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### SCHOOL EDUCATION (CHAPTER 4)

The principal focus of this chapter is on government funded primary and secondary school education. Some performance indicators are reported for government schools, non-government schools and school education as a whole (see performance indicator framework on reverse).

There were 3.4 million full time equivalent school students enrolled in August 2008, in 9562 schools. Of these, 69.7 per cent of primary students and 61.0 per cent of secondary students were educated in government schools (pp. 4.8-9).

Australian, State and Territory governments spent \$36.4 billion on school education in 2007-08, of which \$28.8 billion was spent on government schools (p. 4.4).

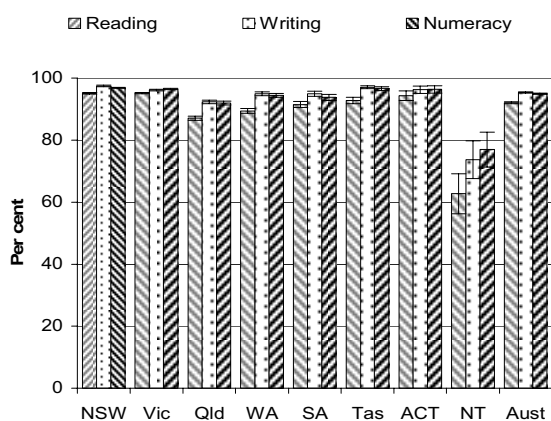
### Objectives of school education

The goals for school education included in the Melbourne Declaration on Educational Goals for Young Australians are presented in the chapter (p. 4.15). In summary, schooling aims to provide education for all young people, by assisting students in:

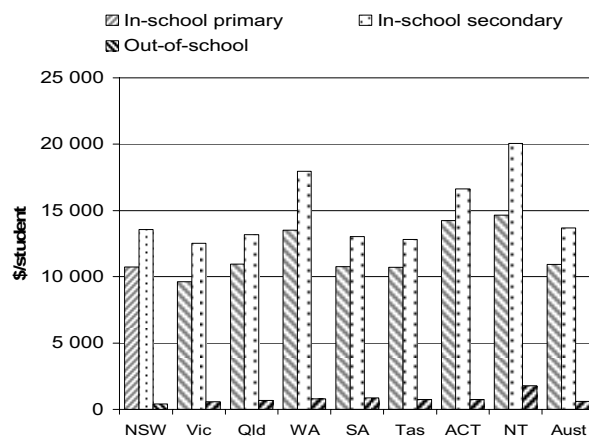
- attaining knowledge, skills and understanding in key learning areas
- developing their talents, capacities, self-confidence, self-esteem and respect for others
- developing their capacity to contribute to Australia’s social, cultural and economic development (p. 4.2).

### Selection of results

Proportion of year 3 students achieving the reading, writing and numeracy national minimum standard, 2008<sup>a</sup> (pp. 4.47, 4.55, 4.63)

