
2A SCHOOL EDUCATION ATTACHMENT

Definitions for the descriptors and indicators in this attachment are in Section 2A.4. Unsourced information has been obtained from Commonwealth, State and Territory Governments.

2A.1 Jurisdictions' comments

Commonwealth Government comments

“ The Commonwealth Government, in partnership with the State and Territory Governments, provided some \$3.7 billion in 1997 to Australian schools to achieve specific national objectives. State and Territory Governments provide the bulk of government school funding and have primary responsibility for the operation of their schools. Non-government education authorities have the primary responsibility for the operation of their schools, within the framework established by State and Territory Governments.

The Commonwealth Government has placed particular priority on the literacy and numeracy skills of Australia's school students. This was emphasised by the role played by the Commonwealth in adding a new and specifically-focussed literacy and numeracy goal to the Common and Agreed National Goals for Schooling in Australia in 1997. The 1996–97 Budget announced funding for a National Literacy and Numeracy Strategy, and the Commonwealth's priorities were also evident in its support for the National School English Literacy Survey, which provides the richest picture of literacy performance in Australia to date. The Survey took place in 1996 and results were published in September 1997. The Commonwealth has continued its support for other studies with strong student outcomes components, such as the Third International Mathematics and Science Study, the Longitudinal Surveys of Australian Youth program and the forthcoming OECD series of international assessments in reading, mathematics and science.

The Commonwealth has confirmed its strong commitment to improving the educational outcomes from schooling for indigenous students, including in the areas of literacy and numeracy as well as an accelerated effort to make the levels of educational outcomes for indigenous students similar to the levels achieved by other Australians.

Other relevant activities initiated or substantially assisted by the Commonwealth in 1996–97 and 1997–98 have included development of the information frameworks for the 1997 and 1998 Annual National Reports on Schooling in Australia (the ANR) and the development and funding of a study on the social objectives of schooling, which is nearing completion. This study is expected to contribute directly to the work of the Review through defining and describing aspects of the social objectives of schooling and obtaining baseline data on achievement against the selected objectives.

The Commonwealth has continued its contribution to the work of the MCEETYA ANR Taskforce and the Taskforce on Schools Statistics on such matters as common definitions of student populations, and is funding other projects relating to assessment and reporting.

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New South Wales Government comments

“ Full-time equivalent enrolment in NSW government schools increased in 1996 by 0.7 per cent to 761 037 students. During 1995–96 Government expenditure on education was \$4.15 billion. This represented a 6 per cent growth in real expenditure per student since 1992.

The Department of Education and Training strategic planning for 1997 was detailed in its key planning document *Agenda 97*. The document described the major priorities for the year including promotion of a well-developed foundation of skills among students; excellence in teaching and learning; strong partnerships with parents, teachers and students; safe, challenging and creative schools; and a strong commitment to equity.

The Basic Skills Testing program continued to monitor student literacy and numeracy progress in Years 3 and 5. A literacy testing program for Year 7 (ELLA) was successfully trialed during 1997, and a review was conducted of the Year 12 Higher School Certificate (HSC). With the resulting more standards-based approach to the HSC it will become increasingly possible to use this range of tests (including the Year 10 School Certificate) to monitor student performance throughout their schooling.

A state-wide literacy strategy was commenced during 1997, involving the establishment and training of district literacy teams and the production of a range of support materials. The Reading Recovery Program was also expanded by 100 extra teaching positions in 195 schools. In 1997, 397 schools across the state are implementing Reading Recovery.

The implementation of the Computer in Schools initiative continued during 1997. Over 1997-98 more than 55 000 computers will be distributed to schools. The Government has committed \$186.4 million over four years for this program to provide all students with equitable access to computer resources, integrate computers into all key learning areas and deliver training and development for teachers.

A new approach to school accountability and improvement has included the best practices of the previous quality assurance initiative and added features from other school systems, workplaces and community consultation. The new model includes the production of annual school reports, in depth school reviews and systematic monitoring and reporting of state-wide programs. ”

Victoria Government comments

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The reform program for Victorian school education which commenced in 1992 has been consolidated during 1997. The contribution of a strong education system to the Government's goals of a competitive and prosperous community leading to a higher standard of living for all Victorians cannot be over emphasised.

Victoria is the most efficient deliverer of government school education in the country, with the lowest average per capita cost for primary and secondary education, at 95 per cent and 96 per cent respectively of the Australian average, and the second lowest per capita out-of-school costs, at 75 per cent of the Australian average. Areas of achievement have been:

- the expansion of literacy programs, especially for children in the early years of schooling;
- the promotion of community service and leadership for young people through participation of 835 students from 28 secondary colleges in the Victorian Youth Development Program. In 1998, at least 1500 students are expected to participate in the Program;
- enhancements to student assessment by the Learning Assessment Project for primary students and the piloting of the Victorian Student Achievement Monitor for secondary students;
- full implementation of the Schools Accountability Framework by completion of 480 triennial reviews for the first intake of Schools of the Future. The Framework reports comprehensive performance data to parents and the community on student and school performance;
- \$83 million allocated as subsidies to schools for information technology in 1996-97. The computer to student ratio in schools reached 1:7.7 with the installation of over 16000 new computers. The application of learning technologies in the classroom was supported through Navigator schools, Science and Technology centres, SOFWeb (the Department's Internet service) and SOFNet (satellite delivery of interactive television service);
- expansion of VET in Schools. In 1997, 17 Dual Recognition Programs involving 8 per cent of Victorian Certificate of Education (VCE) students were in operation, compared to 11 Programs involving 5 per cent of students in 1996; and
- a comprehensive drug reform initiative, Turning the Tide in Schools, was implemented as part of a whole of government strategy, and addresses the use and misuse of legal and illegal drugs by young people.

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Queensland Government comments

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Education Queensland strives to provide a world-class education for all its students. It has an unrelenting focus on standards and outcomes which is driven by a strategic framework based on seven organisational goals: quality curriculum programs for all students; effective teaching; adoption of technology to enhance teaching, learning and management; a safe, supportive and productive learning environment; improved learning outcomes for all students; a skilled, confident and responsible work force; and confidence in public education.

Education Queensland provides for students in over 1300 school sites, with almost 50 per cent of schools designated as “small” schools. Remoteness, a higher proportion of Aboriginal and Torres Strait Islander students than in most other states, and a significant proportion of students in state schools whose first language is not English, all contribute to the challenges of providing efficient and effective educational programs for all students.

Education Queensland statement of purpose and vision reflects the need to be continually responsive to students' needs and to change the culture of the organisation from the traditional focus on inputs and processes to one that is committed to the pursuit of excellence in outcomes. There has been the progression to school-based management via the Leading Schools initiatives and the trials of School Councils, the policy of more resources “through the school gate”, and the development of the School Planning and Accountability Framework. The abolition of the 11 educational regions and the establishment of 36 district offices from January 1998 will provide a better service orientation. Internal accountability is being enhanced by service agreements to identify clearly the service levels within the organisation.

The adoption of technology to enhance teaching, learning and system management has been actively endorsed by Education Queensland, and will be of particular benefit to students in rural and remote schools. The Connect-ED project will link all state schools, provide them with Internet access, and will be complemented by the Schooling 2001 project which will increase the networking capacities within schools.

There has been a continued focus on a number of priority areas: the enhancement of literacy and numeracy; the achievement of the best educational outcomes for students with special needs; the continued support for the convergence of general and vocational education in the post-compulsory years; and role of the Centre for Leadership Excellence and the Centre for Teaching Excellence in promoting more effective methods of professional development.

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Western Australia Government comments

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WA occupies some 2.5 million square kilometres. Agricultural, pastoral, mining, industrial and urban settlement patterns have historically required the provision of a very large number of small, widely-dispersed schools. In 1997, there are some 770 government schools with enrolments ranging from less than 10 to over 1700 students.

WA collects and publishes a great deal of performance data that are not included in this document. These are reported in the Education Department's Annual Report and in the National Report on Schooling in Australia. Detailed performance data from the Monitoring Standards in Education sample testing in years 3, 7 and 10 each year are described in specific reports. The performance information in this Report, therefore, represents only a small sample of the total available. For example, the system-wide Monitoring Standards in Education testing has provided performance data on English, Mathematics, Science, Society and Environment, Health and Physical Education, and The Arts. These performance data are analysed in terms of a number of equity factors, including gender, Aboriginality, non-English speaking background and location. Monitoring Standards in Education, including the instruments used and the performance data collected, is recognised throughout Australia for its quality and coverage of the curriculum.

Analyses of system-level student performance at years 10 and 12 are conducted, yielding information on overall performance and performance in all key learning areas. As well as performance data on the content of courses, information is also collected, analysed and reported on participation and retention.

For information on all of these aspects of performance, readers should consult the Education Department's Annual Reports and specific Monitoring Standards in Education reports.

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South Australia Government comments

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In 1996 government schools in SA provided high quality education to the full-time equivalent of 180156 students attending 651 government schools. SA has a large number of part-time students and this must be taken into account when interpreting some of the data in this report. Part-time enrolments are particularly significant in the senior secondary years; in 1996 there were 2535 part-time students in year 12, representing 26.3 percent of all government year 12 students.

Vocational education has a high priority in public schools and is supported by a school-to-work initiative called *Ready, Set, Go* which involves students in workplace learning, career and enterprise education so that they become more work ready and have better career pathways. Personnel from business, industry and the vocational education and training sector deliver accredited VET courses in secondary schools. Regional partnerships between schools and local business, industry and community organisations underpin many of these programs.

The Basic Skills Tests in government schools are in their third year. Overall, the standards of literacy in years 3 and 5 have been maintained from 1995 to 1997. The standards in numeracy have been maintained in year 5 and the slight decline for year 3 is being monitored. Schools use the data to chart students' progress, ascertain the effectiveness of programs and establish their students' performance against those across the state.

SA's students performed very well in the Third International Mathematics and Science Study (TIMSS) for the two population groups, 9 to 10 years olds and 12 to 13 year olds. In the 9 to 10 year old group students' relative performance in mathematics and science was outstanding with a world ranking of seventh and third respectively. Students aged 12 to 13 years ranked on par with the top performing countries.

Major initiatives for 1996 included a realignment of management and service structures to ensure that schools are provided with efficient and effective support services; a quality assurance framework to be progressively implemented in all schools, initially on a voluntary basis, to increase efficiency, effectiveness and client satisfaction; and a five year technology strategy, which aims to integrate information and communication technology into the curriculum and significantly increase the levels of technology in schools.

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Tasmania Government comments

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Tasmanian Education System

Tasmania is characterised by a school system comprising a number of relatively small schools (averaging 212 students for primary schools and 583 students for secondary schools). Few schools are over 800 students, and these are mainly secondary colleges. It also has a relatively high proportion of low socio-economic status students, with 36.2 per cent receiving additional funding, and one of the lowest proportions of students in non-government schools. Approximately 5 per cent of all Tasmanian government school students are Aboriginal and about 7 per cent come from non-English speaking backgrounds.

Government expenditure per student

The relatively small size of the Tasmanian system limits economies of scale compared with larger jurisdictions. When compared with systems of similar size, Tasmania's out-of-school expenditure in particular is very efficient. In real terms, Tasmania's education expenditure has risen by 5.1 per cent and student-teacher ratios have dropped.

Student learning outcomes

Increased expenditure and lower student-teacher ratios are beginning to lead to improved student learning outcomes. The 1996 literacy testing in year 5 showed a statistically significant improvement and this was followed in 1997 by a sharp rise in numeracy outcomes for year 9 students. The 1997 result was also statistically significant when linked to previous numeracy testing of students at age 14. Tasmania's monitoring program will be extended into years 3 and 7 for the first time in 1998, and will cover aspects of both literacy and numeracy.

Evaluation of the early literacy intervention program in year 2 also indicated significant gains in literacy skills in year 3 students in 1997, who had received intervention in 1996, compared with a control group of year 3 students in 1996 who had not undergone intervention. This program has been expanded in 1997 to cover literacy, numeracy and social skills.

Vocational education and training

Tasmania continues to develop accredited courses baying strong school-industry links as one way of addressing low retention rates. In 1996 some 70 courses were available to students in years 11 and 12 in areas of local interest as diverse as forestry, hospitality and tourism, and the arts.

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Australian Capital Territory Government comments

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Total expenditure for the government school system in 1995–96 was \$253 million. Relative efficiency has improved over time. Between 1992 and 1995–96 the rate of increase in real expenditure per student was second lowest in Australia. The average annual increase was 1.6 per cent compared to an increase of 3.7 per cent nationally. Likewise, the relative efficiency of student/teacher ratios has improved over the same period. At 1.3 per cent in primary and 1.6 per cent in secondary, the rate of increase was second highest in Australia.

In 1996 participation by 15 to 19 year olds in government and non-government schooling was 63.4 per cent. Apparent retention rates were 97.9 per cent to year 10, 102.8 per cent to year 11 and 91.3 per cent to year 12.

Nine-year-old students in government and non-government primary schools performed well in both Mathematics and Science according to the 1997 results of the Third International Mathematics and Science Study. The level of performance was well above the international average. Nationally, the ACT performed amongst the higher performing states and territories. The results indicated no statistical difference between the higher performing states and the ACT.

In 1997 the first system-wide assessment of literacy levels was implemented in years 3 and 5 in government primary schools. The population assessment revealed that the vast majority of students are progressing sufficiently well to have appropriate literacy skills when they leave school. There is a small group who, without intervention are in danger of not becoming literate.

All year 5 students in government primary schools will participate in the initial numeracy assessment during 1998. The ACER Developmental Assessment Resource for Teachers Numeracy will be the instrument used.

The assessment regime for government high schools will be further developed in 1998 with a trial literacy and numeracy assessment for students in years 7 and 9. Full implementation is expected in 1999. Developmental work will include relating assessment results to the literacy and numeracy benchmarks for years 7 and 9.

In 1997 funds devolved to schools was increased to \$22.8 million under extended school-based management. The new arrangements aim to improve educational outcomes for students and the efficiency and effectiveness of school operations.

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Northern Territory Government comments

“ The statistical data for the NT must be interpreted with great care and any attempt to draw comparisons with other states and the ACT must take the following factors into account.

The geography of the NT presents very significant distances and isolation disadvantages. The NT has a population of 185 700 as 31 March 1997 and a land area of 1 348 000 square kilometres (an area 30 per cent larger than the combined areas of NSW and Victoria) with a population density of less than 14 people per 100 square kilometres. Many small centres are accessible only by air or sea and are often not accessible at all during the wet season.

It is important to note that 54.8 per cent of NT schools and 26.4 per cent of students are located in remote areas — many of these are in the most isolated centres in Australia.

Education services are provided to a diverse multi-cultural and multi-lingual population. Aboriginal and Torres Strait Islander students make up about 34 per cent of the total student population. In other jurisdictions the proportion is between 1 per cent and 3 per cent. A significant number (over 70 per cent) of school-aged Aboriginal and Torres Strait Islander people have English as a second or third language and, for many, English is not in common use in their homes or communities. Many also suffer a significant degree of economic disadvantage.

While many schools are in remote communities and have predominantly Aboriginal and Torres Strait Islander student enrolments, even in urban schools and Aboriginal and Torres Strait Islander student enrolments is significant, with an average of 17 per cent and, in some cases as high as 50 per cent.

NT Aboriginal and Torres Strait Islander school-aged children experience a range of living condition disadvantages which set them apart from other Australians. A high percentage of these children suffer from hearing and sight impairment and other health problems which inhibit educational participation and achievement. A high percentage live in housing conditions which are well below the standard for other Australian children.

The factors noted above significantly influence all aspects of school education in the NT, being reflected, for example, in higher unit costs and lower student/teacher and student/non-teacher ratios.

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2A.2 All jurisdictions' data

2A.2.1 Descriptors

Table 2A.1: Government schools: all jurisdictions, descriptors, students, staff and school numbers, 1996

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|--------------------------|---------|---------|---------|---------|---------|--------|--------|--------|-----------|
| <i>Students</i> | 760 078 | 517 062 | 411 686 | 224 714 | 177 504 | 62 776 | 39 971 | 27 766 | 2 221 557 |
| primary | 452 117 | 303 769 | 266 298 | 145 837 | 120 654 | 36 097 | 22 431 | 20 203 | 1 367 406 |
| secondary | 307 961 | 213 293 | 145 388 | 78 877 | 56 850 | 26 679 | 17 540 | 7 563 | 854 151 |
| <i>Staff</i> | 60 226 | 40 700 | 34 409 | 18 324 | 14 945 | 5 589 | 3 270 | 2 733 | 180 195 |
| primary | 31 135 | 20 286 | 20 527 | 10 287 | 8 843 | 2 938 | 1 569 | 1 787 | 97 372 |
| secondary | 29 091 | 20 414 | 13 882 | 8 038 | 6 101 | 2 651 | 1 701 | 946 | 82 823 |
| <i>Schools</i> | 2 186 | 1 700 | 1 314 | 764 | 651 | 229 | 99 | 145 | 7 088 |
| primary | 1 648 | 1 297 | 997 | 510 | 482 | 150 | 67 | 88 | 5 239 |
| secondary | 388 | 281 | 189 | 97 | 82 | 41 | 26 | 11 | 1 115 |
| combined | 65 | 39 | 76 | 95 | 66 | 27 | 1 | 39 | 408 |
| special | 85 | 83 | 52 | 62 | 21 | 11 | 5 | 7 | 326 |
| <i>Mean school sizes</i> | 348 | 304 | 313 | 294 | 273 | 274 | 404 | 191 | 0 |
| mean primary | 268 | 229 | 253 | 257 | 225 | 212 | 325 | 179 | 0 |
| mean secondary | 768 | 716 | 733 | 758 | 627 | 583 | 644 | 644 | 0 |

Source: DEETYA 1997 unpublished

Table 2A.2: All Schools: all jurisdictions, descriptors, students proportions and staff ratios, 1996

| | Units | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|---|-------|------|------|------|------|------|------|------|------|------|
| <i>All students as a proportion of the total population</i> | % | 17.2 | 17.1 | 16.9 | 17.4 | 16.6 | 17.8 | 20.0 | 20.0 | 17.2 |
| Government | % | 12.3 | 11.4 | 12.3 | 12.7 | 12.0 | 13.2 | 13.0 | 15.6 | 12.1 |
| Non-government | % | 4.9 | 5.7 | 4.6 | 4.6 | 4.6 | 4.5 | 7.0 | 4.4 | 5.0 |
| <i>Primary students as a proportion of the total population</i> | % | 9.9 | 9.6 | 10.3 | 10.7 | 10.9 | 10.0 | 10.7 | 14.1 | 10.1 |
| Government | % | 7.3 | 6.7 | 7.9 | 8.3 | 8.1 | 7.6 | 7.3 | 11.4 | 7.5 |
| Non-government | % | 2.6 | 2.9 | 2.3 | 2.4 | 2.7 | 2.3 | 3.4 | 2.8 | 2.6 |
| <i>Secondary students as a proportion of the total population</i> | % | 7.3 | 7.5 | 6.6 | 6.7 | 5.7 | 7.8 | 9.3 | 5.9 | 7.1 |
| Government | % | 5.0 | 4.7 | 4.3 | 4.5 | 3.8 | 5.6 | 5.7 | 4.3 | 4.7 |
| Non-government | % | 2.4 | 2.8 | 2.3 | 2.2 | 1.9 | 2.2 | 3.5 | 1.6 | 2.4 |
| <i>Staff ratios in government schools</i> | | | | | | | | | | |
| Primary | | | | | | | | | | |
| Teachers | ratio | 17.9 | 18.2 | 17.6 | 18.3 | 17.4 | 16.8 | 19.0 | 14.8 | 0.0 |
| All staff | ratio | 14.5 | 15.0 | 13.0 | 14.2 | 13.6 | 12.3 | 14.3 | 11.3 | 14.0 |
| Secondary | | | | | | | | | | |
| Teachers | ratio | 12.8 | 12.3 | 13.5 | 12.7 | 11.6 | 13.0 | 12.8 | 11.2 | 0.0 |
| All staff | ratio | 10.6 | 10.4 | 10.5 | 9.8 | 9.3 | 10.1 | 10.3 | 8.0 | 10.3 |
| <i>Part-time students as a proportion of secondary students in government schools</i> | % | 0.6 | 1.0 | 3.7 | 5.7 | 10.1 | 9.3 | 0.1 | 11.5 | 2.7 |

Source: DEETYA 1997 unpublished

Table 2A.3: Government expenditure on government schools: all jurisdictions, descriptors, expenditure, 1995–96 (\$'000)

| | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|----------------------------|------------------|------------------|------------------|------------------|----------------|----------------|----------------|----------------|-------------------|
| Total expenditure | 4 150 653 | 2 660 656 | 2 237 406 | 1 224 194 | 985 504 | 350 353 | 252 908 | 222 284 | 12 083 958 |
| <i>In-school primary</i> | 2 037 128 | 1 260 182 | 1 180 898 | 623 800 | 536 221 | 160 413 | 113 549 | 118 889 | 6 031 080 |
| Capital | 95 807 | 53 877 | 77 767 | 40 599 | 48 961 | 1 454 | 8 062 | 3 059 | 329 586 |
| Recurrent | 1 941 321 | 1 206 305 | 1 103 131 | 583 201 | 487 260 | 158 959 | 105 487 | 115 830 | 5 701 494 |
| Staff | 1 394 297 | 903 793 | 847 091 | 454 744 | 408 075 | 121 918 | 86 599 | 75 962 | 4 292 479 |
| Other | 547 024 | 302 512 | 256 040 | 128 457 | 79 185 | 37 041 | 18 888 | 39 868 | 1 409 015 |
| <i>In-school secondary</i> | 1 928 871 | 1 274 176 | 873 711 | 519 866 | 369 878 | 163 141 | 119 664 | 73 161 | 5 322 468 |
| Capital | 62 988 | 67 768 | 60 844 | 34 805 | 32 563 | 12 110 | 10 929 | 3 020 | 285 027 |
| Recurrent | 1 865 883 | 1 206 408 | 812 867 | 485 061 | 337 315 | 151 031 | 108 735 | 70 141 | 5 037 441 |
| Staff | 1 360 857 | 942 553 | 631 088 | 365 624 | 284 489 | 114 453 | 90 939 | 49 328 | 3 839 331 |
| Other | 505 026 | 263 855 | 181 779 | 119 437 | 52 826 | 36 578 | 17 796 | 20 813 | 1 198 110 |
| <i>Out of school</i> | 184 654 | 126 298 | 182 797 | 80 528 | 79 405 | 26 799 | 19 695 | 30 234 | 730 410 |
| Capital | 6 445 | 811 | 1 918 | 0 | 273 | 0 | 0 | 183 | 9 630 |
| Recurrent | 178 209 | 125 487 | 180 879 | 80 528 | 79 132 | 26 799 | 19 695 | 30 051 | 720 780 |
| Staff | 100 333 | 56 003 | 103 884 | 44 586 | 34 874 | 12 929 | 12 441 | 19 926 | 384 976 |
| Other | 77 876 | 69 484 | 76 995 | 35 942 | 44 258 | 13 870 | 7 254 | 10 125 | 335 804 |

Source: DEETYA 1997 unpublished

Table 2A.4: Government schools: all jurisdictions, descriptors, change in expenditure and student teacher ratios, 1992 to 1995-96

| | Units | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|---|---------------------|------|------|------|------|-----|------|-----|------|------|
| <i>Education expenditure per student 1992</i> | | | | | | | | | | |
| <i>Student/teacher ratios 1992</i> | | | | | | | | | | |
| Primary | ratio | 20 | 16 | 18 | 18 | 17 | 18 | 18 | 15 | na |
| Secondary | ratio | 13 | 11 | 13 | 13 | 11 | 13 | 12 | 11 | na |
| <i>Change in real expenditure per student 1992 to 1995-96</i> | | | | | | | | | | |
| | % annual ave change | 6.0 | -0.3 | 5.8 | 4.4 | 1.7 | 5.1 | 1.6 | 3.0 | 3.7 |
| <i>Change in student/teacher ratios 1992 to 1995-96</i> | | | | | | | | | | |
| Primary | % annual ave change | -2.7 | 3.3 | -0.6 | 0.4 | 0.7 | -1.7 | 1.3 | -0.4 | na |
| Secondary | % annual ave change | -0.3 | 2.8 | 1.0 | -0.6 | 1.4 | -0.1 | 1.6 | 0.5 | na |

Source: DEETYA 1997 unpublished

Table 2A.5: Part-time students in government schools, 1996

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|-----------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Number ^a | 1 776 | 2 139 | 5 411 | 4 518 | 5 770 | 2 481 | 13 | 869 | 22 977 |
| Per cent ^b | 0.6 | 1.0 | 3.7 | 5.7 | 10.1 | 9.3 | 0.1 | 11.5 | 2.7 |

a Jurisdictions defined part-time students differently.

b Part-time students as a per cent of all secondary students.

