

## 3A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.7. Data in this Report are examined by the Schools Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from Commonwealth, State and Territory governments.

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Table 3A.1

Table 3A.1 **Government schools: students, staff and school numbers, 2001**

	<i>Unit</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>
<b>Students</b>										
Primary – full time	no.	452 626	314 859	282 143	142 527	114 264	36 405	21 439	20 603	1 384 866
Primary – part time	no.	–	400	549	–	36	17	74	–	1 076
Primary – FTE of part time students	no.	–	201	238	–	23	9	37	–	507
Primary – FTE total	no.	452 626	315 060	282 381	142 527	114 287	36 414	21 476	20 603	1 385 373
Secondary – full time	no.	302 620	217 399	152 952	81 769	58 576	25 571	16 531	7 935	863 353
Secondary – part time	no.	2 809	2 827	3 930	4 948	6 932	2 853	3	1 006	25 308
Secondary – FTE of part time students	no.	1 494	1 436	1 581	1 348	3 359	1 489	2	428	11 135
Secondary – FTE total	no.	304 114	218 835	154 533	83 117	61 935	27 060	16 533	8 363	874 488
<b>Staff (a)</b>										
Primary	no.	32 338	23 962	25 200	11 246	9 139	3 069	1 669	1 952	108 574
Secondary	no.	30 053	21 489	17 240	8 606	6 636	2 606	1 660	996	89 286
Not active in schools	no.	1 822	1 165	1 731	993	965	340	273	371	7 660
<b>Schools</b>										
Primary	no.	1 648	1 233	981	516	441	141	66	94	5 120
Secondary	no.	394	264	187	96	73	39	22	10	1 085
Combined (b)	no.	64	49	76	89	77	26	3	40	424
Special	no.	80	79	49	68	20	8	4	5	313
<b>Schools</b>										
Primary	%	75.4	75.9	75.9	67.1	72.2	65.9	69.5	63.1	73.8
Secondary	%	18.0	16.2	14.5	12.5	11.9	18.2	23.2	6.7	15.6
Combined (b)	%	2.9	3.0	5.9	11.6	12.6	12.1	3.2	26.8	6.1
Special	%	3.7	4.9	3.8	8.8	3.3	3.7	4.2	3.4	4.5
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Full time equivalent staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff).

(b) Combined schools include both primary and secondary students.

– Nil or rounded to zero.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.2

Table 3A.2 **Non-government schools: students, staff and school numbers, 2001**

	<i>Unit</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>
<b>Students</b>										
Primary – full time	no.	177 635	138 907	90 173	49 106	45 136	10 467	11 051	5 072	527 547
Primary – part time	no.	179	278	155	30	77	77	102	34	932
Primary – FTE of part time students	no.	126	160	78	15	52	34	77	27	569
Primary – FTE total	no.	177 761	139 067	90 251	49 121	45 188	10 501	11 128	5 099	528 116
Secondary – full time	no.	166 288	138 200	85 542	45 493	31 520	10 354	11 622	3 356	492 375
Secondary – part time	no.	371	162	38	69	310	140	12	11	1 113
Secondary – FTE of part time students	no.	179	77	18	47	171	58	5	7	561
Secondary – FTE total	no.	166 467	138 277	85 560	45 540	31 691	10 412	11 627	3 363	492 936
<b>Staff (a)</b>										
Primary	no.	12 150	10 186	7 363	4 524	3 289	813	678	436	39 439
Secondary	no.	17 272	15 330	9 437	5 046	3 440	1 145	1 192	442	53 304
<b>Schools</b>										
Primary	no.	531	448	238	157	119	32	27	15	1 567
Secondary	no.	144	103	76	40	22	7	6	6	404
Combined (b)	no.	200	129	112	84	56	27	8	11	627
Special	no.	31	16	2	2	3	1	1	–	56
<b>Schools</b>										
Primary	%	58.6	64.4	55.6	55.5	59.5	47.8	64.3	46.9	59.0
Secondary	%	15.9	14.8	17.8	14.1	11.0	10.4	14.3	18.8	15.2
Combined (b)	%	22.1	18.5	26.2	29.7	28.0	40.3	19.0	34.4	23.6
Special	%	3.4	2.3	0.0	0.7	1.5	1.5	2.4	0.0	2.1
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Full time equivalent staff. Staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff).

