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## **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
<b>Total expenditure</b>	<b>4 150 653</b>	<b>2 660 656</b>	<b>2 237 406</b>	<b>1 224 194</b>	<b>985 504</b>	<b>350 353</b>	<b>252 908</b>	<b>222 284</b>	<b>12 083 958</b>
<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 <sup>a</sup>	1 776	2 139	5 411	4 518	5 770	2 481	13	869	22 977
Per cent <sup>b</sup>	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)<sup>a</sup>

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<b>1995</b>	<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
<b>1996</b>	<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
<b>1996</b>	<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
<b>Total</b>	<b>100.0</b>	<b>100.0</b>		<b>100.0</b>	<b>100.0</b>		<b>100.0</b>	

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)<sup>a</sup>

<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
<b>Government expenditure per student</b>		<b>5 478</b>	<b>5 157</b>	<b>5 476</b>	<b>5 468</b>	<b>5 537</b>	<b>5 559</b>	<b>6 316</b>	<b>8 076</b>	<b>5 456</b>
<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
<b>Student/staff ratios</b>										
<i>In-school primary</i>										
	Ratio	18	18	18	18	17	17	19	15	
	Ratio	15	15	13	14	14	12	14	11	14
	Ratio	77	84	50	63	63	46	58	48	
<i>In-school secondary</i>										
	Ratio	13	12	14	13	12	13	13	11	
	Ratio	11	10	11	10	9	10	10	8	10
	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>
<b>Total expenditure</b>	\$'000	<b>3 109 044</b>	<b>3 491 588</b>	<b>3 737 273</b>	<b>3 926 421</b>	<b>4 150 653</b>
<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 <sup>a</sup>	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)<sup>a,b</sup>

	<i>All students</i>	<i>Boys</i>	<i>Girls</i>	<i>ATSI<sup>c</sup></i>	<i>NESB(1)<sup>d</sup></i>	<i>NESB(2)<sup>e</sup></i>	<i>ESB<sup>f</sup></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>
<b>Expenditure per student</b>							
<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
<b>Student/staff ratios</b>							
<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<sup>a</sup></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
<b>Total expenditure</b>	\$'000	<b>2 556 548</b>	<b>2 967 004</b>	<b>2 742 960</b>	<b>2 511 789</b>	<b>2 660 656</b>
<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)<sup>a</sup>

	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)<sup>a</sup>

	<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>
<b>Expenditure per student</b>							
<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
<b>Student/staff ratios</b>							
<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 (\$) <sup>a</sup>

<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 (\$) <sup>a</sup>

<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>
<b>Total Expenditure</b>	\$'000	<b>1 660 501</b>	<b>1 917 524</b>	<b>1 953 323</b>	<b>2 009 533</b>	<b>2 237 406</b>
<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)<sup>a</sup>

	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) <sup>a</sup>

	<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

<sup>a</sup> 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 &amp; 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>
<b>Expenditure per student</b>							
<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
<b>Student/staff ratios</b>							
<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)<sup>a</sup>

	<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>
<b>Total expenditure</b>	\$'000	<b>956 880</b>	<b>1 072 881</b>	<b>1 131 503</b>	<b>1 144 323</b>	<b>1 224 194</b>
<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

	<i>Units</i>	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>
<b>Expenditure per student</b>							
<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
<b>Student/staff ratios</b>							
<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>
<b>Expenditure total</b>	\$'000	<b>899 616</b>	<b>1 026 571</b>	<b>1 074 167</b>	<b>1 052 105</b>	<b>985 504</b>
<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>
<b>Expenditure per student</b>							
<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
<b>Student/staff ratios</b>							
<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>
<b>Total expenditure</b>	\$'000	<b>282 468</b>	<b>329 193</b>	<b>334 575</b>	<b>341 198</b>	<b>350 353</b>
<i>In-school primary</i>		<i>124 681</i>	<i>150 115</i>	<i>154 193</i>	<i>156 696</i>	<i>160 413</i>
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	<i>131 766</i>	<i>152 536</i>	<i>154 079</i>	<i>159 117</i>	<i>163 141</i>
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	<i>26 021</i>	<i>26 542</i>	<i>26 303</i>	<i>25 385</i>	<i>26 799</i>
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)<sup>a</sup>**

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)<sup>a</sup>**

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
<b>Expenditure per student</b>							
<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
<b>Student/staff ratios</b>							
<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 <sup>a</sup>	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 <sup>a</sup>	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 <sup>a</sup>	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 <sup>a</sup>	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 <sup>a</sup>	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 <sup>a</sup>	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)<sup>a</sup>

<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>
<b>Total expenditure</b>	\$'000	<b>194 035</b>	<b>231 797</b>	<b>240 286</b>	<b>241 520</b>	<b>252 908</b>
<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<sup>a</sup></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)<sup>a</sup>

	<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 &amp; 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.)<sup>a</sup>

	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 &amp; 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 &amp; 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>
<b>Expenditure per student</b>							
<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
<b>Student/Staff ratios</b>							
<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> <sup>1</sup>	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>
<b>Total expenditure</b>	\$'000	<b>179 634</b>	<b>197 488</b>	<b>206 486</b>	<b>220 031</b>	<b>222 284</b>
<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>
<b>Expenditure per student</b>							
<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
<b>Student/staff ratios</b>							
<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.