 2010 (table 4A.83). Detailed outcomes of the 2013 assessment were included in the 2015 Report. Relevant data are reported in tables 4A.83–87.

##### National Assessment Program — Science literacy performance

Nationally in 2012, 49.4–53.4 per cent of year 6 students achieved at the proficient standard or above, not significantly different from 2006 or 2009 (table 4A.78). Detailed outcomes of the 2012 assessment were included in the 2014 Report. Relevant data are reported in tables 4A.78–82.

##### ICILS assessment

The IEA International Computer and Information Literacy Study (ICILS) was conducted at year 8 level for the first time in 2013 (box 4.11).

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| Box 4.11 IEA International Computer and Information Literacy Study (ICILS) |
| ICILS is a sample assessment that examines students’ acquisition of computer and information literacy: ‘the ability to use computers to investigate, create and communicate in order to participate effectively at home, at school, in the workplace and in society’. The assessment was developed by ACER and is organised by the International Association for the Evaluation of Educational Achievement (IEA). The main purpose of ICILS is to determine how well students are prepared for study, work and life in the information age, and how their performance compares with students in other participating countries.  The 2013 ICILS was the first time that ICILS was conducted internationally (ACER 2014). In total, 21 education systems participated in the 2013 cycle of ICILS. The modules tested included authentic computer based information literacy, management and communication tasks.  In Australia, 5326 students from 320 government and non-government schools participated in the test in 2013. Australian students achieved an average score of 542 points on the ICILS scale. Only one country—the Czech Republic—achieved significantly higher than Australia. Unlike other international and national tests, including the NAP — ICT performance assessment of years 6 and 10, there is no national proficiency level set for ICILS testing at this time. |
| *Source*: ACER (2014). |
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Detailed outcomes of the 2013 ICILS assessment were included in the 2015 Report. Relevant data are reported in tables 4A.114‑115.

##### Developments in ICT/Computer literacy

Box 4.12 summarises some trends in Information and Communications/Computer literacy that have been observed through national tests.

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| Box 4.12 Information and Communications / Computer literacy |
| Information and Communication Technology (ICT) skills are embedded in the Australian Curriculum. ICT skills enable students to participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future.  Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. Examples include: using ICT for tasks associated with information access and management, information creation and presentation, problem-solving, decision-making, communication, creative expression and empirical reasoning (ACARA 2014b).  This report includes data from the triennial year 6 and 10 NAP ICT sample assessments, which have been conducted in 2005, 2008, 2011 and 2014 (tables 4A.88–91). |
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##### PISA assessment

PISA is a sample assessment undertaken every three years (box 4.13). Detailed data from PISA 2012 were included in the 2014 Report.

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| Box 4.13 Programme for International Student Assessment |
| PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2012, around 510 000 students from 65 countries and economies participated in the PISA assessment. From Australia, this included 14 481 students from 775 schools. Mathematical literacy was the major domain tested in PISA 2012.  Time series comparisons can only be made across PISA data once a subject has been a major assessment domain. All domains have now been the subject of a major assessment, but in different cycles.  The national proficient standard is set at Proficiency level 3.  Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports. |
| *Source*: ACER (2013). |
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The attachment tables contain detailed results for PISA 2012 and summary data from earlier PISA rounds (tables 4A.92–106). Detailed results from earlier PISA rounds were included in earlier reports. PISA 2015 data are anticipated to be included in the 2017 Report.

###### PISA reading literacy

Reading literacy was the major domain tested in the 2000 and 2009 cycles. Reading literacy results from subsequent cycles may be compared with the 2000 cycle. In 2012, the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in reading literacy nationally was 62.9–65.5 per cent (table 4A.92).

###### PISA mathematical literacy

Mathematical literacy was the major domain tested in the 2003 and 2012 cycles. Mathematical literacy results from subsequent cycles may be compared with the 2003 cycle. In 2012, the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in mathematical literacy was 56.9–59.9 per cent (table 4A.97).

###### PISA scientific literacy

Scientific literacy was the major domain tested in the 2006 cycle. Scientific literacy results from subsequent cycles may be compared with the 2006 cycle. In 2012, the proportion of Australian 15 year old students who achieved at or above the national proficient standard of Level 3 in scientific literacy nationally was 63.5–66.3 per cent (table 4A.102).