(b) Combined schools include both primary and secondary students.

– Nil or rounded to zero.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.3

Table 3A.3 All schools: students, staff and school numbers, 2001

	<i>Unit</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>
Students										
Primary – full time	no.	630 261	453 766	372 316	191 633	159 400	46 872	32 490	25 675	1 912 413
Primary – part time	no.	179	678	704	30	113	94	176	34	2 008
Primary – FTE of part time students	no.	126	360	315	15	75	43	114	27	1 076
Primary – FTE total	no.	630 387	454 126	372 631	191 648	159 475	46 915	32 604	25 702	1 913 489
Secondary – full time	no.	468 908	355 599	238 494	127 262	90 096	35 925	28 153	11 291	1 355 728
Secondary – part time	no.	3 180	2 989	3 968	5 017	7 242	2 993	15	1 017	26 421
Secondary – FTE of part time students	no.	1 673	1 513	1 599	1 395	3 530	1 547	6	434	11 696
Secondary – FTE total	no.	470 581	357 112	240 093	128 657	93 626	37 472	28 159	11 725	1 367 424
Staff (a)										
Primary	no.	44 488	34 148	32 562	15 769	12 428	3 882	2 347	2 388	148 013
Secondary	no.	47 325	36 820	26 677	13 652	10 075	3 751	2 852	1 438	142 590
Schools										
Primary	no.	2 179	1 681	1 219	673	560	173	93	109	6 687
Secondary	no.	538	367	263	136	95	46	28	16	1 489
Combined (b)	no.	264	178	188	173	133	53	11	51	1 051
Special	no.	111	95	51	70	23	9	5	5	369
Schools										
Primary	%	70.5	72.4	70.8	64.0	69.1	61.6	67.9	60.2	69.7
Secondary	%	17.4	15.8	15.3	12.9	11.7	16.4	20.4	8.8	15.5
Combined (b)	%	8.5	7.7	10.9	16.4	16.4	18.9	8.0	28.2	11.0
Special	%	3.6	4.1	3.0	6.7	2.8	3.2	3.6	2.8	3.8
<b>Total</b>	<b>%</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Full time equivalent staff. Staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff).

(b) Combined schools include both primary and secondary students.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.4

**Table 3A.4 Students as a proportion of the population, 2001 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students as a proportion of the population									
Government schools	11.4	11.0	11.9	11.7	11.4	13.1	11.8	14.3	11.5
Non-government schools	5.2	5.7	4.8	5.0	5.1	4.4	7.0	4.2	5.2
All schools	16.6	16.8	16.8	16.7	16.5	17.5	18.8	18.5	16.7
Primary students as a proportion of the population									
Government schools	6.8	6.5	7.7	7.5	7.5	7.7	6.7	10.3	7.1
Non-government schools	2.7	2.9	2.5	2.6	3.0	2.2	3.4	2.5	2.7
All schools	9.5	9.4	10.2	10.0	10.5	9.9	10.1	12.8	9.8
Secondary students as a proportion of the population									
Government schools	4.6	4.5	4.2	4.3	3.9	5.4	5.1	4.0	4.4
Non-government schools	2.5	2.9	2.3	2.4	2.1	2.2	3.6	1.7	2.5
All schools	7.1	7.4	6.5	6.7	5.9	7.6	8.8	5.7	6.9

(a) Full time students as a proportion of the total population.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; ABS 2002, *Estimated Residential Population 2001*, Cat. no. 3201.0, Canberra.