Table 2A.6: Enrolment in key learning areas in year 12, 1995 and 1996 (per cent)^a

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|-------------------------|------------------------------------|--------------|------------|--------------|--------------|------------|--------------|-----------|
| 1995 | <i>Government schools students</i> | | | | | | | |
| English | 17.7 | 21.0 | 17.3 | 18.8 | 13.3 | 16.2 | 24.9 | 17.4 |
| Mathematics | 19.1 | 15.0 | 18.2 | 17.6 | 17.3 | 12.5 | 20.8 | 17.8 |
| Society and Environment | 23.6 | 18.6 | 10.5 | 12.2 | 27.3 | 24.5 | 15.3 | 24.4 |
| Science | 13.3 | 15.8 | 16.4 | 16.6 | 17.4 | 14.8 | 13.6 | 13.7 |
| Arts | 6.5 | 9.0 | 9.2 | 6.9 | 5.6 | 7.1 | 5.9 | 8.5 |
| LOTE | 2.8 | 3.1 | 1.3 | 1.2 | 2.7 | 2.2 | 3.3 | 1.2 |
| Technology | 12.0 | 13.3 | 18.7 | 16.0 | 12.2 | 13.9 | 10.8 | 13.1 |
| Health & PE | 5.0 | 3.9 | 8.4 | 10.5 | 4.3 | 6.1 | 5.3 | 3.9 |
| 1996 | <i>Government schools students</i> | | | | | | | |
| English | 17.6 | na | 17.4 | 18.7 | 13.7 | 14.2 | 23.18 | 16.8 |
| Mathematics | 18.9 | na | 21 | 17.1 | 16.2 | 11.3 | 17.64 | 18.6 |
| Society and Environment | 23.8 | na | 13.8 | 11.7 | 24 | 25.5 | 16.31 | 22.1 |
| Science | 12.9 | na | 19.9 | 15.8 | 16.8 | 16.2 | 13.55 | 16.1 |
| Arts | 6.7 | na | 8.6 | 6.4 | 5.7 | 8.1 | 6.98 | 7.5 |
| LOTE | 2.6 | na | 2.2 | 1.3 | 2.6 | 12.4 | 3.62 | 3.4 |
| Technology | 12.2 | na | 12.4 | 17.4 | 15.3 | 5.8 | 12.30 | 11.6 |
| Health & PE | 5.4 | na | 4.7 | 10.8 | 5.3 | 2.8 | 6.41 | 3.9 |
| Not classified | — | — | — | — | — | 3.6 | — | 0.2 |
| 1996 | <i>All students</i> | | | | | | | |
| English | 17.6 | 21.0 | na | 18.7 | 13.6 | na | 22.0 | na |
| Mathematics | 18.9 | 15.4 | na | 18.0 | 17.1 | na | 17.1 | na |
| Society and Environment | 26.0 | 17.8 | na | 13.0 | 25.4 | na | 20.4 | na |
| Science | 12.9 | 16.1 | na | 17.2 | 18.1 | na | 14.1 | na |
| Arts | 6.2 | 9.1 | na | 5.8 | 5.4 | na | 5.9 | na |
| LOTE | 2.8 | 3.2 | na | 2.0 | 2.9 | na | 3.3 | na |
| Technology | 11.0 | 13.3 | na | 14.5 | 12.4 | na | 11.4 | na |
| Health & PE | 4.6 | 4.1 | na | 9.5 | 4.6 | na | 5.8 | na |
| Total | 100.0 | 100.0 | | 100.0 | 100.0 | | 100.0 | |

na not available.

— not applicable.

a Data are full-year equivalent enrolments in each subject as a proportion of total full year equivalent enrolments. Differences in categorisation of subjects into learning areas mean that indices may not be directly comparable across jurisdictions.

Table 2A.7: Government schools: all jurisdictions, descriptors, 1996 (per cent)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|---|------------|------------|------------|-----------|-----------|------------|------------|-----------|
| <i>Participation rates</i> | | | | | | | | |
| Participation (15 to 19) | 33.6 | 33.3 | 28.4 | 27.4 | 29.5 | 33.6 | 41.8 | 30.3 |
| Participation age 15 | 63.6 | 59.4 | 58.4 | 59.7 | 60.6 | 70.4 | 62.7 | 57.1 |
| Participation age 16 | 51.9 | 53.5 | 49.5 | 47.5 | 51.9 | 49.3 | 71.0 | 48.0 |
| Participation age 17 | 41.6 | 43.9 | 28.6 | 24.7 | 27.9 | 34.2 | 63.5 | 32.3 |
| Participation age 18 | 9.4 | 9.5 | 4.5 | 4.1 | 4.8 | 7.2 | 22.0 | 9.2 |
| Participation age 19 | 1.4 | 1.9 | 1.0 | 1.2 | 1.5 | 1.8 | 3.4 | 2.3 |
| <i>Apparent retention rates</i> | | | | | | | | |
| to Year 10 | 94.2 | 93.9 | 98.2 | 97.4 | 90.1 | 96.4 | 98.1 | 69.6 |
| to Year 11 | 74.2 | 84.3 | 80.5 | 80.2 | 80.9 | 67.7 | 122.9 | 52.7 |
| to Year 12 (1996) | 62.3 | 69.4 | 69.7 | 66.4 | 59.9 | 50.2 | 108.2 | 41.3 |
| to Year 12 (1992) | 64.4 | 77.9 | 82.1 | 69.0 | 87.6 | 59.5 | 116.4 | 58.8 |
| Year 12 male | 56.9 | 61.2 | 64.2 | 60.6 | 54.1 | 47.1 | 110.5 | 40.8 |
| Year 12 female | 67.8 | 78.3 | 75.4 | 72.5 | 66.3 | 53.4 | 106.1 | 42.0 |
| <i>Student body mix</i> | | | | | | | | |
| NESB | 23.4 | 23.5 | 12.1 | 17.1 | 15.2 | 5.8 | 21.9 | 32.8 |
| Aboriginality | 3.1 | 0.8 | 5.3 | 5.5 | 2.9 | 5.2 | 1.4 | 36.5 |
| Students with disabilities | 2.7 | 2.6 | 2.1 | 2.5 | 6.7 | 5.0 | 3.9 | 6.8 |
| Years 11 and 12 | 9.9 | 11.4 | 11.1 | 11.2 | 9.6 | 9.5 | 15.8 | 6.9 |
| Government students as a proportion of all students | | | | | | | | |

Source: DEETYA 1997 unpublished

Table 2A.8: All schools: all jurisdictions, descriptors, 1996 (per cent)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|---------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|
| <i>Participation rates</i> | | | | | | | | |
| Participation (15 to 19) | 50.5 | 53.7 | 44 | 41.8 | 45.4 | 47.4 | 63.4 | 40 |
| Participation age 15 | 93 | 94.2 | 89.1 | 89.1 | 90.7 | 96.4 | 108.1 | 77.7 |
| Participation age 16 | 78.4 | 86.5 | 77.3 | 73.5 | 80.6 | 71.1 | 105.4 | 63.2 |
| Participation age 17 | 64.9 | 73.3 | 45.7 | 38.9 | 46.3 | 50.7 | 91.8 | 40.5 |
| Participation age 18 | 14 | 14.7 | 7 | 5.9 | 6.8 | 9.7 | 29.8 | 11.6 |
| Participation age 19 | 1.8 | 2.5 | 1.5 | 1.7 | 1.9 | 2 | 4 | 3.1 |
| <i>Apparent retention rates</i> | | | | | | | | |
| to Year 10 | 96.2 | 96 | 99.5 | 99.1 | 93.6 | 96.7 | 97.9 | 71.2 |
| to Year 11 | 78.2 | 88.1 | 86.4 | 85 | 86.8 | 68.8 | 102.8 | 52.6 |
| to Year 12 | 67.7 | 75.3 | 76.4 | 70.7 | 68.4 | 53.1 | 91.3 | 41 |
| Year 12 male | 62.9 | 68.3 | 71.3 | 64.6 | 62.6 | 49.9 | 91.7 | 40.4 |
| Year 12 female | 72.7 | 82.7 | 82 | 77 | 74.6 | 56.9 | 90.8 | 41.7 |
| <i>Student body mix</i> | | | | | | | | |
| NESB | 26.1 | 27.3 | 13.4 | 20.2 | 17.9 | 7.2 | 22.4 | 33 |
| Aboriginality | 2.4 | 0.6 | 4.4 | 5.0 | 2.3 | 4.5 | 1.1 | 34.7 |
| Students with disabilities | 2.5 | 2.1 | 1.9 | 2.2 | 5.3 | 3.9 | 2.9 | 6.0 |
| Years 11 and 12 | 10.9 | 12.6 | 12.8 | 12.5 | 10.9 | 10.1 | 14.9 | 6.9 |

Source: DEETYA 1997 unpublished

Table 2A.9: All schools: all jurisdictions, schools by type, 1996
(per cent)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|--------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|
| <i>Government</i> | | | | | | | | |
| primary | 75.4 | 76.3 | 75.9 | 66.8 | 74.0 | 65.5 | 67.7 | 60.7 |
| secondary | 17.8 | 16.5 | 14.4 | 12.7 | 12.6 | 17.9 | 26.3 | 7.6 |
| combined | 3.0 | 2.3 | 5.8 | 12.4 | 10.1 | 11.8 | 1.0 | 26.9 |
| special | 3.9 | 4.9 | 4.0 | 8.1 | 3.2 | 4.8 | 5.1 | 4.8 |
| Total government schools | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| <i>All schools</i> | | | | | | | | |
| primary | 71.2 | 73.2 | 71.6 | 64.7 | 71.6 | 62.2 | 64.8 | 59.9 |
| secondary | 17.7 | 16.4 | 15.7 | 13.2 | 12.7 | 16.4 | 23.0 | 8.7 |
| combined | 7.3 | 6.3 | 9.6 | 15.9 | 12.8 | 17.4 | 8.6 | 27.32 |
| special | 3.8 | 4.1 | 3.1 | 6.3 | 3.0 | 4.0 | 3.6 | 4.1 |
| Total schools | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Source: DEETYA 1997 unpublished

2A.2.2 Effectiveness

Table 2A.10: All jurisdictions, effectiveness, student learning outcomes
Third International Mathematics and Science Study —
achievement of primary students, 1994 (mean
achievement scores)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> |
|----------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|
| Mathematics | 498 | 498 | 546 | 545 | 540 | 492 | 530 | 528 |
| Science | 520 | 521 | 555 | 577 | 562 | 524 | 552 | 545 |
| Mean years of schooling | 4.25 | 4.22 | 4.28 | 4.25 | 5.20 | 4.03 | 4.35 | 5.14 |

Source: Lokan, Ford and Greenwood 1997

Table 2A.11: Australia, effectiveness, student learning outcomes, years 3 and 5 students who met the reading and writing Literacy Standards, 1996 (per cent)

| | <i>Reading</i> | <i>Writing</i> |
|---------------------------------|----------------|----------------|
| <i>Year 3</i> | | |
| Main Sample (Total) | 73 | 72 |
| Males | 66 | 65 |
| Females | 77 | 81 |
| Non-English speaking background | 62 | 63 |
| English speaking background | 73 | 74 |
| High socio-economic status | 88 | 90 |
| Medium socio-economic status | 72 | 73 |
| Low socio-economic status | 62 | 70 |
| Indigenous Sample | 19 | 29 |
| <i>Year 5</i> | | |
| Main Sample (Total) | 71 | 67 |
| Males | 65 | 59 |
| Females | 76 | 74 |
| Non-English speaking background | 56 | 63 |
| English speaking background | 72 | 67 |
| High socio-economic status | 87 | 81 |
| Medium socio-economic status | 71 | 67 |
| Low socio-economic status | 47 | 57 |
| Indigenous Sample | 23 | 24 |

Source: Masters 1997

Table 2A.12: All jurisdictions, effectiveness, student learning outcomes, literacy skill level attained by persons aged 15 to 19 years, 1996 (per cent)^a

| <i>Level</i> | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|---------------------------------|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| <i>Prose skill level</i> | | | | | | | | | |
| 1 | 13.3 | 12 | 22.5 | 19.6 | **7.8 | **10.7 | **13.9 | **6.6 | 14.8 |
| 2 | 34.6 | 30.2 | 23.3 | 26 | 27.1 | 37.1 | **41.4 | **56.1 | 30.4 |
| 3 | 40.7 | 40.6 | 39.4 | 31.5 | 49.3 | 40.5 | **35.4 | **27.1 | 40 |
| 4 to 5 | 11.3 | 17.1 | 14.8 | 22.8 | **15.8 | **11.8 | **9.3 | **10.2 | 14.9 |
| <i>Document skill level</i> | | | | | | | | | |
| 1 | 11.2 | 12.2 | 14.1 | **12.6 | **11.3 | **10.7 | **9.3 | – | 12 |
| 2 | 37.8 | 28.3 | 27.5 | 30.1 | 33.8 | 43.3 | **36.1 | **62.7 | 32.8 |
| 3 | 42.8 | 39.4 | 42 | 37.9 | 37 | 36.6 | 45.4 | **37.3 | 40.7 |
| 4 to 5 | **8.3 | 20.1 | 16.4 | 19.4 | **17.9 | **9.4 | **9.3 | – | 14.6 |
| <i>Quantitative skill level</i> | | | | | | | | | |
| 1 | 15.6 | 15.2 | 20.5 | 19.1 | **13.4 | **15.5 | **9.3 | **6.6 | 16.4 |
| 2 | 39.7 | 34.8 | 28.8 | 26.9 | 33.7 | 44.3 | 45.4 | **56.1 | 35.1 |
| 3 | 37.3 | 34.7 | 36.8 | 41.9 | 41.2 | **25.7 | **24.6 | **37.3 | 36.8 |
| 4 to 5 | **7.4 | 15.2 | 13.9 | **12.1 | **11.6 | **14.4 | **20.8 | – | 11.7 |

** Sampling variability was too high for comparisons to be made for most practical purposes.

– not applicable.

a Higher level numbers represent higher skill levels. The levels represent a continuum of how well people were able to interpret and use material printed in English for each of the three types of literacy (prose, document and quantitative). Progression along the continuum was characterised by increased ability to process information (for example, to locate, match and generate information) and to draw correct inferences based on the information being used.

Source: ABS 1997

2A.2.3 Efficiency

Table 2A.13: Government schools: all jurisdictions, efficiency, expenditure per full time student and student staff (full time equivalent) ratios, 1996

| | Units | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|---|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Government expenditure per student | | 5 478 | 5 157 | 5 476 | 5 468 | 5 537 | 5 559 | 6 316 | 8 076 | 5 456 |
| <i>In-school primary</i> | \$ per student | 4 525 | 4 164 | 4 449 | 4 281 | 4 409 | 4 429 | 5 058 | 5 925 | 4 421 |
| Capital | | 213 | 178 | 293 | 279 | 403 | 40 | 3 59 | 152 | 242 |
| Recurrent | | 4 312 | 3 986 | 4 156 | 4 003 | 4 006 | 4 389 | 4 699 | 5 772 | 4 179 |
| Staff | | 3 097 | 2 986 | 3 191 | 3 121 | 3 355 | 3 366 | 3 858 | 3 786 | 3 146 |
| Other | | 1 215 | 1 000 | 965 | 882 | 651 | 1 023 | 8 41 | 1 987 | 1 033 |
| <i>In-school secondary</i> | \$ per student | 6 274 | 5 974 | 6 102 | 6 648 | 6 562 | 6 085 | 6 800 | 9 812 | 6 259 |
| Capital | | 205 | 318 | 425 | 445 | 578 | 452 | 6 21 | 405 | 335 |
| Recurrent | | 6 069 | 5 656 | 5 677 | 6 203 | 5 984 | 5 633 | 6 179 | 9 407 | 5 924 |
| Staff | | 4 426 | 4 419 | 4 407 | 4 675 | 5 047 | 4 269 | 5 168 | 6 615 | 4 515 |
| Other | | 1 643 | 1 237 | 1 270 | 1 527 | 937 | 1 364 | 1 011 | 2 791 | 1 409 |
| <i>Out of school total</i> | \$ per student | 244 | 245 | 447 | 360 | 446 | 425 | 492 | 1 098 | 330 |
| Capital | | 9 | 2 | 5 | 0 | 2 | 0 | 0 | 7 | 4 |
| Recurrent | | 235 | 243 | 443 | 360 | 445 | 425 | 492 | 1 092 | 326 |
| Staff | | 132 | 109 | 254 | 199 | 196 | 205 | 311 | 724 | 174 |
| Other | | 103 | 135 | 188 | 161 | 249 | 220 | 181 | 368 | 152 |

(cont.)

Table 2A.13: Government schools: all jurisdictions, efficiency, expenditure per full time student and student staff (full time equivalent) ratios, 1996 (cont.)

| | Units | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust |
|-----------------------------|-------|-----|-----|-----|----|----|-----|-----|----|------|
| Student/staff ratios | | | | | | | | | | |
| <i>In-school primary</i> | | | | | | | | | | |
| teacher | Ratio | 18 | 18 | 18 | 18 | 17 | 17 | 19 | 15 | |
| all staff | Ratio | 15 | 15 | 13 | 14 | 14 | 12 | 14 | 11 | 14 |
| non-teacher | Ratio | 77 | 84 | 50 | 63 | 63 | 46 | 58 | 48 | |
| <i>In-school secondary</i> | | | | | | | | | | |
| teacher | Ratio | 13 | 12 | 14 | 13 | 12 | 13 | 13 | 11 | |
| all staff | Ratio | 11 | 10 | 11 | 10 | 9 | 10 | 10 | 8 | 10 |
| non-teacher | Ratio | 60 | 70 | 46 | 43 | 47 | 45 | 54 | 28 | |

Source: DEETYA 1997 unpublished

Table 2A.14: Government schools: all jurisdictions, efficiency, student staff ratios, 1991 to 1996 (students per staff member)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| <i>Primary students per staff member</i> | | | | | | | | | |
| 1991 | 16.1 | 14.0 | 13.7 | 14.5 | 13.3 | 14.5 | 14.7 | 12.1 | 14.5 |
| 1992 | 16.2 | 13.8 | 13.8 | 14.4 | 13.3 | 14.0 | 14.4 | 12.0 | 14.5 |
| 1993 | 15.8 | 14.9 | 13.0 | 14.2 | 13.4 | 13.3 | 14.2 | 11.8 | 14.5 |
| 1994 | 15.3 | 15.6 | 13.2 | 14.5 | 13.3 | 12.8 | 12.7 | 11.6 | 14.4 |
| 1995 | 14.6 | 15.5 | 12.6 | 14.3 | 13.2 | 12.1 | 14.3 | 11.4 | 14.0 |
| 1996 | 14.5 | 15.0 | 13.0 | 14.2 | 13.6 | 12.3 | 14.3 | 11.3 | 14.0 |
| <i>Secondary students per staff member</i> | | | | | | | | | |
| 1991 | 10.8 | 9.6 | 10.3 | 10.0 | 8.9 | 10.6 | 10.0 | 8.4 | 10.1 |
| 1992 | 10.9 | 9.4 | 10.1 | 9.8 | 8.8 | 10.3 | 10.0 | 8.7 | 10.0 |
| 1993 | 10.5 | 9.8 | 10.2 | 9.6 | 8.4 | 10.2 | 9.8 | 8.6 | 10.0 |
| 1994 | 10.7 | 10.4 | 10.0 | 9.7 | 8.5 | 10.5 | 9.5 | 7.8 | 10.2 |
| 1995 | 10.6 | 10.3 | 10.3 | 9.6 | 8.7 | 10.1 | 10.1 | 7.8 | 10.2 |
| 1996 | 10.6 | 10.4 | 10.5 | 9.8 | 9.3 | 10.1 | 10.3 | 8.0 | 10.3 |

Source: DEETYA 1997 unpublished

Table 2A.15: All jurisdictions, efficiency, government expenditure per student, all schools and government schools, 1995–96 (\$)

| | <i>NSW</i> | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>SA</i> | <i>Tas</i> | <i>ACT</i> | <i>NT</i> | <i>Aust</i> |
|--|------------|------------|------------|-----------|-----------|------------|------------|-----------|-------------|
| Government expenditure per student in government schools | 5478 | 5157 | 5476 | 5468 | 5537 | 5559 | 6316 | 8076 | 5456 |
| Government expenditure per student in all schools | 4773 | 4361 | 4872 | 4910 | 4792 | 4963 | 5162 | 7495 | 4748 |