##### PIRLS assessment

The PIRLS assessments are undertaken every five years (box 4.14). Outcomes from the 2011 PIRLS were first included in the 2014 Report and data are included in the attachment tables to this report (tables 4A.112-113).

In 2011, the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark (a score of 475) was 73.6–77.6 per cent (table 4A.112). This was a lower proportion than 26 of the 44 other participating countries or economies.

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| Box 4.14 Progress in International Reading Literacy Study |
| PIRLS provides learning outcomes data for year 4 students in reading literacy performance. This international test is conducted every five years but was first undertaken by students in Australian schools in 2011. Students from 45 countries or economies participated in the 2011 PIRLS assessment, including over 6000 Australian students from 280 schools.  PIRLS uses two organising dimensions for the assessment, referred to as the *purposes for reading* and the *reading processes.* Each of the reading processes — focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information and examine and evaluate content, language and textual elements — is assessed within each purpose for reading (reading for literacy experience and reading to gain information).  PIRLS is assessed on a different basis to NAPLAN testing and its results are not comparable to NAPLAN results. Whereas NAPLAN measures against a national minimum standard, PIRLS measures against a series of achievement levels. PIRLS may provide additional information on reading that is not available in NAPLAN. |
| *Source*: ACER (2012). |
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##### TIMSS assessment

The TIMSS assessments are conducted every four years (box 4.15) and provide learning outcomes data for students in year 4 and year 8 in mathematics and science.

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| Box 4.15 Trends in International Mathematics and Science Study |
| The TIMSS provides learning outcomes data for students in year 4 and year 8 in two assessment domains: mathematics achievement and science achievement. In 2011, 600 000 students from 52 countries participated in the TIMSS assessment. From Australia, this included over 13 700 students from 555 schools.  Further information on TIMSS is available at the TIMSS website: http://www.acer.edu.au/timss. |
| *Source*: ACER (2012). |
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Detailed data from the 2011 TIMSS were included in the 2013 Report. Tables 4A.107–111 contain detailed results for the 2003, 2007 and 2011 TIMSS assessments, by achievement level, including 2011 TIMSS outcomes by equity group and comparisons of significance of difference between the 2011 TIMSS and earlier rounds.

#### Completion

‘Completion’ is an indicator of governments’ objective that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.16).

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| Box 4.16 Completion |
| ‘Completion’ (completion rate) is defined as the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group that could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socio-economic status, geolocation (based on the MCEECDYA classification) and sex.  This indicator should be interpreted with caution as:   * assessment, reporting and criteria for obtaining a year 12 or equivalent certificate varies across jurisdictions * students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others * the aggregation of all postcode locations into three socio-economic status categories — high, medium and low — means there may be significant variation within the categories. The low category, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.   Data reported for this measure are:   * comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions. WA data for 2014 reflect a change to the pre-year one entry age in 2002 resulting in approximately half the normal intake of students for that year level. * complete for the current reporting period (subject to caveats). All required 2014 data are available for all jurisdictions providing the service.   A high or increasing completion rate suggests an improvement in educational outcomes.  Information about data quality for this indicator is at www.pc.gov.au/rogs/2016. |
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Completion rates are primarily used as indicators of trends and are used, in part, because information on participation and retention rates is generally not available by socio‑economic background or geographic location.

Nationally in 2014, the year 12 completion rate for all students was 72 per cent (table 4A.124). The rates for students from low (67 per cent) and medium (72 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (76 per cent) (figure 4.38), with rates decreasing as remoteness increased (74 per cent in metropolitan areas compared to 38 per cent in very remote areas) (figure 4.39).

Nationally, completion rates were higher for female students than for male students in all socio‑economic categories (table 4A.124), and higher for females students compared to male students in all geographic zones (table 4A.125). Time series data on national completion rates are reported in tables 4A.124-125.