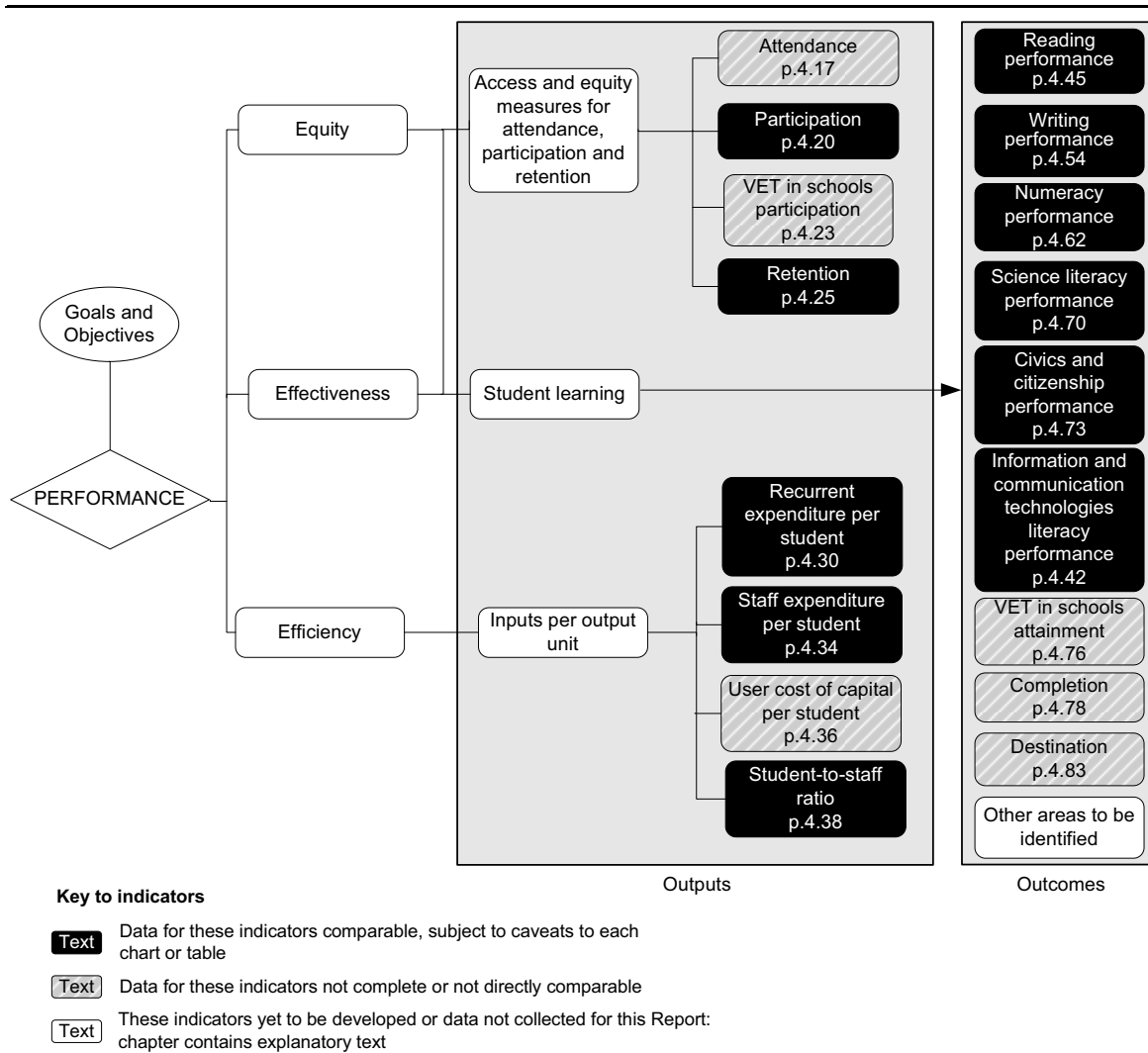


Government recurrent expenditure per FTE student, government schools, 2007-08<sup>a</sup>(p. 4.32)



<sup>a</sup> Data and caveats for these figures are available electronically on the CD-ROM enclosed with the Report and from the website for the Review of Government Service Provision ([www.pc.gov.au/gsp/reports/rogs/2010](http://www.pc.gov.au/gsp/reports/rogs/2010)). Data may be subject to revision. The most recent data will be available on the Review website.

## Performance indicators for School education (figure 4.4, p. 4.16)



## Developments in reporting since the 2009 Report

- inclusion of the objectives for school education agreed by Australian and state and territory government education ministers (the *Melbourne Declaration on Educational Goals for Young Australians*, released in December 2008), replacing the *Adelaide Declaration* of 1999, to inform the performance indicator framework (p. 4.15)
- inclusion of the following measures to align this Report with National Education Agreement (NEA) and National Indigenous Reform Agreement (NIRA) indicators
  - additional measures for the access and equity indicator ‘participation’, reflecting participation in school education by students aged 6–15 by Indigenous status (pp. 4.21-22)
  - measures in relation to participation in the National Assessment Program —(Literacy and Numeracy (NAPLAN) testing, by Indigenous status (pp. 4.43–45)
  - additional measures for the outcome indicator ‘completion’ in relation to completion of year 10 by 17–19 year olds, by Indigenous status (pp. 4.82-83)
  - inclusion of ‘non-Indigenous’ data in a range of performance indicators

[MORE]

- reporting the outcomes of 2008 NAPLAN testing against national minimum standards for the outcome indicators ‘reading performance’, ‘writing performance’ and ‘numeracy performance’. The 2008 tests were the first to be conducted against the national minimum standard and mark the commencement of a new time series for these data (pp. 4.45–70)
- reporting the outcomes of the 2007 National Years 6 and 10 Civics and Citizenship Assessment, for the outcome indicator ‘civics and citizenship performance’ (pp. 4.73–76).

[END]

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*Tables with an ‘A’ suffix (eg table 4A.5) are in the attachments on the CD-ROM or on the Review website.*