Source: DEETYA 1997 unpublished

2A.3 Single jurisdiction data

2A.3.1 New South Wales

Table 2A.16: NSW descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Students</i> | No | 746 417 | 756 852 | 757 975 | 755 771 | 755 252 | 760 078 |
| primary | | 439 928 | 445 772 | 446 911 | 447 238 | 448 325 | 452 117 |
| secondary | | 306 489 | 311 080 | 311 064 | 308 533 | 306 927 | 307 961 |
| <i>Staff</i> | FTE | 55 643 | 56 117 | 57 780 | 58 073 | 59 788 | 60 226 |
| primary | | 27 248 | 27 448 | 28 203 | 29 317 | 30 740 | 31 135 |
| secondary | | 28 395 | 28 670 | 29 577 | 28 756 | 29 048 | 29 091 |
| <i>Schools</i> | No | 2 176 | 2 180 | 2 184 | 2 187 | 2 190 | 2 186 |
| primary | | 1 637 | 1 642 | 1 646 | 1 649 | 1 652 | 1 648 |
| secondary | | 383 | 384 | 385 | 385 | 387 | 388 |
| combined | | 61 | 61 | 62 | 63 | 63 | 65 |
| special | | 95 | 93 | 91 | 90 | 88 | 85 |
| <i>Mean school sizes</i> | Mean | 343 | 347 | 347 | 346 | 345 | 348 |
| mean primary | | 262 | 265 | 265 | 265 | 265 | 268 |
| mean secondary | | 776 | 786 | 782 | 775 | 767 | 768 |

Source: DEETYA 1997 unpublished

Table 2A.17: NSW descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | <i>1991–92</i> | <i>1992–93</i> | <i>1993–94</i> | <i>1994–95</i> | <i>1995–96</i> |
|----------------------------|--------------|------------------|------------------|------------------|------------------|------------------|
| Total expenditure | \$'000 | 3 109 044 | 3 491 588 | 3 737 273 | 3 926 421 | 4 150 653 |
| <i>In-school primary</i> | | 1 462 321 | 1 652 350 | 1 727 851 | 1 919 942 | 2 037 128 |
| Capital | | 84 385 | 100 482 | 93 071 | 106 910 | 95 807 |
| Recurrent | | 1 377 936 | 1 551 868 | 1 634 780 | 1 813 032 | 1 941 321 |
| Staff | | 938 855 | 1 106 734 | 1 197 815 | 1 309 208 | 1 394 297 |
| Other | | 439 081 | 445 134 | 436 965 | 503 824 | 547 024 |
| <i>In-school secondary</i> | \$'000 | 1 477 728 | 1 645 140 | 1 828 603 | 1 827 109 | 1 928 871 |
| Capital | | 125 059 | 83 482 | 101 869 | 76 388 | 62 988 |
| Recurrent | | 1 352 669 | 1 561 658 | 1 726 734 | 1 750 721 | 1 865 883 |
| Staff | | 1 012 357 | 1 195 107 | 1 290 673 | 1 298 038 | 1 360 857 |
| Other | | 340 312 | 366 551 | 436 061 | 452 683 | 505 026 |
| <i>Out of school</i> | \$'000 | 168 995 | 194 098 | 180 819 | 179 370 | 184 654 |
| Capital | | na | 5 120 | 13 667 | 19 577 | 6 445 |
| Recurrent | | 168 995 | 188 978 | 167 152 | 159 793 | 178 209 |
| Staff | | 98 901 | 88 350 | 93 025 | 90 749 | 100 333 |
| Other | | 70 094 | 100 628 | 74 127 | 69 044 | 77 876 |
| <i>Source of income</i> | | | | | | |
| Commonwealth | % | 13 | 13 | 12 | na | na |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.18: NSW descriptors, government schools, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|---|--------------|-------------|-------------|--|-------------|-------------|-------------|
| <i>Participation rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 34.5 | 35.2 | 34.4 | 33.7 | 33.6 |
| Participation age 15 | % | 65.1 | 65.0 | 64.9 | 64.1 | 64.0 | 63.6 |
| Participation age 16 | % | 53.4 | 54.7 | 55.0 | 53.2 | 51.5 | 51.9 |
| Participation age 17 | % | 40.6 | 43.9 | 45.5 | 44.3 | 42.2 | 41.6 |
| Participation age 18 | % | 10.1 | 12.0 | 12.4 | 11.3 | 10.2 | 9.4 |
| Participation age 19 | % | na | 2.1 | 2.2 | 1.9 | 1.5 | 1.4 |
| <i>Apparent retention rates</i> | | | | | | | |
| to Year 10 | % | 95.1 | 96.5 | 96.9 | 95.7 | 94.0 | 94.2 |
| to Year 11 | % | 74.7 | 80.0 | 81.8 | 78.7 | 75.2 | 74.2 |
| to Year 12 | % | 56.3 | 64.4 | 66.5 | 66.2 | 64.5 | 62.3 |
| Year 12 male | % | 51.1 | 59.5 | 61.9 | 60.9 | 58.6 | 56.9 |
| Year 12 female | % | 61.8 | 69.6 | 71.5 | 71.7 | 70.7 | 67.8 |
| <i>Student body mix</i> | | | | | | | |
| | | | | <i>percent of government school population</i> | | | |
| NESB | % | na | 25.0 | 25.0 | 25.0 | 25.0 | 23.4 |
| Aboriginality | % | 2.3 | 2.5 | 2.6 | 2.8 | 3.0 | 3.1 |
| Students with disabilities | % | na | 2.0 | 2.0 | 2.5 | 2.6 | 2.7 |
| Years 11 & 12 | % | 10.6 | 11.1 | 11.1 | 10.6 | 10.1 | 9.9 |
| Government students as a proportion of all students | % | 72.0 | 72.1 | 72.0 | 71.9 | 71.5 | 71.3 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.19: NSW descriptors, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|---------------------------------|--------------|--|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 50.3 | 50.5 |
| Participation age 15 | % | 93.7 | 93.0 |
| Participation age 16 | % | 77.4 | 78.4 |
| Participation age 17 | % | 65.3 | 64.9 |
| Participation age 18 | % | 14.8 | 14.0 |
| Participation age 19 | % | 2.0 | 1.8 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | na ^a | 96.2 |
| to Year 11 | % | na | 78.2 |
| to Year 12 | % | na | 67.7 |
| Year 12 male | % | na | 62.9 |
| Year 12 female | % | | 72.7 |
| <i>Student body mix</i> | | | |
| | | <i>per cent of school student population</i> | |
| NESB | % | na | 26.1 |
| Aboriginality | % | na | 2.4 |
| Students with disabilities | % | na | 2.5 |
| Seniority profile | % | na | 10.9 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.20: NSW descriptors, value of capital stock, 1992 to 1996 (\$'000)

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|-------------------------------|------------|------------|------------|------------|------------|
| <i>Value of capital stock</i> | 10 143 593 | 10 136 046 | 10 119 417 | 10 152 029 | 10 105 666 |
| land | 2 611 177 | 2 621 461 | 2 584 489 | 2 591 860 | 2 580 213 |
| buildings | 7 513 470 | 7 495 006 | 7 500 359 | 7 526 387 | 7 499 415 |
| equipment | 18 946 | 19 579 | 34 569 | 33 782 | 26 038 |
| Accumulated depreciation | 3 558 327 | 3 563 197 | 3 694 377 | 3 828 558 | 3 958 353 |

Learning outcomes

Table 2A.21: NSW effectiveness, Basic Skill Test, years 3 and 5, Literacy and Numeracy, 1994 to 1996, (mean test score)^{a,b}

| | <i>All students</i> | <i>Boys</i> | <i>Girls</i> | <i>ATSI^c</i> | <i>NESB(1)^d</i> | <i>NESB(2)^e</i> | <i>ESB^f</i> |
|--------------------------|---------------------|-------------|--------------|-------------------------|----------------------------|----------------------------|------------------------|
| <i>Literacy — Year 3</i> | | | | | | | |
| 1994 | 49 | 48 | 51 | 44 | 49 | 48 | 50 |
| 1995 | 49 | 48 | 50 | 44 | 48 | 48 | 49 |
| 1996 | 50 | 49 | 51 | 44 | 49 | 49 | 50 |
| <i>Numeracy — Year 3</i> | | | | | | | |
| 1994 | 52 | 52 | 52 | 46 | 51 | 51 | 52 |
| 1995 | 52 | 52 | 52 | 46 | 51 | 52 | 52 |
| 1996 | 54 | 53 | 54 | 47 | 53 | 53 | 54 |
| <i>Literacy — Year 5</i> | | | | | | | |
| 1994 | 55 | 54 | 57 | 50 | 54 | 53 | 56 |
| 1995 | 55 | 54 | 56 | 50 | 54 | 53 | 55 |
| 1996 | 56 | 55 | 57 | 51 | 55 | 54 | 57 |
| <i>Numeracy — Year 5</i> | | | | | | | |
| 1994 | 60 | 59 | 60 | 53 | 59 | 59 | 60 |
| 1995 | 60 | 60 | 60 | 53 | 59 | 60 | 60 |
| 1996 | 60 | 60 | 60 | 54 | 60 | 60 | 60 |

a Re-scaling of 1994 and 1995 results was undertaken to make them comparable with 1996 results. The new common scale ranged from 25 to 65.

b Literacy and numeracy scores were not comparable.

c Aboriginal and Torres Strait Islander students.

d NESB1 (non English speaking background) were those students who answered 'yes' to the question 'Does anyone speak a language other than English in your home?'

e NESB2 (non English speaking background) were those students who had lived in Australia for four years or less and never or only sometimes spoke English at home.

f ESB (English speaking background) students were those who answered 'no' to the question 'Does anyone speak a language other than English in your home?'

Table 2A.22: NSW efficiency, average expenditure per student and student staff ratios, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditure per student | | | | | | | |
| <i>In-school primary</i> | \$ | na | 3 302 | 3 702 | 3 865 | 4 288 | 4 525 |
| Capital | | na | 191 | 225 | 208 | 239 | 213 |
| Recurrent | | na | 3 112 | 3 477 | 3 657 | 4 049 | 4 312 |
| Staff | | na | 2 120 | 2 480 | 2 679 | 2 924 | 3 097 |
| Other | | na | 991 | 997 | 977 | 1 125 | 1 215 |
| <i>In-school secondary</i> | \$ | na | 4 786 | 5 289 | 5 903 | 5 937 | 6 274 |
| Capital | | na | 405 | 268 | 329 | 248 | 205 |
| Recurrent | | na | 4 381 | 5 020 | 5 574 | 5 689 | 6 069 |
| Staff | | na | 3 279 | 3 842 | 4 166 | 4 218 | 4 426 |
| Other | | na | 1 102 | 1 178 | 1 408 | 1 471 | 1 643 |
| <i>Out of school total</i> | \$ | na | 225 | 256 | 239 | 237 | 244 |
| Capital | | na | na | 7 | 18 | 26 | 9 |
| Recurrent | | na | 225 | 250 | 221 | 212 | 235 |
| Staff | | na | 132 | 117 | 123 | 120 | 132 |
| Other | | na | 93 | 133 | 98 | 91 | 103 |
| Student/staff ratios | | | | | | | |
| <i>In-school primary</i> | Ratio | | | | | | |
| teacher | | 20 | 20 | 19 | 19 | 18 | 18 |
| non-teacher | | 90 | 88 | 87 | 80 | 77 | 77 |
| <i>In-school secondary</i> | Ratio | | | | | | |
| teacher | | 13 | 13 | 13 | 13 | 13 | 13 |
| non-teacher | | 60 | 61 | 57 | 61 | 60 | 60 |

na not available

Source: DEETYA 1997 unpublished

Table 2A.23: NSW efficiency, average expenditure per student, 1993–94 to 1995–96 (\$)

| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|-------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| | <i>1993–94</i> | | <i>1994–95</i> | | <i>1995–96</i> | |
| Primary schools | 3 630 | 3 458 | 3 720 | 3 529 | 3 858 | 3 739 |
| Secondary schools | 5 479 | 5 633 | 5 654 | 5 811 | 5 806 | 6 007 |

Table 2A.24: NSW efficiency, expenditure per student — by degree of socio-economic disadvantage, 1993–94 to 1995–96 (\$)

| <i>School type</i> | <i>Disadvantaged</i> | | |
|--------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>1993–94</i> | | | |
| Primary schools | na | na | 3 546 |
| Secondary schools | na | na | 5 248 |
| <i>1994–95</i> | | | |
| Primary schools | na | na | 4 077 |
| Secondary schools | na | na | 5 409 |
| <i>1995–96</i> | | | |
| Primary schools | na | na | na |
| Secondary schools | na | na | na |

na not available.

Table 2A.25: NSW efficiency, average student staff ratios, 1993–94 to 1995–96

| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|----------------------------|----------------|------------------|----------------------------|------------------|----------------|------------------|
| | <i>1993–94</i> | | <i>1994–95^a</i> | | <i>1995–96</i> | |
| <i>In-school primary</i> | | | | | | |
| Teachers | 19 | 19 | 18 | 17 | 18 | 17 |
| Non-teachers | 90 | 102 | 87 | 82 | 87 | 80 |
| <i>In-school secondary</i> | | | | | | |
| Teachers | 13 | 13 | 12 | 12 | 12 | 12 |
| Non-teachers | 69 | 56 | 68 | 67 | 69 | 67 |

a Definition of metropolitan and non-metropolitan changed in 1994–95.

2A.3.2 Victoria

Table 2A.26: Victoria descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|-------------------------|--------------|---------|---------|---------|---------|---------|---------|
| <i>Students</i> | No | 533 386 | 533 909 | 526 636 | 520 328 | 514 805 | 517 062 |
| primary | | 301 140 | 303 752 | 303 985 | 302 897 | 301 515 | 303 769 |
| secondary | | 232 246 | 230 157 | 222 651 | 217 431 | 213 290 | 213 293 |
| <i>Staff</i> | FTE | 45 696 | 46 447 | 43 116 | 40 255 | 40 037 | 40 700 |
| primary | | 21 505 | 21 999 | 20 371 | 19 370 | 19 402 | 20 286 |
| secondary | | 24 191 | 24 449 | 22 745 | 20 885 | 20 635 | 20 414 |
| <i>Schools</i> | No | 2 029 | 2 013 | 1 934 | 1 731 | 1 711 | 1 700 |
| primary | | 1 538 | 1 538 | 1 501 | 1 325 | 1 305 | 1 297 |
| secondary | | 373 | 357 | 322 | 295 | 287 | 281 |
| combined | | 19 | 21 | 20 | 26 | 36 | 39 |
| special | | 99 | 97 | 91 | 85 | 83 | 83 |
| <i>Mean school size</i> | Mean | 263 | 265 | 272 | 301 | 301 | 304 |
| mean primary | | 193 | 195 | 200 | 225 | 226 | 229 |
| mean secondary | | 606 | 630 | 677 | 716 | 708 | 716 |

Source: DEETYA 1997 unpublished

Table 2A.27: Victoria descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | 1991–92 | 1992–93 | 1993–94 | 1994–95 | 1995–96 |
|----------------------------|--------------|------------------|------------------|------------------|------------------|------------------|
| Total expenditure | \$'000 | 2 556 548 | 2 967 004 | 2 742 960 | 2 511 789 | 2 660 656 |
| <i>In-school primary</i> | | 1 145 325 | 1 319 796 | 1 246 504 | 1 169 277 | 1 260 182 |
| Capital | | 63 829 | 48 711 | 52 641 | 30 822 | 53 877 |
| Recurrent | | 1 081 496 | 1 271 085 | 1 193 863 | 1 138 455 | 1 206 305 |
| Staff | | 866 045 | 1 076 716 | 979 489 | 878 539 | 903 793 |
| Other | | 215 451 | 194 369 | 214 374 | 259 916 | 302 512 |
| <i>In-school secondary</i> | \$'000 | 1 239 829 | 1 471 020 | 1 333 900 | 1 228 786 | 1 274 176 |
| Capital | | 74 277 | 75 868 | 64 585 | 35 461 | 67 768 |
| Recurrent | | 1 165 552 | 1 395 152 | 1 269 315 | 1 193 325 | 1 206 408 |
| Staff | | 951 387 | 1 194 756 | 1 063 417 | 946 682 | 942 553 |
| Other | | 214 165 | 200 396 | 205 898 | 246 643 | 263 855 |
| <i>Out of school</i> | \$'000 | 171 394 | 176 188 | 162 556 | 113 726 | 126 298 |
| Capital | | 1 934 | 927 | 1 295 | 892 | 811 |
| Recurrent | | 169 460 | 175 261 | 161 261 | 112 834 | 125 487 |
| Staff | | 61 783 | 62 822 | 50 585 | 46 318 | 56 003 |
| Other | | 107 677 | 112 439 | 110 676 | 66 516 | 69 484 |
| <i>Source of income</i> | | | | | | |
| Commonwealth | % | 11 | 10 | 11 | na | na |

Source: DEETYA 1997 unpublished

Table 2A.28: Victoria descriptors, government and non-government schools, source of income, 1994 to 1996, (per cent)^a

| | 1994 | 1995 | 1996 |
|--------------------------------|------|------|-------|
| <i>Government schools</i> | | | |
| State and Territory Government | na | na | 89.0 |
| Commonwealth Government | na | na | 11.0 |
| Private funds | na | na | na |
| Total | | | 100.0 |
| <i>Non-government schools</i> | | | |
| State and Territory Government | na | na | na |
| Commonwealth Government | na | na | na |
| Private funds | na | na | na |
| Total | na | na | na |

na not available

Table 2A.29: Victoria descriptors, value of capital stock, 1994 to 1996 (\$'000)

| | 1994 | 1995 | 1996 |
|-------------------------------|-----------|-----------|-----------|
| <i>Value of capital stock</i> | 6 483 073 | 6 701 676 | 5 025 820 |
| Land | 2 293 000 | 1 362 325 | 1 470 400 |
| Buildings | 3 631 586 | 4 691 696 | 2 903 000 |
| Other | 558 487 | 647 655 | 652 420 |
| Accumulated depreciation | 2 033 923 | 1 907 227 | na |

na not available

Table 2A.30: Victoria descriptors, government schools, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Participation Rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 35.1 | 34.1 | 33.7 | 33.3 | 33.3 |
| Participation age 15 | % | 62.1 | 62.0 | 61.0 | 60.4 | 59.7 | 59.4 |
| Participation age 16 | % | 57.1 | 56.8 | 55.4 | 54.2 | 53.5 | 53.5 |
| Participation age 17 | % | 45.3 | 47.0 | 45.8 | 44.5 | 43.6 | 43.9 |
| Participation age 18 | % | 11.8 | 13.3 | 11.4 | 10.8 | 10.2 | 9.5 |
| Participation age 19 | % | na | 3.1 | 2.7 | 2.5 | 2.2 | 1.9 |
| <i>Apparent retention rates</i> | | | | | | | |
| to Year 10 | % | 102.3 | 102.3 | 99.0 | 94.8 | 94.0 | 93.9 |
| to Year 11 | % | 92.7 | 94.6 | 91.2 | 88.7 | 84.9 | 84.3 |
| to Year 12 | % | 71.1 | 77.9 | 75.6 | 73.2 | 69.8 | 69.4 |
| Year 12 male | % | 63.6 | 70.5 | 67.6 | 64.9 | 61.0 | 61.2 |
| Year 12 female | % | 79.5 | 86.1 | 84.4 | 82.2 | 79.8 | 78.3 |
| <i>Student body mix</i> | | | | | | | |
| <i>per cent of government school student population</i> | | | | | | | |
| NESB | % | na | 29.5 | 27 | 27.4 | 27.4 | 23.5 |
| Aboriginality | % | 0.5 | 0.5 | 0.5 | 0.5 | 0.7 | 0.8 |
| Students with disabilities | % | na | 1.8 | 1.8 | 1.9 | 2.0 | 2.6 |
| Years 11 & 12 | % | 13 | 13 | 12 | 12 | 12 | 11.4 |
| Government students as a proportion of all students | % | 68 | 68 | 68 | 67 | 67 | 69.7 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.31: Victoria descriptors, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|---------------------------------|--------------|--|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 53.4 | 53.7 |
| Participation age 15 | % | 94.5 | 94.2 |
| Participation age 16 | % | 85.6 | 86.5 |
| Participation age 17 | % | 72.7 | 73.3 |
| Participation age 18 | % | 15.6 | 14.7 |
| Participation age 19 | % | 2.7 | 2.5 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | na | 96.0 |
| to Year 11 | % | na | 88.1 |
| to Year 12 | % | na | 75.3 |
| Year 12 male | % | na | 68.3 |
| Year 12 female | % | na | 82.7 |
| <i>Student body mix</i> | | <i>per cent of school student population</i> | |
| NESB | % | na | 27.3 |
| Aboriginality | % | na | 0.58 |
| Students with disabilities | % | na | 2.1 |
| Seniority profile | % | na | 12.6 |

na not available.

