



2011

4221.0

SCHOOLS

AUSTRALIA

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INQUIRIES

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

NOTES

- NOTE** Schools, Australia (cat. no. 4221.0) is an annual publication. This release contains statistics for students, schools and staff as at the schools census date 5 August 2011.
- ABOUT THIS RELEASE** This publication contains statistics on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools for all Australian states and territories. Students are classified by level and year of education, Indigenous status, full-time or part-time status, age, sex and category of school. Schools are classified by level of education and category of school. Staff are classified by category of school, sex and function. In-school staff are further classified by level of education. Also included are ratios of students to teaching staff and derived measures of retention, participation, continuation and progression.
- CHANGES AFFECTING THIS RELEASE**
- In 2010, Victoria implemented programs to increase identification of the Indigenous status of students and decrease the use of not-stated Indigenous status. This may affect comparisons of students by Indigenous status from 2010 to previous years.
- In 2010, South Australia revised the South Australian Certificate of Education (SACE) which changed the prescribed minimum full-time load from previous years. In 2010 the revised SACE was introduced to Stage 1 (Year 11) and will be introduced at Stage 2 (Year 12) in 2011. This may affect comparisons of full-time and part-time student breakdowns with previous years.
- GENERAL ACKNOWLEDGEMENT**
- This publication draws extensively on information provided freely by state and territory departments with responsibility for school education and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). Their continued cooperation enables the ABS to publish a wide range of education statistics. Information received by the ABS is treated in strict confidence as required by the Census and Statistics Act, 1905 and in line with the Privacy Act, 1988.
- SOURCE DATA**
- These data are sourced from the (non-finance) *National Schools Statistics Collection* (NSSC), which is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). The scope of the collection is bound by the definitions of schools, students and staff which is available on request in the ABS *Notes, Instructions and Tabulations* (NIT) document. See also the Glossary of this publication.
- ROUNDING AND CONFIDENTIALITY**
- Where estimates are rounded, discrepancies may occur between component items and their totals. Small values have been perturbed to protect confidentiality.
- INQUIRIES**
- For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070.

Brian Pink
Australian Statistician

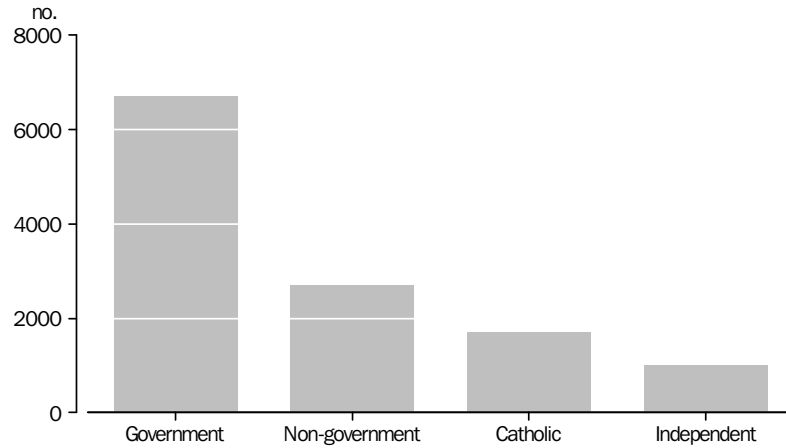
MAIN FEATURES

MAIN FEATURES

Schools

In 2011, there were 9,435 Australian schools, comprising 6,705 government schools (71%), 1,710 Catholic schools (18%) and 1,020 Independent schools (11%).

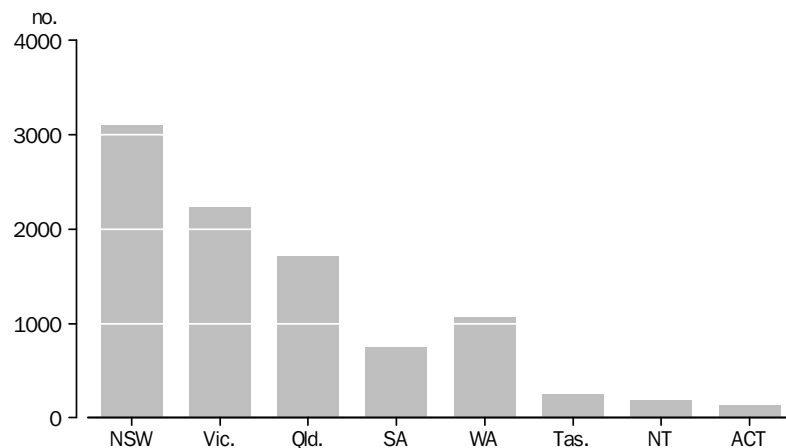
NUMBER OF SCHOOLS, by affiliation—2011



These figures are similar to the 2010 figures when there were 6,743 government schools (71%), 1,708 Catholic schools (18%) and 1,017 Independent schools (11%) with a total 9,468 schools. These proportions have remained consistent over the past ten years.

Nationally in 2011, 33% of schools were in NSW, 24% were in Victoria and 18% were in Queensland. Together Western Australia and South Australia accounted for about 19% of schools while the remaining 6% were in Tasmania, the Northern Territory and the Australian Capital Territory. The graph below shows the volumes these figures are based on.

NUMBER OF SCHOOLS, by state and territory—2011



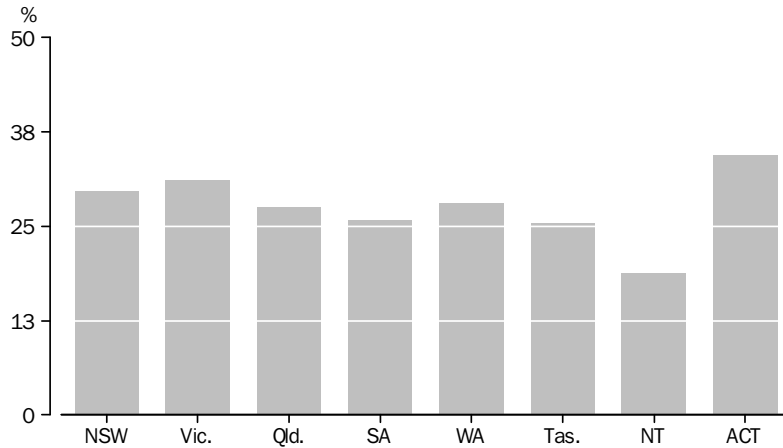
In 2011, the proportion of government affiliated schools was highest in the Northern Territory, Tasmania and South Australia, with 81%, 75% and 74% respectively. The proportion of non-government schools was highest in the Australian Capital Territory, Victoria and New South Wales, with 34%, 31% and 30% respectively.

MAIN FEATURES *continued*

Schools continued

Nationally, Independent schools accounted for 11% of the total schools in Australia, with the highest proportion being in Western Australia (13%) and the lowest proportion being in Victoria (9%). The proportion of Catholic schools varied more, with the highest proportion being in the Australian Capital Territory (23%) and the lowest proportion being in the Northern Territory (8%).

NON-GOVERNMENT SCHOOLS AS A PROPORTION OF ALL SCHOOLS, within a state or territory—2011

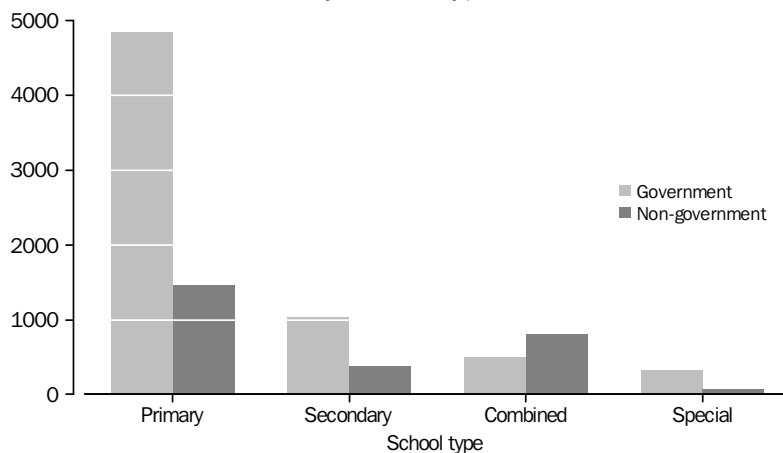


The 2011 figures also show that approximately 67% of Australian schools were primary schools (6,312), almost 15% were secondary (1,396), 14% were combined schools (1,305) and 4% were special schools (422).

The majority of the primary, secondary and special schools were in the government sector, whilst the majority of combined schools were in the non-government sector.

The 2011 figures show that the government sector included 4,847 primary schools, 1,023 secondary schools, 504 combined schools and 331 special schools. The non-government sector included 1,465 primary schools, 373 secondary schools, 801 combined schools and 68 special schools.

NUMBER OF SCHOOLS, by school type and affiliation—2011



MAIN FEATURES *continued*

Schools continued

Note: As in previous years, a number of states/territories have had programs resulting in the amalgamation of some schools. Through these amalgamations, two or more schools merge to make one school, though often remain separate physical entities. These amalgamations cause a reduction in the school counts collected in the NSSC, and can result in a changed profile of school characteristics (e.g. if a primary and a secondary school amalgamate, the two schools become one and would be reported as a combined school, and amalgamated school's enrolment size would be reported as the sum of the enrolments). Where amalgamations have occurred they may affect comparisons of schools counts and characteristics with those for previous years. For more information on specific programs on management of schools please refer to the relevant state or territory department website.

Students

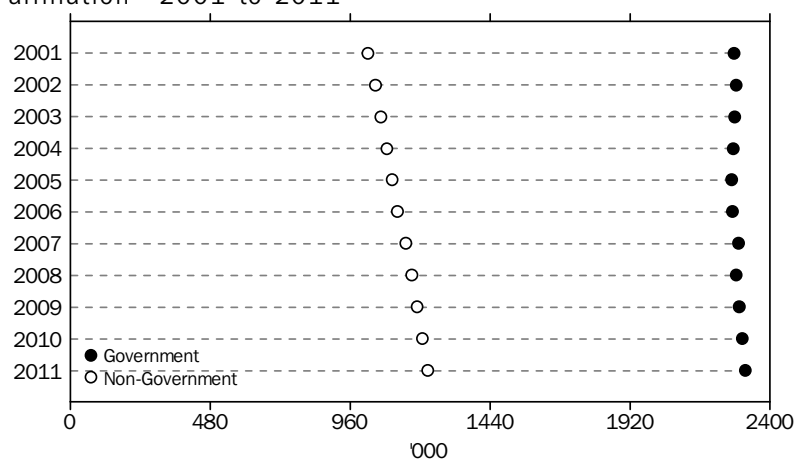
In 2011 there were 3,541,809 students attending schools in Australia, an increase of 30,934 (0.9%) compared with 2010.

In that time primary students rose by 1.3%, from 2,015,017 to 2,042,081, while secondary students rose by 0.3%, from 1,495,858 to 1,499,728.

In 2011, there were almost twice as many students attending government schools (2,315,253) as there were attending non-government schools (1,226,556), however the non-government sector continued its trend of stronger growth from 2010 to 2011.

In 2011 the split of students between government and non-government schools was 65.4% and 34.6% respectively and these figures reinforce the long-term drift of students from government schools to non-government schools. For 2001 the split was 69.0% and 31.0% respectively.

NUMBER OF FULL-TIME AND PART-TIME STUDENTS, by affiliation—2001 to 2011



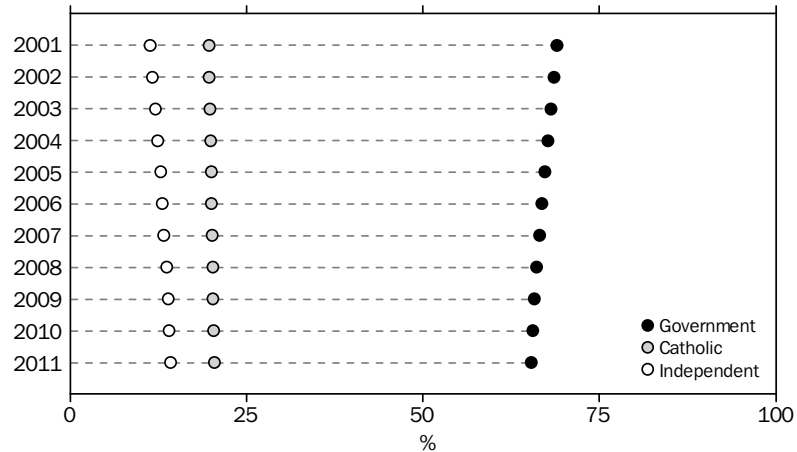
Of the increase in student numbers from 2010 to 2011, the largest proportional increase in student numbers occurred in Independent schools, where student numbers rose by 1.9% (9,257), followed by Catholic schools, 1.5% (10,683), and government schools, 0.5% (10,994).

MAIN FEATURES *continued*

Students continued

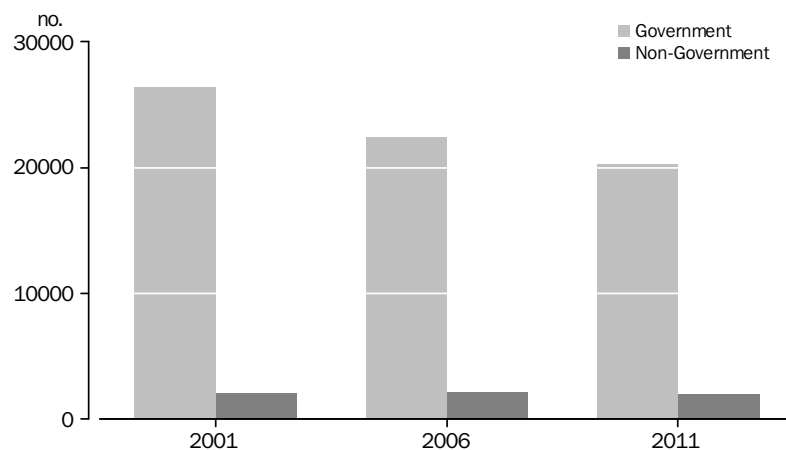
This continued the long term trend of more pronounced growth in student numbers at Independent schools. Since 2001 the number of students at Independent schools has increased by 129,151 (34.6%). Over the same time the number of students at Catholic and government schools increased by 75,402 (11.6%) and 40,650 (1.8%) respectively.

PROPORTION OF FULL-TIME AND PART-TIME STUDENTS BY AFFILIATION—2001, 2006 and 2011



Of the 22,277 students who attended school part-time in 2011, 20,295 (91.1%) attended government schools, while the majority of the remaining 1,982 part-time students were at Independent schools. However, while the total number of students in school in Australia has increased since 2001, the number of students in school on a part-time basis has decreased by 6,152.

NUMBER OF PART-TIME STUDENTS, by affiliation—2001, 2006 and 2011



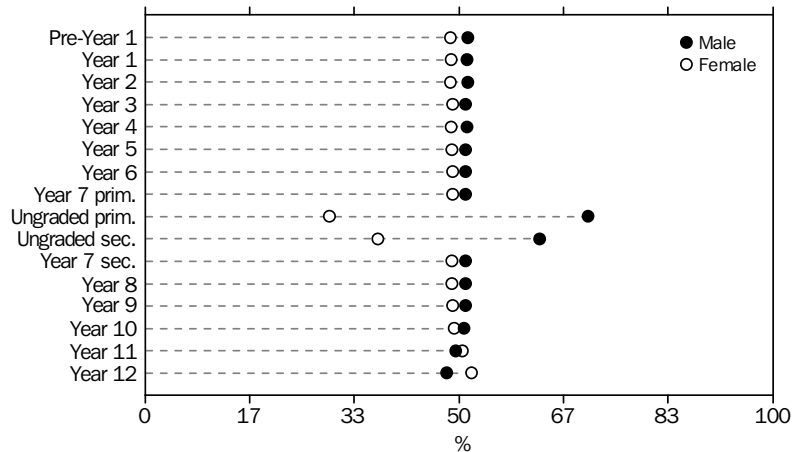
In 2011, the proportion of male students slightly exceeded that of female students for all Years up to and including Year 10. For Year 11, female students exceeded males by 1%, while for Year 12, female students exceeded males by 4%. The figures were similar for students in government and non-government schools.