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| Figure 4.38 Completion rates, year 12, by socio-economic background, 2014**a, b** |
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| a Data for ‘low’ and ‘medium’ in the ACT and ‘high’ in the NT are not published due to small numbers.b See box 4.16 and table 4A.124 for detailed definitions, footnotes and caveats. |
| *Source*: Australian Government Department of Education and Training (unpublished); table 4A.124. |
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| Figure 4.39 Completion rates, year 12, by geolocation, 2014 (per cent)**a, b, c** |
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| a There are no metropolitan areas in the NT, no very remote areas in Victoria and only metropolitan areas in the ACT. b Remote data for Victoria, remote and very remote data for SA and very remote data for Tasmania are not presented due to small numbers. c See box 4.16 and table 4A.125 for detailed definitions, footnotes and caveats. |
| *Source*: Australian Government Department of Education and Training (unpublished); table 4A.125. |
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The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years having attained at least a year 12 or equivalent or AQF Certificate II or above (that is school and non-school education and training to year 12 or equivalent or above); and the proportions of the 20–24 and 20–64 year olds by Indigenous status, low socio-economic status and by remoteness area having attained at least a year 12 or equivalent or AQF Certificate II or above (tables BA.29–33).

#### Destination

‘Destination’ is an indicator of governments’ objective of ensuring that school leavers make successful transitions from school and continue to improve their skills through further post-school education, training and/or employment (box 4.17).

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| Box 4.17 Destination |
| ‘Destination’ (school leaver destination rate) is defined by three measures:   * The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work. * The proportion of school leavers aged 15–24 who left school at any time, who are fully participating in education and/or training, or employment. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work. Data for this measure includes 95 per cent confidence intervals (in the form of error bars in figures). * The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. Data are reported by highest level of qualification. Data are sourced from the Census of Population and Housing.   A higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.  The data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey/census and not necessarily the jurisdiction in which they attended school.  Data reported for this measure are:   * comparable (subject to caveats) across jurisdictions and within jurisdictions over time * complete for the current reporting period. All required 2011 and 2014 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2016. |
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##### The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study

The proportion of all school leavers aged 15–24 years who left school in 2013 who were working either full or part time in 2014 was 51.8 per cent, and the proportion studying either full or part time was 59.1 per cent (some school leavers were undertaking both work and study and some were undertaking neither).

Amongst these school leavers, 43.8 per cent were year 12 completers who were subsequently working in 2014, 51.4 per cent were year 12 completers who were subsequently studying in 2014, 8.5 per cent were year 11 or below completers who were subsequently working in 2014 and 7.1 per cent were year 11 and below completers who were subsequently studying in 2014 (table 4A.129).

##### The proportion of school leavers aged between 15–24 who left school at any time, who are fully participating in education and/or training, or employment

Nationally in 2014, 73.0 per cent of all school leavers aged 15–24 were fully engaged in education and/or training, or employment, or a combination. The proportion fully participating in education and/or training was 35.2 per cent and the proportion fully participating in employment was 37.2 per cent (figure 4.40). These proportions varied across jurisdictions.

Amongst year 12 school leavers, the proportion fully engaged in education and/or training, or employment, or a full time combination of education/training and employment was 78.2 per cent nationally. Amongst year 11 school leavers, this proportion was 57.6 per cent (table 4A.127). Table 4A.127 also provides the proportions participating in bachelor degrees and above, and certificate, diploma and advanced diplomas.

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| Figure 4.40 School leaver destination (15–24 year olds), 2014 (per cent)**a** |
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| a See box 4.17 and table 4A.127 for detailed definitions, footnotes and caveats. |
| *Source*: ABS (unpublished, TableBuilder) *Education and Work, 2014*, cat. no. 6227.0; table 4A.127. |
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##### The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work

In 2011, 37.9 per cent of 15–19 year olds who were not undertaking school education were participating in full time study and 10.2 per cent were participating in part time study. Of this group, 21.4 per cent were participating in full time employment and 27.4 per cent were participating in part time employment (individuals may be both working and studying) (table 4A.128).

In 2011, 26.9 per cent of 20–24 year olds who were not undertaking school education were participating in full time study and 8.7 per cent were participating in part time study. Of this group, 38.3 per cent were participating in full time employment and 24.2 per cent were participating in part time employment (individuals may be both working and studying). These proportions varied across jurisdictions (table 4A.128). Table 4A.128 provides data by highest level of qualification.