Source: DEETYA 1997 unpublished

*Learning outcomes*Table 2A.32: Victoria effectiveness, Learning Assessment Project results, 1997, (percentage of students achieving CSF level)^a

| | <i>Subgroup</i> | <i>CSF Level 1</i> | <i>CSF Level 2</i> | <i>CSF Level 3</i> | <i>CSF Level 4</i> | <i>CSF Level 5</i> |
|--------------------|------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Year 3 English | | | | | | |
| — Reading | All | 10.4 | 31.7 | 40.0 | 17.9 | — |
| | Boys | 13.0 | 33.5 | 38.3 | 15.2 | — |
| | Girls | 7.7 | 29.7 | 41.9 | 20.7 | — |
| | NESB | 13.7 | 37.9 | 36.8 | 11.6 | — |
| | ATSI | 29.7 | 40.8 | 22.9 | 6.6 | — |
| | Rural Funding | 12.2 | 32.9 | 38.4 | 16.5 | — |
| | Locality Funding | 13.0 | 34.2 | 37.0 | 15.8 | — |
| | Disadv | 14.9 | 37.9 | 34.4 | 12.8 | — |
| | CAP Funding | 12.0 | 34.4 | 37.6 | 15.9 | — |
| Year 3 English | | | | | | |
| — Writing | All | 8.3 | 33.4 | 42.3 | 16.0 | — |
| | Boys | 11.3 | 38.4 | 38.9 | 11.4 | — |
| | Girls | 5.2 | 28.2 | 45.8 | 20.7 | — |
| | NESB | 11.1 | 36.3 | 39.5 | 13.1 | — |
| | ATSI | 30.2 | 44.0 | 21.6 | 4.2 | — |
| | Rural Funding | 8.8 | 35.9 | 41.4 | 13.8 | — |
| | Locality Funding | 10.3 | 36.6 | 39.7 | 13.3 | — |
| | Disadv | 13.0 | 38.6 | 37.0 | 11.4 | — |
| | CAP Funding | 9.3 | 35.3 | 40.7 | 14.6 | — |
| Year 3 Mathematics | | | | | | |
| — Number | All | 5.9 | 30.3 | 53.5 | 10.2 | — |
| | Boys | 5.6 | 29.2 | 53.7 | 11.5 | — |
| | Girls | 6.2 | 31.5 | 53.4 | 8.9 | — |
| | NESB | 6.6 | 31.1 | 51.3 | 11.1 | — |
| | ATSI | 17.2 | 36.9 | 40.1 | 5.8 | — |
| | Rural Funding | 6.4 | 32.5 | 51.4 | 9.8 | — |
| | Locality Funding | 7.2 | 32.8 | 51.9 | 8.2 | — |
| | Disadv | 8.2 | 33.6 | 49.5 | 8.6 | — |
| | CAP Funding | 6.0 | 32.4 | 51.8 | 9.8 | — |
| Year 3 Mathematics | | | | | | |
| — Measurement | All | 2.1 | 31.6 | 58.2 | 8.1 | — |
| | Boys | 2.3 | 33.8 | 56.1 | 7.9 | — |
| | Girls | 1.9 | 29.3 | 60.4 | 8.4 | — |
| | NESB | 3.8 | 36.1 | 53.4 | 6.8 | — |
| | ATSI | 9.8 | 48.3 | 38.3 | 3.7 | — |
| | Rural Funding | 1.3 | 28.0 | 61.1 | 9.7 | — |
| | Locality Funding | 1.9 | 32.1 | 58.2 | 7.8 | — |
| | Disadv | 3.3 | 37.4 | 53.0 | 6.3 | — |
| | CAP Funding | 1.3 | 27.8 | 60.9 | 10.0 | — |

(cont.)

Table 2A.32: Victoria effectiveness, Learning Assessment Project results, 1997 (percentage of students achieving CSF level) (cont.)

| | | <i>CSF</i> | | | | |
|---|------------------|----------------|----------------|----------------|----------------|----------------|
| | | <i>Level 1</i> | <i>Level 2</i> | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
| Year 3 Studies of Society & Environment | | | | | | — |
| — Place & Space | All | 4.8 | 39.7 | 48.6 | 6.9 | — |
| | Boys | 5.3 | 39.7 | 47.9 | 7.1 | — |
| | Girls | 4.4 | 39.6 | 49.5 | 6.6 | — |
| | NESB | 8.1 | 50.8 | 37.0 | 4.0 | — |
| | ATSI | 13.6 | 54.4 | 30.1 | 1.9 | — |
| | Rural Funding | 4.5 | 38.2 | 49.5 | 7.8 | — |
| | Locality Funding | 4.6 | 39.0 | 49.5 | 6.8 | — |
| | Disadv | 6.8 | 45.7 | 42.3 | 5.2 | — |
| | CAP Funding | 4.3 | 37.4 | 51.3 | 7.0 | — |
| Year 3 Studies of Society & Environment | | | | | | — |
| — Time, Continuity & Change | All | 5.9 | 32.1 | 56.0 | 6.0 | — |
| | Boys | 6.7 | 33.6 | 53.6 | 6.0 | — |
| | Girls | 4.9 | 30.5 | 58.6 | 6.0 | — |
| | NESB | 8.6 | 37.2 | 49.8 | 4.4 | — |
| | ATSI | 20.3 | 43.5 | 34.4 | 1.9 | — |
| | Rural Funding | 5.9 | 33.2 | 55.7 | 5.2 | — |
| | Locality Funding | 6.5 | 33.4 | 54.9 | 5.2 | — |
| | Disadv | 8.1 | 36.4 | 51.0 | 4.4 | — |
| | CAP Funding | 5.9 | 32.4 | 56.5 | 5.2 | — |
| Year 5 English | | | | | | |
| — Reading | All | | 9.4 | 37.7 | 36.7 | 16.3 |
| | Boys | — | 12.2 | 40.6 | 33.3 | 13.9 |
| | Girls | — | 6.5 | 34.5 | 40.2 | 18.8 |
| | NESB | — | 12.9 | 43.1 | 32.8 | 11.2 |
| | ATSI | — | 30.1 | 46.3 | 19.9 | 3.7 |
| | Rural Funding | — | 11.2 | 37.4 | 36.8 | 14.5 |
| | Locality Funding | — | 12.0 | 39.3 | 35.2 | 13.5 |
| | Disadv | — | 14.5 | 43.5 | 31.1 | 10.8 |
| | CAP Funding | — | 11.6 | 38.3 | 36.0 | 14.0 |
| Year 5 English | | | | | | |
| — Writing | All | — | 8.1 | 41.6 | 33.2 | 17.1 |
| | Boys | — | 11.4 | 47.9 | 29.7 | 11.0 |
| | Girls | — | 4.6 | 34.8 | 37.0 | 23.6 |
| | NESB | — | 10.5 | 45.9 | 29.3 | 14.4 |
| | ATSI | — | 31.5 | 49.1 | 14.7 | 4.8 |
| | Rural Funding | — | 9.3 | 41.9 | 32.1 | 16.7 |
| | Locality Funding | — | 10.3 | 43.7 | 31.7 | 14.3 |
| | Disadv | — | 12.2 | 47.1 | 28.6 | 12.1 |
| | CAP Funding | — | 9.8 | 42.2 | 32.4 | 15.6 |

(cont.)

Table 2A.32: Victoria effectiveness, Learning Assessment Project results, 1997 (percentage of students achieving CSF level) (cont.)

| <i>Subgroup</i> | | <i>CSF</i> | <i>CSF</i> | <i>CSF</i> | <i>CSF</i> | <i>CSF</i> |
|---|------------------|----------------|----------------|----------------|----------------|----------------|
| | | <i>Level 1</i> | <i>Level 2</i> | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
| Year 5 Mathematics | | | | | | |
| — Number | All | — | 13.3 | 52.2 | 27.2 | 7.3 |
| | Boys | — | 14.0 | 50.5 | 27.1 | 8.5 |
| | Girls | — | 12.5 | 54.1 | 27.3 | 6.1 |
| | NESB | — | 15.1 | 51.3 | 25.9 | 7.7 |
| | ATSI | — | 37.1 | 49.6 | 12.9 | 0.4 |
| | Rural Funding | — | 14.4 | 51.8 | 27.3 | 6.5 |
| | Locality Funding | — | 16.0 | 53.6 | 25.0 | 5.4 |
| | Disadv | — | 17.9 | 54.9 | 22.2 | 5.0 |
| | CAP Funding | — | 15.0 | 53.5 | 25.5 | 6.0 |
| Year 5 Mathematics | | | | | | |
| — Measurement | All | — | 4.3 | 66.9 | 22.4 | 6.4 |
| | Boys | — | 4.7 | 66.6 | 21.5 | 7.2 |
| | Girls | — | 3.9 | 67.1 | 23.4 | 5.6 |
| | NESB | — | 6.2 | 68.0 | 20.2 | 5.6 |
| | ATSI | — | 19.1 | 71.6 | 7.6 | 1.8 |
| | Rural Funding | — | 3.3 | 66.1 | 23.5 | 7.1 |
| | Locality Funding | — | 4.6 | 69.2 | 21.0 | 5.3 |
| | Disadv | — | 6.8 | 70.8 | 18.1 | 4.2 |
| | CAP Funding | — | 3.6 | 68.5 | 22.1 | 5.9 |
| Year 5 Studies of Society & Environment | | | | | | |
| — Place & Space | All | — | 10.4 | 64.0 | 21.6 | 4.0 |
| | Boys | — | 10.7 | 62.1 | 22.7 | 4.5 |
| | Girls | — | 10.0 | 66.1 | 20.5 | 3.4 |
| | NESB | — | 17.0 | 64.9 | 15.3 | 2.7 |
| | ATSI | — | 26.9 | 63.3 | 7.1 | 2.8 |
| | Rural Funding | — | 8.6 | 64.7 | 22.6 | 4.0 |
| | Locality Funding | — | 10.7 | 64.6 | 21.2 | 3.5 |
| | Disadv | — | 15.3 | 65.0 | 17.0 | 2.7 |
| | CAP Funding | — | 10.0 | 64.0 | 22.5 | 3.6 |
| Year 5 Studies of Society & Environment | | | | | | |
| — Time, Continuity & Change | All | — | 14.1 | 57.8 | 19.2 | 9.0 |
| | Boys | — | 14.9 | 54.7 | 19.7 | 10.8 |
| | Girls | — | 13.2 | 61.2 | 18.6 | 7.0 |
| | NESB | — | 20.1 | 57.5 | 15.3 | 7.1 |
| | ATSI | — | 32.5 | 56.5 | 7.4 | 3.5 |
| | Rural Funding | — | 14.8 | 57.4 | 18.7 | 9.1 |
| | Locality Funding | — | 16.1 | 59.1 | 17.2 | 7.6 |
| | Disadv | — | 19.7 | 58.5 | 15.5 | 6.3 |
| | CAP Funding | — | 15.9 | 58.9 | 17.7 | 7.5 |

— not applicable.

a These figures describe both government and non-government schools.

Table 2A.33: Victoria efficiency, average expenditure per student and student staff ratios, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditure per student | | | | | | | |
| <i>In-school primary</i> | \$ | na | 3 787 | 4 343 | 4 108 | 3 869 | 4 164 |
| Capital | | na | 211 | 160 | 173 | 102 | 178 |
| Recurrent | | na | 3 576 | 4 183 | 3 934 | 3 767 | 3 986 |
| Staff | | na | 2 863 | 3 543 | 3 228 | 2 907 | 2 986 |
| Other | | na | 713 | 640 | 706 | 860 | 1 000 |
| <i>In-school secondary</i> | \$ | na | 5 363 | 6 497 | 6 062 | 5 706 | 5 974 |
| Capital | | na | 321 | 335 | 294 | 165 | 318 |
| Recurrent | | na | 5 041 | 6 162 | 5 769 | 5 541 | 5 656 |
| Staff | | na | 4 115 | 5 277 | 4 833 | 4 396 | 4 419 |
| Other | | na | 926 | 885 | 936 | 1 145 | 1 237 |
| <i>Out of school</i> | \$ | na | 321 | 332 | 311 | 220 | 245 |
| Capital | | na | 4 | 2 | 2 | 2 | 2 |
| Recurrent | | na | 318 | 331 | 308 | 218 | 243 |
| Staff | | na | 116 | 118 | 97 | 89 | 109 |
| Other | | na | 202 | 212 | 211 | 129 | 135 |
| Student/staff ratios | | | | | | | |
| <i>In-school primary</i> | Ratio | | | | | | |
| teacher | | 16.3 | 15.8 | 17.1 | 18.3 | 18.4 | 18 |
| non-teacher | | 99.2 | 107.7 | 115.6 | 108.7 | 99.6 | 84 |
| <i>In-school secondary</i> | Ratio | | | | | | |
| teacher | | 11.1 | 10.8 | 11.2 | 12.0 | 12.0 | 12 |
| non-teacher | | 72.3 | 74.8 | 75.8 | 76.7 | 73.4 | 70 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.34: Victoria efficiency, average expenditure per student — by school level, size and location, 1993–94 to 1995–96 (\$) ^a

| <i>School size</i> | <i>Primary</i> | | <i>Secondary</i> | |
|--------------------|----------------|------------------|------------------|------------------|
| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
| <i>1993–94</i> | | | | |
| 1 to 100 | 4 025 | 4 239 | 7 913 | 10 998 |
| 101 to 300 | 3 412 | 3 391 | 6 694 | 6 748 |
| 301 to 500 | 3 169 | 3 176 | 5 171 | 5 227 |
| 501 to 1000 | 3 037 | 3 051 | 4 674 | 4 625 |
| 1000+ | na | na | 4 471 | 4 516 |
| <i>1994–95</i> | | | | |
| 1 to 100 | 4 087 | 4 338 | 8 020 | 12 983 |
| 101 to 300 | 3 564 | 3 620 | 6 762 | 7 021 |
| 301 to 500 | 3 364 | 3 409 | 5 451 | 5 350 |
| 501 to 1000 | 3 243 | 3 349 | 4 870 | 4 829 |
| 1000+ | na | na | 4 613 | 4 730 |
| <i>1995–96</i> | | | | |
| 1 to 100 | 4 401 | 4 789 | 8 660 | 12 847 |
| 101 to 300 | 3 814 | 3 824 | 8 154 | 7 129 |
| 301 to 500 | 3 588 | 3 638 | 5 687 | 5 544 |
| 501 to 1000 | 3 471 | 3 544 | 5 099 | 5 032 |
| 1000+ | na | na | 4 852 | 4 933 |

na not applicable

a The expenditure per student broken down by school size, location (metropolitan/non metropolitan) and student type is not comparable to NSSC figures on which the interstate comparisons are based. The source of these data is the Victorian Directorate of School Education's total 1995 School Global Budget expenditure to schools. Ancillary and special settings are excluded. These global budgets include all recurrent resources to schools, including salaries.

Table 2A.35: Victoria efficiency, expenditure per student — by degree of socio-economic disadvantage, 1993–94 to 1995–96 (\$) ^a

| <i>School type</i> | <i>Disadvantaged</i> | | |
|--------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>1993–94</i> | | | |
| Primary schools | 3 136 | 3 278 | 3 592 |
| Secondary schools | 4 492 | 4 680 | 4 965 |
| <i>1994–95</i> | | | |
| Primary schools | 3 312 | 3 451 | 3 803 |
| Secondary schools | 4 630 | 4 864 | 5 294 |
| <i>1995–96</i> | | | |
| Primary schools | 3 550 | 3 638 | 3 963 |
| Secondary schools | 4 873 | 5 072 | 5 381 |

a The expenditure per student broken down by socio-economic status and student type is not comparable to NSSC figures on which the interstate comparisons are based. The source of these data is the Victorian Directorate of School Education's total 1995 School Global Budget expenditure to schools. Ancillary and special settings are excluded. These global budgets include all recurrent resources to schools, including salaries.

Table 2A.36: Victorian efficiency, student staff ratios by school type, 1995–96

| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|--------------------------------------|-----------------|------------------|---------------------|------------------|
| | <i>Teachers</i> | | <i>Non-teachers</i> | |
| <i>In-school primary — 1995–96</i> | | | | |
| 1 to 100 | 17.3 | 15.1 | 79.0 | 82.4 |
| 101 to 300 | 19.0 | 18.7 | 72.2 | 80.2 |
| 301 to 500 | 19.5 | 19.4 | 103.2 | 101.7 |
| 501 to 1000 | 19.9 | 19.3 | 130.1 | 87.8 |
| 1000+ | na | na | na | na |
| <i>In-school secondary — 1995–96</i> | | | | |
| 1 to 100 | 9.2 | 5.1 | 32.9 | 23.2 |
| 101 to 300 | 11.5 | 9.2 | 63.2 | 48.9 |
| 301 to 500 | 11.4 | 11.7 | 56.9 | 67.7 |
| 501 to 1000 | 12.7 | 12.9 | 76.0 | 74.4 |
| 1000+ | 13.5 | 13.2 | 95.5 | 74.8 |

na not applicable.

Table 2A.37: Victorian efficiency, student staff ratios by degree of socio-economic disadvantage, 1995–96

| <i>Type of school</i> | <i>Disadvantaged</i> | | |
|-----------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>Primary</i> | | | |
| teacher | 19.5 | 19.0 | 18.1 |
| non-teachers | 107.8 | 91.8 | 68.0 |
| <i>Secondary</i> | | | |
| teacher | 13.3 | 12.7 | 12.2 |
| non-teachers | 91.5 | 73.8 | 68.5 |

2A.3.3 Queensland

Table 2A.38: Queensland descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|-------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Students</i> | No | 398 025 | 401 122 | 404 263 | 403 234 | 405 550 | 411 686 |
| primary | | 254 397 | 255 645 | 260 493 | 262 499 | 264 567 | 266 298 |
| secondary | | 143 628 | 145 477 | 143 770 | 140 735 | 140 983 | 145 388 |
| <i>Staff</i> | FTE | 32 602 | 32 965 | 34 102 | 33 932 | 34 673 | 34 409 |
| primary | | 18 637 | 18 583 | 20 001 | 19 867 | 20 986 | 20 527 |
| secondary | | 13 966 | 14 382 | 14 100 | 14 065 | 13 688 | 13 882 |
| <i>Schools</i> | No | 1 319 | 1 328 | 1 326 | 1 323 | 1 317 | 1 314 |
| primary | | 1 004 | 1 009 | 1 008 | 1 001 | 1 002 | 997 |
| secondary | | 179 | 185 | 185 | 189 | 188 | 189 |
| combined | | 72 | 70 | 71 | 74 | 73 | 76 |
| special | | 64 | 64 | 62 | 59 | 54 | 52 |
| <i>Mean school size</i> | Mean | 301.8 | 302.0 | 304.9 | 304.8 | 307.9 | 313 |
| mean primary | | 233.0 | 235.4 | 240.3 | 245.9 | 250.7 | 253 |
| mean secondary | | 780.6 | 755.1 | 740.7 | 712.2 | 717.0 | 733 |

Source: DEETYA 1997 unpublished

Table 2A.39: Queensland descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | <i>1991–92</i> | <i>1992–93</i> | <i>1993–94</i> | <i>1994–95</i> | <i>1995–96</i> |
|----------------------------|--------------|------------------|------------------|------------------|------------------|------------------|
| Total Expenditure | \$'000 | 1 660 501 | 1 917 524 | 1 953 323 | 2 009 533 | 2 237 406 |
| <i>In-school primary</i> | | 839 066 | 997 806 | 1 023 939 | 1 071 929 | 1 180 898 |
| Capital | | 58 999 | 74 222 | 62 300 | 72 110 | 77 767 |
| Recurrent | | 780 067 | 923 584 | 961 639 | 999 819 | 1 103 131 |
| Staff | | 595 857 | 708 565 | 750 785 | 773 133 | 847 091 |
| Other | | 184 210 | 215 019 | 210 854 | 226 686 | 256 040 |
| <i>In-school secondary</i> | \$'000 | 710 088 | 798 734 | 798 850 | 795 561 | 873 711 |
| Capital | | 56 758 | 53 157 | 65 989 | 58 776 | 60 844 |
| Recurrent | | 653 330 | 745 577 | 732 861 | 736 785 | 812 867 |
| Staff | | 493 236 | 573 257 | 572 106 | 588 661 | 631 088 |
| Other | | 160 094 | 172 320 | 160 755 | 148 124 | 181 779 |
| <i>Out of school total</i> | \$'000 | 111 347 | 120 984 | 130 534 | 142 043 | 182 797 |
| Capital | | 602 | 2 968 | 919 | 115 | 1 918 |
| Recurrent | | 110 745 | 118 016 | 129 615 | 141 928 | 180 879 |
| Staff | | 67 022 | 77 784 | 81 133 | 88 911 | 103 884 |
| Other | | 43 723 | 40 232 | 48 482 | 53 017 | 76 995 |
| <i>Source of income</i> | | | | | | |
| Commonwealth | % | 11 | 12 | 11 | na | na |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.40: Queensland descriptors, value of capital stock, 1994–95 to 1996–97 (\$'000)^a

| | 1994–1995 | 1995–1996 | 1996–1997 |
|------------------------|-----------|-----------|-----------|
| Value of capital stock | 4 146 200 | 35 400 | 5 100 000 |

a Capital replacement values of school buildings by desk top audit for 1994–95 included locality indices but excluded land. Replacement value of school buildings for 1994–95 was \$3 971 million. At 30 June 1995 the depreciated value of these assets was \$175.2 million. The value of depreciation was \$95.1 million.

Table 2A.41: Queensland descriptors, government and non-government schools, source of income, 1994 to 1996 (\$'000)

| | 1994 | 1995 | 1996 |
|--------------------------------|------|------|-----------|
| <i>Government schools</i> | | | |
| State and Territory Government | na | na | 2 128 889 |
| Commonwealth Government | na | na | 255 918 |
| Non-government | na | na | na |
| <i>Non-government schools</i> | | | |
| State and Territory Government | na | na | na |
| Commonwealth Government | na | na | na |
| Non-government | na | na | na |

na not available.

Table 2A.42: Queensland descriptors, government schools 1991 to 1996

| | <i>Units</i> | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|---|--------------|-------|-------|-------|------|------|------|
| <i>Participation rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 30.3 | 29.9 | 28.6 | 28.1 | 28.4 |
| Participation age 15 | % | 62.8 | 62.6 | 61.7 | 59.3 | 59.4 | 58.4 |
| Participation age 16 | % | 52.5 | 53.0 | 52.7 | 50.6 | 48.9 | 49.5 |
| Participation age 17 | % | 30.8 | 31.6 | 30.9 | 29.7 | 28.6 | 28.6 |
| Participation age 18 | % | 6.3 | 7.0 | 6.7 | 5.2 | 4.7 | 4.5 |
| Participation age 19 | % | na | 1.8 | 1.4 | 1.2 | 0.9 | 1.0 |
| <i>Apparent retention rates</i> | | | | | | | |
| to Year 10 | % | 102.1 | 100.8 | 100.5 | 97.6 | 97.1 | 98.2 |
| to Year 11 | % | 86.7 | 86.0 | 84.9 | 81.4 | 79.4 | 80.5 |
| to Year 12 | % | 75.4 | 82.1 | 79.2 | 73.7 | 69.7 | 69.7 |
| Year 12 male | % | 70.6 | 77.5 | 74.7 | 68.8 | 64.1 | 64.2 |
| Year 12 female | % | 80.4 | 86.9 | 83.8 | 78.8 | 75.5 | 75.4 |
| <i>Student body mix</i> | | | | | | | |
| <i>per cent of government school student population</i> | | | | | | | |
| NESB | % | na | 10 | 13 | 13 | 13 | 12.1 |
| Aboriginality | % | 4.6 | 4.7 | 4.8 | 5.0 | 5.1 | 5.3 |
| Students with disabilities | % | 2.7 | 2.7 | 3.1 | 2.9 | 2.1 | 2.1 |
| Years 11 & 12 | % | 12.8 | 12.8 | 12.4 | 11.7 | 11.2 | 11.1 |
| Government students as a proportion of all students | % | 75.0 | 74.7 | 74.3 | 73.5 | 72.9 | 72.6 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.43: Queensland descriptors, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|---------------------------------|--------------|--|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 43.1 | 44.0 |
| Participation age 15 | % | 89.3 | 89.1 |
| Participation age 16 | % | 76.1 | 77.3 |
| Participation age 17 | % | 44.7 | 45.7 |
| Participation age 18 | % | 7 | 7.0 |
| Participation age 19 | % | 1.5 | 1.5 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | na | 99.5 |
| to Year 11 | % | na | 86.4 |
| to Year 12 | % | na | 76.4 |
| Year 12 male | % | na | 71.3 |
| Year 12 female | % | na | 82.0 |
| <i>Student body mix</i> | | | |
| | | <i>per cent of school student population</i> | |
| NESB | % | na | 13.4 |
| Aboriginality | % | na | 4.4 |
| Students with disabilities | % | na | 1.9 |
| Seniority profile | % | na | 12.8 |

na not available.