MAIN FEATURES *continued*

Students continued

For Ungraded students, the male/female splits show a very different picture. In the government sector, male students accounted for 70% of Ungraded primary students, while in the non-government sector they accounted for 78.7%. Similarly, males made up 62.7% of Ungraded secondary students in the government sector, and 68.5% in the non-government sector. It should be noted that a large proportion of Ungraded students are likely to be in special schools, where traditionally the majority of students are male.

NUMBER OF FULL-TIME AND PART-TIME STUDENTS, by sex and Year—2011



Aboriginal and Torres Strait Islander Students

The proportion of school students in Australia who are identified as Aboriginal and/or Torres Strait Islanders continues to grow, rising from 3.5% in 2001 to almost 5% in 2011. It is however important to note that factors behind the increase may include such things as improvements in the methods used by schools to collect Indigenous status information, and a greater propensity by the students to identify.

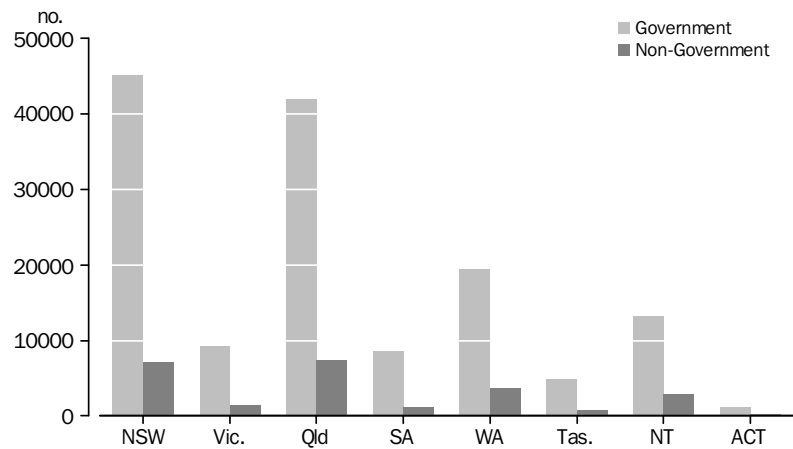
Of the 168,803 Aboriginal and Torres Strait Islander students attending school in Australia in 2011, 143,839 (85.2%) were attending government schools, 16,098 (9.5%) were attending Catholic schools, and 8,866 (5.3%) were attending Independent schools.

These proportions varied considerably across the states; for example in the Northern Territory 8.5% of Aboriginal and Torres Strait Islander students attended Independent schools, compared with 3.4% in New South Wales. In the Australian Capital Territory 17% of Aboriginal and Torres Strait Islander students attended Catholic schools, while in South Australia the figure was 6%.

MAIN FEATURES *continued*

Aboriginal and Torres
Strait Islander Students
continued

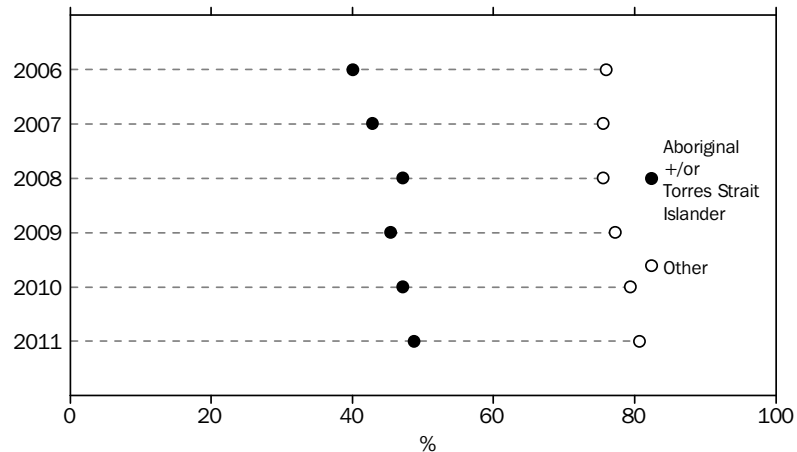
NUMBER OF FULL-TIME & PART-TIME STUDENTS, who identified as Indigenous by state or territory and affiliation—2011



Consistent with the overall population distribution, New South Wales and Queensland together accounted for just over 60% (101,863) of Australia's Aboriginal and Torres Strait Islander school students. As a proportion of all students, Aboriginal and Torres Strait Islander student figures varied considerably across the states and territories, ranging from 40% of the Northern Territory's school student population to just over 1% of Victoria's.

Although the apparent retention rates for Aboriginal and Torres Strait Islander students are still well below those of the Other population, they are increasing at a faster rate. Over the five-year period 2006 to 2011, the apparent retention rate for Aboriginal and Torres Strait Islander students to Year 12 across Australia rose from 40.1% to 48.7%.

APPARENT RETENTION RATES, Students, by Indigenous status—2006 - 2011



Teaching Staff

TEACHING STAFF COUNTS

Between 2001 and 2011, the number of teaching staff across government and non-government sectors rose from 249,629 to 290,854, an increase of 41,225 (17%).

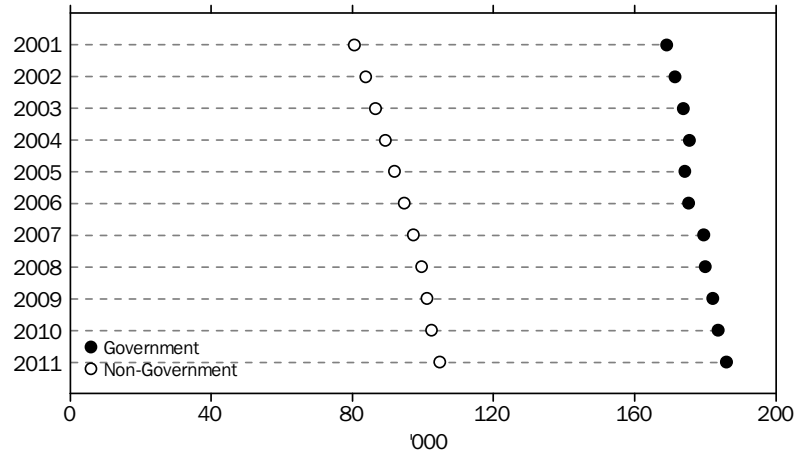
Of the 290,854 teaching staff in 2011, 186,075 (64%) were working in government schools and 104,779 (36%) were working in non-government schools.

MAIN FEATURES *continued*

Teaching Staff *continued*

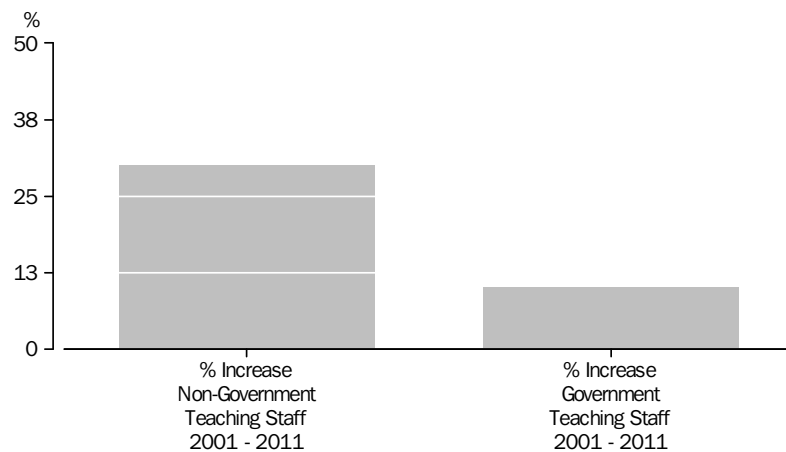
TEACHING STAFF COUNTS *continued*

NUMBER OF TEACHING STAFF, by affiliation—2001 to 2011



Since 2001, the number of teaching staff in both government and non-government schools has increased. However, the number of teaching staff at non-government schools has increased at around triple the rate of teaching staff at government schools over this time. Non-government teaching staff numbers rose by 24,230 (30%) compared with government teaching staff numbers, which rose by 16,995 (10%) during the same period.

PERCENTAGE INCREASE IN THE NUMBERS OF TEACHING STAFF BY AFFILIATION—between 2001 and 2011



The numbers of both male and female teaching staff also increased in Australia between 2001 and 2011; however, the numbers of female teaching staff increased at more than double the rate than the increase in male teaching staff. Numbers of female teaching staff rose by 21% during this time, compared with 7% for male teaching staff.

These national trends are not reflected in breakdowns by affiliation. In the non-government sector there was a substantial rise in the number of male teaching staff since 2001 (25%) while the number of male teaching staff decreased by 2% in the government sector over the same period.

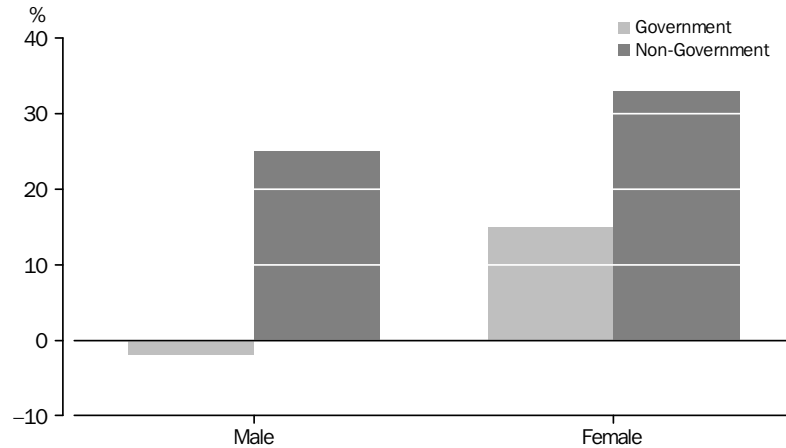
MAIN FEATURES *continued*

Teaching Staff *continued*

TEACHING STAFF COUNTS *continued*

The number of female teaching staff has increased in both the government and non-government sectors in the last decade. Similar to the national trend, the rate of increase in the non-government sector was more than double that of the increase in the government sector: 33% compared with 15%.

PERCENTAGE CHANGE IN THE NUMBER OF MALE AND FEMALE TEACHING STAFF, by affiliation—between 2001 and 2011



TEACHING STAFF (FULL-TIME EQUIVALENT (FTE))

Between 2001 and 2011, the FTE of teaching staff across Australia increased by almost 15%. Over this time the greatest rise in teaching staff (FTE) occurred in the non-government sector, with an increase of 29%, while the government sector experienced an overall increase of 8%

In 2011, similar to previous years, the FTE of teaching staff in government schools comprised the majority of the overall FTE of teaching staff in Australia with 65%, compared with 35% in non-government schools.

In 2011, female teaching staff (FTE) comprised 70% of the FTE of all teaching staff in Australia, while male teaching staff (FTE) comprised 30%. These proportions were similar going back to 2001.

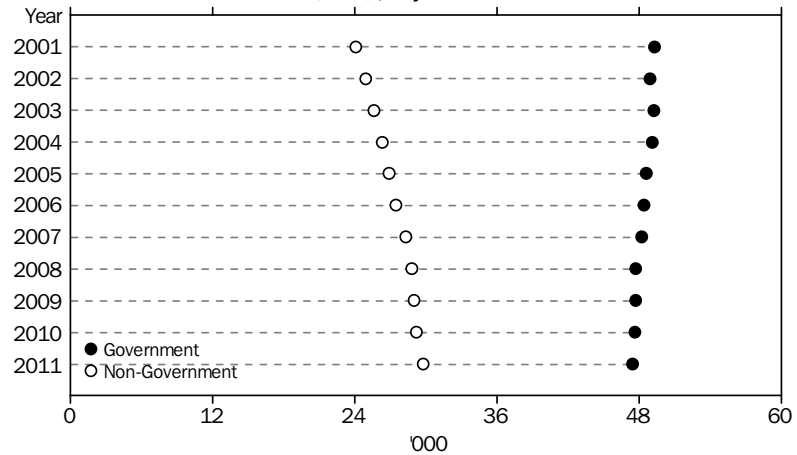
Since 2001, the FTE of female teaching staff has increased by 19.4%, almost four times the increase in the FTE of male teaching staff, which was 5.3% over the same period. Similar to the number of teaching staff, the FTE of male teaching staff showed different trends when reported by government and non-government affiliation to those reported nationally.

MAIN FEATURES *continued*

Teaching Staff *continued*

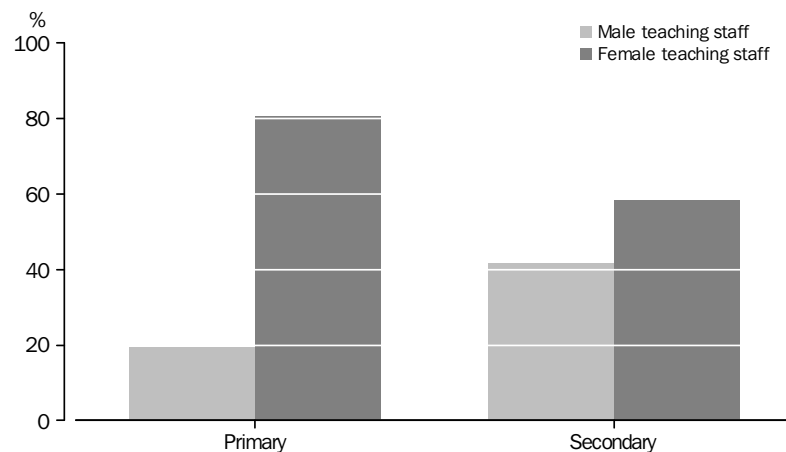
TEACHING STAFF (FULL-TIME EQUIVALENT (FTE)) *continued*

MALE TEACHING STAFF (FTE), by affiliation—2001 to 2011



In 2011, females comprised a higher proportion than males of all FTE teaching staff at both primary and secondary school levels. However, FTE male teaching staff at secondary school level accounted for a much higher proportion of total FTE teaching staff (41.8%) than they did at primary school level (19.3%). Females at secondary and primary school levels comprised 58.2% and 80.7% of total teaching staff at those levels respectively.

PROPORTION OF MALE AND FEMALE FTE TEACHING STAFF, by school level—2011



STUDENT TO TEACHING STAFF RATIOS (FTE)

In 2011, the student to teaching staff ratios (FTE) of government and non-government schools were relatively similar, reporting 13.9 and 13.6 respectively. Independent schools recorded the lowest ratio (12.1) while Catholic schools recorded the highest (15.0).

Since 2001, student to teaching staff ratios (FTE) at the Australia level decreased overall from 14.8 to 13.8. In this time government and Catholic schools reported the largest decreases in student-teacher ratios (FTE), from 14.8 to 13.9 and 15.9 to 15.0 respectively. Independent schools reported a decrease from 12.8 to 12.1.