Box 4.18 summarises school leaver destination survey results from six jurisdictions. Each jurisdiction uses different research methods and data collection instruments, and the surveys are not designed for comparative national reporting. These data provide supplementary information to the measures above.

National data on the study and work outcomes (numbers and proportions of people aged 15–19 who left school in the previous year), by highest year of completed schooling, in 2014 are in table 4A.126.

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| Box 4.18 School leaver destination survey results |
| New South Wales  Surveys of post-school destinations for students from government, Catholic and independent schools commenced in 2010 and have been conducted annually since 2013 using telephone and online surveys. The surveys identify the aspirations and expectations for post-school pathways and student destinations. In 2015, the samples comprised 3490 year 12 completers and 3135 early leavers, as well as a longitudinal follow up of early leavers, year 12 completers and year 10 students from the 2014 surveys.  In 2015, 75.2 per cent of year 12 completers were undertaking some form of education and training. The majority were studying a Bachelor degree (53.2 per cent). A further 22.0 per cent of year 12 completers were studying a VET program: 8.9 per cent in Certificate IV, Diploma or Advanced Diploma, compared with 4.8 per cent in Certificates I, II and III, 4.7 per cent in apprenticeships and 3.6 per cent in traineeships. While 22.7 per cent of the year 12 completers were employed or looking for work, 2.1 per cent were not in the labour force, education or training.  Victoria  In Victoria, a survey of post-school destinations (On Track) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone or online survey early in the year after they leave school.  The 2015 On Track Survey contacted 35 227 (63.5 per cent) of the eligible 2014 year 12 or equivalent cohort from 566 schools, both government and non‑government, as well as TAFE and Adult Community Education providers. Of these students, 77.0 per cent were in further education and training (53.2 per cent were enrolled at university, 16.3 per cent were TAFE enrolled and 7.5 per cent had taken up apprenticeships or traineeships). Of the 22.9 per cent who were not in further education and training, 9.6 per cent were in full or part time employment, 9.1 per cent had deferred a tertiary place and 3.6 per cent were looking for work.  Queensland  The annual Queensland Next Step survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools approximately six months after the completion of year 12.  The 2015 Next Step survey collected responses from 40 157 year 12 completers, an 80.2 per cent response rate. The results showed that 61.7 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 40.6 per cent undertaking a Bachelor Degree, 12.8 per cent undertaking campus-based vocational education and training (VET), with 7.5 per cent studying at Certificate IV level or higher. A further 8.4 per cent were in employment-based VET, either as an apprentice (5.9 per cent) or trainee (2.4 per cent). The remaining 38.3 per cent did not enter post-school education or training and were either employed (25.3 per cent), seeking work (10.7 per cent), or not in the labour force, education or training (2.2 per cent). In 2015, the survey also found that 19.7 per cent of year 12 completers were undertaking a gap year. |
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| Box 4.18 (continued) |
| Western Australia  The WA School Leaver Destinations survey has been conducted annually since 1996. Until 2015 this had been a telephone survey which was combined with University and TAFE enrolment data to determine Year 12 destinations. In 2015, an email rather than telephone survey of 4400 government school Year 12 students, to complement University and TAFE enrolment data, was undertaken. Insufficient responses were received from the email survey to provide reliable destination data. Consequently, WA is unable to report destination data for 2014 Year 12 students.  Tasmania  Since 2007, all year 10 students are required to lodge a participation plan describing their study intentions for the next year. Under the department’s Year 11 and 12 *Attendance and Participation in Tasmanian Government Schools Procedure* schools are required to follow up and re-engage students who do not enrol in year 11. Schools are required to track year 11 and 12 early leavers, recording reasons for early leaving and employing re-engagement strategies.  For longer-term tracking of post-school destinations of Year 12 completers and early leavers, Tasmania has undertaken data linkage supported by the Australian Bureau of Statistics. Findings of this process included:   * about a quarter of early school leavers are enrolled in further study * one year out from school, about three quarters of those not continuing study were employed * Five years out from school, 45 per cent of Year 12 graduates had completed a non-school qualification and a further 23 per cent were studying towards one.   Further details are available at http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4261.6Main+Features12006-2013?OpenDocument (ABS Catalogue Number 4261.6 - Educational outcomes, experimental estimates, Tasmania, 2006-2013).  Australian Capital Territory  Since 2007, the ACT has conducted a telephone-based survey of government and non‑government students who successfully completed an ACT year 12 certificate in the preceding year. The survey seeks information on the destinations of young people six months after completion of year 12 and satisfaction with their experience in years 11 and 12. In 2015, responses were received from 69 per cent of the 2014 year 12 graduates who were contacted. The 2015 survey found that 92 per cent of 2014 year 12 graduates were employed or studying in 2015 and overall 96 per cent found years 11 and 12 worthwhile. Of the 61 per cent of 2014 graduates studying in 2015, 68 per cent reported that they were studying at a Bachelor level or higher and 15 per cent at Certificate III level. Of the 39 per cent of graduates who were not studying in 2015, 76 per cent intended to start some study in the next two years. Year 12 graduates who speak a language other than English at home were more likely to be studying (75 per cent) than those who did not (58 per cent). |
| *Source*: State and Territory governments (unpublished). |
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4.4 Future directions in performance reporting