Source: DEETYA 1997 unpublished

*Learning outcomes*Table 2A.44: Queensland effectiveness, Assessment of Performance Program, by year level, 1987 to 1994 (percentage of students achieving level) ^a

| | <i>Year</i> | <i>Level 1</i> | <i>Level 2</i> | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
|------------------------|-------------|----------------|----------------|----------------|----------------|----------------|
| <i>Year 5</i> | | | | | | |
| Reading | 1990 | 25.5 | 30.8 | 32.1 | 8.6 | 3.0 |
| | 1992 | 22.3 | 29.6 | 25.5 | 17.5 | 5.1 |
| Writing | 1990 | 28.4 | 35.3 | 21.5 | 10.3 | 4.5 |
| | 1992 | 24.7 | 30.8 | 16.5 | 20.4 | 7.7 |
| Mathematics | 1990 | 13.0 | 41.7 | 33.0 | 8.1 | 4.2 |
| | 1993 | 8.8 | 41.0 | 37.2 | 9.5 | 3.4 |
| Science Process Skills | 1987 | 7.6 | 15.3 | 71.0 | 5.6 | 0.4 |
| | 1994 | 7.9 | 24.6 | 57.8 | 9.6 | 0.1 |
| Science Concepts | 1987 | 9.7 | 25.2 | 60.7 | 4.3 | 0.1 |
| | 1994 | 9.1 | 26.2 | 58.6 | 5.7 | 0.5 |
| <i>Year 7</i> | | | | | | |
| Reading | 1990 | 10.7 | 25.5 | 42.2 | 15.2 | 6.3 |
| | 1992 | 10.9 | 23.3 | 34.3 | 20.7 | 10.8 |
| Writing | 1990 | 12.6 | 27.3 | 26.7 | 23.4 | 10.0 |
| | 1992 | 13.3 | 24.2 | 22.7 | 23.9 | 15.9 |
| Mathematics | 1990 | 1.7 | 16.0 | 45.7 | 21.7 | 14.9 |
| | 1993 | 1.8 | 16.9 | 44.7 | 25.0 | 11.5 |
| Science Concept Skills | 1987 | 5.1 | 4.9 | 66.2 | 21.3 | 2.4 |
| | 1994 | 3.8 | 11.9 | 60.1 | 20.5 | 3.8 |
| Science Process Skills | 1987 | 5.9 | 9.4 | 71.5 | 12.2 | 1.0 |
| | 1994 | 4.5 | 14.3 | 64.0 | 16.0 | 1.3 |
| <i>Year 9</i> | | | | | | |
| Reading | 1990 | 7.6 | 10.0 | 35.9 | 29.4 | 14.1 |
| | 1992 | 6.8 | 10.9 | 26.0 | 34.0 | 22.2 |
| Writing | 1990 | 14.7 | 19.9 | 23.6 | 30.9 | 11.0 |
| | 1992 | 7.8 | 16.0 | 19.6 | 31.6 | 24.9 |
| Mathematics | 1990 | 1.0 | 11.1 | 44.5 | 26.9 | 16.5 |
| | 1993 | 0.8 | 7.2 | 36.9 | 35.1 | 20.1 |
| <i>Year 10</i> | | | | | | |
| Science Process Skills | 1994 | 1.1 | 4.0 | 42.4 | 39.9 | 12.7 |
| Science Concepts | 1994 | 1.6 | 4.2 | 49.2 | 39.5 | 5.5 |

^a Student performance is shown as the percentage of students who achieve a level of skills and knowledge on a learning continuum increasing from Level 1 to Level 5. The scale is described in terms of the kind of skills/processes/knowledge that characteristically typify the different levels.

Table 2A.45: Queensland effectiveness, Year 6 Test, 1995 and 1996 (mean score)

| <i>Year</i> | <i>Reading & viewing</i> | <i>Writing</i> | <i>Number</i> | <i>Measurement</i> | <i>Space</i> |
|-------------|------------------------------|----------------|---------------|--------------------|--------------|
| 1995 | 34.1 | 33.7 | 37.3 | 37.3 | 37.3 |
| 1996 | 33.6 | 33.1 | 39 | 38.7 | 39.2 |

Table 2A.46: Queensland efficiency, average expenditure per student and student staff ratios, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditure per student | | | | | | | |
| <i>In-school primary</i> | \$ | na | 3 290 | 3 866 | 3 916 | 4 068 | 4 449 |
| Capital | | na | 231 | 288 | 238 | 274 | 293 |
| Recurrent | | na | 3 059 | 3 578 | 3 678 | 3 794 | 4 156 |
| Staff | | na | 2 337 | 2 746 | 2 871 | 2 934 | 3 191 |
| Other | | na | 722 | 832 | 807 | 860 | 965 |
| <i>In-school secondary</i> | \$ | na | 4 912 | 5 523 | 5 616 | 5 648 | 6 102 |
| Capital | | na | 392 | 368 | 464 | 417 | 425 |
| Recurrent | | na | 4 520 | 5 155 | 5 152 | 5 231 | 5 677 |
| Staff | | na | 3 412 | 3 964 | 4 022 | 4 179 | 4 407 |
| Other | | na | 1 108 | 1 191 | 1 130 | 1 052 | 1 270 |
| <i>Out of school</i> | \$ | na | 279 | 300 | 323 | 351 | 447 |
| Capital | | na | 2 | 7 | 2 | 0 | 5 |
| Recurrent | | na | 277 | 293 | 321 | 351 | 443 |
| Staff | | na | 168 | 193 | 201 | 220 | 254 |
| Other | | na | 109 | 100 | 120 | 131 | 188 |
| Student/staff ratios | | | | | | | |
| <i>In-school primary</i> | | | | | | | |
| teacher | Ratio | 18 | 18 | 18 | 18 | 18 | 17.6 |
| non-teacher | | 54 | 55 | 47 | 47 | 45 | 49.7 |
| <i>In-school secondary</i> | | | | | | | |
| teacher | Ratio | 13 | 13 | 13 | 12 | 13 | 13.5 |
| non-teacher | | 53 | 50 | 52 | 53 | 48 | 46.2 |

na not available

Source: DEETYA 1997 unpublished

Table 2A.47: Queensland efficiency, student staff ratios, 1995 to 1996 (ratio)^a

| | <i>Metro</i> | <i>Non-metro</i> | <i>All</i> | <i>Metro</i> | <i>Non-metro</i> | <i>All</i> |
|----------------------------|--------------|------------------|------------|--------------|------------------|------------|
| | <i>1995</i> | | | <i>1996</i> | | |
| <i>In-school primary</i> | | | | | | |
| teaching | 18.5 | 17.6 | 18.1 | 17.8 | 17.2 | 17.5 |
| non-teaching | na | na | na | 98.7 | 88.8 | 93.8 |
| <i>In-school secondary</i> | | | | | | |
| teaching | 13.5 | 12.4 | 13.0 | 13.5 | 12.4 | 13.0 |
| non-teaching | na | na | na | 61.6 | 51.7 | 56.6 |
| <i>All</i> | | | | | | |
| teaching | 16.4 | 15.1 | 15.9 | 16.0 | 15.1 | 15.6 |
| non-teaching | na | na | na | 81.3 | 71.0 | 76.1 |

na not available.

a Estimates based on actual full-time staff and casual staff entitlements.

2A.3.4 Western Australia

Table 2A.48: WA descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|-------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Students</i> | No | 218 871 | 221 034 | 222 451 | 223 105 | 223 091 | 224 714 |
| primary | | 141 702 | 142 897 | 143 871 | 144 885 | 145 561 | 145 837 |
| secondary | | 77 169 | 78 137 | 78 580 | 78 220 | 77 530 | 78 877 |
| <i>Staff</i> | FTE | 17 449 | 17 859 | 18 257 | 18 082 | 18 257 | 18 324 |
| primary | | 9 740 | 9 920 | 10 111 | 10 016 | 10 202 | 10 287 |
| secondary | | 7 709 | 7 940 | 8 146 | 8 066 | 8 055 | 8 038 |
| <i>Schools</i> | No | 761 | 761 | 766 | 767 | 768 | 764 |
| primary | | 512 | 520 | 522 | 517 | 515 | 510 |
| secondary | | 95 | 95 | 94 | 94 | 95 | 97 |
| combined | | 94 | 88 | 92 | 94 | 96 | 95 |
| special | | 60 | 58 | 58 | 62 | 62 | 62 |
| <i>Mean school size</i> | Mean | 287.6 | 290.5 | 290.4 | 290.9 | 290.5 | 294 |
| mean primary | | 239.0 | 238.7 | 240.7 | 245.5 | 254.0 | 257 |
| mean secondary | | 764.4 | 776.1 | 788.4 | 785.4 | 764.6 | 758 |

Source: DEETYA 1997 unpublished

Table 2A.49: WA descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | <i>1991–92</i> | <i>1992–93</i> | <i>1993–94</i> | <i>1994–95</i> | <i>1995–96</i> |
|----------------------------|--------------|----------------|------------------|--|------------------|------------------|
| Total expenditure | \$'000 | 956 880 | 1 072 881 | 1 131 503 | 1 144 323 | 1 224 194 |
| <i>In-school primary</i> | | 481 012 | 544 655 | 571 172 | 589 829 | 623 800 |
| Capital | | 36 779 | 31 758 | 34 652 | 40 887 | 40 599 |
| Recurrent | | 444 233 | 512 897 | 536 520 | 548 942 | 583 201 |
| Staff | | 337 451 | 401 185 | 419 241 | 429 764 | 454 744 |
| Other | | 106 782 | 111 712 | 117 279 | 119 178 | 128 457 |
| <i>In-school secondary</i> | \$'000 | 406 361 | 459 275 | 484 592 | 471 944 | 519 866 |
| Capital | | 22 569 | 19 799 | 33 641 | 23 169 | 34 805 |
| Recurrent | | 383 792 | 439 476 | 450 951 | 448 775 | 485 061 |
| Staff | | 276 471 | 330 669 | 345 430 | 344 632 | 365 624 |
| Other | | 107 321 | 108 807 | 105 521 | 104 143 | 119 437 |
| <i>Out of school</i> | \$'000 | 69 507 | 68 951 | 75 739 | 82 550 | 80 528 |
| Capital | | 528 | 215 | 381 | 0 | 0 |
| Recurrent | | 68 979 | 68 736 | 75 358 | 82 550 | 80 528 |
| Staff | | 35 710 | 35 947 | 39 187 | 41 682 | 44 586 |
| Other | | 33 269 | 32 789 | 36 171 | 40 868 | 35 942 |
| <i>Source of income</i> | | | | <i>per cent of total state expenditure</i> | | |
| Commonwealth | % | 12 | 11 | 12 | na | 12 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.50: WA descriptors, value of capital stock, 1994–95 to 1996–97 (\$'000)

| | 1994–95 | 1995–96 | 1996–97 |
|------------------------|---------|---------|-----------|
| Value of capital stock | na | na | 3 516 039 |

na not available.

Table 2A.51: WA descriptors, source of income, government and non-government, 1994–95 to 1996–97 (\$'000)

| | 1994–95 | 1995–96 | 1996–97 |
|--------------------------------|---------|---------|-----------|
| <i>Government schools</i> | | | |
| State and Territory Government | na | na | 1 120 392 |
| Commonwealth Government | na | na | 157 378 |
| Non-government | na | na | 55 541 |
| <i>Non-government schools</i> | | | |
| State and Territory Government | na | na | 120 177 |
| Commonwealth Government | na | na | na |
| Non-government | na | na | na |

na not available.

Table 2A.52: WA descriptors, government schools, 1991 to 1996

| | Units | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|---|-------|-------|------|-------|------|------|------|
| <i>Participation rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 28.6 | 29.1 | 27.8 | 27.4 | 27.4 |
| Participation age 15 | % | 62.4 | 62.4 | 62.5 | 62.0 | 60.9 | 59.7 |
| Participation age 16 | % | 47.5 | 49.4 | 50.3 | 45.8 | 46.9 | 47.5 |
| Participation age 17 | % | 24.4 | 25.9 | 26.3 | 25.6 | 24.1 | 24.7 |
| Participation age 18 | % | 4.9 | 5.3 | 5.5 | 5.3 | 4.7 | 4.1 |
| Participation age 19 | % | na | 1.9 | 1.6 | 1.5 | 1.5 | 1.2 |
| <i>Apparent retention rates</i> | | | | | | | |
| to Year 10 | % | 99.92 | 99.9 | 100.7 | 99.3 | 96.5 | 97.4 |
| to Year 11 | % | 81.3 | 86.8 | 86.5 | 84.6 | 81.4 | 80.2 |
| to Year 12 | % | 67.1 | 69.0 | 72.9 | 70.5 | 67.5 | 66.4 |
| Year 12 male | % | 63.2 | 65.2 | 69.0 | 66.3 | 62.4 | 60.6 |
| Year 12 female | % | 71.2 | 73.1 | 77.1 | 75.1 | 72.9 | 72.5 |
| <i>Student body mix</i> | | | | | | | |
| <i>per cent of government school student population</i> | | | | | | | |
| NESB | % | na | 18 | 20 | 20 | 20 | 17.1 |
| Aboriginality | % | 4.5 | 4.6 | 4.8 | 5.1 | 5.2 | 5.5 |
| Students with disabilities | % | na | 2 | 2 | 2 | 2 | 2.5 |
| Years 11 & 12 | % | 11.4 | 11.9 | 12.1 | 11.7 | 11.2 | 11.2 |
| Government students as a proportion of all students | % | 75.5 | 75.3 | 75 | 74.5 | 73.9 | 69.9 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.53: WA descriptors, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|---------------------------------|--------------|--|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 41.2 | 41.8 |
| Participation age 15 | % | 89.3 | 89.1 |
| Participation age 16 | % | 71.8 | 73.5 |
| Participation age 17 | % | 37.8 | 38.9 |
| Participation age 18 | % | 6.5 | 5.9 |
| Participation age 19 | % | 2 | 1.7 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | na | 99.1 |
| to Year 11 | % | na | 85.0 |
| to Year 12 | % | na | 70.7 |
| Year 12 male | % | na | 64.6 |
| Year 12 female | % | na | 77.0 |
| <i>Student body mix</i> | | | |
| | | <i>per cent of school student population</i> | |
| NESB | % | na | 20.2 |
| Aboriginality | % | na | 4.9 |
| Students with disabilities | % | na | 2.2 |
| Seniority profile | % | na | 12.5 |

na not available.

Source: DEETYA 1997 unpublished

Learning outcomes

Table 2A.54: WA effectiveness, Monitoring Standards in Education, years 3, 7 and 10, various subjects, 1990 to 1996, (percentage of students achieving the specified level)

| <i>Subject</i> | <i>Year</i> | <i>Year 3</i> | <i>Year 7</i> | <i>Year 10</i> |
|-------------------------------|-------------|---------------|---------------|----------------|
| | | ≥ Level 2 | ≥ Level 3 | ≥ Level 4 |
| Reading | 1992 | 94 | 94 | 92 |
| Reading | 1995 | 91 | 95 | 88 |
| Writing | 1992 | 98 | 99 | 91 |
| Writing | 1995 | 97 | 95 | 93 |
| Viewing | 1995 | 88 | 96 | 63 |
| Speaking — expository | 1995 | 62 | 76 | 58 |
| Speaking — narrative | 1995 | 85 | 86 | 75 |
| Listening | 1995 | 88 | 94 | 83 |
| | | ≥ Level 2 | ≥ Level 3 | ≥ Level 4 |
| Mathematics | 1992 | 94 | 91 | 75 |
| Mathematics | 1996 | 94 | 94 | 83 |
| Mathematics — number | 1996 | 90 | 93 | 91 |
| Mathematics — space | 1996 | 76 | 78 | 62 |
| Mathematics — chance and data | 1996 | 96 | 97 | 81 |
| Mathematics — measurement | 1996 | 84 | 95 | 75 |
| | | ≥ Level 2 | ≥ Level 3 | ≥ Level 3 |
| Working scientifically | 1993 | 98 | 90 | 97 |
| Science concepts | 1993 | 54 | 25 | 55 |
| | | ≥ Level 2 | ≥ Level 3 | ≥ Level 4 |
| Society & Environment | 1994 | 87 | 52 | 47 |
| | | ≥ Level 2 | ≥ Level 3 | ≥ Level 4 |
| Health | 1994 | 64 | 65 | 75 |
| Physical Education | 1994 | 53 | 67 | 13 |
| | | ≥ Level 2 | ≥ Level 3 | |
| Dance | 1996 | 82 | 63 | na |
| Drama | 1996 | 96 | 88 | na |
| Media | 1996 | 97 | 90 | na |
| Music | 1996 | 80 | 57 | na |
| Visual arts | 1996 | 96 | 78 | na |

na not available.

Table 2A.55: WA efficiency, average expenditure per student and student staff ratios, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditure per student | | | | | | | |
| <i>In-school primary</i> | \$ | na | 3 380 | 3 799 | 3 956 | 4 062 | 4 281 |
| Capital | | na | 258 | 221 | 240 | 282 | 279 |
| Recurrent | | na | 3 122 | 3 577 | 3 716 | 3 780 | 4 003 |
| Staff | | na | 2 371 | 2 798 | 2 904 | 2 959 | 3 121 |
| Other | | na | 750 | 779 | 812 | 821 | 882 |
| <i>In-school secondary</i> | \$ | na | 5 233 | 5 861 | 6 181 | 6 060 | 6 648 |
| Capital | | na | 291 | 253 | 429 | 298 | 445 |
| Recurrent | | na | 4 942 | 5 609 | 5 752 | 5 763 | 6 203 |
| Staff | | na | 3 560 | 4 220 | 4 406 | 4 425 | 4 675 |
| Other | | na | 1 382 | 1 389 | 1 346 | 1 337 | 1 527 |
| <i>Out of school</i> | \$ | na | 316 | 311 | 335 | 370 | 360 |
| Capital | | na | 2 | 1 | 2 | 0 | 0 |
| Recurrent | | na | 314 | 310 | 333 | 370 | 360 |
| Staff | | na | 162 | 162 | 173 | 187 | 199 |
| Other | | na | 151 | 148 | 160 | 183 | 161 |
| Student/staff ratios | | | | | | | |
| <i>In-school primary</i> | Ratio | | | | | | |
| teacher | | 18 | 18 | 18 | 19 | 18 | 18 |
| non-teacher | | 71 | 67 | 65 | 67 | 64 | 63 |
| <i>In-school secondary</i> | Ratio | | | | | | |
| teacher | | 13 | 13 | 12 | 13 | 12 | 13 |
| non-teacher | | 46 | 45 | 43 | 43 | 43 | 43 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.56: WA efficiency, student staff ratios, 1995 and 1996 Semester 2 (ratio)

| School type and size | 1995 | | | | 1996 | | | |
|---|----------|--------------|-----------|--------------|----------|--------------|-----------|--------------|
| | Metro | | Non-metro | | Metro | | Non-metro | |
| | Teachers | Non teachers | Teachers | Non teachers | Teachers | Non teachers | Teachers | Non teachers |
| <i>In-school primary</i> | | | | | | | | |
| 1 to 100 | 15.8 | 12.3 | 33.0 | 22.9 | 14.6 | 12.3 | 34.4 | 24.0 |
| 101 to 300 | 17.7 | 17.0 | 53.6 | 38.5 | 17.6 | 17.1 | 52.5 | 40.9 |
| 301 to 500 | 20.2 | 20.0 | 73.2 | 62.1 | 19.9 | 19.9 | 67.2 | 59.5 |
| 501 to 1000 | 21.8 | 21.5 | 87.8 | 78.0 | 21.9 | 21.7 | 84.9 | 77.5 |
| 1000+ | | | | | | | | |
| <i>In-school secondary</i> | | | | | | | | |
| 1 to 100 | — | 7.7 | — | 3.0 | — | 7.1 | — | 3.0 |
| 101 to 300 | 11.1 | 9.1 | 34.0 | 18.8 | 14.3 | 9.1 | 57.0 | 21.0 |
| 301 to 500 | 11.0 | 10.8 | 42.6 | 27.9 | 10.9 | 11.2 | 44.4 | 33.4 |
| 501 to 1000 | 12.6 | 12.8 | 61.1 | 58.2 | 13.0 | 13.1 | 60.6 | 61.0 |
| 1000+ | 14.3 | 13.7 | 81.9 | 72.0 | 14.5 | 14.1 | 84.3 | 76.1 |
| <i>In-school district high (combined primary-secondary)</i> | | | | | | | | |
| 1 to 100 | — | — | — | — | — | — | — | — |
| 101 to 300 | — | 12.5 | — | 32.8 | — | 12.4 | — | 31.6 |
| 301 to 500 | 15.2 | 13.6 | 68.3 | 43.7 | 15.2 | 14.0 | 66.8 | 38.7 |
| 501 to 1000 | 16.0 | 15.3 | 69.8 | 49.6 | 15.4 | 14.8 | 72.8 | 56.3 |
| 1000+ | — | — | — | — | — | — | — | — |
| <i>In-school education support (special schools)</i> | | | | | | | | |
| 1 to 100 | 5.1 | 5.8 | 6.2 | 7.7 | 5.1 | 6.2 | 5.7 | 6.7 |

— not applicable.