Table 3A.5

Table 3A.5		Commonwealth Government specific purpose payments for schools, 2000-01 (a), (b)									
	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	
Government schools											
General recurrent	\$'000	421 326	306 197	250 653	127 215	110 221	37 045	23 980	16 481	1 293 117	
Capital (c)	\$'000	76 276	52 454	42 759	22 711	17 621	6 293	3 878	2 848	224 840	
Targeted	\$'000	112 811	70 348	50 285	26 514	26 586	8 607	3 098	5 986	304 236	
Indigenous programs	\$'000	18 413	1 789	7 766	9 417	887	2 038	1 141	8 609	50 060	
Total	\$'000	628 826	430 788	351 463	185 856	155 315	53 983	32 097	33 924	1 872 253	
\$/student	\$	828	810	809	821	878	843	840	1 163	828	
Non-government schools											
General recurrent	\$'000	1 024 219	817 871	568 331	307 847	230 124	59 062	65 493	25 869	3 098 815	
Capital	\$'000	29 185	24 847	15 523	8 507	6 749	2 231	2 024	765	89 830	
Targeted	\$'000	56 420	41 484	21 116	12 965	12 808	2 239	1 110	1 673	149 813	
Indigenous programs	\$'000	10 901	1 383	7 902	9 555	1 979	620	491	1 905	34 736	
Total	\$'000	1 120 725	885 583	612 871	338 873	251 659	64 152	69 119	30 212	3 373 194	
\$/student	\$	3 301	3 215	3 519	3 631	3 307	3 077	3 085	3 567	3 339	
Joint programs											
Total	\$'000	1 079	1 074	565	411	314	65	126	65	3 699	
\$/student	\$	1	1	1	1	1	1	2	2	1	
All schools											
Total	\$'000	1 750 630	1 317 445	964 899	525 141	407 289	118 200	101 342	64 201	5 249 147	
\$/student	\$	1 593	1 632	1 586	1 643	1 610	1 393	1 672	1 706	1 605	

(a) Data include actual payments provided under the *States Grants (Primary and Secondary Assistance) Act 2000* and the *Indigenous Education (Targeted Assistance) Act 2000*. Additional Commonwealth Government funding is provided through annual appropriations and non-program items. This funding totalled \$182 million in 2000-01. Accrual expenditure.

(b) Due to the Commonwealth's accrual accounting treatment for the bulk of its school funding, the financial year accrual figures are estimates only, with adjustments for actual expenses incurred occurring in the following financial year. Comparisons of year-on-year accrual data may therefore be misleading.

(c) Cash expenditure.

Source: derived from DEST financial management system (unpublished); ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.6

Table 3A.6 Government recurrent expenditure on government schools, 2000-01 (\$'000) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total expenditure	5 465 110	4 107 793	3 407 374	1 644 214	1 430 353	497 743	336 660	361 898	17 251 145
Total employee related expenditure	3 914 501	2 768 570	2 360 236	1 211 056	1 043 875	357 196	218 184	243 481	12 117 099
In-school primary	2 714 549	2 032 084	1 887 822	848 059	791 572	249 232	150 998	207 240	8 881 556
Total employee related expenditure	1 944 158	1 392 670	1 308 687	634 287	565 587	181 212	100 359	139 297	6 266 257
Teachers	1 687 666	1 177 451	1 046 641	521 738	449 669	151 719	83 460	106 658	5 225 002
Other staff (f)	256 492	215 219	262 046	112 549	115 918	29 493	16 899	32 639	1 041 255
Other operating expenses (g)	656 325	371 901	323 380	175 536	196 140	61 525	21 247	56 670	1 862 724
Capital charge (h)	–	190 268	191 806	–	–	–	21 495	–	403 569
Depreciation	114 066	77 245	63 949	38 236	29 845	6 495	7 897	11 273	349 006
In-school secondary	2 504 416	1 865 026	1 295 127	676 959	547 314	219 049	168 730	114 711	7 391 332
Total employee related expenditure	1 819 111	1 291 840	926 386	512 284	421 045	155 009	106 897	73 731	5 306 303
Teachers	1 579 311	1 121 210	751 347	425 352	335 118	133 539	94 538	53 909	4 494 324
Other staff (f)	239 800	170 630	175 039	86 932	85 927	21 470	12 359	19 822	811 979
Other operating expenses (g)	579 125	291 612	219 335	137 859	108 950	56 400	23 131	33 951	1 450 363
Capital charge	–	194 152	108 277	–	–	–	26 808	–	329 237
Depreciation	106 180	87 422	41 129	26 816	17 319	7 640	11 894	7 029	305 429
Out of school	246 145	210 683	224 425	119 196	91 467	29 462	16 932	39 947	978 257
Total employee related expenditure	151 232	84 060	125 163	64 485	57 243	20 975	10 928	30 453	544 539
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f)	151 232	84 060	125 163	64 485	57 243	20 975	10 928	30 453	544 539
Other operating expenses (g)	93 978	110 846	92 917	53 059	31 389	7 980	6 004	8 848	405 021
Capital charge	–	3 883	–	–	–	–	–	–	3 883
Depreciation	935	11 894	6 345	1 652	2 835	507	–	646	24 814