### COAG developments

#### Education Council review of Key Performance Measurement Framework

Future revisions may occur as a result of the ongoing Education Council review of its 2015 Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any further implications of this review for future reports.

#### Attendance rates, students with disability and completion rates

Nationally consistent data on students with disability is under development for future reporting.

The year 12 completion rate included in this Report is under review and a nationally comparable measure is anticipated to be included in future Reports.

4.5 Definitions of key terms

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| **Aboriginal and Torres Strait Islander students** | Students of Aboriginal or Torres Strait Islander origin who identify as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. |
| **Apparent retention rates** | The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 10-12 apparent retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year. |
| **Comparability** | Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data. |
| **Completeness** | Data are considered complete if all required data are available for all jurisdictions that provide the service. |
| **Full time equivalent student** | The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student’s workload compared with the workload usually undertaken by a full time student. |
| **Full time student** | A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions. |
| **Geographic classification** | Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.  A. Metropolitan zone   * Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs. * Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong.   B. Provincial zone (non-remote)   * Provincial city Statistical Districts plus Darwin SD. * Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie-Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga. * Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool. * Other provincial areas (CD ARIA Plus score < 5.92) * Inner provincial areas (CD ARIA Plus score < 2.4) * Outer provincial areas (CD ARIA Plus score > 2.4 and < 5.92)   C. Remote zone   * Remote zone (CD ARIA Plus score > 5.92) * Remote areas (CD ARIA Plus score > 5.92 and < 10.53) * Very remote areas (CD ARIA Plus score > 10.53) |
| **Government recurrent expenditure per full time equivalent student** | Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (SCSEEC unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 2012-13 average expenditure per student, for example, the total expenditure figure is at 2012-13 but the total student number figure is the average of student numbers from 2012 and 2013. |
| **Aboriginal and Torres Strait Islander students** | Students of Aboriginal or Torres Strait Islander origin who identify as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. |
| **In-school costs** | Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as  in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff. |
| **Language background other than English (LBOTE) student** | A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home. Separately, data are also sourced from the 2011 Census of Population and Housing. |
| **Out-of-school costs** | Costs relating indirectly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as out-of-school if they do not usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. Out-of-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to out-of-school staff. |
| **Part time student** | A student undertaking a workload that is less than that specified as being full time in the jurisdiction. |
| **Participation rate** | The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June). |
| **Real expenditure** | Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices. |
| **Science literacy** | Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions. |
| **Socio-economic status** | As identified in footnotes to specific tables. |
| **Source of income** | In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding. |
| **Student-to-staff ratios** | The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments. |
| **Student** | A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age. |
| **Student, primary** | In 2014: A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA. |
| **Student, secondary** | In 2014: A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA. |
| **Students with disability** | Students included in the annual system reports to the Department of Education and Training. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions. |
| **Teaching staff** | Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the NT, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff. |
| **Ungraded student** | A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction. |
| **VET in Schools** | VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses. |

4.6 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘4A’ prefix (for example, table 4A.1). Attachment tables are available on the website (www.pc.gov.au/rogs/2016).