2A.3.5 South Australia

Table 2A.57: SA descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|-------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Students</i> | No | 186 804 | 187 556 | 184 620 | 181 640 | 178 471 | 177 504 |
| primary | | 122 129 | 124 254 | 124 802 | 124 043 | 122 582 | 120 654 |
| secondary | | 64 675 | 63 302 | 59 818 | 57 597 | 55 889 | 56 850 |
| <i>Staff</i> | FTE | 16 407 | 16 541 | 16 385 | 16 073 | 15 665 | 14 945 |
| primary | | 9 171 | 9 321 | 9 279 | 9 333 | 9 263 | 8 843 |
| secondary | | 7 236 | 7 220 | 7 106 | 6 740 | 6 401 | 6 101 |
| <i>Schools</i> | No | 696 | 682 | 677 | 674 | 660 | 651 |
| primary | | 510 | 503 | 499 | 498 | 489 | 482 |
| secondary | | 94 | 91 | 89 | 88 | 85 | 82 |
| combined | | 68 | 66 | 67 | 67 | 65 | 66 |
| special | | 24 | 22 | 22 | 21 | 21 | 21 |
| <i>Mean school size</i> | Mean | 268 | 275 | 273 | 270 | 270 | 273 |
| mean primary | | 216 | 223 | 226 | 229 | 227 | 225 |
| mean secondary | | 625 | 637 | 616 | 602 | 603 | 627 |

Source: DEETYA 1997 unpublished

Table 2A.58: SA descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | <i>1991–92</i> | <i>1992–93</i> | <i>1993–94</i> | <i>1994–95</i> | <i>1995–96</i> |
|----------------------------|--------------|----------------|------------------|--|------------------|----------------|
| Expenditure total | \$'000 | 899 616 | 1 026 571 | 1 074 167 | 1 052 105 | 985 504 |
| <i>In-school primary</i> | | 468 464 | 541 224 | 574 917 | 577 169 | 536 221 |
| Capital | | 31 932 | 35 900 | 39 489 | 37 307 | 48 961 |
| Recurrent | | 436 532 | 505 324 | 535 428 | 539 862 | 487 260 |
| Staff | | 362 724 | 431 376 | 451 278 | 451 409 | 408 075 |
| other | | 73 808 | 73 948 | 84 150 | 88 453 | 79 185 |
| <i>In-school secondary</i> | \$'000 | 369 758 | 422 091 | 424 006 | 400 797 | 369 878 |
| Capital | | 24 472 | 31 493 | 29 195 | 18 867 | 32 563 |
| Recurrent | | 345 286 | 390 598 | 394 811 | 381 930 | 337 315 |
| Staff | | 286 558 | 336 402 | 340 300 | 324 933 | 284 489 |
| other | | 58 728 | 54 196 | 54 511 | 56 997 | 52 826 |
| <i>Out of school</i> | \$'000 | 61 394 | 63 256 | 75 244 | 74 139 | 79 405 |
| Capital | | 448 | 507 | 1 595 | 594 | 273 |
| Recurrent | | 60 946 | 62 749 | 73 649 | 73 545 | 79 132 |
| Staff | | 31 313 | 32 526 | 36 008 | 33 676 | 34 874 |
| other | | 29 633 | 30 223 | 37 641 | 39 869 | 44 258 |
| <i>Source of income</i> | | | | <i>per cent of total state expenditure</i> | | |
| Commonwealth | % | 10 | 9 | 10 | na | na |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.59: SA descriptors, value of capital stock, 1995–96 and 1996–97 (\$'000)

| | 1995–96 | 1996–97 |
|------------------------|-----------|-----------|
| Value of capital stock | 1 432 000 | 1 572 000 |

Table 2A.60: SA descriptors, government and non-government schools, source of income, 1994 to 1996 (\$'000)

| | 1994 | 1995 | 1996 |
|--------------------------------|------|------|---------|
| <i>Government schools</i> | | | |
| State and Territory Government | na | na | 62 400 |
| Commonwealth Government | na | na | 124 100 |
| Non-government | na | na | na |
| <i>Non-government schools</i> | | | |
| State and Territory Government | na | na | na |
| Commonwealth Government | na | na | na |
| Non-government | na | na | na |

na not available.

Table 2A.61: SA descriptors, government schools, 1991 to 1996

| | <i>Units</i> | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|---|--------------|------|------|------|------|------|------|
| <i>Participation rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 31.4 | 30.7 | 29.5 | 28.8 | 29.5 |
| Participation age 15 | % | 66.9 | 64.3 | 64.1 | 62.2 | 62.5 | 60.6 |
| Participation age 16 | % | 56.2 | 55.4 | 53.1 | 52.8 | 50.8 | 51.9 |
| Participation age 17 | % | 27.8 | 30.6 | 30.0 | 27.3 | 26.2 | 27.9 |
| Participation age 18 | % | 6.6 | 8.7 | 8.0 | 6.7 | 5.1 | 4.8 |
| Participation age 19 | % | na | 2.5 | 2.0 | 1.8 | 1.6 | 1.5 |
| <i>Apparent retention rates</i> | | | | | | | |
| to Year 10 | % | 97.7 | 98.3 | 96.1 | 92.9 | 90.9 | 90.1 |
| to Year 11 | % | 93.5 | 92.2 | 90.5 | 86.1 | 82.5 | 80.9 |
| to Year 12 | % | 76.8 | 87.6 | 80.5 | 75.5 | 62.9 | 59.9 |
| Year 12 Male | % | 72.3 | 85.0 | 76.8 | 71.4 | 57.1 | 54.1 |
| Year 12 Female | % | 81.9 | 90.4 | 84.4 | 79.9 | 69.1 | 66.3 |
| <i>Student body mix</i> | | | | | | | |
| <i>per cent of government school student population</i> | | | | | | | |
| NESB | % | na | 21.3 | 18.7 | 19.0 | 19.0 | 15.2 |
| Aboriginality | % | 2.1 | 2.3 | 2.4 | 2.6 | 2.8 | 2.9 |
| Students with disabilities | % | na | 3.2 | 4.5 | na | 6.4 | 6.7 |
| Years 11 & 12 | % | 13.3 | 13.4 | 12.3 | 11.2 | 9.8 | 9.6 |
| Government students as a proportion of all students | % | 75.7 | 75.4 | 74.7 | 73.8 | 72.9 | 72.1 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.62: SA descriptors, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|---------------------------------|--------------|--|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 43.9 | 45.4 |
| Participation age 15 | % | 92.6 | 90.7 |
| Participation age 16 | % | 78.8 | 80.6 |
| Participation age 17 | % | 41.7 | 46.3 |
| Participation age 18 | % | 7.2 | 6.8 |
| Participation age 19 | % | 2.1 | 1.9 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | na | 93.6 |
| to Year 11 | % | na | 86.8 |
| to Year 12 | % | na | 68.4 |
| Year 12 male | % | na | 62.6 |
| Year 12 female | % | na | 74.6 |
| <i>Student body mix</i> | | | |
| | | <i>per cent of school student population</i> | |
| NESB | % | na | 17.9 |
| Aboriginality | % | na | 2.3 |
| Students with disabilities | % | na | 5.3 |
| Seniority profile | % | na | 10.9 |

na not available.

Source: DEETYA 1997 unpublished

Learning outcomes

Table 2A.63: SA effectiveness, SA Basic Skills Test results, years 3 and 5, 1995 to 1997 (mean scores)

| | <i>1995</i> | <i>1996</i> | <i>1997</i> |
|------------------------|-------------|-------------|-------------|
| <i>Literacy scores</i> | | | |
| Year 3 | 48.6 | 48.8 | 48.6 |
| Year 5 | 54.6 | 55.2 | 55.5 |
| <i>Numeracy scores</i> | | | |
| Year 3 | 51.2 | 50.3 | 48.8 |
| Year 5 | 58.1 | 57 | 57.5 |

Table 2A.64: SA efficiency, average expenditure and student staff ratios, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditure per student | | | | | | | |
| <i>In-school primary</i> | \$ | na | 3 803 | 4 346 | 4 621 | 4 681 | 4 409 |
| Capital | | na | 259 | 288 | 317 | 303 | 403 |
| Recurrent | | na | 3 544 | 4 058 | 4 303 | 4 378 | 4 006 |
| Staff | | na | 2 944 | 3 464 | 3 627 | 3 661 | 3 355 |
| Other | | na | 599 | 594 | 676 | 717 | 651 |
| <i>In-school secondary</i> | \$ | na | 5 779 | 6 857 | 7 222 | 7 063 | 6 562 |
| Capital | | na | 382 | 512 | 497 | 332 | 578 |
| Recurrent | | na | 5 396 | 6 345 | 6 725 | 6 731 | 5 984 |
| Staff | | na | 4 478 | 5 465 | 5 797 | 5 726 | 5 047 |
| Other | | na | 918 | 880 | 929 | 1 004 | 937 |
| <i>Out of school</i> | \$ | na | 328 | 340 | 411 | 412 | 446 |
| Capital | | na | 2 | 3 | 9 | 3 | 2 |
| Recurrent | | na | 326 | 337 | 402 | 408 | 445 |
| Staff | | na | 167 | 175 | 197 | 187 | 196 |
| Other | | na | 158 | 162 | 206 | 221 | 249 |
| Student/staff ratios | | | | | | | |
| <i>In-school primary</i> | | | | | | | |
| teacher | Ratio | 17 | 17 | 17 | 17 | 17 | 17 |
| non-teacher | | 62 | 60 | 63 | 61 | 55 | 63 |
| <i>In-school secondary</i> | | | | | | | |
| teacher | Ratio | 11 | 11 | 11 | 11 | 11 | 12 |
| non-teacher | | 46 | 44 | 42 | 42 | 41 | 47 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.65: SA efficiency, expenditure per student by school type, 1993–94 to 1995–96 (\$)

| <i>School size</i> | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|--------------------|----------------|------------------|------------------|------------------|
| | <i>Primary</i> | | <i>Secondary</i> | |
| <i>1993–94</i> | | | | |
| 1 to 100 | 3 602 | 4 063 | na | na |
| 101 to 300 | 3 180 | 3 095 | 6 969 | 6 018 |
| 301 to 500 | 2 795 | 2 796 | 5 766 | 4 861 |
| 501 to 1000 | 2 501 | 2 430 | 4 444 | 4 329 |
| 1000+ | na | na | 4 149 | na |
| <i>1994–95</i> | | | | |
| 1 to 100 | 3 585 | 4 848 | na | na |
| 101 to 300 | 3 270 | 3 205 | 6 335 | 6 282 |
| 301 to 500 | 2 843 | 2 805 | 5 709 | 4 755 |
| 501 to 1000 | 2 575 | 2 330 | 4 415 | 4 411 |
| 1000+ | na | na | 4 206 | na |
| <i>1995–96</i> | | | | |
| 1 to 100 | 3 939 | 4 941 | na | na |
| 101 to 300 | 3 454 | 3 261 | 6 222 | 6 426 |
| 301 to 500 | 2 956 | 2 799 | 5 750 | 4 614 |
| 501 to 1000 | 2 613 | 2 350 | 4 472 | 4 300 |
| 1000+ | na | na | 4 136 | na |

na not available.

Table 2A.66: SA efficiency, expenditure per student by socio-economic status 1993–94 to 1995–96 (\$)

| <i>By socio economic status</i> | <i>Disadvantaged</i> | | |
|---------------------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>1993–94</i> | | | |
| Primary | 2 669 | 2 947 | 3 567 |
| Secondary | 4 179 | 4 693 | 5 997 |
| <i>1994–95</i> | | | |
| Primary | 2 978 | 3 404 | 4 118 |
| Secondary | 4 288 | 4 902 | 5 716 |
| <i>1995–96</i> | | | |
| Primary | 3 285 | 3 408 | 4 061 |
| Secondary | 4 313 | 4 851 | 6 365 |

Table 2A.67: SA efficiency, student staff ratios by school type and socio-economic status, 1994 to 1996 (ratio)

| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|-----------------------------|-----------------|------------------|---------------------|------------------|
| <i>School type and size</i> | <i>Teachers</i> | | <i>Non teachers</i> | |
| <i>1994</i> | | | | |
| <i>In-school primary</i> | | | | |
| 1 to 100 | 14.7 | 14.5 | 48.7 | 37.4 |
| 101 to 300 | 16.7 | 17.2 | 73.9 | 66.5 |
| 301 to 500 | 19.0 | 18.9 | 95.7 | 81.0 |
| 501 to 1000 | 20.4 | 20.8 | 121.5 | 103.1 |
| 1000+ | na | na | na | na |
| <i>In-school secondary</i> | | | | |
| 1 to 100 | | | | |
| 101 to 300 | 8.0 | 9.7 | 33.2 | 31.4 |
| 301 to 500 | 10.2 | 11.5 | 45.2 | 42.2 |
| 501 to 1000 | 11.9 | 12.6 | 63.1 | 63.4 |
| 1000+ | 12.3 | na | 72.6 | na |
| <i>1995</i> | | | | |
| <i>In-school primary</i> | | | | |
| 1 to 100 | 16.0 | 14.6 | 51.9 | 35.8 |
| 101 to 300 | 17.1 | 17.6 | 66.0 | 60.0 |
| 301 to 500 | 19.4 | 19.6 | 86.6 | 77.2 |
| 501 to 1000 | 20.5 | 22.0 | 112.4 | 87.3 |
| 1000+ | | | | |
| <i>In-school secondary</i> | | | | |
| 1 to 100 | | | | |
| 101 to 300 | 9.9 | 9.6 | 34.6 | 27.7 |
| 301 to 500 | 10.3 | 12.0 | 44.0 | 45.0 |
| 501 to 1000 | 12.5 | 12.7 | 60.9 | 54.8 |
| 1000+ | 12.8 | na | 70 | na |
| <i>1996</i> | | | | |
| <i>In-school primary</i> | | | | |
| 1 to 100 | 16.1 | 14.9 | 49 | 36.4 |
| 101 to 300 | 17.2 | 17.8 | 74.1 | 64.6 |
| 301 to 500 | 19.6 | 19.7 | 101.1 | 88.5 |
| 501 to 1000 | 20.9 | 21.7 | 128 | 121.9 |
| 1000+ | na | na | na | na |
| <i>In-school secondary</i> | | | | |
| 1 to 100 | na | na | na | na |
| 101 to 300 | 8.6 | 9.9 | 40.4 | 30 |
| 301 to 500 | 10.6 | 13 | 46.5 | 54.5 |
| 501 to 1000 | 12.9 | 13.1 | 69.4 | 63.9 |
| 1000+ | 13.6 | na | 79.5 | na |

na not available.

Table 2A.68: SA efficiency, student–staff ratios by socio-economic status, 1994 to 1996 (ratio)

| <i>By socio-economic status</i> | <i>Disadvantaged</i> | | |
|---------------------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>1994</i> | | | |
| <i>In school secondary</i> | | | |
| teacher | 12.4 | 11.6 | 9.6 |
| non-teacher | 66.4 | 55.0 | 42.2 |
| <i>In school primary</i> | | | |
| teacher | 19.3 | 18.1 | 15.5 |
| non-teacher | 95.3 | 79.0 | 60.0 |
| <i>1995</i> | | | |
| <i>In school secondary</i> | | | |
| teacher | 13.0 | 12.1 | 10.0 |
| non-teacher | 66.4 | 52.9 | 43.4 |
| <i>In school primary</i> | | | |
| teacher | 20.0 | 18.5 | 15.6 |
| non-teacher | 91.8 | 71.3 | 52.9 |
| <i>1996</i> | | | |
| <i>In school secondary</i> | | | |
| teacher | 13.6 | 12.5 | 10.1 |
| non-teacher | 74.2 | 60.5 | 44.6 |
| <i>In school primary</i> | | | |
| teacher | 20.1 | 18.7 | 16.3 |
| non-teacher | 99.7 | 82.6 | 61.4 |

2A.3.1 Tasmania

Table 2A.69: Tasmania descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|-------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Students</i> | No | 65 662 | 65 713 | 64 727 | 64 061 | 63 284 | 62 776 |
| primary | | 37 674 | 37 918 | 37 380 | 37 033 | 36 341 | 36 097 |
| secondary | | 27 988 | 27 795 | 27 347 | 27 028 | 26 943 | 26 679 |
| <i>Staff</i> | FTE | 5 226 | 5 411 | 5 492 | 5 467 | 5 675 | 5 589 |
| primary | | 2 595 | 2 714 | 2 821 | 2 899 | 3 004 | 2 938 |
| secondary | | 2 631 | 2 697 | 2 671 | 2 568 | 2 671 | 2 651 |
| <i>Schools</i> | No | 247 | 243 | 237 | 233 | 230 | 229 |
| primary | | 163 | 160 | 154 | 151 | 150 | 150 |
| secondary | | 42 | 42 | 42 | 42 | 41 | 41 |
| combined | | 26 | 26 | 26 | 26 | 28 | 27 |
| special | | 16 | 15 | 15 | 14 | 11 | 11 |
| <i>Mean school size</i> | Mean | 266 | 270 | 273 | 275 | 275 | 274 |
| mean primary | | 200 | 208 | 213 | 212 | 212 | 212 |
| mean secondary | | 599 | 596 | 592 | 583 | 586 | 583 |

Source: DEETYA 1997 unpublished

Table 2A.70: Tasmania descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | <i>1991–92</i> | <i>1992–93</i> | <i>1993–94</i> | <i>1994–95</i> | <i>1995–96</i> |
|----------------------------|--------------|----------------|----------------|----------------|----------------|----------------|
| Total expenditure | \$'000 | 282 468 | 329 193 | 334 575 | 341 198 | 350 353 |
| <i>In-school primary</i> | | 124 681 | 150 115 | 154 193 | 156 696 | 160 413 |
| Capital | | 5 458 | 4 448 | 3 291 | 3 865 | 1 454 |
| Recurrent | | 119 223 | 145 667 | 150 902 | 152 831 | 158 959 |
| Staff | | 91 037 | 114 196 | 116 724 | 115 653 | 121 918 |
| Other | | 28 186 | 31 471 | 34 178 | 37 178 | 37 041 |
| <i>In-school secondary</i> | \$'000 | 131 766 | 152 536 | 154 079 | 159 117 | 163 141 |
| Capital | | 4 198 | 7 020 | 7 813 | 7 921 | 12 110 |
| Recurrent | | 127 568 | 145 516 | 146 266 | 151 196 | 151 031 |
| Staff | | 95 996 | 112 018 | 108 589 | 110 388 | 114 453 |
| Other | | 31 572 | 33 498 | 37 677 | 40 808 | 36 578 |
| <i>Out of school</i> | \$'000 | 26 021 | 26 542 | 26 303 | 25 385 | 26 799 |
| Capital | | 240 | 217 | 211 | 124 | 0 |
| Recurrent | | 25 781 | 26 325 | 26 092 | 25 261 | 26 799 |
| Staff | | 14 511 | 14 443 | 13 918 | 13 107 | 12 929 |
| Other | | 11 270 | 11 882 | 12 174 | 12 154 | 13 870 |
| <i>Source of income</i> | | | | | | |
| Commonwealth | % | 12 | 11 | 11 | na | na |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.71: Tasmania descriptor, government schools, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|---|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Participation rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 47.4 | 34.6 | 34.4 | 34.0 | 33.6 |
| Participation age 15 | % | 73.5 | 71.3 | 71.8 | 71.8 | 71.2 | 70.4 |
| Participation age 16 | % | 55.4 | 53.0 | 52.1 | 50.6 | 49.5 | 49.3 |
| Participation age 17 | % | 36.2 | 38.9 | 37.6 | 35.5 | 36.3 | 34.2 |
| Participation age 18 | % | 9.5 | 13.0 | 9.1 | 10.0 | 8.8 | 7.2 |
| Participation age 19 | % | na | 3.4 | 2.2 | 1.9 | 2.0 | 1.8 |
| <i>Apparent retention rates</i> | | | | | | | |
| to Year 10 | % | 97.0 | 97.7 | 98.5 | 98.39 | 97.1 | 96.4 |
| to Year 11 | % | 75.3 | 74.9 | 70.2 | 71.35 | 67.9 | 67.7 |
| to Year 12 | % | 52.1 | 59.5 | 58.9 | 56.16 | 57.7 | 50.2 |
| Year 12 male | % | 47.8 | 60.0 | 54.9 | 53.6 | 55.8 | 47.1 |
| Year 12 female | % | 57.0 | 59.0 | 63.4 | 59.0 | 59.6 | 53.4 |
| <i>Student body mix</i> | | | | | | | |
| <i>per cent of government school student population</i> | | | | | | | |
| NESB | % | na | 8.0 | 6.9 | 6.9 | 6.9 | 5.8 |
| Aboriginality | % | 2.9 | 3.4 | 3.8 | 4.4 | 4.7 | 5.2 |
| Students with disabilities | % | na | 3.5 | 3.5 | 3.6 | 4.5 | 5.0 |
| Years 11 & 12 | % | 11 | 11 | 10 | 10 | 10 | 9.5 |
| Government students as a proportion of all students | % | 76.7 | 76.2 | 75.5 | 75.0 | 74.8 | 76.4 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.72: Tasmania descriptor, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|--|--------------|-------------|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 47.6 | 47.4 |
| Participation age 15 | % | 98.0 | 96.4 |
| Participation age 16 | % | 69.7 | 71.1 |
| Participation age 17 | % | 52.9 | 50.7 |
| Participation age 18 | % | 11.4 | 9.7 |
| Participation age 19 | % | 2.2 | 2.0 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | na | 96.7 |
| to Year 11 | % | na | 68.8 |
| to Year 12 | % | na | 53.1 |
| Year 12 male | % | na | 49.9 |
| Year 12 female | % | na | 56.9 |
| <i>Student body mix</i> | | | |
| <i>per cent of school student population</i> | | | |
| NESB | % | na | 7.2 |
| Aboriginality | % | na | 4.5 |
| Students with disabilities | % | na | 3.9 |
| Seniority profile | % | na | 10.1 |

na not available

Source: DEETYA 1997 unpublished

*Learning outcomes***Table 2A.73: Tasmania effectiveness, Tasmanian reading test results, 1976 to 1996 (index)^a**

| 1976 | 1978 | 1981 | 1984 | 1988 | 1993 | 1996 |
|------|------|------|------|------|------|------|
| 1.94 | 1.90 | 1.82 | 1.87 | 1.75 | 1.65 | 1.80 |

a Between 1976 and 1993 reading performance results were for 10 year olds. 1996 results were for students in year 5.

Table 2A.74: Tasmania effectiveness, Tasmanian numeracy test results, 1978 to 1997 (index)^a

| 1978 | 1981 | 1985 | 1989 | 1994 | 1997 |
|------|------|------|------|------|------|
| 2.7 | 0.9 | 2.3 | 1.9 | 0.7 | 2.1 |

a Between 1978 and 1994 numeracy performance results were for 14 year olds. 1997 results were for students in year 9.