(a) Commonwealth, State and Territory Government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory Government agencies on behalf of Education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax (for all jurisdictions except WA and the ACT, which are payroll tax exempt); and staff allowances for accommodation.

(f) Includes redundancy payments

(g) Includes grants and subsidies

(h) Victoria, Queensland and the ACT have instituted a capital charge which impacts on the comparability of the data.

– Nil or rounded to zero.

Source: derived from MCEETYA (unpublished), National Schools Statistics Collection 2001.

Table 3A.7

Table 3A.7

**Government recurrent expenditure per student, government schools, 2000-01 (\$ per FTE student) (a), (b)**

	<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>
<b>Total</b>	<b>7 198</b>	<b>6 996</b>	<b>7 154</b>	<b>7 561</b>	<b>8 089</b>	<b>7 775</b>	<b>7 937</b>	<b>12 407</b>	<b>7 344</b>
Total employee related	5 155	5 207	5 434	5 647	5 903	5 579	6 100	8 347	5 398
In-school primary	5 976	5 862	6 051	6 162	6 893	6 811	6 359	9 975	6 148
Total employee related	4 280	4 432	4 669	4 670	4 925	4 952	5 000	6 705	4 552
Teachers	3 715	3 747	3 734	3 841	3 916	4 146	4 158	5 134	3 795
Other staff (c)	565	685	935	829	1 009	806	842	1 571	757
Other operating expenses (d)	1 445	1 184	1 154	1 225	1 708	1 681	991	2 728	1 344
Depreciation	251	246	228	267	260	177	368	543	252
In-school secondary	8 211	7 683	7 703	8 499	8 828	7 986	8 901	13 667	8 120
Total employee related	5 964	5 940	6 012	6 514	6 791	5 651	6 812	8 784	6 111
Teachers	5 178	5 156	4 876	5 409	5 405	4 868	6 024	6 423	5 176
Other staff (c)	786	785	1 136	1 105	1 386	783	788	2 362	935
Other operating expenses (d)	1 899	1 341	1 424	1 662	1 757	2 056	1 380	4 045	1 659
Depreciation	348	402	267	323	279	279	709	837	349
Out of School	324	389	517	543	517	460	463	1 370	433
Total employee related	199	158	288	301	324	328	306	1 044	243
Teachers	–	–	–	–	–	–	–	–	–
Other staff (c)	199	158	288	301	324	328	306	1 044	243
Other operating expenses (d)	124	208	214	234	178	125	157	303	179
Depreciation	1	22	15	7	16	8	–	22	11

(a) Total government expenditure on government schools (table 3A.6), less capital charges, plus estimated payroll tax for WA (\$67.335 million) and the ACT (\$14.884 million), divided by average student population in 2000 and 2001. See footnotes to table 3A.6.

(b) Excludes capital charges, and includes estimated payroll tax (for WA and the ACT) to achieve greater comparability across jurisdictions.

(c) Includes redundancy payments.