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| |  |  | | --- | --- | | **Table 4A.1** | Government schools: students, staff and school numbers | | **Table 4A.2** | Non-government schools: students, staff and school numbers | | **Table 4A.3** | All schools: students, staff and school numbers | | **Table 4A.4** | All schools: students time series, by sex | | **Table 4A.5** | Students as a proportion of the population, 2014 (per cent) | | **Table 4A.6** | Average FTE student population, by school sector | | **Table 4A.7** | Real Australian, State and Territory government recurrent expenditure (2013-14 dollars) ($'000) | | **Table 4A.8** | Nominal Australian, State and Territory government recurrent expenditure ($'000) | | **Table 4A.9** | Australian Government specific purpose payments for schools, 2013-14 | | **Table 4A.10** | Australian, State and Territory government recurrent expenditure on government schools, 2013-14 | | **Table 4A.11** | Comparability of government expenditure on government schools — items included, 2013-14 | | **Table 4A.12** | Real Australian, State and Territory government recurrent expenditure per student, government schools (2013-14 dollars) ($ per FTE student) | | **Table 4A.13** | Nominal Australian, State and Territory government recurrent expenditure per student, government schools ($ per FTE student) | | **Table 4A.14** | Australian, State and Territory government recurrent expenditure per student on government schools, 2013-14 ($ per FTE student) | | **Table 4A.15** | Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2013-14 dollars) ($ per FTE student) | | **Table 4A.16** | Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools ($ per FTE student) | | **Table 4A.17** | Real Australian, State and Territory government recurrent expenditure per student, all schools (2013-14 dollars) ($ per FTE student) | | **Table 4A.18** | Nominal Australian, State and Territory government recurrent expenditure per student, all schools ($ per FTE student) | | **Table 4A.19** | Value of capital stock, government schools ($’000) | | **Table 4A.20** | Notional UCC per FTE student, government schools | | **Table 4A.21** | Treatment of assets by school education agencies | | **Table 4A.22** | Students-to-staff ratios, 2014 | | **Table 4A.23** | Students-to-staff ratios, teaching staff, all students | | **Table 4A.24** | Distribution of school sizes — government schools, 2014 (per cent) | | **Table 4A.25** | Distribution of school sizes — non-government schools, 2014 (per cent) | | **Table 4A.26** | Distribution of school sizes — all schools, 2014 (per cent) | | **Table 4A.27** | Full time student enrolments and schools (number) | | **Table 4A.28** | Change in number of schools and number of full time students, 2010–14 (per cent) | | **Table 4A.29** | Aboriginal and Torres Strait Islander full time students, 2014 | | **Table 4A.30** | Students from language backgrounds other than English as a proportion of all students (per cent) | | **Table 4A.31** | Funded students with disability, 2014 | | **Table 4A.32** | Student body mix, government schools (per cent) | | **Table 4A.33** | Student body mix, non-government schools (per cent) | | **Table 4A.34** | Student body mix, all schools (per cent) | | **Table 4A.35** | Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2014 (per cent) | | **Table 4A.36** | Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for NAPLAN reading, by Indigenous status and geolocation, 2015 (per cent) | | **Table 4A.37** | Proportion of students who achieved at or above the national minimum standard for NAPLAN reading, by State and Territory, by parental education and parental occupation, 2015 (per cent) | | **Table 4A.38** | NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2015 (score points) | 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## 4.7 References

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1. From 1 January 2014, Australian Government funding for government and non-government schools is determined by the Australian Education Act 2013. Prior to this, Australian Government funding was determined under the Intergovernmental Agreement on Federal Financial Relations. The non-government schools funding component was determined by the Schools Assistance Act 2008. [↑](#footnote-ref-1)
2. A change in the writing test from narrative to persuasive writing created a break in series in writing results. Narrative writing data for 2008 to 2010 are included in 2010, 2011 and 2012 Reports. [↑](#footnote-ref-2)