Table 2A.75: Tasmania efficiency, average expenditure per student and student-staff ratios, 1991 to 1996

| | <i>Units</i> | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|--------------------------------|--------------|------|-------|-------|-------|-------|-------|
| Expenditure per student | | | | | | | |
| <i>In-school primary</i> | \$ | na | 3 299 | 3 987 | 4 144 | 4 271 | 4 429 |
| Capital | | na | 144 | 118 | 88 | 105 | 40 |
| Recurrent | | na | 3 154 | 3 869 | 4 056 | 4 166 | 4 389 |
| Staff | | na | 2 409 | 3 033 | 3 137 | 3 152 | 3 366 |
| Other | | na | 746 | 836 | 919 | 1 013 | 1 023 |
| <i>In-school secondary</i> | \$ | na | 4 724 | 5 532 | 5 667 | 5 896 | 6 085 |
| Capital | | na | 151 | 255 | 287 | 294 | 452 |
| Recurrent | | na | 4 574 | 5 278 | 5 380 | 5 603 | 5 633 |
| Staff | | na | 3 442 | 4 063 | 3 994 | 4 091 | 4 269 |
| Other | | na | 1 132 | 1 215 | 1 386 | 1 512 | 1 364 |
| <i>Out of school total</i> | \$ | na | 396 | 407 | 408 | 399 | 425 |
| Capital | | na | 4 | 3 | 3 | 2 | 0 |
| Recurrent | | na | 392 | 404 | 405 | 397 | 425 |
| Staff | | na | 221 | 221 | 216 | 206 | 205 |
| Other | | na | 172 | 182 | 189 | 191 | 220 |
| Student/staff ratios | | | | | | | |
| <i>In-school primary</i> | | | | | | | |
| teacher | Ratio | 18 | 18 | 18 | 17 | 17 | 17 |
| non-teacher | | 73 | 58 | 54 | 50 | 41 | 46 |
| <i>In-school secondary</i> | | | | | | | |
| teacher | Ratio | 13 | 13 | 13 | 13 | 13 | 13 |
| non-teacher | | 52 | 52 | 51 | 52 | 42 | 45 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.76: Tasmania efficiency, average expenditure per student by school type, 1994 to 1996 (\$)

| <i>By school size</i> | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|-----------------------|--------------------------|------------------|----------------------------|------------------|
| | <i>In-school primary</i> | | <i>In-school secondary</i> | |
| <i>1994</i> | | | | |
| 1 to 100 ^a | 11 140 | 6 016 | 18 935 | 15 345 |
| 101 to 300 | 4 105 | 4 198 | na | 6 487 |
| 301 to 500 | 3 905 | 3 914 | 5 548 | 5 431 |
| 501 to 1000 | 3 817 | 3 604 | 5 593 | 5 387 |
| 1000+ | na | na | 6 290 | 5 832 |
| <i>1995</i> | | | | |
| 1 to 100 ^a | 8 847 | 5 963 | 21 969 | 14 696 |
| 101 to 300 | 4 169 | 4 267 | na | 6 186 |
| 301 to 500 | 3 865 | 4 244 | 6 035 | 6 055 |
| 501 to 1000 | 3 498 | 3 823 | 5 675 | 5 401 |
| 1000+ | na | na | na | 6 656 |
| <i>1996</i> | | | | |
| 1 to 100 ^a | 9735 | 6412 | 20376 | 15222 |
| 101 to 300 | 4480 | 4402 | na | 6123 |
| 301 to 500 | 4130 | 4155 | 5751 | 7739 |
| 501 to 1000 | 3958 | 3894 | 5614 | 5415 |
| 1000+ | na | na | na | 5710 |

na not available

a For Tasmania the only secondary schools in the 1 to 100 student category were special schools which incurred considerably higher expenditures per student.

Table 2A.77: Tasmania efficiency, average expenditure per student by degree of socio-economic disadvantage, 1994 to 1996 (\$)

| <i>SES — degree of disadvantage</i> | <i>Disadvantaged</i> | | |
|-------------------------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>1994</i> | | | |
| Primary | 3 781 | 4 017 | 5 131 |
| Secondary | 5 002 | 5 501 | 7 575 |
| <i>1995</i> | | | |
| Primary | 3 800 | 4 298 | 4 949 |
| Secondary | 5 153 | 5 841 | 7 027 |
| <i>1996</i> | | | |
| Primary | 4079 | 4342 | 5328 |
| Secondary | 5328 | 5740 | 8985 |

Table 2A.78: Tasmania efficiency, student staff ratios by school type, 1994 to 1996 (ratio)

| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|-----------------------------------|-----------------|------------------|---------------------|------------------|
| | <i>Teachers</i> | | <i>Non-teachers</i> | |
| <i>In-school primary — 1994</i> | | | | |
| 1 to 100 | 6.8 | 12.2 | 9.6 | 23.1 |
| 101 to 300 | 17.9 | 16.9 | 46.1 | 49.5 |
| 301 to 500 | 18.3 | 17.9 | 59.4 | 62.1 |
| 501 to 1000 | 18.7 | 19.2 | 93.8 | 77.5 |
| 1000+ | na | na | na | na |
| <i>In-school primary — 1995</i> | | | | |
| 1 to 100 | 10.1 | 13.3 | 10.9 | 19.6 |
| 101 to 300 | 17.2 | 16.8 | 39.6 | 40.5 |
| 301 to 500 | 18.5 | 17.7 | 49.4 | 53.1 |
| 501 to 1000 | 19.4 | 19 | 65.2 | 57.7 |
| 1000+ | na | na | na | na |
| <i>In-school primary — 1996</i> | | | | |
| 1 to 100 | 9.7 | 12.6 | 10.2 | 22.4 |
| 101 to 300 | 16.9 | 16.6 | 43.9 | 44.7 |
| 301 to 500 | 17.9 | 17.4 | 53.5 | 57.8 |
| 501 to 1000 | 18.6 | 18.5 | 64.9 | 71.7 |
| 1000+ | na | na | na | na |
| <i>In-school secondary — 1994</i> | | | | |
| 1 to 100 ^a | 3.8 | 4.6 | 6.7 | 6.0 |
| 101 to 300 | na | 11.2 | na | 34.9 |
| 301 to 500 | 13.1 | 13.1 | 48.8 | 46.5 |
| 501 to 1000 | 13.8 | 14.1 | 66.4 | 66.4 |
| 1000+ | 12.7 | 14.6 | 51.4 | 67.4 |
| <i>In-school secondary — 1995</i> | | | | |
| 1 to 100 ^a | 5.0 | 5.8 | 4.4 | 6.4 |
| 101 to 300 | na | 12.2 | na | 27.6 |
| 301 to 500 | 13.6 | 13.1 | 37.0 | 42.6 |
| 501 to 1000 | 13.1 | 14.4 | 49.7 | 52.1 |
| 1000+ | na | 13.5 | na | 52.7 |
| <i>In-school secondary — 1996</i> | | | | |
| 1 to 100 ^a | 4.7 | 5.8 | 5.6 | 7.8 |
| 101 to 300 | na | 11.7 | na | 33.5 |
| 301 to 500 | 12.6 | 12.9 | 41.3 | 45.9 |
| 501 to 1000 | 13.2 | 14 | 50.4 | 53.6 |
| 1000+ | na | 12.5 | na | 49.5 |

na not available

a For Tasmania, the only secondary schools in the 1 to 100 student category were special schools which incur considerably higher expenditure per student.

Table 2A.79: Tasmania efficiency, student staff ratios by degree of socio-economic disadvantage, 1994 to 1996 (ratio)^a

| <i>Type of school</i> | <i>Disadvantaged</i> | | |
|-----------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>Primary 1994</i> | | | |
| Teacher | 19.2 | 17.3 | 14.4 |
| Non-teachers | 57.9 | 54.2 | 35.2 |
| <i>Primary 1995</i> | | | |
| Teacher | 18.9 | 17.2 | 14.8 |
| Non-teachers | 50.1 | 42.9 | 30 |
| <i>Primary 1996</i> | | | |
| Teacher | 18.3 | 16.9 | 14.2 |
| Non-teachers | 55.4 | 48.1 | 31.3 |
| <i>Secondary 1994</i> | | | |
| Teacher | 14.4 | 13.6 | 10.4 |
| Non-teachers | 62.1 | 58.9 | 28.1 |
| <i>Secondary 1995</i> | | | |
| Teacher | 14.0 | 13.7 | 10.9 |
| Non-teachers | 51.9 | 48.2 | 22.3 |
| <i>Secondary 1996</i> | | | |
| Teacher | 13.7 | 13.2 | 10.9 |
| Non-teachers | 53.9 | 47.9 | 28.3 |

a Includes combined and special schools and students

2A.3.2 Australian Capital Territory

Table 2A.80: ACT descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|-------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Students</i> | No | 40 890 | 41 094 | 40 547 | 39 865 | 40 120 | 39 971 |
| primary | | 22 418 | 22 527 | 22 583 | 22 412 | 22 466 | 22 431 |
| secondary | | 18 472 | 18 567 | 17 964 | 17 453 | 17 654 | 17 540 |
| <i>Staff</i> | FTE | 3 380 | 3 425 | 3 432 | 3 592 | 3 322 | 3 270 |
| primary | | 1 525 | 1 568 | 1 591 | 1 760 | 1 576 | 1 569 |
| secondary | | 1 855 | 1 857 | 1 841 | 1 832 | 1 746 | 1 701 |
| <i>Schools</i> | No | 94 | 95 | 96 | 97 | 99 | 99 |
| primary | | 63 | 64 | 65 | 66 | 68 | 67 |
| secondary | | 25 | 25 | 25 | 25 | 25 | 26 |
| combined | | 1 | 1 | 1 | 1 | 1 | 1 |
| special | | 5 | 5 | 5 | 5 | 5 | 5 |
| <i>Mean school size</i> | Mean | 435 | 433 | 422 | 411 | 409 | 404 |
| mean primary | | 346 | 342 | 338 | 329 | 326 | 325 |
| mean secondary | | 709 | 710 | 686 | 666 | 674 | 644 |

Source: DEETYA 1997 unpublished

Table 2A.81: ACT descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | <i>1991–92</i> | <i>1992–93</i> | <i>1993–94</i> | <i>1994–95</i> | <i>1995–96</i> |
|----------------------------|--------------|----------------|----------------|--|----------------|----------------|
| Total expenditure | \$'000 | 194 035 | 231 797 | 240 286 | 241 520 | 252 908 |
| <i>In-school primary</i> | | 84931 | 104 279 | 107 725 | 106 072 | 113 549 |
| Capital | | 6 904 | 7 020 | 6 408 | 6 969 | 8 062 |
| Recurrent | | 78 027 | 97 259 | 101 317 | 99 103 | 105 487 |
| Staff | | 61 997 | 79 085 | 81 818 | 80 892 | 86 599 |
| Other | | 16 030 | 18 174 | 19 499 | 18 211 | 18 888 |
| <i>In-school secondary</i> | \$'000 | 91 393 | 112 137 | 115 500 | 113 198 | 119 664 |
| Capital | | 3 486 | 7 695 | 4 698 | 7 774 | 10 929 |
| Recurrent | | 87 907 | 104 442 | 110 802 | 105 424 | 108 735 |
| Staff | | 71 778 | 86 738 | 92 498 | 88 811 | 90 939 |
| Other | | 16 129 | 17 704 | 18 304 | 16 613 | 17 796 |
| <i>Out of school</i> | \$'000 | 17 711 | 15 381 | 17 061 | 22 250 | 19 695 |
| Capital | | 179 | 0 | 0 | 0 | 0 |
| Recurrent | | 17 532 | 15 381 | 17 061 | 22 250 | 19 695 |
| Staff | | 9 120 | 10 105 | 10 940 | 14 260 | 12 441 |
| Other | | 8 412 | 5 276 | 6 121 | 7 990 | 7 254 |
| <i>Source of income</i> | | | | <i>per cent of total state expenditure</i> | | |
| Commonwealth | % | 10 | 8 | 10 | na | 8.9 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.82: ACT descriptors, value of capital stock, 1992 to 1996 (\$'000)

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|-------------------------------|---------|---------|---------|---------|---------|
| <i>Value of capital stock</i> | | | | | |
| Property, plant & equipment | 556 773 | 843 060 | 830 418 | 838 563 | 678 457 |
| Provision for depreciation | 23 275 | 323 002 | 331 422 | 348 380 | 25 731 |
| Written Down Value | 533 498 | 520 057 | 498 995 | 490 183 | 652 726 |

Table 2A.83: ACT descriptors, government and non-government schools, source of income, 1994 to 1996 (\$'000)

| | 1994 | 1995 | 1996 |
|--------------------------------|------|--------|--------|
| <i>Government schools</i> | | | |
| State and Territory Government | na | 200514 | 205567 |
| Commonwealth Government | na | 20511 | 20754 |
| Non-government | na | 10375 | 7600 |
| <i>Non-government schools</i> | | | |
| State and Territory Government | na | na | 20 758 |
| Commonwealth Government | na | na | 43 698 |
| Non-government | na | na | na |

na not available.

Table 2A.84: ACT descriptors, government schools, 1991 to 1996

| | Units | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|---|-------|-------|-------|-------|-------|-------|-------|
| <i>Participation rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 40.2 | 39.4 | 35.1 | 41.7 | 41.8 |
| Participation age 15 | % | 61.3 | 63.0 | 61.6 | 59.6 | 65.1 | 62.7 |
| Participation age 16 | % | 67.6 | 66.7 | 69.0 | 66.5 | 67.7 | 71.0 |
| Participation age 17 | % | 59.6 | 62.7 | 61.0 | 64.2 | 62.8 | 63.5 |
| Participation age 18 | % | 21.3 | 22.6 | 19.2 | 19.3 | 24.3 | 22.0 |
| Participation age 19 | % | na | 3.7 | 3.3 | 3.3 | 3.2 | 3.4 |
| <i>Apparent retention rates^a</i> | | | | | | | |
| to Year 10 | % | 97.1 | 101.2 | 99.8 | 98.4 | 100.8 | 98.1 |
| to Year 11 | % | 123.2 | 125.5 | 124.4 | 125.3 | 125.9 | 122.9 |
| to Year 12 | % | 114.6 | 116.4 | 112.6 | 111.8 | 110.2 | 108.2 |
| Year 12 male | % | 114.5 | 114.3 | 109.4 | 114.3 | 111.6 | 110.5 |
| Year 12 female | % | 114.8 | 118.7 | 115.8 | 109.4 | 108.7 | 106.1 |
| <i>Student body mix</i> | | | | | | | |
| <i>per cent of government student population</i> | | | | | | | |
| NESB | % | na | 24 | 25 | 25 | 25 | 21.9 |
| Aboriginality | % | 1.0 | 1.1 | 1.1 | 1.3 | 1.3 | 1.4 |
| Students with disabilities | % | na | 3.1 | 3.4 | 3.7 | 3.8 | 3.9 |
| Years 11 & 12 | % | 16.9 | 17.1 | 16.3 | 16.3 | 16.0 | 15.8 |
| Government students as a proportion of all students | % | 66 | 66 | 66 | 66 | 66 | 65 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.85: ACT descriptors, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|---------------------------------|--------------|--|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 62.9 | 63.4 |
| Participation age 15 | % | 109.6 | 108.1 |
| Participation age 16 | % | 101.7 | 105.4 |
| Participation age 17 | % | 90.4 | 91.8 |
| Participation age 18 | % | 30.9 | 29.8 |
| Participation age 19 | % | 3.4 | 4.0 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | 97.6 | 97.9 |
| to Year 11 | % | 100.7 | 102.8 |
| to Year 12 | % | 91.1 | 91.3 |
| Year 12 male | % | 89.6 | 91.7 |
| Year 12 female | % | 92.7 | 90.8 |
| <i>Student body mix</i> | | | |
| | | <i>per cent of school student population</i> | |
| NESB | % | na | 22.4 |
| Aboriginality | % | na | 1.1 |
| Students with disabilities | % | na | 2.9 |
| Seniority profile | % | na | 14.9 |

na not available

Source: DEETYA 1997 unpublished

Table 2A.86: ACT effectiveness, government schools, Key Learning Areas, year 12, various subjects, 1992 to 1996 (percentage of students achieving each grade)^a

| | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| <i>English</i> | | | | | |
| A | 20 | 21 | 20 | 20 | 20 |
| B | 30 | 30 | 30 | 29 | 34 |
| C | 35 | 34 | 35 | 35 | 35 |
| D | 11 | 11 | 12 | 12 | 11 |
| E | 4 | 4 | 4 | 4 | 1 |
| <i>Mathematics</i> | | | | | |
| A | 21 | 21 | 20 | 18 | 19 |
| B | 25 | 26 | 26 | 25 | 34 |
| C | 36 | 34 | 35 | 33 | 35 |
| D | 13 | 13 | 13 | 16 | 12 |
| E | 6 | 6 | 6 | 8 | 2 |
| <i>Society & environment</i> | | | | | |
| A | 25 | 25 | 25 | 25 | 30 |
| B | 30 | 27 | 28 | 30 | 34 |
| C | 32 | 33 | 32 | 31 | 27 |
| D | 10 | 11 | 11 | 10 | 8 |
| E | 3 | 4 | 4 | 4 | 1 |

(cont.)

Table 2A.86: ACT effectiveness, government schools, Key Learning Areas, year 12, various subjects, 1992 to 1996 (percentage of students achieving each grade) (cont.)^a

| | 1992 | 1993 | 1994 | 1995 | 1996 |
|-------------------------------------|------|------|------|------|------|
| <i>Science</i> | | | | | |
| A | 22 | 23 | 22 | 21 | 24 |
| B | 28 | 27 | 28 | 28 | 32 |
| C | 35 | 34 | 32 | 34 | 33 |
| D | 10 | 12 | 13 | 13 | 9 |
| E | 4 | 4 | 4 | 5 | 2 |
| <i>Art</i> | | | | | |
| A | 22 | 24 | 23 | 22 | 24 |
| B | 34 | 34 | 34 | 31 | 36 |
| C | 28 | 26 | 28 | 31 | 30 |
| D | 11 | 12 | 10 | 12 | 9 |
| E | 5 | 4 | 5 | 4 | 1 |
| <i>Languages other than English</i> | | | | | |
| A | 29 | 32 | 34 | 38 | 37 |
| B | 37 | 36 | 35 | 30 | 33 |
| C | 25 | 23 | 24 | 26 | 25 |
| D | 7 | 6 | 7 | 5 | 5 |
| E | 3 | 2 | 1 | 1 | 0 |
| <i>Design & technology</i> | | | | | |
| A | 22 | 24 | 23 | 23 | 26 |
| B | 31 | 30 | 28 | 29 | 34 |
| C | 33 | 32 | 33 | 32 | 31 |
| D | 11 | 11 | 12 | 12 | 9 |
| E | 3 | 4 | 3 | 4 | 1 |
| <i>Health & PE</i> | | | | | |
| A | 17 | 19 | 19 | 37 | 39 |
| B | 27 | 32 | 28 | 30 | 35 |
| C | 34 | 34 | 36 | 22 | 21 |
| D | 15 | 11 | 13 | 8 | 4 |
| E | 6 | 4 | 4 | 3 | 0 |

a A is the highest grade and E is the lowest grade. Comparisons cannot be made between years.

Table 2A.87: ACT effectiveness, non-government schools, Key Learning Areas, year 12, various subjects, 1996 (percentage of students achieving each grade)

| | A | B | C | D | E |
|------------------------------|----|----|----|---|---|
| English | 21 | 42 | 33 | 4 | 0 |
| Maths | 22 | 39 | 32 | 6 | 0 |
| Society & environment | 26 | 36 | 30 | 7 | 0 |
| Science | 27 | 34 | 31 | 8 | 1 |
| Art | 27 | 39 | 24 | 9 | 1 |
| Languages other than English | 49 | 32 | 17 | 2 | 0 |
| Design & technology | 29 | 36 | 28 | 7 | 0 |
| Health & PE | 35 | 42 | 18 | 4 | 1 |

Table 2A.88: ACT effectiveness, Literacy Assessment for years 3 and 5, 1997 (percentage at National Profile Levels)

| | <i>Reading</i> | <i>Writing</i> | <i>Listening</i> | <i>Viewing</i> | <i>Speaking</i> |
|------------------|----------------|----------------|------------------|----------------|-----------------|
| <i>Year 3</i> | | | | | |
| Level 1 | 4.6 | 1.65 | 0.7 | 0.8 | 1.8 |
| Level 2 | 44.5 | 32.5 | 12.2 | 41.3 | 24.7 |
| Level 3 | 38.5 | 58.5 | 68.1 | 43.7 | 54.5 |
| Level 4 | 12.4 | 7.4 | 19 | 14.2 | 19 |
| <i>Year 5</i> | | | | | |
| Level 2 or below | 4.6 | 12.15 | 7.2 | 4.6 | 24.7 |
| Level 3 | 37.9 | 66.4 | 27.7 | 24.5 | 50.3 |
| Level 4 | 43.2 | 20.95 | 49.6 | 65.4 | 21.9 |
| Level 5 | 14.3 | 1.0 | 15.5 | 5.5 | 3.1 |

Table 2A.89: ACT efficiency, average expenditure per student and student-staff ratios, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditure per student | | | | | | | |
| <i>In-school primary total</i> | \$ | na | 3 779 | 4 623 | 4 788 | 4 727 | 5 058 |
| Capital | | na | 307 | 311 | 285 | 311 | 359 |
| Recurrent | | na | 3 472 | 4 312 | 4 503 | 4 417 | 4 699 |
| Staff | | na | 2 759 | 3 506 | 3 637 | 3 605 | 3 858 |
| Other | | na | 713 | 806 | 867 | 812 | 841 |
| <i>In-school secondary</i> | \$ | na | 4 935 | 6 139 | 6 522 | 6 449 | 6 800 |
| Capital | | na | 188 | 421 | 265 | 443 | 621 |
| Recurrent | | na | 4 747 | 5 718 | 6 257 | 6 006 | 6 179 |
| Staff | | na | 3 876 | 4 749 | 5 223 | 5 059 | 5 168 |
| Other | | na | 871 | 969 | 1 034 | 946 | 1 011 |
| <i>Out of school</i> | \$ | na | 432 | 377 | 424 | 556 | 492 |
| Capital | | na | 4 | 0 | 0 | 0 | 0 |
| Recurrent | | na | 428 | 377 | 424 | 556 | 492 |
| Staff | | na | 222 | 248 | 272 | 357 | 311 |
| Other | | na | 205 | 129 | 152 | 200 | 181 |
| Student/Staff ratios | | | | | | | |
| <i>In-school primary</i> | | | | | | | |
| teacher | Ratio | 19 | 18 | 18 | 17 | 18 | 19 |
| non-teacher | | 64 | 65 | 62 | 49 | 63 | 58 |
| <i>In-school secondary</i> | | | | | | | |
| teacher | Ratio | 12 | 12 | 12 | 12 | 13 | 13 |
| non-teacher | | 54 | 55 | 50 | 44 | 53 | 54 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.90: ACT efficiency, average expenditure per student — by school level, size and location, 1993–94 to 1995–96 (\$)

| <i>School size</i> | <i>Primary</i> | | <i>Secondary</i> | |
|--------------------|----------------|------------------|------------------|------------------|
| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
| <i>1993–94</i> | | | | |
| 1 to 100 | 11 197 | na | 15 118 | na |
| 101 to 300 | 4 621 | na | na | na |
| 301 to 500 | 4 403 | na | 6 970 | na |
| 501 to 1000 | 4 147 | na | 5 868 | na |
| 1000+ | na | na | na | na |
| <i>1994–95</i> | | | | |
| 1 to 100 | 15537 | na | 16201 | na |
| 101 to 300 | 5728 | na | na | na |
| 301 to 500 | 4932 | na | 8950 | na |
| 501 to 1000 | 4520 | na | 7090 | na |
| 1000+ | na | na | na | na |
| <i>1995–96</i> | | | | |
| 1 to 100 | 14 956 | na | 17 651 | na |
| 101 to 300 | 5 806 | na | na | na |
| 301 to 500 | 5 286 | na | 9 717 | na |
| 501 to 1000 | 4 927 | na | 7 044 | na |
| 1000+ | na | na | na | na |

na not available

Table 2A.91: ACT efficiency, student staff ratios by school type and size, 1993–94 to 1995–96 (ratio)

| | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|------------------------------------|-----------------|------------------|---------------------|------------------|
| <i>School type and size</i> | <i>Teachers</i> | | <i>Non-teachers</i> | |
| <i>In-school primary 1993–94</i> | | | | |
| 1 to 100 | 6 | na | 5 | na |
| 101 to 300 | 18 | na | 67 | na |
| 301 to 500 | 18 | na | 81 | na |
| 501 to 1000 | 19 | na | 77 | na |
| 1000+ | na | na | na | na |
| <i>In-school secondary 1993–94</i> | | | | |
| 1 to 100 | 5 | na | 8 | na |
| 101 to 300 | na | na | na | na |
| 301 to 500 | 11 | na | 53 | na |
| 501 to 1000 | 12 | na | 62 | na |
| 1000+ | na | na | na | na |
| <i>In-school primary 1994–95</i> | | | | |
| 1 to 100 | 9.0 | na | 10.6 | na |
| 101 to 300 | 18.4 | na | 69.9 | na |
| 301 to 500 | 19.0 | na | 82.4 | na |
| 501 to 1000 | 19.6 | na | 93.1 | na |
| 1000+ | na | na | na | na |
| <i>In-school secondary 1994–95</i> | | | | |
| 1 to 100 | 7.2 | na | 16.3 | na |
| 101 to 300 | na | na | na | na |
| 301 to 500 | 13.6 | na | 75.4 | na |
| 501 to 1000 | 13.4 | na | 78.4 | na |
| 1000+ | na | na | na | na |
| <i>In-school primary 1995–96</i> | | | | |
| 1 to 100 | 7.8 | na | 10.5 | na |
| 101 to 300 | 17.7 | na | 65.5 | na |
| 301 to 500 | 18.9 | na | 87.9 | na |
| 501 to 1000 | 19.2 | na | 100.7 | na |
| 1000+ | na | na | na | na |
| <i>In-school secondary 1995–96</i> | | | | |
| 1 to 100 | 7 | na | 11.9 | na |
| 101 to 300 | na | na | na | na |
| 301 to 500 | 13.1 | na | 63.4 | na |
| 501 to 1000 | 13.5 | na | 78.5 | na |
| 1000+ | na | na | na | na |

na not available.