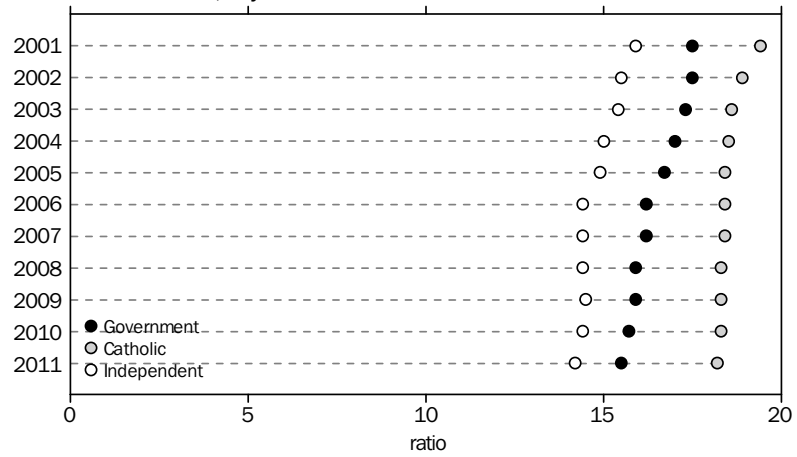
MAIN FEATURES *continued*

Teaching Staff continued

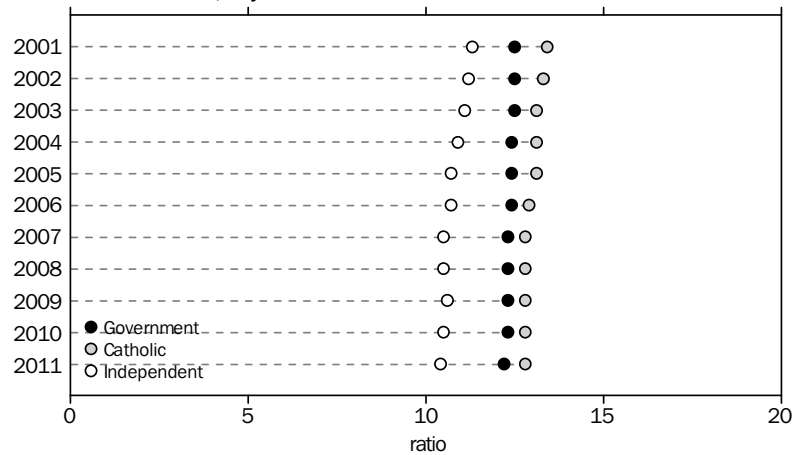
STUDENT TO TEACHING STAFF RATIOS (FTE) *continued*

Primary schools also saw an overall decrease in student to teacher staff ratios (FTE), from 17.0 in 2001, to 15.6 in 2011. Secondary schools decreased from 12.5 to 12.0 over the same period.

STUDENT (FTE) TO TEACHING STAFF (FTE) RATIOS AT PRIMARY SCHOOL LEVELS, by affiliation—2001 to 2011



STUDENT (FTE) TO TEACHING STAFF (FTE) RATIOS AT SECONDARY SCHOOL LEVELS, by affiliation—2001 to 2011



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SCHOOLS(a)(b), by affiliation —states and territories—2001-2011

	NSW	Vic.	Qld	SA	WA	Tas.	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
2001	2 185	1 625	1 293	611	769	214	149	95	6 941
2006	2 187	1 605	1 278	604	771	211	151	95	6 902
2009	2 181	1 575	1 245	588	771	207	152	83	6 802
2010	2 176	1 548	1 235	579	768	202	152	83	6 743
2011	2 177	1 536	1 237	557	770	190	154	84	6 705
NON-GOVERNMENT									
Catholic									
2001	588	491	273	107	157	37	15	29	1 697
2006	584	484	288	106	159	37	15	30	1 703
2009	586	488	289	102	158	37	15	30	1 705
2010	587	489	290	101	159	37	15	30	1 708
2011	587	487	292	103	159	37	15	30	1 710
Independent									
2001	318	205	155	93	126	30	17	13	957
2006	328	210	173	95	137	30	20	14	1 007
2009	330	216	176	97	138	30	21	14	1 022
2010	329	214	177	95	138	29	21	14	1 017
2011	333	211	179	92	142	28	21	14	1 020
Total									
2001	906	696	428	200	283	67	32	42	2 654
2006	912	694	461	201	296	67	35	44	2 710
2009	916	704	465	199	296	67	36	44	2 727
2010	916	703	467	196	297	66	36	44	2 725
2011	920	698	471	195	301	65	36	44	2 730
ALL SCHOOLS									
2001	3 091	2 321	1 721	811	1 052	281	181	137	9 595
2006	3 099	2 299	1 739	805	1 067	278	186	139	9 612
2009	3 097	2 279	1 710	787	1 067	274	188	127	9 529
2010	3 092	2 251	1 702	775	1 065	268	188	127	9 468
2011	3 097	2 234	1 708	752	1 071	255	190	128	9 435

(a) Includes special and non-special schools.

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

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

SCHOOLS(a)(b), by school type—states and territories—2001-2011

	NSW	Vic.	Qld	SA	WA	Tas.	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
.....									
PRIMARY SCHOOLS									
2001	2 179	1 681	1 219	560	673	173	109	93	6 687
2006	2 152	1 642	1 200	546	657	169	100	93	6 559
2009	2 133	1 607	1 161	527	664	168	73	81	6 414
2010	2 129	1 580	1 150	520	659	165	73	81	6 357
2011	2 124	1 563	1 152	499	663	156	77	78	6 312
.....									
SECONDARY SCHOOLS									
2001	524	367	263	95	136	46	16	28	1 475
2006	522	368	266	94	138	47	17	26	1 478
2009	525	357	250	94	122	44	25	22	1 439
2010	521	349	252	90	110	42	23	23	1 410
2011	523	344	251	87	109	36	23	24	1 397
.....									
PRIMARY/SECONDARY COMBINED SCHOOLS									
2001	264	178	188	133	173	53	51	11	1 051
2006	287	194	223	142	200	55	64	15	1 180
2009	294	217	240	143	207	56	85	19	1 261
2010	297	225	240	143	220	56	87	19	1 287
2011	301	231	243	145	221	58	85	22	1 306
.....									
ALL SCHOOLS									
2001	2 967	2 226	1 670	788	982	272	176	132	9 213
2006	2 961	2 204	1 689	782	995	271	181	134	9 217
2009	2 952	2 181	1 651	764	993	268	183	122	9 114
2010	2 947	2 154	1 642	753	989	263	183	123	9 054
2011	2 948	2 138	1 646	731	993	250	185	124	9 015

(a) Excludes special schools.

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

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

NUMBER OF PRIMARY SCHOOL ENROLMENTS FTE

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government schools										
2001	322	406	977	915	962	782	752	316	112	5 544
2006	395	365	985	955	912	748	752	304	94	5 510
2009	383	383	945	931	913	709	759	287	117	5 427
2010	381	385	927	892	881	702	790	291	128	5 377
2011	386	369	928	865	849	717	792	302	143	5 351
Non-government schools										
2001	64	84	363	550	438	315	296	67	17	2 194
2006	48	82	330	566	406	370	333	76	18	2 229
2009	50	76	321	530	396	379	362	109	25	2 248
2010	44	76	302	549	402	375	373	118	28	2 267
2011	40	72	307	529	409	372	383	123	32	2 267
All schools										
2001	386	490	1 340	1 465	1 400	1 097	1 048	383	129	7 738
2006	443	447	1 315	1 521	1 318	1 118	1 085	380	112	7 739
2009	433	459	1 266	1 461	1 309	1 088	1 121	396	142	7 675
2010	425	461	1 229	1 441	1 283	1 077	1 163	409	156	7 644
2011	426	441	1 235	1 394	1 258	1 089	1 175	425	175	7 618

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

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

SECONDARY SCHOOLS(a)(b), by number of enrolments (FTE) and affiliation—2001-2011

 NUMBER OF SECONDARY SCHOOL ENROLMENTS FTE

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801-1000	1001-1200	1200+	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT SCHOOLS												
2001	67	54	162	137	82	100	182	228	234	135	114	1 495
2006	87	73	151	140	87	93	174	237	212	130	139	1 523
2009	107	68	163	131	86	87	177	227	200	145	146	1 537
2010	103	80	152	122	98	79	198	218	189	148	145	1 532
2011	104	76	153	123	90	78	223	194	199	142	145	1 527
NON-GOVERNMENT												
2001	56	44	119	95	83	94	177	164	104	56	39	1 031
2006	63	45	149	103	92	81	188	169	128	66	51	1 135
2009	56	40	110	145	104	88	197	166	132	74	51	1 163
2010	51	47	106	150	91	89	202	165	140	73	51	1 165
2011	62	34	119	146	92	83	213	159	142	76	50	1 176
ALL SCHOOLS												
2001	123	98	281	232	165	194	359	392	338	191	153	2 526
2006	150	118	300	243	179	174	362	406	340	196	190	2 658
2009	163	108	273	276	190	175	374	393	332	219	197	2 700
2010	154	127	258	272	189	168	400	383	329	221	196	2 697
2011	166	110	272	269	182	161	436	353	341	218	195	2 703

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

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

STUDENTS, by full-time and part-time status and affiliation—states and territories—2001-2011

	NSW	Vic.	Qld(a)	SA	WA	Tas. (b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
.....									
FULL-TIME STUDENTS									
Government									
2001	755 246	532 258	435 095	172 840	224 296	61 976	28 538	37 970	2 248 219
2006	739 307	536 117	455 075	163 848	230 293	60 007	28 506	35 076	2 248 229
2009	735 692	537 076	484 615	162 707	233 499	57 504	28 491	34 322	2 273 906
2010	741 061	537 594	485 798	163 166	233 839	57 331	29 084	34 484	2 282 357
2011	744 392	539 929	489 518	164 032	236 387	57 065	29 049	34 586	2 294 958
Non-government									
2001	343 923	277 107	175 715	76 656	94 599	20 821	8 464	22 673	1 019 958
2006	369 640	293 718	202 722	86 088	112 349	22 447	9 074	24 460	1 120 498
2009	375 247	r306 993	233 373	90 721	122 355	23 403	9 998	25 477	r1 187 567
2010	378 028	311 381	239 158	91 857	124 530	23 510	10 247	25 811	1 204 522
2011	383 925	316 269	244 134	92 796	127 331	23 658	10 251	26 210	1 224 574
Total									
2001	1 099 169	809 365	610 810	249 496	318 895	82 797	37 002	60 643	3 268 177
2006	1 108 947	829 835	657 797	249 936	342 642	82 454	37 580	59 536	3 368 727
2009	1 110 939	r844 069	717 988	253 428	355 854	80 907	38 489	59 799	r3 461 473
2010	1 119 089	848 975	724 956	255 023	358 369	80 841	39 331	60 295	3 486 879
2011	1 128 317	856 198	733 652	256 828	363 718	80 723	39 300	60 796	3 519 532
.....									
PART-TIME STUDENTS									
Total									
2001	3 359	3 667	4 672	7 355	5 047	3 087	1 051	191	28 429
2006	2 801	3 659	4 810	7 164	2 894	1 791	1 175	231	24 525
2009	2 277	3 756	6 438	7 046	1 318	2 048	329	119	23 331
2010	2 346	3 624	6 661	6 573	2 393	2 241	60	98	23 996
2011	2 339	3 110	7 122	4 418	2 282	2 571	298	137	22 277
.....									
ALL STUDENTS									
Total									
2001	1 102 528	813 032	615 482	256 851	323 942	85 884	38 053	60 834	3 296 606
2006	1 111 748	833 494	662 607	257 100	345 536	84 245	38 755	59 767	3 393 252
2009	1 113 216	r847 825	724 426	260 474	357 172	82 955	38 818	59 918	r3 484 804
2010	1 121 435	852 599	731 617	261 596	360 762	83 082	39 391	60 393	3 510 875
2011	1 130 656	859 308	740 774	261 246	366 000	83 294	39 598	60 933	3 541 809

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- (a) In 2007, Queensland introduced a Pre-year 1 grade. See Explanatory Notes for further details.
- (b) In 2009, education in Tasmania underwent a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

PART-TIME SECONDARY STUDENTS, by Year of education —states and territories—2001-2011

	NSW	Vic.	Qld	SA	WA	Tas. (a)	NT(b)	ACT(c)	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
YEAR 7/8 TO 9(d)									
2001	164	142	480	56	47	103	243	2	1 237
2006	3	193	432	75	137	4	327	4	1 175
2009	91	263	345	71	16	28	17	7	838
2010	73	186	367	34	9	84	3	11	767
2011	62	163	398	33	9	73	39	9	786
YEAR 10									
2001	7	168	965	87	369	40	56	—	1 692
2006	10	169	859	88	54	43	75	—	1 298
2009	73	166	609	52	20	13	68	3	1 004
2010	118	242	815	75	7	103	14	—	1 374
2011	149	116	794	47	9	99	53	—	1 267
YEAR 11									
2001	1 333	1 068	1 105	2 263	884	974	312	1	7 940
2006	1 190	1 161	1 094	2 347	414	336	540	4	7 086
2009	782	1 179	988	2 319	470	567	156	3	6 464
2010	761	1 066	908	2 302	450	392	33	3	5 915
2011	849	935	1 183	1 692	553	937	104	7	6 260
YEAR 12									
2001	1 660	1 531	1 274	3 027	1 378	1 876	276	3	11 025
2006	1 374	1 396	1 267	2 858	384	1 384	177	12	8 852
2009	1 214	1 349	1 103	2 836	402	1 379	72	5	8 360
2010	1 329	1 309	1 174	2 508	321	1 600	7	4	8 252
2011	1 202	1 129	1 127	1 701	412	1 393	36	39	7 039
TOTAL YEARS 7/8 TO 12(e)									
2001	3 180	2 989	3 968	7 242	5 017	2 993	1 017	15	26 421
2006	2 644	2 958	3 734	7 082	2 502	1 774	1 122	38	21 854
2009	2 181	3 014	3 118	6 741	959	1 987	313	18	18 331
2010	2 291	2 856	3 311	6 491	2 098	2 184	57	18	19 306
2011	2 268	2 391	3 551	4 322	2 014	2 511	232	55	17 344

— nil or rounded to zero (including null cells)

- (a) In 2009, education in Tasmania underwent a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (b) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.

- (c) Prior to 2004, part-time students in Year 10 and Year 11 in the Australian Capital Territory are not shown separately and are not included in the respective totals for Australia. However, they are included in the Australia level totals for Years 7/8 to 12.
- (d) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and is the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.
- (e) Year 7/8 to Year 12 figures include ungraded students.