(d) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA (unpublished), National Schools Statistics Collection 2001; ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.



Table 3A.8

Table 3A.8	Government recurrent expenditure and user cost of capital (a)								
	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Commonwealth specific-purpose payments for government schools (\$'000) (b)									
2000-01	628 826	430 788	351 463	185 856	155 315	53 983	32 097	33 924	1 872 253
State and Territory net recurrent expenditure on government schools (\$'000) (c)									
2000-01	4 836 284	3 677 005	3 055 911	1 458 358	1 275 038	443 760	304 563	327 974	15 378 892
Commonwealth, State and Territory government recurrent expenditure on government schools (\$'000) (d)									
2000-01	5 465 110	4 107 793	3 407 374	1 644 214	1 430 353	497 743	336 660	361 898	17 251 145
Commonwealth specific-purpose payments for non-government schools (\$'000) (b)									
2000-01	1 120 725	885 583	612 871	338 873	251 659	64 152	69 119	30 212	3 373 194
State and Territory payments to non-government schools (\$'000) (e)									
2000-01	479 593	270 188	258 400	151 972	81 668	28 954	26 863	24 179	1 321 817
Commonwealth, State and Territory government recurrent expenditure on non-government schools (\$'000) (d)									
2000-01	1 600 318	1 155 771	871 271	490 845	333 327	93 106	95 982	54 390	4 695 011
Commonwealth, State and Territory government recurrent expenditure on all schools (\$'000) (f)									
2000-01	7 065 428	5 263 564	4 278 645	2 135 059	1 763 680	590 849	432 642	416 288	21 946 156
Average student population in government schools (no.)									
2000-01	759 288	531 685	434 365	226 275	176 835	64 021	38 207	29 169	2 259 845
Average student population in non-government schools (no.)									
2000-01	339 519	275 468	174 169	93 329	76 105	20 845	22 404	8 469	1 010 308
Average student population in all schools (no.)									
2000-01	1 098 807	807 154	608 534	319 604	252 940	84 867	60 610	37 638	3 270 153
Real government recurrent expenditure per FTE student in government schools (\$2000-01/student) (g)									
1998-99	7 101	6 871	7 100	7 151	7 463	7 664	8 175	12 091	7 180
1999-2000	7 240	6 923	7 439	7 397	7 650	7 772	8 183	12 941	7 357
2000-01	7 198	6 996	7 154	7 561	8 089	7 775	7 937	12 407	7 344
Real government recurrent expenditure per FTE student in non-government schools (\$2000-01/student) (h)									
1999-2000	4 413	3 898	4 681	4 801	4 050	4 300	4 073	7 090	4 338
2000-01	4 713	4 196	5 002	5 259	4 380	4 466	4 284	6 422	4 647
Government recurrent expenditure per FTE student in all schools (\$/student)									
2000-01	6 430	6 040	6 538	6 889	6 973	6 962	6 587	11 060	6 511
User cost of capital for government schools, 2000-01 (\$'000) (i)									
Land	269 720	172 283	93 180	68 429	27 985	4 057	7 268	3 248	646 169
Other assets	1 101 064	331 219	344 412	223 467	84 459	86 620	48 978	45 101	2 265 319
<b>Total assets</b>	<b>1 370 784</b>	<b>503 501</b>	<b>437 592</b>	<b>291 896</b>	<b>112 444</b>	<b>90 677</b>	<b>56 246</b>	<b>48 348</b>	<b>2 911 488</b>
User cost of capital per FTE student in government schools, 2000-01 (\$) (i)									
Land	355	324	215	302	158	63	190	111	286
Other assets	1 450	623	793	988	478	1 353	1 282	1 546	1 002
<b>Total assets</b>	<b>1 805</b>	<b>947</b>	<b>1 007</b>	<b>1 290</b>	<b>636</b>	<b>1 416</b>	<b>1 472</b>	<b>1 658</b>	<b>1 288</b>

(a) This table integrates information from tables 3A.5, 3A.6 and 3A.7, and State and Territory data.