2A.3.3 Northern Territory

Table 2A.92: NT descriptors, students, staff and school numbers, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Students</i> | No | 27 161 | 26 803 | 26 837 | 26 934 | 27 280 | 27 766 |
| primary | | 19 135 | 18 900 | 19 400 | 19 764 | 19 930 | 20 203 |
| secondary | | 8 026 | 7 903 | 7 437 | 7 170 | 7 350 | 7 563 |
| <i>Staff</i> | FTE | 2 534.30 | 2 483.40 | 2 506.40 | 2 621.60 | 2 703 | 2 733 |
| primary | | 1 582.80 | 1 577.50 | 1 639.00 | 1 702.70 | 1 756 | 1 787 |
| secondary | | 951.50 | 905.90 | 867.40 | 918.90 | 948 | 946 |
| <i>Schools</i> | No | 148 | 146 | 146 | 147 | 148 | 145 |
| primary | | 94 | 94 | 93 | 92 | 94 | 88 |
| secondary | | 13 | 11 | 11 | 11 | 11 | 11 |
| combined | | 34 | 33 | 34 | 36 | 36 | 39 |
| special | | 7 | 8 | 8 | 8 | 7 | 7 |
| <i>Mean school size</i> ¹ | Mean | 183.5 | 183.6 | 183.8 | 183.2 | 184 | 191 |
| mean primary | | 159.4 | 157.7 | 163.5 | 167.4 | 167 | 179 |
| mean secondary | | 541.8 | 586.3 | 570.4 | 544.4 | 541 | 644 |

Source: DEETYA 1997 unpublished

Table 2A.93: NT descriptors, expenditure, 1991–92 to 1995–96

| | <i>Units</i> | <i>1991–92</i> | <i>1992–93</i> | <i>1993–94</i> | <i>1994–95</i> | <i>1995–96</i> |
|----------------------------|--------------|----------------|----------------|----------------|----------------|----------------|
| Total expenditure | \$'000 | 179 634 | 197 488 | 206 486 | 220 031 | 222 284 |
| <i>In-school primary</i> | | 98 909 | 109 215 | 115 707 | 123 248 | 118 889 |
| Capital | | 7 090 | 4 378 | 6 237 | 9 608 | 3 059 |
| Recurrent | | 91 819 | 104 837 | 109 470 | 113 640 | 115 830 |
| Staff | | 53 915 | 68 334 | 71 398 | 74 019 | 75 962 |
| Other | | 37 904 | 36 503 | 38 072 | 39 621 | 39 868 |
| <i>In-school secondary</i> | \$'000 | 57 824 | 61 039 | 63 965 | 66 569 | 73 161 |
| Capital | | 2 992 | 1 272 | 1 966 | 1 323 | 3 020 |
| Recurrent | | 54 832 | 59 767 | 61 999 | 65 246 | 70 141 |
| Staff | | 36 714 | 42 732 | 44 751 | 46 872 | 49 328 |
| Other | | 18 118 | 17 035 | 17 248 | 18 374 | 20 813 |
| <i>Out of school</i> | \$'000 | 22 901 | 27 234 | 26 814 | 30 214 | 30 234 |
| Capital | | 125 | 100 | 97 | 71 | 183 |
| Recurrent | | 22 776 | 27 134 | 26 717 | 30 143 | 30 051 |
| Staff | | 15 286 | 18 203 | 17 224 | 20 954 | 19 926 |
| Other | | 7 490 | 8 931 | 9 493 | 9 189 | 10 125 |
| <i>Source of income</i> | | | | | | |
| Commonwealth | % | 7 | 8 | 8 | na | na |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.94: NT descriptors, value of capital stock, 1994 to 1996
(\$'000) (ratio)

| | 1994 | 1995 | 1996 |
|-------------------------------|---------|---------|---------|
| <i>Value of capital stock</i> | | | |
| Buildings & equipment | 657 000 | 739 000 | 825 977 |
| Land | na | na | na |

na not available.

Table 2A.95: NT descriptors, government and non-government
schools, source of income, 1994 to 1996 (\$'000)

| | 1994 | 1995 | 1996 |
|--------------------------------|------|------|--------|
| <i>Government schools</i> | | | |
| State and Territory Government | na | na | na |
| Commonwealth Government | na | na | 15 137 |
| Non-government | na | na | na |
| <i>Non-government schools</i> | | | |
| State and Territory Government | na | na | 15 603 |
| Commonwealth Government | na | na | 26 342 |
| Non-government | na | na | na |

na not available.

Table 2A.96: NT descriptors, government schools,
1991 to 1996 (per cent)

| | <i>Units</i> | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 |
|--|--------------|------|------|------|-------|------|-------|
| <i>Participation rates</i> | | | | | | | |
| Participation (15 to 19) | % | na | 31.5 | 31.8 | 30.8 | 31.1 | 30.3 |
| Participation age 15 | % | 60.8 | 61.7 | 61.6 | 61.0 | 59.0 | 57.1 |
| Participation age 16 | % | 61.1 | 52.2 | 51.5 | 49.7 | 52.4 | 48.0 |
| Participation age 17 | % | 33.0 | 33.3 | 33.6 | 32.9 | 32.0 | 32.33 |
| Participation age 18 | % | 11.4 | 9.7 | 10.0 | 8.4 | 9.9 | 9.2 |
| Participation age 19 | % | na | 2.4 | 2.6 | 2.1 | 2.7 | 2.3 |
| <i>Apparent retention rates</i> | | | | | | | |
| to Year 10 | % | 81.6 | 78.8 | 71.3 | 71.02 | 61.2 | 69.6 |
| to Year 11 | % | 68.1 | 67.9 | 62.1 | 60.71 | 61.2 | 52.7 |
| to Year 12 | % | 60.9 | 58.8 | 50.7 | 44.36 | 44.4 | 41.3 |
| Year 12 male | % | 60.6 | 58.0 | 49.1 | 42.5 | 42.1 | 40.8 |
| Year 12 female | % | 61.3 | 59.7 | 52.6 | 46.4 | 46.7 | 42 |
| <i>Student body mix</i> | | | | | | | |
| NESB | % | na | 18 | 33 | 33 | 33 | 32.8 |
| Aboriginality | % | 34.6 | 35.5 | 35.2 | 35.7 | 36.1 | 36.5 |
| Students with disabilities | % | na | 5.5 | 6.2 | 7.0 | 7.2 | 6.8 |
| Years 11 & 12 | % | 9.5 | 9.2 | 8.1 | 7.5 | 7.6 | 6.9 |
| Government students as a proportion of all students | % | 81.2 | 79.8 | 79.2 | 78.9 | 78.3 | 78.2 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.97: NT descriptors, all schools, 1995 to 1996

| | <i>Units</i> | <i>1995</i> | <i>1996</i> |
|---------------------------------|--------------|--|-------------|
| <i>Participation rates</i> | | | |
| Participation (15 to 19) | % | 41.3 | 40.0 |
| Participation age 15 | % | 82.0 | 77.7 |
| Participation age 16 | % | 67.2 | 63.2 |
| Participation age 17 | % | 41.3 | 40.5 |
| Participation age 18 | % | 12.1 | 11.6 |
| Participation age 19 | % | 3.5 | 3.1 |
| <i>Apparent retention rates</i> | | | |
| to Year 10 | % | na | 71.2 |
| to Year 11 | % | na | 52.6 |
| to Year 12 | % | na | 41.0 |
| Year 12 male | % | na | 40.4 |
| Year 12 female | % | na | 41.7 |
| <i>Student body mix</i> | | | |
| | | <i>per cent of school student population</i> | |
| NESB | % | na | 33.0 |
| Aboriginality | % | na | 34.7 |
| Students with disabilities | % | na | 6.0 |
| Seniority profile | % | na | 6.9 |

na not available

Source: DEETYA 1997 unpublished

Table 2A.98: NT effectiveness, Multi-level Assessment Program, years 5 and 7, 1990 to 1996 (percentage of students in marks range)

| <i>Subject</i> | <i>Year</i> | <i>Range</i> | | | | |
|--------------------|-------------|----------------|-----------------|-----------------|-----------------|------------------|
| | | <i>0 to 20</i> | <i>21 to 40</i> | <i>41 to 60</i> | <i>61 to 80</i> | <i>81 to 100</i> |
| Year 5 Mathematics | 1990 | 5 | 16 | 33 | 34 | 12 |
| | 1991 | 2 | 13 | 31 | 38 | 17 |
| | 1992 | 2 | 17 | 37 | 34 | 11 |
| | 1993 | 3 | 14 | 30 | 38 | 15 |
| | 1994 | 4 | 15 | 36 | 35 | 10 |
| | 1995 | 2 | 13 | 33 | 38 | 14 |
| | 1996 | 3 | 10 | 24 | 40 | 24 |
| Year 7 Mathematics | 1990 | 10 | 25 | 33 | 24 | 7 |
| | 1991 | 4 | 17 | 28 | 32 | 19 |
| | 1992 | 4 | 21 | 29 | 30 | 17 |
| | 1993 | 1 | 10 | 24 | 36 | 29 |
| | 1994 | 3 | 14 | 27 | 34 | 22 |
| | 1995 | 2 | 14 | 30 | 35 | 19 |
| | 1996 | 5 | 16 | 29 | 30 | 19 |
| Year 5 Reading | 1990 | 2 | 8 | 21 | 32 | 37 |
| | 1991 | 1 | 6 | 17 | 42 | 34 |
| | 1992 | 0 | 3 | 9 | 32 | 56 |
| | 1993 | 1 | 9 | 23 | 44 | 22 |
| | 1994 | 2 | 7 | 21 | 43 | 27 |
| | 1995 | 1 | 8 | 22 | 41 | 28 |
| | 1996 | 5 | 10 | 21 | 36 | 28 |
| Year 7 Reading | 1990 | 1 | 7 | 18 | 38 | 36 |
| | 1991 | 0 | 6 | 18 | 38 | 38 |
| | 1992 | 1 | 5 | 17 | 36 | 42 |
| | 1993 | 2 | 12 | 25 | 38 | 22 |
| | 1994 | 3 | 9 | 21 | 40 | 28 |
| | 1995 | 2 | 10 | 23 | 39 | 26 |
| | 1996 | 3 | 8 | 23 | 41 | 25 |

Table 2A.99: NT efficiency, average expenditure per student and student staff ratios, 1991 to 1996

| | <i>Units</i> | <i>1991</i> | <i>1992</i> | <i>1993</i> | <i>1994</i> | <i>1995</i> | <i>1996</i> |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Expenditure per student | | | | | | | |
| <i>In-school primary</i> | \$ | na | 5 201 | 5 703 | 5 909 | 6 210 | 5 925 |
| Capital | | na | 373 | 229 | 319 | 484 | 152 |
| Recurrent | | na | 4 828 | 5 475 | 5 590 | 5 726 | 5 772 |
| Staff | | na | 2 835 | 3 568 | 3 646 | 3 729 | 3 786 |
| Other | | na | 1 993 | 1 906 | 1 944 | 1 996 | 1 987 |
| <i>In-school secondary</i> | \$ | na | 7 260 | 7 958 | 8 758 | 9 169 | 9 812 |
| Capital | | na | 376 | 166 | 269 | 182 | 405 |
| Recurrent | | na | 6 885 | 7 792 | 8 489 | 8 987 | 9 407 |
| Staff | | na | 4 610 | 5 571 | 6 127 | 6 456 | 6 615 |
| Other | | na | 2 275 | 2 221 | 2 362 | 2 531 | 2 791 |
| <i>Out of school</i> | \$ | na | 849 | 1 015 | 997 | 1 115 | 1 098 |
| Capital | | na | 5 | 4 | 4 | 3 | 7 |
| Recurrent | | na | 844 | 1 012 | 994 | 1 112 | 1 092 |
| Staff | | na | 567 | 679 | 641 | 773 | 724 |
| Other | | na | 278 | 333 | 353 | 339 | 368 |
| Student/staff ratios | | | | | | | |
| <i>In-school primary</i> | | | | | | | |
| teacher | Ratio | 15 | 15 | 15 | 15 | 15 | 15 |
| non- teacher | | 58 | 60 | 58 | 53 | 50 | 48 |
| <i>In-school secondary</i> | | | | | | | |
| teacher | Ratio | 10 | 11 | 12 | 11 | 11 | 11 |
| non- teacher | | 37 | 36 | 34 | 28 | 27 | 28 |

na not available.

Source: DEETYA 1997 unpublished

Table 2A.100: NT efficiency, student and staff ratios by school type and size, 1993–94 to 1995–96 (ratio)

| <i>School type and size</i> | <i>Metro</i> | <i>Non-metro</i> | <i>Metro</i> | <i>Non-metro</i> |
|-----------------------------|-----------------|------------------|---------------------|------------------|
| | <i>Teachers</i> | | <i>Non-teachers</i> | |
| <i>1993–94</i> | | | | |
| <i>In-school primary</i> | | | | |
| 1 to 100 | na | 12.8 | na | 34.5 |
| 101 to 300 | na | 14.3 | na | 50.1 |
| 301 to 500 | na | 18 | na | 73.2 |
| 501 to 1000 | na | 19.6 | na | 73.2 |
| 1000+ | na | 0 | na | 0 |
| <i>In-school secondary</i> | | | | |
| 1 to 100 | na | 13.1 | na | 62.7 |
| 101 to 300 | na | 10.8 | na | 27.3 |
| 301 to 500 | na | 11.3 | na | 28 |
| 501 to 1000 | na | 12.2 | na | 36.8 |
| 1000+ | na | 0 | na | 0 |
| <i>1994–95</i> | | | | |
| <i>In-school primary</i> | | | | |
| 1 to 100 | na | 12.8 | na | 45.9 |
| 101 to 300 | na | 14.9 | na | 57.2 |
| 301 to 500 | na | 18.7 | na | 67.6 |
| 501 to 1000 | na | 19.7 | na | 80.3 |
| 1000+ | na | 0 | na | 0 |
| <i>In-school secondary</i> | | | | |
| 1 to 100 | na | 14.7 | na | 60.1 |
| 101 to 300 | na | 10 | na | 26 |
| 301 to 500 | na | 11.8 | na | 23 |
| 501 to 1000 | na | 12.1 | na | 38.3 |
| 1000+ | na | 13.2 | na | 46.4 |
| <i>1995–96</i> | | | | |
| <i>In-school primary</i> | | | | |
| 1 to 100 | na | 13.5 | na | 37.9 |
| 101 to 300 | na | 14.4 | na | 52.6 |
| 301 to 500 | na | 17.7 | na | 65.3 |
| 501 to 1000 | na | 18.9 | na | 74.3 |
| 1000+ | na | 0 | na | 0 |
| <i>In-school secondary</i> | | | | |
| 1 to 100 | na | 14.7 | na | 46.6 |
| 101 to 300 | na | 10.4 | na | 23.6 |
| 301 to 500 | na | 11.1 | na | 29.1 |
| 501 to 1000 | na | 13.6 | na | 39.8 |
| 1000+ | na | 12.9 | na | 43.3 |

na not available.

Table 2A.101: NT efficiency, student staff ratios by socio-economic status, 1993–94 to 1995–96 (ratio)

| <i>By socio-economic status</i> | <i>Disadvantaged</i> | | |
|---------------------------------|----------------------|---------------|-------------|
| | <i>least</i> | <i>medium</i> | <i>most</i> |
| <i>1993–94</i> | | | |
| Teacher | 15.4 | 15.7 | 12.8 |
| Non-teacher | 49.6 | 51.4 | 50.3 |
| <i>1994–95</i> | | | |
| Teacher | 15.5 | 16.1 | 13.4 |
| Non-teacher | 50 | 51.3 | 59.7 |
| <i>1995–96</i> | | | |
| Teacher | 15.9 | 15.6 | 13.3 |
| Non-teacher | 51 | 44.1 | 54.7 |

2A.4 Definitions and explanatory notes

Table 2A.102: Data definitions

| <i>Data term</i> | <i>Definition</i> |
|--|---|
| Aboriginality | The number of Aboriginal and Torres Strait Islander Students (FTE students only) as a proportion of the total student population. |
| Apparent retention rates | The percentage of students (based on mid-year full time enrolments) who continued to years 10, 11 and 12 from their respective cohort groups at the commencement of their secondary schooling. Calculated by DEET from ABS, Schools Australia, Catalogue number 4221.0, various years. |
| Average expenditure per student | Based on the NSSC definitions as used in the Statistical Annex of the National Report on Schooling Australia, MCEETYA. Total expenditure (including superannuation liabilities) divided by total students (the average of the previous two years total students). (See 'Expenditure' below). |
| Destination of School leavers | The percentage of students aged 15 to 24 years that left school in the previous year that are identified as being in the following categories: |
| Further education and training | Including higher education, TAFE, business colleges and skills centres. |
| Unemployed | Persons actively looking for and available for work. |
| Not in workforce | Persons not defined as employed or unemployed. For example, not seeking or unable to seek work. |
| Employed | Including full and part time. |
| Enrolment index | The FTE enrolments in each subject as a proportion of all FTE enrolments in the state or territory, grouped into the eight Key Learning Areas. |
| Mean school size | For the overall mean, students at special schools are allocated to primary/secondary. Primary and secondary mean size exclude combined and special schools and students: for example mean primary school size equals the number of students attending primary schools (FTE) divided by the number of primary schools. |
| Metropolitan | Schools located in metropolitan areas which include all capital cities and population centres of greater than 100 000 people. See table notes for details of average expenditure calculations for metropolitan students which do not necessarily correspond to NSSC definitions. |
| NESB (non -English speaking background) students | Includes 'New Arrivals' as well as 'English as a Second Language (ESL)' students. New Arrivals data are based on annual system reports to DEET. The ESL General Support funding formula used up to and including program year 1992 was based on data from a 1983 survey of NESB students and did not take into account perceived language need. The ESL General Support funding formula for 1993 and subsequent years uses weighted data on NESB student numbers from the 1991 National Census. |
| Non-metropolitan | Schools located in non-metropolitan areas. |
| Participation (15 to 19) | Participation rate calculated as the proportion of full time students in government schools of a particular age group multiplied by the published participation rate for all schools of that particular age group. |
| Real expenditure | Actual expenditure adjusted for changes in prices. Adjustments are made using the GDP(E) price deflator, and expressed in terms of final year prices. |

(cont.)

Table 2A.102: Data definitions (cont.)

| <i>Data term</i> | <i>Definition</i> |
|----------------------------|---|
| SES | Socio economic status is identified by each jurisdiction. |
| Source of income | Income as a percentage of total government expenditure. Commonwealth expenditure was derived from Specific Purpose Payments (current and capital) for government schools. It should be noted that Commonwealth SPP funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Commonwealth funding. |
| Staff | FTE of staff generally active in government schools and ancillary education establishments. |
| Student/staff ratios | The number of full time students per full time teaching/non-teaching staff. Students at special schools are allocated to primary/secondary. FTE of staff includes those generally active in government schools and ancillary education establishments. |
| Students | Full time students only. Full time equivalent students at special schools are allocated to primary/secondary. |
| Secondary part time | Secondary education commences at year 7 in NSW, Victoria, Tasmania and ACT, and at year 8 in Queensland, SA, WA, and the NT. |
| Students with disabilities | Number of students based on the annual system reports to DEET. The definitions of students with disabilities are based on individual State criteria. Figures are not comparable between states and Territories due to different definitions. |