FULL-TIME STUDENTS, by affiliation and level of education —states and territories—2001-2011

	NSW	Vic.	Qld(a)	SA	WA	Tas. (b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
PRIMARY STUDENTS									
Government									
2001	452 626	314 859	282 143	114 264	142 527	36 405	20 603	21 439	1 384 866
2006	434 366	312 771	288 408	106 818	149 968	34 839	19 906	19 183	1 366 259
2009	430 817	312 144	310 327	104 106	152 265	32 923	18 173	18 843	1 379 598
2010	432 060	312 371	311 395	103 506	160 052	32 485	18 479	18 915	1 389 263
2011	435 749	315 707	315 253	103 859	162 856	32 316	18 529	19 154	1 403 423
Non-government									
2001	177 635	138 907	90 173	45 136	49 106	10 467	5 200	11 051	527 675
2006	185 840	140 968	105 995	50 053	59 105	10 914	5 288	11 775	569 938
2009	187 932	r146 258	128 204	51 830	64 362	11 234	5 056	12 388	r607 264
2010	189 220	148 976	131 443	52 613	69 667	11 413	5 138	12 594	621 064
2011	191 665	152 225	135 099	53 156	72 140	11 478	5 138	12 824	633 725
SECONDARY STUDENTS									
Government									
2001	302 620	217 399	152 952	58 576	81 769	25 571	7 935	16 531	863 353
2006	304 941	223 346	166 667	57 030	80 325	25 168	8 600	15 893	881 970
2009	304 875	224 932	174 288	58 601	81 234	24 581	10 318	15 479	894 308
2010	309 001	225 223	174 403	59 660	73 787	24 846	10 605	15 569	893 094
2011	308 643	224 222	174 265	60 173	73 531	24 749	10 520	15 432	891 535
Non-government									
2001	166 288	138 200	85 542	31 520	45 493	10 354	3 264	11 622	492 283
2006	183 800	152 750	96 727	36 035	53 244	11 533	3 786	12 685	550 560
2009	187 315	160 735	105 169	38 891	57 993	12 169	4 942	13 089	580 303
2010	188 808	162 405	107 715	39 244	54 863	12 097	5 109	13 217	583 458
2011	192 260	164 044	109 035	39 640	55 191	12 180	5 113	13 386	590 849
ALL FULL-TIME STUDENTS									
Government									
2001	755 246	532 258	435 095	172 840	224 296	61 976	28 538	37 970	2 248 219
2006	739 307	536 117	455 075	163 848	230 293	60 007	28 506	35 076	2 248 229
2009	735 692	537 076	484 615	162 707	233 499	57 504	28 491	34 322	2 273 906
2010	741 061	537 594	485 798	163 166	233 839	57 331	29 084	34 484	2 282 357
2011	744 392	539 929	489 518	164 032	236 387	57 065	29 049	34 586	2 294 958
Non-government									
2001	343 923	277 107	175 715	76 656	94 599	20 821	8 464	22 673	1 019 958
2006	369 640	293 718	202 722	86 088	112 349	22 447	9 074	24 460	1 120 498
2009	375 247	r306 993	233 373	90 721	122 355	23 403	9 998	25 477	r1 187 567
2010	378 028	311 381	239 158	91 857	124 530	23 510	10 247	25 811	1 204 522
2011	383 925	316 269	244 134	92 796	127 331	23 658	10 251	26 210	1 224 574

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

(b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary students									
Pre- Year 1	93 206	69 916	61 439	22 799	30 451	6 363	3 550	4 951	292 675
Year 1	88 965	66 435	59 384	18 318	29 588	5 927	3 324	4 601	276 542
Year 2	88 072	66 105	57 821	18 670	29 014	6 006	3 315	4 665	273 668
Year 3	86 468	65 208	55 811	18 271	28 628	6 221	3 490	4 396	268 493
Year 4	86 368	64 324	39 129	18 689	28 836	6 163	3 450	4 310	251 269
Year 5	87 424	65 397	57 255	18 632	29 014	6 469	3 346	4 554	272 091
Year 6	87 807	65 805	59 121	19 325	29 489	6 637	3 192	4 501	275 877
Year 7(d)	—	—	58 495	19 409	29 942	—	—	—	107 846
Ungraded	9 104	4 742	1 897	2 902	34	8	—	—	18 687
Total	627 414	467 932	450 352	157 015	234 996	43 794	23 667	31 978	2 037 148
Secondary students									
Year 7(d)	86 190	65 802	—	—	—	6 615	3 070	4 896	166 573
Year 8	86 237	66 082	59 141	19 435	28 971	6 416	3 116	4 809	274 207
Year 9	86 854	67 032	58 998	19 702	18 140	6 749	2 765	4 849	265 089
Year 10	87 594	66 561	59 357	20 476	29 593	6 797	2 769	4 824	277 971
Year 11	76 509	62 829	55 695	21 043	28 737	5 634	2 233	5 147	257 827
Year 12	65 467	54 494	48 400	16 810	22 759	4 713	1 605	4 293	218 541
Ungraded	12 052	5 466	1 709	2 347	522	5	75	—	22 176
Total	500 903	388 266	283 300	99 813	128 722	36 929	15 633	28 818	1 482 384
All full-time students									
Total	1 128 317	856 198	733 652	256 828	363 718	80 723	39 300	60 796	3 519 532

— nil or rounded to zero (including null cells)

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

(b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.

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

	NSW	Vic.	Qld(a)	SA	WA	Tas. (b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary Students									
Pre-year 1	93 230.6	69 960.5	61 703.9	22 855.2	30 580.4	6 370.8	3 565.2	4 996.7	293 263.3
Year 1	88 965.0	66 452.2	59 419.2	18 319.4	29 589.4	5 930.8	3 325.3	4 602.2	276 603.5
Year 2	88 074.0	66 129.0	57 848.3	18 672.0	29 014.0	6 006.0	3 318.4	4 665.0	273 726.7
Year 3	86 468.0	65 224.5	55 838.3	18 271.0	28 630.0	6 223.8	3 494.1	4 397.9	268 547.6
Year 4	86 368.0	64 342.4	39 149.7	18 689.0	28 836.0	6 166.5	3 451.7	4 311.7	251 315.0
Year 5	87 424.0	65 417.5	57 272.8	18 632.0	29 014.0	6 473.4	3 351.0	4 554.0	272 138.7
Year 6	87 807.0	65 824.1	59 154.0	19 325.0	29 489.0	6 639.8	3 193.5	4 501.0	275 933.4
Year 7 (d)	—	—	58 614.0	19 410.2	29 942.0	—	—	—	107 966.2
Ungraded	9 118.8	4 936.8	2 507.0	2 904.9	58.8	10.6	—	—	19 536.9
Total	627 455.4	468 287.0	451 507.2	157 078.7	235 153.6	43 821.7	23 699.2	32 028.5	2 039 031.3
Secondary Students									
Year 7 (d)	86 190.0	65 822.2	—	—	—	6 618.9	3 074.1	4 896.0	166 601.2
Year 8	86 237.0	66 103.2	59 200.2	19 437.5	28 973.8	6 421.3	3 119.7	4 811.2	274 303.9
Year 9	86 901.1	67 051.1	59 095.3	19 705.2	18 141.0	6 767.8	2 770.0	4 851.0	265 282.5
Year 10	87 710.2	66 624.1	59 635.1	20 494.5	29 596.4	6 839.2	2 790.4	4 824.0	278 513.9
Year 11	76 983.1	63 245.3	56 098.9	21 830.8	29 017.8	6 199.1	2 271.8	5 150.3	260 797.1
Year 12	66 217.4	55 047.3	48 846.9	17 707.3	22 969.8	5 480.0	1 617.6	4 313.3	222 199.6
Ungraded	12 055.0	5 491.8	1 730.3	2 668.3	759.8	9.2	75.0	—	22 789.4
Total	502 293.8	389 385.0	284 606.7	101 843.6	129 458.6	38 335.5	15 718.6	28 845.8	1 490 487.6
All FTE Students									
Total	1 129 749.2	857 672.0	736 113.9	258 922.3	364 612.2	82 157.2	39 417.8	60 874.3	3 529 518.9

— nil or rounded to zero (including null cells)

- (a) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.
- (b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.
- (d) Year 7 is the last year of primary school in Queensland, South Australia and Western Australia and is the first year of secondary school in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory.

	NON-GOVERNMENT				<i>All Schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
MALES					
Primary students					
Pre-Year 1	106 349	28 622	15 190	43 812	150 161
Year 1	99 347	27 581	14 870	42 451	141 798
Year 2	98 038	27 557	14 960	42 517	140 555
Year 3	95 040	26 915	15 001	41 916	136 956
Year 4	88 429	25 516	15 017	40 533	128 962
Year 5	94 985	27 114	16 821	43 935	138 920
Year 6	95 732	27 287	17 688	44 975	140 707
Year 7 (a)	36 384	9 818	8 818	18 636	55 020
Ungraded	12 174	210	860	1 070	13 244
Total	726 478	200 620	119 225	319 845	1 046 323
Secondary students					
Year 7 (a)	50 006	21 008	14 108	35 116	85 122
Year 8	84 130	31 351	24 640	55 991	140 121
Year 9	82 175	29 795	23 268	53 063	135 238
Year 10	87 279	29 840	24 218	54 058	141 337
Year 11	78 475	26 619	23 145	49 764	128 239
Year 12	60 845	23 497	20 954	44 451	105 296
Ungraded	13 939	227	312	539	14 478
Total	456 849	162 337	130 645	292 982	749 831
All full-time male students					
Total	1 183 327	362 957	249 870	612 827	1 796 154
FEMALES					
Primary students					
Pre-Year 1	99 153	28 240	15 121	43 361	142 514
Year 1	92 995	26 849	14 900	41 749	134 744
Year 2	91 412	26 757	14 944	41 701	133 113
Year 3	89 857	26 486	15 194	41 680	131 537
Year 4	82 639	24 813	14 855	39 668	122 307
Year 5	90 109	26 523	16 539	43 062	133 171
Year 6	91 207	26 351	17 612	43 963	135 170
Year 7 (a)	34 424	9 524	8 878	18 402	52 826
Ungraded	5 149	96	198	294	5 443
Total	676 945	195 639	118 241	313 880	990 825
Secondary students					
Year 7 (a)	46 576	20 799	14 076	34 875	81 451
Year 8	78 284	31 390	24 412	55 802	134 086
Year 9	76 633	29 812	23 406	53 218	129 851
Year 10	81 877	30 064	24 693	54 757	136 634
Year 11	78 398	27 451	23 739	51 190	129 588
Year 12	65 479	25 758	22 008	47 766	113 245
Ungraded	7 439	146	113	259	7 698
Total	434 686	165 420	132 447	297 867	732 553
All full-time female students					
Total	1 111 631	361 059	250 688	611 747	1 723 378

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

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
MALES					
Primary Students					
Pre-year 1	106 530.4	28 649.6	15 362.3	44 011.9	150 542.3
Year 1	99 377.9	27 595.3	14 874.2	42 469.5	141 847.4
Year 2	98 063.6	27 574.1	14 961.4	42 535.5	140 599.1
Year 3	95 069.3	26 923.0	15 003.5	41 926.5	136 995.8
Year 4	88 448.4	25 530.0	15 018.9	40 548.9	128 997.3
Year 5	95 005.5	27 124.8	16 824.3	43 949.1	138 954.6
Year 6	95 753.2	27 298.0	17 690.4	44 988.4	140 741.6
Year 7 (a)	36 446.2	9 820.6	8 820.1	18 640.7	55 086.9
Ungraded	12 700.4	215.6	925.4	1 141.0	13 841.4
Total	727 394.9	200 731.0	119 480.5	320 211.5	1 047 606.4
Secondary Students					
Year 7 (a)	50 017.9	21 009.7	14 111.4	35 121.1	85 139.0
Year 8	84 173.9	31 351.0	24 645.9	55 996.9	140 170.8
Year 9	82 241.3	29 797.9	23 300.1	53 098.0	135 339.3
Year 10	87 486.2	29 843.4	24 287.6	54 131.0	141 617.2
Year 11	79 702.0	26 633.4	23 167.5	49 800.9	129 502.9
Year 12	62 329.0	23 537.4	21 029.3	44 566.7	106 895.7
Ungraded	14 174.2	227.0	334.0	561.0	14 735.2
Total	460 124.5	162 399.8	130 875.8	293 275.6	753 400.1
All Male FTE Students					
Total	1 187 519.4	363 130.8	250 356.3	613 487.1	1 801 006.5
FEMALES					
Primary Students					
Pre-year 1	99 227.6	28 254.6	15 238.8	43 493.4	142 721.0
Year 1	93 003.4	26 851.3	14 901.4	41 752.7	134 756.1
Year 2	91 422.9	26 759.6	14 945.1	41 704.7	133 127.6
Year 3	89 864.9	26 489.3	15 197.6	41 686.9	131 551.8
Year 4	82 641.1	24 817.0	14 859.6	39 676.6	122 317.7
Year 5	90 115.0	26 526.0	16 543.1	43 069.1	133 184.1
Year 6	91 223.8	26 353.6	17 614.4	43 968.0	135 191.8
Year 7 (a)	34 477.3	9 524.0	8 878.0	18 402.0	52 879.3
Ungraded	5 385.4	98.3	211.8	310.1	5 695.5
Total	677 361.4	195 673.7	118 389.8	314 063.5	991 424.9
Secondary Students					
Year 7 (a)	46 583.8	20 799.0	14 079.4	34 878.4	81 462.2
Year 8	78 327.5	31 391.2	24 414.4	55 805.6	134 133.1
Year 9	76 696.2	29 812.0	23 435.0	53 247.0	129 943.2
Year 10	82 073.0	30 072.3	24 751.4	54 823.7	136 896.7
Year 11	80 048.6	27 475.5	23 770.1	51 245.6	131 294.2
Year 12	67 383.1	25 818.4	22 102.4	47 920.8	115 303.9
Ungraded	7 788.5	146.0	119.7	265.7	8 054.2
Total	438 900.7	165 514.4	132 672.4	298 186.8	737 087.5
All female FTE students					
Total	1 116 262.1	361 188.1	251 062.2	612 250.3	1 728 512.4

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

AGE OF STUDENTS AT 1 JULY

	12 years and under	13 years	14 years	15 years	16 years	17 years	18 years	19 years and over(a)	All Students
	no.	no.	no.	no.	no.	no.	no.	no.	no.
ABORIGINAL AND/OR TORRES STRAIT ISLANDER STUDENTS									
Primary									
Total	105 158	525	6	—	—	—	—	—	105 689
Secondary									
Year 7(b)	4 946	1 968	55	—	—	—	—	—	6 969
Year 8	1 529	9 307	2 402	70	6	—	3	—	13 317
Year 9	—	1 562	8 346	2 282	118	6	3	—	12 317
Year 10	3	9	2 041	7 721	2 450	161	27	14	12 426
Year 11	—	—	6	1 705	5 679	1 514	153	72	9 129
Year 12	—	—	3	—	1 134	3 488	931	225	5 781
Ungraded	235	396	355	365	269	175	101	23	1 919
Total secondary	6 713	13 242	13 208	12 143	9 656	5 344	1 218	334	61 858
All full-time Indigenous students									
Total	111 871	13 767	13 214	12 143	9 656	5 344	1 218	334	167 547
OTHER STUDENTS (c)									
Primary									
Total	1 923 942	7 423	85	9	—	—	—	—	1 931 459
Secondary									
Year 7(b)	109 983	48 598	982	38	3	—	—	—	159 604
Year 8	21 758	183 343	54 620	1 123	40	3	—	3	260 890
Year 9	75	22 919	174 435	53 737	1 468	110	22	6	252 772
Year 10	6	111	33 566	173 370	55 345	2 546	377	224	265 545
Year 11	—	3	162	31 794	160 921	49 679	4 071	2 068	248 698
Year 12	—	—	7	126	27 561	138 436	40 821	5 809	212 760
Ungraded	2 049	3 190	3 445	3 466	3 285	2 496	1 408	918	20 257
Total secondary	133 871	258 164	267 217	263 654	248 623	193 270	46 699	9 028	1 420 526
All full-time non-Indigenous									
Total	2 057 813	265 587	267 302	263 663	248 623	193 270	46 699	9 028	3 351 985
ALL FULL-TIME STUDENTS									
Primary									
Total	2 029 100	7 948	91	9	—	—	—	—	2 037 148
Secondary									
Year 7(b)	114 929	50 566	1 037	38	3	—	—	—	166 573
Year 8	23 287	192 650	57 022	1 193	46	3	3	3	274 207
Year 9	75	24 481	182 781	56 019	1 586	116	25	6	265 089
Year 10	9	120	35 607	181 091	57 795	2 707	404	238	277 971
Year 11	—	3	168	33 499	166 600	51 193	4 224	2 140	257 827
Year 12	—	—	10	126	28 695	141 924	41 752	6 034	218 541
Ungraded	2 284	3 586	3 800	3 831	3 554	2 671	1 509	941	22 176
Total secondary	140 584	271 406	280 425	275 797	258 279	198 614	47 917	9 362	1 482 384
All full-time students									
Total	2 169 684	279 354	280 516	275 806	258 279	198 614	47 917	9 362	3 519 532

— nil or rounded to zero (including null cells)

(a) May include students with age unspecified

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

(c) The category Other includes students whose Indigenous status is reported as Not Stated or Non-Indigenous.