(b) See table 3A.5 for explanations on the derivation of these figures.

(c) Derived by subtracting Commonwealth specific purpose payments for government schools from Commonwealth, State and Territory expenditure on government schools.

(d) See table 3A.6 for explanations on the derivation of these figures.

(e) Based on figures provided by State and Territories. Data are not fully comparable across jurisdictions.

(f) Includes Commonwealth, State and Territory government expenditure on government schools, Commonwealth specific-purpose payments for non-government schools, and State and Territory payments to non-government schools

(g) See table 3A.10 for explanations on the derivations of these figures. Previous years expenditure in current years dollars after scaling by the GDP price deflator.

(h) Derived by dividing Commonwealth, State and Territory expenditure on non-government schools by average student population in 2000 and 2001. The increase in Commonwealth expenditure between 1999-2000 and 2000-01 is overstated for non-government schools compared with actual cash, calendar year data for the same period (see table 3A.5 footnote (b) for more information). Previous years expenditure is in current year dollars after scaling by the GDP price deflator.

(i) User cost is assumed to be 8 per cent of the value of land and other assets. Other assets comprise buildings and equipment. Asset values are reported in single jurisdiction tables.

Source: derived from MCEETYA (unpublished), National Schools Statistics Collection 2001; ABS 2002, *Schools Australia*, cat.no. 4221.0, Canberra; DEST (unpublished); State and Territory governments (unpublished).

Table 3A.9

Table 3A.9 **Distribution of school sizes — government schools, 2001 (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>Aust</i>
Primary schools, by size									
1–20	6.6	3.9	11.3	4.1	0.9	0.7	–	16.0	6.0
21–35	8.6	7.2	7.4	6.4	5.4	5.0	1.5	11.7	7.4
36–100	16.4	15.0	19.5	13.6	18.4	16.3	4.5	24.5	16.5
101–200	12.0	18.8	10.3	17.6	18.6	22.0	19.7	9.6	14.8
201–300	14.9	22.0	9.3	22.7	27.0	29.1	25.8	11.7	17.8
301–600	33.3	27.6	22.9	31.8	28.6	26.2	45.5	26.6	29.2
601–1000	8.2	5.4	16.9	3.9	1.1	0.7	3.0	–	7.7
1001+	0.1	0.2	2.3	–	–	–	–	–	0.5
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Secondary schools, by size									
1–20	–	–	–	–	1.4	–	–	–	0.1
21–35	–	–	0.5	–	–	–	–	–	0.1
36–100	–	2.7	1.1	4.2	–	–	–	–	1.2
101–200	2.0	3.8	5.9	4.2	6.8	–	–	–	3.5
201–300	5.8	6.1	5.9	7.3	4.1	5.1	–	10.0	5.8
301–600	23.4	28.0	23.0	13.5	28.8	53.8	31.8	50.0	25.4
601–1000	50.3	33.3	34.8	41.7	46.6	28.2	68.2	30.0	41.8
1001+	18.5	26.1	28.9	29.2	12.3	12.8	–	10.0	22.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Combined primary/secondary schools, by size (a)									
1–20	–	–	–	–	–	–	–	–	–
21–35	1.6	4.1	–	5.6	–	–	–	10.0	2.8
36–100	9.4	4.1	13.2	29.2	32.5	11.5	–	30.0	19.8
101–200	29.7	20.4	15.8	16.9	3.9	15.4	–	22.5	17.0
201–300	14.1	12.2	30.3	25.8	20.8	11.5	–	27.5	21.5
301–600	37.5	32.7	31.6	18.0	29.9	57.7	–	10.0	28.8
601–1000	3.1	16.3	5.3	3.4	5.2	3.8	33.3	–	5.4
1001+	4.7	10.2	3.9	1.1	7.8	–	66.7	–	4.7
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Combined schools comprise both primary and secondary students. The students numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross-tabulated classification of the National Schools Statistics Collection.