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
ABORIGINAL AND/OR TORRES STRAIT ISLANDER									
MALES									
2001	17 168	3 093	16 288	3 397	8 924	2 387	6 751	490	58 498
2006	21 216	3 989	20 191	3 968	11 526	2 619	7 540	591	71 640
2009	23 753	4 577	23 381	4 559	11 707	2 753	7 772	675	79 177
2010	25 102	4 859	24 287	4 778	11 709	2 774	8 213	683	82 405
2011	26 752	5 255	24 809	4 932	11 743	2 866	8 268	697	85 322
FEMALES									
2001	16 742	3 134	15 859	3 449	8 588	2 267	6 469	495	57 003
2006	20 233	4 121	19 600	4 018	10 593	2 558	7 090	536	68 749
2009	22 722	4 644	22 729	4 444	11 098	2 666	7 444	609	76 356
2010	24 154	4 979	23 428	4 608	11 106	2 666	7 764	670	79 375
2011	25 440	5 370	24 056	4 832	11 371	2 680	7 785	691	82 225
PERSONS									
2001	33 910	6 227	32 147	6 846	17 512	4 654	13 220	985	115 501
2006	41 449	8 110	39 791	7 986	22 119	5 177	14 630	1 127	140 389
2009	46 475	9 221	46 110	9 003	22 805	5 419	15 216	1 284	155 533
2010	49 256	9 838	47 715	9 386	22 815	5 440	15 977	1 353	161 780
2011	52 192	10 625	48 865	9 764	23 114	5 546	16 053	1 388	167 547

- (a) In 2007, Queensland introduced a Pre-Year 1 grade. See Explanatory Notes for further details.
- (b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008. See Explanatory Notes for further details.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
ABORIGINAL AND/OR TORRES STRAIT ISLANDER											
GOVERNMENT											
Primary Students											
Pre-year 1	6 056	6 815	7 531	7 934	8 057	8 163	10 345	11 938	11 936	12 757	13 520
Year 1	10 210	10 553	9 734	10 707	10 983	11 407	11 302	10 472	12 005	12 065	12 737
Year 2	9 943	10 380	10 361	9 844	10 675	11 105	11 479	11 348	10 578	12 202	12 136
Year 3	9 872	10 061	10 414	10 541	9 990	10 794	11 173	11 520	11 526	10 696	12 259
Year 4	9 792	10 004	10 109	10 612	10 714	10 128	11 061	11 278	11 574	11 678	10 897
Year 5	9 354	9 837	10 130	10 322	10 729	10 919	10 266	11 153	11 492	11 782	11 773
Year 6	9 195	9 416	9 937	10 260	10 365	10 829	11 037	10 427	11 240	11 740	11 979
Year 7(a)	5 241	5 553	5 728	6 143	6 196	6 316	6 631	5 498	4 972	5 628	5 863
Ungraded	1 039	1 116	1 265	1 017	1 063	1 076	1 125	1 240	1 224	1 305	1 441
Total	70 702	73 735	75 209	77 380	78 772	80 737	84 419	84 874	86 547	89 853	92 605
Secondary Students											
Year 7(a)	3 306	3 522	3 650	3 813	4 088	4 031	4 236	5 390	5 294	5 486	5 714
Year 8	7 361	8 064	8 532	8 852	9 440	9 882	10 032	10 326	10 413	9 958	10 786
Year 9	6 584	7 242	7 697	8 264	8 617	9 232	9 583	9 738	10 086	10 323	9 970
Year 10	5 522	5 794	6 399	6 694	7 296	7 765	8 337	8 642	8 809	9 630	10 013
Year 11	3 579	3 715	4 030	4 358	4 690	5 524	5 750	6 097	6 522	6 775	7 263
Year 12	2 076	2 342	2 409	2 551	2 707	2 963	3 353	3 762	3 956	4 296	4 436
Ungraded	2 121	2 017	2 227	2 147	1 841	1 492	1 603	1 758	1 673	1 691	1 896
Total	30 549	32 696	34 944	36 679	38 679	40 889	42 894	45 713	46 753	48 159	50 078
NON-GOVERNMENT											
Primary Students											
Pre-year 1	600	791	897	965	1 119	1 147	1 365	1 529	1 629	1 798	1 827
Year 1	1 150	1 149	1 122	1 270	1 383	1 455	1 496	1 463	1 560	1 653	1 831
Year 2	1 093	1 224	1 184	1 169	1 318	1 402	1 446	1 531	1 539	1 637	1 776
Year 3	1 170	1 131	1 176	1 159	1 231	1 369	1 445	1 536	1 580	1 601	1 685
Year 4	1 079	1 177	1 146	1 270	1 242	1 293	1 406	1 503	1 610	1 684	1 646
Year 5	1 055	1 131	1 241	1 171	1 356	1 328	1 315	1 430	1 565	1 679	1 718
Year 6	1 071	1 051	1 148	1 242	1 218	1 401	1 367	1 372	1 486	1 650	1 735
Year 7(a)	660	751	697	734	777	786	850	740	664	772	863
Ungraded	377	310	258	202	176	98	63	63	72	9	3
Total	8 255	8 715	8 869	9 182	9 820	10 279	10 753	11 167	11 705	12 483	13 084
Secondary Students											
Year 7(a)	322	390	408	430	522	582	633	892	1 059	1 144	1 255
Year 8	1 328	1 393	1 490	1 508	1 769	1 922	1 938	2 103	2 193	2 399	2 531
Year 9	1 230	1 232	1 297	1 510	1 574	1 737	1 882	2 034	2 202	2 378	2 347
Year 10	1 159	1 205	1 160	1 282	1 585	1 614	1 753	1 925	1 990	2 305	2 413
Year 11	760	883	943	939	1 102	1 287	1 413	1 457	1 651	1 794	1 866
Year 12	544	599	644	669	720	767	958	1 085	1 104	1 255	1 345
Ungraded	652	799	928	904	554	575	538	418	329	10	23
Total	5 995	6 501	6 870	7 242	7 826	8 484	9 115	9 914	10 528	11 285	11 780
ALL ABORIGINAL AND/OR TORRES STRAIT ISLANDER FULL-TIME STUDENTS											
Total	115 501	121 647	125 892	130 483	135 097	140 389	147 181	151 668	155 533	161 780	167 547

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

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	%	%	%	%	%	%	%	%	%	%	%
YEAR 7/8 TO 9(a)											
Aboriginal and/or Torres Strait Islander students	96.5	97.8	96.8	97.2	99.2	98.4	97.5	99.1	98.7	100.8	101.3
Other students	99.9	99.8	99.9	99.9	99.9	100.1	100.4	100.5	100.5	100.7	100.7
Percentage point difference	-3.4	-2.0	-3.1	-2.7	-0.6	-1.7	-2.9	-1.4	-1.8	0.2	0.6
YEAR 7/8 TO 10(a)											
Aboriginal and/or Torres Strait Islander students	85.7	86.4	87.2	85.8	88.3	91.3	90.5	89.8	90.9	95.8	98.7
Other students	98.4	98.5	98.9	98.5	98.6	98.9	99.4	99.9	100.1	101.0	101.3
Percentage point difference	-12.8	-12.0	-11.6	-12.7	-10.4	-7.6	-8.9	-10.0	-9.2	-5.2	-2.6
YEAR 7/8 TO 11(a)											
Aboriginal and/or Torres Strait Islander students	56.1	58.9	61.4	61.1	62.3	67.7	69.7	67.8	69.5	72.1	73.3
Other students	87.6	88.7	89.5	89.0	88.3	88.9	89.4	89.8	91.8	93.1	93.7
Percentage point difference	-31.5	-29.7	-28.1	-27.9	-26.0	-21.2	-19.6	-22.0	-22.3	-20.9	-20.4
YEAR 7/8 TO 12(a)											
Aboriginal and/or Torres Strait Islander students	35.7	38.0	39.1	39.8	39.5	40.1	42.9	47.2	45.4	47.2	48.7
Other students	74.5	76.3	76.5	76.9	76.6	76.0	75.6	75.6	77.3	79.4	80.7
Percentage point difference	-38.8	-38.2	-37.4	-37.2	-37.0	-35.8	-32.7	-28.5	-31.9	-32.2	-32.0

(a) In 2008, Year 7 became the last year of primary school in Queensland.

TEACHING STAFF, by sex—states and territories—2001-2011

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT(a)</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
2001	24 852	19 173	14 483	6 447	8 040	2 114	777	1 251	77 137
2006	25 474	20 699	15 599	6 356	8 176	2 083	859	1 310	80 556
2009	25 124	21 346	16 204	6 388	8 529	2 121	945	1 196	81 853
2010	25 006	21 393	16 237	6 414	8 576	2 097	931	1 378	82 032
2011	25 008	21 559	16 472	6 372	8 601	2 147	944	1 373	82 476
FEMALES									
2001	57 376	42 870	33 135	12 390	16 679	4 582	2 263	3 197	172 492
2006	59 153	47 998	38 979	13 498	19 322	4 811	2 346	3 475	189 582
2009	61 111	50 576	42 852	14 033	21 494	5 075	2 595	3 656	201 392
2010	62 209	51 128	43 404	14 190	21 864	5 140	2 619	3 549	204 103
2011	63 563	52 288	44 497	14 372	22 180	5 242	2 676	3 560	208 378
PERSONS									
2001	82 228	62 043	47 618	18 837	24 719	6 696	3 040	4 448	249 629
2006	84 627	68 697	54 578	19 854	27 498	6 894	3 205	4 785	270 138
2009	86 235	71 922	59 056	20 421	30 023	7 196	3 540	4 852	283 245
2010	87 215	72 521	59 641	20 604	30 440	7 237	3 550	4 927	286 135
2011	88 571	73 847	60 969	20 744	30 781	7 389	3 620	4 933	290 854

(a) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

	NSW	Vic.	Qld	SA	WA	Tas.	NT(a)	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
Primary teaching staff									
2001	7 114.9	5 531.0	5 180.1	2 299.4	2 614.3	618.0	329.4	305.4	23 992.5
2006	7 025.4	5 707.4	5 423.8	2 271.1	2 747.5	599.0	342.2	352.5	24 468.9
2009	6 836.4	5 863.0	5 520.0	2 273.2	2 775.9	585.6	314.6	408.1	24 576.8
2010	6 898.6	5 949.4	5 504.0	2 294.8	2 886.3	601.5	310.9	365.6	24 811.1
2011	6 954.5	6 144.7	5 545.6	2 329.7	2 910.6	602.5	328.0	370.7	25 186.3
Secondary teaching staff									
2001	17 019.7	12 558.0	8 310.4	3 880.7	4 980.9	1 320.0	406.2	884.7	49 360.6
2006	17 868.8	13 434.8	8 792.0	3 777.5	4 905.9	1 295.9	469.2	909.6	51 453.7
2009	17 533.8	13 708.9	9 298.6	3 723.3	5 243.1	1 323.4	577.4	732.6	52 141.1
2010	17 401.5	13 679.7	9 347.5	3 704.1	5 086.2	1 280.3	559.4	957.7	52 016.4
2011	17 371.1	13 731.5	9 428.3	3 639.2	5 069.5	1 304.9	569.4	952.1	52 066.0
FEMALES									
Primary teaching staff									
2001	28 454.4	21 471.6	17 920.8	7 056.4	8 707.5	2 248.0	1 451.9	1 547.2	88 857.8
2006	30 786.3	22 992.6	19 915.7	7 604.5	10 021.5	2 243.6	1 464.3	1 717.6	96 746.1
2009	31 498.8	23 736.6	21 946.9	7 659.7	11 050.1	2 335.0	1 508.0	1 680.3	101 415.4
2010	31 897.7	23 978.0	22 318.8	7 701.1	11 498.2	2 377.1	1 533.4	1 774.1	103 078.4
2011	32 605.7	24 618.6	22 786.2	7 938.4	11 743.3	2 371.1	1 578.3	1 770.2	105 411.8
Secondary teaching staff									
2001	20 796.7	16 114.5	10 630.9	3 710.8	5 256.3	1 545.5	625.9	1 371.7	60 052.3
2006	22 479.4	18 718.3	11 914.2	4 119.4	5 981.5	1 638.7	699.4	1 419.3	66 970.2
2009	22 990.5	19 681.9	13 118.6	4 377.1	6 702.4	1 692.6	884.1	1 615.4	71 062.6
2010	23 335.4	19 912.0	13 287.0	4 449.2	6 524.5	1 720.6	889.5	1 397.7	71 515.9
2011	23 730.0	20 226.1	13 498.2	4 401.2	6 491.5	1 763.4	924.7	1 411.2	72 446.3
PERSONS									
Primary teaching staff									
2001	35 569.3	27 002.6	23 100.9	9 355.8	11 321.8	2 866.0	1 781.3	1 852.6	112 850.3
2006	37 811.7	28 700.0	25 339.5	9 875.6	12 769.0	2 842.6	1 806.5	2 070.1	121 215.0
2009	38 335.2	29 599.6	27 466.9	9 932.9	13 826.0	2 920.6	1 822.6	2 088.4	125 992.2
2010	38 796.3	29 927.4	27 822.8	9 995.9	14 384.5	2 978.6	1 844.3	2 139.7	127 889.5
2011	39 560.2	30 763.3	28 331.8	10 268.1	14 653.9	2 973.6	1 906.3	2 140.9	130 598.1
Secondary teaching staff									
2001	37 816.4	28 672.5	18 941.3	7 591.5	10 237.2	2 865.5	1 032.1	2 256.4	109 412.9
2006	40 348.2	32 153.1	20 706.2	7 896.9	10 887.4	2 934.6	1 168.6	2 328.9	118 423.9
2009	40 524.3	33 390.8	22 417.2	8 100.4	11 945.5	3 016.0	1 461.5	2 348.0	123 203.7
2010	40 736.9	33 591.8	22 634.5	8 153.3	11 610.7	3 000.9	1 448.9	2 355.4	123 532.4
2011	41 101.1	33 957.6	22 926.5	8 040.4	11 561.0	3 068.3	1 494.1	2 363.3	124 512.3

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(a) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

	PRIMARY SCHOOL			SECONDARY SCHOOL			ALL SCHOOLS		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
2001	17 834.8	64 958.6	82 793.4	31 426.5	38 254.0	69 680.5	49 261.3	103 212.6	152 473.9
2006	17 438.8	68 929.6	86 368.4	30 957.1	40 868.7	71 825.8	48 395.9	109 798.3	158 194.2
2009	17 200.5	71 860.9	89 061.4	30 487.2	r43 017.0	r73 504.2	r47 687.7	114 877.9	r162 565.6
2010	17 267.2	72 887.3	90 154.5	30 329.2	43 213.7	73 543.0	47 596.4	116 101.0	163 697.5
2011	17 423.6	74 397.7	91 821.3	30 024.7	43 426.3	73 451.0	47 448.3	117 824.0	165 272.3
NON-GOVERNMENT									
2001	6 157.7	23 899.2	30 056.9	17 934.1	21 798.3	39 732.4	24 091.8	45 697.5	69 789.3
2006	7 030.1	27 816.5	34 846.6	20 496.6	26 101.5	46 598.1	27 526.7	53 918.0	81 444.7
2009	7 376.3	29 554.5	36 930.8	21 653.9	28 045.6	49 699.5	29 030.2	57 600.1	86 630.3
2010	7 543.9	30 191.1	37 735.0	21 687.2	28 302.2	49 989.4	29 231.1	58 493.3	87 724.4
2011	7 762.7	31 014.1	38 776.8	22 041.3	29 020.0	51 061.3	29 804.0	60 034.1	89 838.1
ALL FTE TEACHING STAFF									
2001	23 992.5	88 857.8	112 850.3	49 360.6	60 052.3	109 412.9	73 353.1	148 910.1	222 263.2
2006	24 468.9	96 746.1	121 215.0	51 453.7	66 970.2	118 423.9	75 922.6	163 716.3	239 638.9
2009	24 576.8	101 415.4	125 992.2	52 141.1	r71 062.6	r123 203.7	r76 717.9	172 478.0	r249 195.9
2010	24 811.1	103 078.4	127 889.5	52 016.4	71 515.9	123 532.4	76 827.5	174 594.3	251 421.9
2011	25 186.3	105 411.8	130 598.1	52 066.0	72 446.3	124 512.3	77 252.3	177 858.1	255 110.4

r revised

(a) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
	%	%	%	%	%	%	%	%	%
YEAR 7/8 - YEAR 12									
Government									
2001	62.0	73.7	73.6	57.4	65.9	68.5	59.7	107.6	67.8
2006	65.1	72.6	71.6	61.9	65.1	63.2	72.3	103.2	68.5
2009	66.3	73.2	72.8	69.1	69.2	61.3	61.2	99.5	70.1
2010	68.4	74.7	75.8	75.2	73.5	72.9	60.0	107.2	73.1
2011	70.5	76.6	76.4	81.3	74.8	69.6	63.7	100.6	74.7
Non-Government									
2001	81.5	88.7	89.3	85.1	85.1	69.3	35.3	65.6	84.4
2006	79.8	91.4	92.3	88.9	83.1	68.7	31.8	72.6	85.3
2009	79.5	90.6	91.9	93.7	83.7	69.6	41.7	73.3	85.5
2010	79.4	90.6	94.3	92.7	85.3	66.9	39.5	73.1	86.0
2011	81.5	90.0	94.6	94.2	83.4	70.2	40.1	77.7	86.7
All affiliations									
2001	68.2	79.3	79.0	66.4	72.0	68.7	50.9	89.3	73.4
2006	70.5	79.9	78.8	71.5	71.8	64.8	58.4	88.7	74.7
2009	71.3	80.2	79.6	78.5	75.0	63.8	54.8	86.9	76.0
2010	72.5	81.1	82.5	81.9	78.3	71.0	53.0	90.8	78.0
2011	74.6	82.0	83.0	86.3	78.4	69.8	55.3	89.4	79.3

YEAR 10 - YEAR 12									
Government									
2001	65.1	76.8	74.8	61.7	67.0	70.5	70.6	112.1	70.6
2006	68.2	75.8	72.2	64.6	66.0	64.4	79.0	101.1	70.8
2009	68.9	75.5	72.4	68.9	67.9	62.2	68.6	100.4	71.4
2010	70.8	76.7	74.9	74.7	72.1	73.0	67.7	108.5	74.1
2011	73.0	77.0	74.8	79.3	72.3	70.4	66.9	102.0	75.0
Non-Government									
2001	80.9	89.6	89.1	85.0	81.9	70.5	52.1	68.7	84.5
2006	80.9	91.5	90.2	86.6	80.1	66.5	42.4	74.6	85.0
2009	81.1	89.4	90.0	91.3	81.9	68.1	48.7	75.9	85.2
2010	80.6	89.7	91.6	90.0	83.1	65.9	48.3	73.9	85.4
2011	82.8	89.2	94.3	91.1	82.4	69.1	53.4	77.6	86.7
All affiliations									
2001	70.3	81.6	79.7	69.6	71.9	70.5	64.9	93.3	75.4
2006	73.0	82.1	78.6	72.7	71.4	65.0	68.0	88.9	76.2
2009	73.5	81.2	78.8	77.5	73.5	64.1	62.3	88.8	76.7
2010	74.5	82.1	81.0	80.6	76.5	70.7	61.4	91.8	78.5
2011	76.7	82.0	81.8	83.9	76.4	70.0	62.9	90.0	79.5

- (a) In 2008, Year 7 became the last year of primary school in Queensland.
- (b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

	NSW	Vic.	Qld	SA	WA	Tas.(b)(c)	NT	ACT(d)(e)	Aust.
	%	%	%	%	%	%	%	%	%
PERSONS									
14 year olds									
2001	96.3	98.3	97.2	97.7	97.9	98.3	84.9	107.5	97.3
2006	97.0	98.7	96.5	98.4	98.4	100.4	85.8	110.7	97.7
2009	97.3	99.2	97.7	99.4	98.0	99.4	88.8	112.4	98.2
2010	97.9	98.7	97.9	98.9	97.7	98.9	83.7	113.2	98.2
2011	98.1	99.8	97.9	100.1	97.7	100.1	89.9	114.3	98.7
15 year olds									
2001	91.3	94.4	90.7	92.3	90.4	96.7	81.0	104.1	92.1
2006	93.3	95.8	91.2	95.5	94.4	98.1	78.9	109.6	93.9
2009	93.6	97.4	92.9	99.3	93.9	99.4	79.7	111.2	95.0
2010	95.5	97.2	93.7	99.3	92.8	99.6	81.3	111.7	95.7
2011	96.6	97.3	93.9	98.4	93.2	99.4	78.7	111.0	96.1
16 year olds									
2001	77.8	87.6	82.0	83.0	75.8	79.9	62.9	99.1	81.4
2006	79.7	88.9	80.7	85.1	79.4	84.9	65.5	102.3	82.8
2009	81.0	90.0	83.1	93.0	80.6	85.4	62.5	106.8	84.7
2010	84.3	90.5	84.1	96.0	81.3	94.6	67.4	108.5	86.7
2011	86.7	90.7	85.0	95.8	81.2	88.1	69.4	107.3	87.6
17 year olds									
2001	66.1	76.8	51.7	59.7	41.3	63.6	42.1	89.5	62.9
2006	67.9	77.3	48.4	64.3	40.8	63.6	46.0	91.3	63.3
2009	67.9	76.9	49.0	68.9	43.3	64.2	47.0	92.6	63.7
2010	69.7	79.0	50.1	73.3	43.9	75.5	46.0	95.4	65.6
2011	71.8	79.7	50.9	77.4	44.5	67.7	48.6	94.5	66.8
18 year olds									
2001	14.1	19.7	5.9	8.8	5.5	16.1	15.9	27.0	12.9
2006	15.0	22.1	5.0	10.6	3.7	25.1	10.6	23.4	13.6
2009	15.2	25.3	4.9	13.0	4.3	25.0	9.2	24.4	14.6
2010	16.0	26.9	5.3	14.8	4.1	34.2	11.1	25.0	15.6
2011	16.5	27.2	5.2	16.8	4.0	29.8	10.6	25.2	15.8
19 year olds									
2001	1.5	2.2	1.0	1.7	1.5	3.4	3.6	3.4	1.7
2006	1.6	2.1	0.8	2.2	0.7	2.7	3.0	2.1	1.6
2009	1.5	2.5	0.8	3.5	1.0	2.8	1.7	2.2	1.8
2010	1.4	2.3	0.8	3.3	1.0	4.3	1.7	2.4	1.7
2011	1.3	2.5	0.8	3.8	1.0	4.7	2.1	2.4	1.7

- (a) Different school commencement ages between some states and territories will affect comparisons between those jurisdictions. These result in different age profiles in the final Year of school. The average age of Year 12 students by state and territory for 2011: NSW (17.2), Vic. (17.4), Qld (16.7), SA (17.2), WA (16.7), Tas. (17.6), NT (17.2), ACT (17.3), Aust. (17.1). Average age taken for students aged 15 to 20 for all full-time students.
- (b) For details on changes to admissions policy affecting participation rates for 19 year olds in Tasmania, see Explanatory Notes.
- (c) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (d) Some rates in the Australian Capital Territory exceed 100%, largely as a result of New South Wales residents from surrounding areas enrolling in schools in the Australian Capital Territory.
- (e) School students in Jervis Bay are included in totals for the Australian Capital Territory for these rates (numerator), however Jervis Bay is classified under "Other Territories" in the Estimated Resident Population series and is included only in the Australia level totals for the denominator.

	NSW	Vic.	Qld	SA	WA	Tas.(b)(c)	NT	ACT(d)(e)	Aust.
	%	%	%	%	%	%	%	%	%
PERSONS									
14 year olds									
2009	97.3	99.3	98.2	99.5	98.0	99.6	89.0	112.5	98.4
2010	98.0	98.8	98.4	99.0	97.7	99.6	83.7	113.2	98.4
2011	98.1	99.9	98.5	100.2	97.7	100.6	90.5	114.4	98.9
15 year olds									
2009	93.7	97.7	93.9	99.9	94.1	99.6	81.1	111.3	95.4
2010	95.5	97.5	94.6	99.9	92.9	100.9	81.8	111.8	96.1
2011	96.7	97.6	95.2	98.8	93.4	100.7	79.7	111.1	96.5
16 year olds									
2009	81.3	90.9	84.5	95.5	80.9	89.1	65.5	106.8	85.6
2010	84.7	91.5	85.4	98.2	81.5	98.8	67.9	108.6	87.6
2011	87.2	91.5	86.6	97.3	81.5	93.5	71.3	107.4	88.5
17 year olds									
2009	68.6	78.4	49.9	74.8	43.6	70.6	48.5	92.7	65.1
2010	70.5	80.2	51.1	78.3	44.1	83.5	46.4	95.5	67.0
2011	72.6	80.9	51.9	80.7	44.9	77.0	49.7	95.2	68.1
18 year olds									
2009	15.7	26.0	5.1	16.3	4.6	28.9	10.5	24.5	15.4
2010	16.6	27.5	5.5	17.6	4.5	39.6	11.1	25.1	16.4
2011	17.1	27.8	5.5	18.6	4.6	37.9	11.5	25.5	16.6
19 year olds									
2009	1.7	2.7	0.9	4.4	1.3	4.0	2.2	2.2	2.0
2010	1.5	2.5	0.9	4.5	1.3	6.3	1.9	2.4	2.0
2011	1.4	2.6	0.9	4.5	1.4	8.1	2.3	2.4	2.0

- (a) Different school commencement ages between some states and territories will affect comparisons between those jurisdictions. These result in different age profiles in the final Year of school. The average age of Year 12 students by state and territory for 2011: NSW (17.2), Vic. (17.4), Qld (16.7), SA (17.2), WA (16.7), Tas. (17.6), NT (17.2), ACT (17.3), Aust. (17.1). Average age taken for students aged 15 to 20 for all full-time and part-time students.
- (b) For details on changes to admissions policy affecting participation rates for 19 year olds in Tasmania, see Explanatory Notes.
- (c) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.
- (d) Some rates in the Australian Capital Territory exceed 100%, largely as a result of New South Wales residents from surrounding areas enrolling in schools in the Australian Capital Territory.
- (e) School students in Jervis Bay are included in totals for the Australian Capital Territory for these rates (numerator), however Jervis Bay is classified under "Other Territories" in the Estimated Resident Population series and is included only in the Australia level totals for the denominator.

	NSW	Vic.	Qld	SA	WA	Tas. (a)	NT	ACT(b)	Aust.
	%	%	%	%	%	%	%	%	%
MALES									
2010									
14–15 years	98.1	97.8	95.9	100.0	94.1	100.6	92.0	99.4	97.3
15–16 years	88.4	92.0	89.9	97.3	84.3	89.1	86.3	96.3	90.0
16–17 years	84.6	85.4	62.4	r79.4	55.4	76.0	71.3	89.0	r76.7
17–18 years	27.1	37.2	12.5	25.3	11.9	48.1	r25.0	28.4	r26.9
18–19 years	9.9	10.2	18.5	r26.3	30.4	r17.0	r15.5	9.2	r12.9
2011									
14–15 years	98.6	98.5	95.9	99.7	95.1	101.0	95.2	97.9	97.7
15–16 years	89.6	92.1	90.5	96.4	85.6	92.6	85.9	96.1	90.7
16–17 years	83.5	86.0	62.8	79.2	55.2	81.9	72.2	86.3	76.6
17–18 years	27.1	37.3	11.7	25.9	10.7	53.8	28.0	28.1	26.9
18–19 years	8.8	10.2	15.3	25.9	30.1	24.2	18.5	9.9	12.6
FEMALES									
2010									
14–15 years	98.2	98.4	96.8	100.7	95.7	101.5	92.5	99.5	97.9
15–16 years	92.3	95.2	92.4	99.2	89.5	r93.4	r82.1	98.3	r93.3
16–17 years	88.6	91.0	58.9	r84.9	54.1	r84.8	r71.8	r90.0	r79.1
17–18 years	21.4	33.1	9.8	r22.0	8.7	46.7	r21.1	26.0	22.9
18–19 years	r9.6	r9.3	r17.2	29.1	27.8	17.3	r21.2	10.5	12.5
2011									
14–15 years	98.9	98.9	97.7	100.0	96.0	101.4	95.2	98.6	98.4
15–16 years	92.9	95.3	92.6	98.3	90.0	94.0	88.4	96.2	93.6
16–17 years	87.7	90.7	58.7	85.0	54.7	88.1	74.4	89.4	78.9
17–18 years	21.3	32.0	9.6	21.7	9.9	52.4	21.5	25.1	22.8
18–19 years	8.5	8.7	17.4	24.7	30.8	24.7	22.9	8.9	12.0
PERSONS									
2010									
14–15 years	98.1	98.1	96.3	100.3	94.9	101.0	92.2	99.4	97.6
15–16 years	90.3	93.6	r91.1	98.2	r86.8	91.2	84.2	97.3	91.6
16–17 years	86.6	88.2	60.7	82.1	54.7	r80.3	71.5	r89.5	77.9
17–18 years	24.2	35.1	11.1	r23.6	10.3	47.3	r23.1	27.2	r24.9
18–19 years	9.8	9.8	r17.9	r27.6	29.2	r17.2	r18.3	9.8	12.7
2011									
14–15 years	98.8	98.7	96.8	99.8	95.5	101.2	95.2	98.2	98.1
15–16 years	91.2	93.7	91.5	97.3	87.7	93.3	87.1	96.2	92.1
16–17 years	85.6	88.3	60.7	82.1	55.0	84.9	73.3	87.9	77.8
17–18 years	24.2	34.5	10.7	23.8	10.3	53.1	24.9	26.7	24.8
18–19 years	8.6	9.5	16.2	25.3	30.4	24.4	20.4	9.4	12.3

r revised

(a) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

(b) School students in Jervis Bay are included in totals for the Australian Capital Territory for these rates (numerator), however Jervis Bay is classified under "Other Territories" in the Estimated Resident Population series and is included only in the Australia level totals for the denominator.

	NSW	Vic.	Qld	SA	WA	Tas.(b)	NT	ACT(c)	Aust.
	%	%	%	%	%	%	%	%	%
MALES									
Year 8–9	99.5	99.7	99.2	99.7	99.6	99.7	94.4	99.9	99.6
Year 9–10	98.8	96.8	98.0	99.2	98.3	99.6	94.0	97.3	98.5
Year 10–11	83.4	88.0	89.6	95.1	90.0	74.3	81.1	94.9	87.8
Year 11–12	84.3	83.0	85.3	75.6	75.9	81.7	69.2	81.8	82.3
Year 8–10	98.5	95.6	97.3	98.7	97.3	99.6	90.9	97.3	97.8
Year 8–12	65.7	69.0	73.7	70.4	65.2	56.6	52.3	75.6	68.3
Year 10–12	69.8	73.1	76.9	71.9	67.1	57.2	61.1	78.4	71.7
FEMALES									
Year 8–9	99.7	99.5	99.4	99.9	99.5	99.6	94.2	99.7	99.7
Year 9–10	98.7	98.0	99.3	99.3	98.6	99.7	93.7	98.0	98.9
Year 10–11	89.1	93.5	92.0	96.0	92.3	82.4	85.8	97.3	92.1
Year 11–12	88.6	88.0	87.1	84.2	83.1	85.5	73.4	83.2	86.9
Year 8–10	98.5	97.2	98.6	98.9	97.7	99.3	91.3	97.8	98.3
Year 8–12	75.1	79.6	78.2	80.0	74.7	67.4	55.9	79.9	76.9
Year 10–12	78.7	82.4	80.1	81.3	76.3	68.4	63.4	82.6	79.6
PERSONS									
Year 8–9	99.6	99.6	99.3	99.9	99.5	99.7	94.5	99.8	99.6
Year 9–10	98.7	97.4	98.6	99.3	98.4	99.7	93.9	97.7	98.7
Year 10–11	86.2	90.7	90.8	95.6	91.1	78.2	83.6	96.7	90.0
Year 11–12	86.5	85.6	86.2	79.9	79.4	83.6	71.2	82.6	84.6
Year 8–10	98.4	96.4	97.9	98.8	97.5	99.5	91.1	97.5	98.1
Year 8–12	70.3	74.1	75.9	75.1	69.9	61.7	54.1	77.8	72.5
Year 10–12	74.2	77.7	78.5	76.5	71.6	62.5	62.2	80.6	75.5

(a) For the definition of Apparent Progression rates see Glossary and Explanatory Notes.

(b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

(c) School students in Jervis Bay are included in totals for the Australian Capital Territory for these rates (numerator), however Jervis Bay is classified under "Other Territories" in the Estimated Resident Population series and is included only in the Australia level totals for the denominator.

STUDENT (FTE) TO TEACHING STAFF (FTE) RATIOS, by affiliation and level of education
—states and territories—2001-2011

	NSW	Vic.	Qld(a)	SA	WA	Tas.(b)	NT(c)	ACT	Aust.
GOVERNMENT									
Primary									
2001	17.5	16.6	15.8	16.8	17.2	16.0	13.8	16.5	16.7
2006	16.2	15.9	15.5	15.7	16.2	15.8	13.3	13.8	15.8
2009	15.9	15.7	15.4	15.4	15.2	14.8	12.1	13.9	15.5
2010	15.7	15.6	15.4	15.3	15.4	14.3	12.2	13.5	15.4
2011	15.5	15.4	15.3	14.9	15.6	14.3	11.8	13.7	15.3
Secondary									
2001	12.5	12.6	12.6	12.2	12.6	13.4	11.4	12.1	12.5
2006	12.4	11.9	13.0	12.5	12.5	13.2	11.2	11.9	12.4
2009	12.4	11.9	12.7	12.9	11.7	12.9	10.6	11.6	12.3
2010	12.5	11.8	12.6	13.0	11.2	13.1	11.0	11.5	12.3
2011	12.5	11.7	12.5	13.4	11.4	13.0	10.5	11.8	12.2
NON-GOVERNMENT									
Primary									
2001	18.2	17.2	17.3	17.8	16.3	17.6	17.9	20.1	17.6
2006	16.9	15.7	15.9	16.4	17.0	17.0	17.4	17.5	16.4
2009	16.8	15.1	17.7	16.4	16.8	16.0	15.5	17.0	16.5
2010	16.7	15.0	17.5	16.3	17.4	16.3	15.8	17.1	16.5
2011	16.6	14.9	17.5	16.1	17.1	16.1	15.5	17.3	16.4
Secondary									
2001	12.3	12.2	12.8	12.5	12.5	12.4	10.9	13.1	12.4
2006	11.7	11.5	12.5	11.8	12.0	12.2	10.5	12.8	11.8
2009	11.8	11.2	12.2	11.7	11.7	11.9	10.5	13.0	11.7
2010	11.9	11.3	12.4	11.7	11.0	11.9	10.5	13.2	11.7
2011	11.8	11.1	12.2	11.7	10.9	11.5	10.5	12.7	11.6
ALL SCHOOLS									
Primary									
2001	17.7	16.8	16.1	17.0	16.9	16.4	14.5	17.6	17.0
2006	16.4	15.8	15.6	15.9	16.4	16.1	14.0	15.0	16.0
2009	16.1	15.5	16.0	15.7	15.7	15.1	12.8	15.0	15.8
2010	16.0	15.4	16.0	15.6	16.0	14.7	12.8	14.8	15.7
2011	15.9	15.2	15.9	15.3	16.0	14.7	12.4	15.0	15.6
Secondary									
2001	12.4	12.5	12.7	12.3	12.6	13.1	11.3	12.5	12.5
2006	12.1	11.7	12.8	12.2	12.3	12.8	11.0	12.3	12.2
2009	12.2	11.6	12.5	12.4	11.7	12.6	10.5	12.2	12.0
2010	12.3	11.6	12.5	12.5	11.1	12.7	10.9	12.2	12.0
2011	12.2	11.5	12.4	12.7	11.2	12.5	10.5	12.2	12.0

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

(b) In 2009, Tasmania undertook a significant restructure of post-Year 10 education. The Tasmanian Department of Education undertook processes to ensure that data provided fully complied with collection definitions. See Explanatory Notes for further details.

(c) In 2008, the structure of schooling in the Northern Territory changed, with Year 7 becoming part of secondary education. This change will affect comparisons of Northern Territory school, student and teacher data with that for years prior to 2008.

EXPLANATORY NOTES

EXPLANATORY NOTES

INTRODUCTION

1 Schools, Australia (cat. no. 4221.0) is drawn from the National Schools Statistics Collection (NSSC) managed by the ABS and contains statistics for students, schools and staff as at the schools census date. For 2011, the schools census date was Friday 5th August.

2 Schools, Australia (cat. no. 4221.0) is an annual publication of data on schools, students and in-school staff involved in the provision, or administration, of primary and secondary education, in government and non-government schools, for all Australian states and territories.

3 All data are available by year; State and Territory; and Affiliation (government or non-government with some data also available in further subcategories of the non-government classification (Catholic or Independent). Schools, students and staff may be further subcategorised, and for information on how these data may be subcategorised see About Schools, Australia 2011.

4 These data are sourced from the National Schools Statistics Collection (NSSC) (non-finance), which is a joint undertaking of the various state and territory departments of education, the Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). The scope of the collection is bound by the definitions of schools, students and staff which are available on request in the ABS Notes, Instructions and Tabulations (NIT) document. See also the Glossary of this publication.

5 This publication draws extensively on information provided freely by state and territory departments with responsibility for school education and the Department of Education, Employment and Workplace Relations (DEEWR). Their continued co-operation enables the ABS to publish a wide range of education statistics.

SCOPE AND COVERAGE

6 The statistics in this publication relate only to establishments, students and staff within the scope of the NSSC, and exclude school-level education conducted by other institutions, in particular Technical and Further Education (TAFE) establishments.

7 Statistics for the government series relate to all establishments administered by the departments of education under the directors-general of education (or equivalent) in each state and territory, students attending those establishments, and all staff engaged in the administration or provision of government school education at those establishments.

8 Statistics for the non-government series relate to all in-scope establishments not administered by the departments of education in the states and territories.

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

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

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

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

EXPLANATORY NOTES *continued*

DATA COMPARABILITY

CHANGES IN 2011 AFFECTING DATA COMPARABILITY

13 The Victorian Department of Education and Early Childhood Development continued programs, implemented in 2010, to increase identification of Indigenous status in government schools. This has resulted in a decrease of "Not-Noted" responses from 2010 to 2011, in addition to the decreases recorded from 2009 to 2010. This may affect comparisons of students by Indigenous status for 2011 to 2010, and 2011 and 2010 to previous years.

14 The Queensland Department of Education and Training noted that improvements in the response to identification of Indigenous status in government schools have resulted in a reduction of "Not Noted" responses by half from the previous year. This may affect comparisons of students by Indigenous status for 2011 to previous years.

15 The South Australian Department for Education and Child Development identified and removed re-entry students from the government NSSC counts. These students were undertaking Year 11 and 12 subjects; but were not completing Year 12 certification (SACE). These students were typically part-time and mature aged. This may affect comparisons of students by age and attendance status with previous years.

16 The South Australian Department for Education and Child Development changed the unit of measure for a student's workload. In 2011 the workload for Year 11 and 12 students was measured in hours, where previously it was measured by number of South Australia Certificate of Education (SACE) subjects being studied. This may affect comparisons of full-time equivalent values and students by attendance status with previous years.

17 In 2011 some Western Australian non-government schools transitioned Year 7 from primary school to secondary school. In all government schools Year 7 remained a component of primary school. For the purposes of reporting in Schools, Australia, 2011 Year 7 is treated as primary school for all schools in Western Australia (government and non-government). As students may commence non-government schooling in the first Year of secondary school, this may affect comparisons between students attending government and non-government schools in Western Australia for 2011.

18 In the Northern Territory the Department of Education and Training were better able to identify and remove staff working in the early childhood sector from NSSC counts of staff for government data. This may affect comparisons of staff data with previous years.

19 In 2011 Tasmania made refinements to the post-Year 10 system that was introduced in 2009. Processes were undertaken, by the Department of Education, to ensure that data provided complied with the collection definitions. See paragraph 24, for further details.

20 As in previous years, a number of states and territories have had programs resulting in the amalgamation of some schools. Through these amalgamations, two or more schools merge to make one school, though often remain separate physical entities. These amalgamations cause a reduction in the school counts collected in the NSSC, and probably result in a changed profile of school characteristics (e.g. if a primary and a secondary school amalgamate, the two schools become one and would be reported as a combined school, and the amalgamated school's enrolment size would be reported as the sum of the enrolments). Where amalgamations have occurred they may affect comparisons of schools counts and characteristics with those for previous years. For more information on specific programs on management of schools please refer to the relevant state or territory department website.

EXPLANATORY NOTES *continued*

DATA COMPARABILITY

continued

CHANGES IN 2010 AFFECTING DATA COMPARABILITY

21 In 2010, Western Australia, a number of part-time, mature age, ungraded secondary students in government schools were in scope in 2008, deemed to be out of scope in 2009 and deemed in scope again in 2010. This may affect comparisons involving these students for 2009 with other years.

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

23 In 2011 there were refinements to the system whereby two of the statutory organisations were abolished (the Tasmania Academy and the Tasmanian Polytechnic) and the institutions brought under the authority of the Tasmania Department of Education (TDE). Census data from the Tasmanian Polytechnic and the Tasmanian Academy were combined with TDE data to provide the NSSC submission for Tasmanian government schools. TDE undertook a process to ensure that the data provided to the NSSC complied as fully as possible with the collection definitions. It should be noted the restructure away from a fully separate VET and school system has created scope difficulties in regard to the Tasmanian Polytechnic. Tasmania now includes 16-19 year old Polytechnic students who are on a Tasmanian Certificate of Education pathway in the NSSC collection in addition to the Tasmanian Academy students.

24 In 2009, Tasmanian education underwent a significant restructure of education post Year 10. This reform, entitled Tasmania Tomorrow, created three new statutory organisations (the Tasmanian Academy, the Tasmanian Polytechnic and the Tasmanian Skills Institute) from the merger of state government colleges (Years 11 and 12) and TAFE Tasmania. As a result, in 2009 four of Tasmania's eight government colleges, along with TAFE Tasmania, were restructured and brought under the authority of the Tasmanian Academy and the Tasmanian Polytechnic. The four remaining colleges continued under the authority of the Tasmanian Department of Education (TDE) and will transition to the new structure by 2012. Census data from the Tasmanian Polytechnic and the Tasmanian Academy were combined with TDE data to provide the NSSC submission for Tasmanian government schools. TDE undertook a process of data collection, cleaning, reconciliation and application of scope to ensure that the data provided to the NSSC fully complied with collection definitions.

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

26 In 2008, Year 7 became the first year of secondary education in the Northern Territory where previously it was the last Year of primary education. Changes will affect comparisons of student numbers by Year (grade) and School Level from 2008 to years prior to 2008. This will also affect the calculation of apparent retention rates. The base Year for calculating the apparent retention rate will use Year 7 instead of Year 8 for the first time for apparent retention rates:

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

EXPLANATORY NOTES *continued*

DATA COMPARABILITY *continued*

27 In 2008 the school leaving age in Western Australia was raised from 16 years to 17 years, unless the person was in alternative training or in approved employment. Care should be taken when drawing on numbers for student data as these changes affect comparisons with previous years.

28 In 2007, Queensland introduced a formal Pre-year 1 (Preparatory). In that year, around two-thirds of the expected cohort was enrolled. In 2008, 95% of the expected cohort was enrolled in Pre-year 1. In 2010 the two thirds cohort was in Year 3.

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

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

31 In 2002 Pre-year 1 in Western Australia was extended to five days a week bringing these students within the scope of the NSSC. This may affect comparisons of Pre-year 1 students and total numbers of students with previous years.

32 In 2002, Western Australia changed the age at which children may commence Pre-year 1. Prior to 2002, students could commence Pre-year 1 if they were turning five at any time in the year they intended to commence Pre-year 1. From 2002, children must be turning five by 30 June in the year they intended to commence Pre-year 1. This resulted in a two thirds cohort entering the school system in 2002. In 2011 this cohort is in Year 9.

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

CENSUS DATE

34 The census date for the collection, for all states and territories, and all affiliations (sectors), is the first Friday in August each year. For 2011 the census data was 5 August.

AGE REFERENCE DATE

35 The age reference date for students is 1 July.

SOURCE DATA

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

METHODOLOGY

37 The methodologies employed in compiling the government sector data vary between the different state and territory departments of education. Data may be accessed from central administrative records or collected directly from education establishments.

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

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

EXPLANATORY NOTES *continued*

SCHOOLS OVER TIME

40 The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling. A number of schools of the same level may amalgamate into a multi-campus school, for example primary schools and secondary schools may merge to create Pre-year 1 to 12 schools, secondary schools may split to create middle schools and senior secondary schools, or schools may fall in or out of scope based on changes in the major activity at the establishment. Each scenario may affect the number of schools reported year to year.

INTERPRETATION OF RESULTS

41 In interpreting the figures in this publication, users should be aware that comparability of statistics between states and territories, and between government and non-government schools in any one state or territory, may be affected by differences in age/grade structure, policy on student intake and advancement, flow from secondary to vocational education, and the recruitment and employment of teachers.

42 Relatively small changes in the absolute numbers of a population can create large movements in rates and ratios. These populations might include smaller states and territories, Indigenous students, subcategories of the non-government affiliation and cross tabulated characteristics.

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

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

45 The ERP is an estimate of the population of Australia, based on data from the quinquennial ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian States and Territories (cat. no. 3201.0) for further details.

APPARENT RETENTION RATE (ARR)

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

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

48 In 2008, the structure of schooling in the Northern Territory changed with the commencement of secondary schooling moving from Year 8 to Year 7. As a result of the change in structure, the cohort entering Year 8 in 2008 commenced its first Year of secondary education in the second Year of secondary education offered under the new system. For the calculation of rates based on the commencement of secondary school, the first Year of secondary education undertaken by the cohort is used as the base, which is Year 8 for the cohort above, while all later cohorts will have rates calculated

EXPLANATORY NOTES *continued*

APPARENT RETENTION RATE (ARR) *continued*

based on the year the cohorts were expected to have been in Year 7. For the Northern Territory Year 8 is the base Year for apparent retention rates for Year 7/8 to Year 10 for 2010 and earlier and Year 7 will be the base Year for apparent retention rates for Year 7/8 to 10 from 2011 on. This may affect comparisons with previous rates.

49 Although apparent retention rates allow comparisons by Affiliation and Indigenous status, care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors including:

- students progressing at a faster or slower than expected rate of one Year (grade) per year
- students changing between full-time or part-time study
- migration (interstate/international)
- inter-sector (affiliation) transfer
- enrolment policies (which contribute to different age/grade structures between states and territories).

50 Other factors that may affect comparability of rates are:

- variation in the number of students leaving school to undertake alternative education and training pathways, such as vocational education and training
- variation in the minimum workload for a full-time student.

51 In small populations, relatively small changes in student numbers can create large movements in apparent retention rates. These populations might include smaller states and territories, Indigenous students and subcategories of the non-government affiliation. Changes in such factors outlined in the previous paragraph may be more noticeable in these populations.

SCHOOL PARTICIPATION RATE (SPR)

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

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

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

55 Non-participation in school education is not included in this publication as it cannot be accurately calculated by the difference between NSSC student counts and ERP data. ERP data is an estimate, based on usual residence within a defined state or territory boundary, whereas NSSC data may include students who cross those boundaries to attend school.

APPARENT CONTINUATION RATE (ACR)

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

57 In calculating the ACR for the sum of a variable (such as Sex or State/Territory), weights have been introduced to allow for the different proportions that each component item contributes to the total.

EXPLANATORY NOTES *continued*

APPARENT CONTINUATION RATE (ACR) *continued*

58 For example, an ACR for Australia is produced by weighting the proportion of students in each state and territory in the overall composition of Australia. If students in state X comprise 24% of all students in Australia in a given cohort, and students in state Y comprise 2.4% of the same cohort, then the ACR of state X students will be weighted 10 times more heavily than the ACR of state Y students when it comes to averaging each state's ACR to calculate the total for Australia.

59 The ACR includes both full-time and part-time students, and is adjusted to factor in changes in the population. Other factors unaccounted for in the ARR similarly affect the ACR.

60 Unlike the ARR, the ACR is not able to provide breakdowns by Indigenous status or Affiliation. For more information see, *Alternative Measures of Engagement in Secondary Education* published in *Schools, Australia, 2010* (cat. no. 4221.0), released on 28th September 2010.

APPARENT PROGRESSION RATE (APR)

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

62 In calculating the APR for the sum of a variable (such as Sex or State/Territory), weights have been introduced to allow for the different proportions that each component item contributes to the total.

63 For example, an APR for Australia is produced by weighting the proportion of students in each state and territory in the overall composition of Australia. If students in state X comprise 24% of all students in Australia in a given cohort, and students in state Y comprise 2.4% of the same cohort, then the APR of state X students will be weighted 10 times more heavily than the APR of state Y students when it comes to averaging each state's APR to calculate the national total.

64 The APR is adjusted to factor in changes in the population. Other factors unaccounted for in the ARR similarly affect the APR. Unlike the ARR, the APR cannot provide breakdowns by Indigenous status or Affiliation. For more information see, *Alternative Measures of Engagement in Secondary Education* published in *Schools, Australia, 2010* (cat. no. 4221.0), released on 28th September 2010.

CALCULATIONS

65 The formulae used for the calculation of School Participation Rates, Apparent Continuation Rates and Apparent Progression Rates (labelled Apparent Grade Progression Rates in the paper) are available in the *Research Paper: Deriving Measures of Engagement in Secondary Education from the National Schools Statistics Collection* (cat. no. 1351.0.55.016) published in December 2006.

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

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

RELATED PUBLICATIONS AND PRODUCTS

67 Note that in 2010, the *Schools, Australia, Preliminary* publication (cat. no. 4220.0) was discontinued.

68 Other ABS publications which may be of interest to *Schools, Australia* users are:

- *Education and Work, Australia* (cat. no. 6227.0) - issued annually, latest issue May 2010 released in November 2010.
- *Education and Training Experience, Australia* (cat. no. 6278.0) - issued irregularly, latest issue 2009 released in March 2010.
- *Research Paper: Deriving Measures of Engagement in Secondary Education from the National Schools Statistics Collection* (cat. no. 1351.0.55.016) - released in December 2006.

EXPLANATORY NOTES *continued*

RELATED PUBLICATIONS AND PRODUCTS *continued*

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

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

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

72 The ABS also issues a daily Release Advice on the web site which outlines upcoming releases <<http://www.abs.gov.au/AUSSTATS/abs@.nsf/webpages/ABS+Release+Advice>>.

ABBREVIATIONS

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

APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES

APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES

STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

- The structure of primary and secondary schooling in Australia varies between states and territories and over time. See Explanatory Notes for more information on changes to schooling structures over time. The two basic patterns evident in formal schooling in Australia in 2011 are:
- Primary School consisting of Pre-Year 1 to Year 6 and Secondary School consisting of Year 7 to Year 12 in New South Wales, Victoria, Tasmania, Northern Territory and the Australian Capital Territory
- Primary School consisting of Pre-Year 1 to Year 7 and Secondary School consisting of Year 8 to Year 12 in Queensland, South Australia, and Western Australia.
- Pre-Year 1 (Foundation Year in Australian Curriculum) is known as:
 - Kindergarten in New South Wales and the Australian Capital Territory
 - Preparatory in Victoria, Queensland and Tasmania
 - Reception in South Australia
 - Pre-Primary in Western Australia
 - Transition in Northern Territory.
- Each state and territory has a preschool sector which is excluded from reporting on primary and secondary schooling through Schools, Australia (ABS cat. no 4221.0). Data on preschool education is available annually, as of 2010, through Experimental Estimates of Preschool Education, Australia (ABS cat. no. 4240.0).

AGE STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

- The age at which children may attend school is the subject of separate legislation within each state and territory. In 2011, the age at which a child's attendance at school became compulsory under state and territory legislation was 5 years for Tasmania and 6 years for all other states and territories.
- Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the year looking to commence Pre-Year 1.
- Additionally, as of January 1, 2010, the National Youth Participation Requirement came into effect for each state and territory. The National Youth Participation Requirement includes:
 - a mandatory requirement for all young people to participate in schooling (meaning in school or an approved equivalent) until completion of Year 10
 - a mandatory requirement for all young people that have completed Year 10 to participate full-time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17.
- For the purpose of the National Youth Participation Requirement, education or training will be considered full-time if the provider considers the course to be full-time or if it includes 25 hours per week of formal course requirements. Exemptions from the National Youth Participation Requirements will continue in line with existing state and territory practice. For further information, see:
 - <http://www.deewr.gov.au/youth/YouthAttainmentandTransitions/Pages/Home.aspx>.

SCHOOLING STRUCTURES ACROSS AUSTRALIA, 2011

APPENDIX DIFFERENCES IN SCHOOLING STRUCTURES *continued*

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

(a) Pre-Year 1 is known as: Kindergarten in NSW and the ACT; Preparatory in Vic. Qld and Tas.; Reception in SA ; Pre-primary in WA; Transition in the NT, and Foundation in Australian Curriculum.

GLOSSARY

For more information on most of the concepts outlined here see the Explanatory Notes.

AFFILIATION	<p>Affiliation categorises schools and their enrolments and refers generally to the systems that administer their operation. It is a hierarchical classification with two broad categories, government and non-government.</p> <p>The non-government affiliation can be further subcategorised based on the religious or philosophical beliefs and values maintained by the school as self-reported to DEEWR.</p> <p>For publication in Schools, Australia (cat. no. 4221.0) the subcategories of non-government affiliation are reported as either Catholic (systemic and non-systemic) or Independent (Anglican schools and other schools which have associations with religious or secular bodies, or are entirely independent).</p> <p>Data in the publication which is classified by Affiliation is published at the level of government and non-government, and government, Catholic and Independent. Requests for data at lower levels will be considered on a case-by-case basis with regard to the ABS' requirement to maintain privacy and confidentiality in the data.</p>
APPARENT	<p>In the absence of direct measurement, apparent measures, based on aggregate student data, have been developed to provide indicative measurement of student engagement in secondary education.</p>
APPARENT CONTINUATION RATE (ACR)	<p>This measures the proportion of an age group of students (full-time and part-time) that has continued in school from one year to the next.</p>
APPARENT PROGRESSION RATE (APR)	<p>This measures the proportion of a cohort of full-time students that moves from one Year (grade) to the next at an expected rate of progression of one Year per year.</p>
APPARENT RETENTION RATE (ARR)	<p>This provides an indicative measure of the number of school students who have stayed in school, as at a designated Year (grade) and year of education. It is expressed as a percentage of the respective cohort group against the cohort that those students would be expected to have come from, assuming an expected rate of progression of one Year per year.</p>
ESTIMATED RESIDENT POPULATION	<p>The ERP is an estimate of the population of Australia, based on data from the quinquennial ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian States and Territories (cat. no. 3201.0).</p>
FULL-TIME STUDENT	<p>A full-time student is one who undertakes a workload equivalent to, or greater than that prescribed for a full-time student of that Year. This may vary between states and territories and from Year to Year. The minimum workload for a full-time student would ensure that a student could complete a given Year in a year.</p>
FULL-TIME EQUIVALENT (FTE) TEACHING STAFF	<p>The FTE value is a measure used to indicate the level of staffing resources.</p> <p>Staff who are employed full-time and engaged solely on activities which fall within the scope of this collection have an FTE value of 1.0.</p> <p>Staff not employed on a full-time basis, and/or engaged in a combination of in-scope and out-of-scope activities, have their FTE value calculated on the basis of the proportion of time spent on in-scope activities compared with staff that would be considered full-time.</p> <p>Some states and territories are not able to calculate FTE values on a time-spent basis for all staff functions but instead use wages paid as a fraction of the full-time pay rate, or a resource allocation based formula. Some also use a pro rata formula based on student or staff numbers to estimate aggregate FTE for some categories of staff. This would likely include staff at combined schools that are allocated to primary or secondary categories</p> <p>All FTE values are rounded to one decimal place.</p>
NATIONAL SCHOOLS	<p>The National Schools Statistics Collection (NSSC) is the dataset that Schools, Australia</p>

GLOSSARY *continued*

STATISTICS COLLECTION (cat. no. 4221.0) is drawn from.

The National Schools Statistics Collection (NSSC) is the collection of data on students, schools, and staff involved in the provision or administration of primary and secondary education, in government and non-government schools, for all Australian states and territories.

The NSSC is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

The scope of the collection is bound by the NSSC scope and definitions of schools, students and staff, which is available on request in the NSSC Notes, Instructions and Tabulations (NIT) document.

**NATIONAL SCHOOLS
STATISTICS COLLECTION**
continued

PART-TIME STUDENT

A part-time student is one who undertakes a workload less than that specified as full-time. The full-time equivalent (FTE) value of a part-time student is calculated by dividing the student's workload into that which is considered to be the minimum full workload for a full-time student by that state or territory. The minimum workload for a full-time student would ensure that the student could complete a given Year in a year.

Methods for estimating the FTE value of part-time students vary between states and territories due to different policy and organisational arrangements.

Age level data for part-time students is available for 2006 onwards.

PRIMARY SCHOOL

See 'Year and School Level'.

SCHOOL

A school is an education establishment which satisfies all of the following criteria:

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

The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments.

The term 'school' in this publication excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.

Multi-campus arrangements are counted as one school. Multiple schools that amalgamate into a single multi-campus school will decrease school counts in this publication.

**SCHOOL PARTICIPATION
RATE (SPR)**

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

In the Australian Capital Territory some rates exceed 100%. This is mainly due to the enrolment of students in ACT schools who are not residents of the ACT, but live in surrounding New South Wales regions. These are referred to as cross-border enrolments.

SECONDARY SCHOOL

See 'Year and School Level'.

SPECIAL SCHOOL

A special school satisfies the definition of a school and requires one or more of the following characteristics to be exhibited by the student before enrolment is allowed:

- " mental or physical disability or impairment
- " slow learning ability
- " social or emotional problems
- " in custody, on remand or in hospital.

GLOSSARY *continued*

STAFF Staff are persons engaged in the administration and/or provision of day primary, secondary or special school education, or primary or secondary education by distance education at in-scope education establishments.

Staff absent from a position for a period of less than four continuous weeks, as at the Census date; continue to be included in staff counts (school vacations are not counted for teaching staff).

Staff who have been, or are expected to be, absent from a position for a period of four or more continuous weeks are excluded. Replacement staff are included if they have, or are expected to, occupy the position for four or more continuous weeks (excluding school vacations for teaching staff).

Included in the definition of staff are:

- " staff teaching evening secondary students attending Secondary Colleges in Tasmania, Western Australia, Northern Territory and Queensland
- " staff paid from school grant payments
- " staff employed under various Government sponsored employment schemes.

Excluded from the definitions of staff are:

- " persons not under the control of the director-general (or equivalent), e.g. nurses or therapists working for the state or territory department of health (or equivalent)
- " persons responsible to a state, territory or Commonwealth minister of education but not to the director-general (or equivalent)
- " persons under the control of the director-general (or equivalent) who satisfy one or more of the following criteria:
 - o are cleaners, whether salaried or employed on contract
 - o are involved in the management and/or maintenance of boarding or hostel facilities for students
 - o are paid from privately raised funds
 - o have been occupying, or expect to be occupying, a position for a period of less than four continuous weeks (excluding school vacations for teaching staff) at the Census date
 - o are persons replacing those who are temporarily absent.

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

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

Students who are undertaking TAFE, tertiary studies, apprenticeships, work placements, VET in schools or a combination of such pathways, in addition to 'normal' school subjects, are in the scope of the NSSC, regardless of which year of schooling these alternative pathways are undertaken. The workload of both the 'normal' school subject(s) and alternative pathways are aggregated together to determine whether a student is classified as full-time or part-time and in calculating the full-time equivalent for part-time students.

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

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

YEAR AND SCHOOL LEVEL Year of education comprises Pre-Year 1 through to Year 12, including Ungraded Primary and Ungraded Secondary.

GLOSSARY *continued*

YEAR AND SCHOOL LEVEL
continued

School Level comprises Primary School and Secondary School.

Variations in schooling structures between the states and territories result in differences in the Years that comprise School Level for each state and territory. Variation occurs in the treatment of Year 7, which may be the last Year of Primary School or the first Year of Secondary School, depending on the state or territory.

For information on the structure of schooling in the various states and territories in Australia see, Differences in Schooling Structures (Appendix).

FOR MORE INFORMATION . . .

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