– Nil or rounded to zero.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.10

Table 3A.10 **Distribution of school sizes — non-government schools, 2001**  
(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>Aust</i>
Primary schools, by size									
1–20	3.6	2.5	1.7	5.7	–	–	–	6.7	2.8
21–35	5.1	4.0	5.0	5.1	1.7	3.1	7.4	–	4.5
36–100	17.3	15.2	16.0	22.3	19.3	15.6	3.7	26.7	17.0
101–200	23.7	26.8	25.6	26.8	22.7	50.0	25.9	26.7	25.7
201–300	16.2	24.3	16.4	12.7	31.1	15.6	18.5	13.3	19.3
301–600	29.6	24.3	31.5	25.5	21.0	15.6	29.6	26.7	27.0
601–1000	4.5	2.7	3.8	1.9	4.2	–	14.8	–	3.6
1001+	–	0.2	–	–	–	–	–	–	0.1
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Secondary schools, by size									
1–20	–	–	1.3	5.0	4.5	14.3	–	–	1.2
21–35	–	1.0	–	–	–	–	–	–	0.2
36–100	5.6	2.9	7.9	15.0	9.1	14.3	–	16.7	6.7
101–200	0.7	2.9	3.9	7.5	9.1	–	–	16.7	3.2
201–300	3.5	7.8	10.5	5.0	–	–	–	16.7	5.9
301–600	28.5	21.4	40.8	15.0	45.5	28.6	–	33.3	28.2
601–1000	43.8	38.8	28.9	47.5	31.8	28.6	50.0	16.7	38.9
1001+	18.1	25.2	6.6	5.0	–	14.3	50.0	–	15.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Combined primary/secondary schools, by size (a)									
1–20	–	–	–	–	–	–	–	–	–
21–35	1.5	0.8	2.7	6.0	1.8	–	–	–	2.1
36–100	11.5	3.1	9.8	25.0	–	18.5	–	9.1	10.4
101–200	7.0	7.0	3.6	7.1	5.4	14.8	–	36.4	7.0
201–300	11.0	8.5	7.1	8.3	5.4	11.1	12.5	9.1	8.9
301–600	26.0	24.8	16.1	14.3	21.4	18.5	25.0	27.3	21.7
601–1000	25.5	27.9	28.6	16.7	42.9	29.6	12.5	9.1	26.6
1001+	17.5	27.9	32.1	22.6	23.2	7.4	50.0	9.1	23.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Combined schools comprise both primary and secondary students. The students numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross-tabulated classification of the National Schools Statistics Collection.

– Nil or rounded to zero.

Source: ABS 2002, *Schools Australia*, Cat. no. 4221.0, Canberra.

Table 3A.11

Table 3A.11 **Distribution of school sizes — all schools, 2001 (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>Aust</i>
Primary schools, by size									
1–20	5.8	3.5	9.4	4.5	0.7	0.6	–	14.7	5.3
21–35	7.8	6.4	7.0	6.1	4.6	4.6	3.2	10.1	6.7
36–100	16.7	15.1	18.8	15.6	18.6	16.2	4.3	24.8	16.6
101–200	14.8	20.9	13.3	19.8	19.5	27.2	21.5	11.9	17.3
201–300	15.2	22.6	10.7	20.4	27.9	26.6	23.7	11.9	18.2
301–600	32.4	26.7	24.6	30.3	27.0	24.3	40.9	26.6	28.7
601–1000	7.3	4.6	14.4	3.4	1.8	0.6	6.5	–	6.8
1001+	0.0	0.2	1.9	–	–	–	–	–	0.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Secondary schools, by size									
1–20	–	–	0.4	1.5	2.1	2.2	–	–	0.4
21–35	–	0.3	0.4	–	–	–	–	–	0.1
36–100	1.5	2.7	3.0	7.4	2.1	2.2	–	6.3	2.7
101–200	1.7	3.5	5.3	5.1	7.4	–	–	6.3	3.4
201–300	5.2	6.5	7.2	6.6	3.2	4.3	–	12.5	5.8
301–600	24.7	26.2	28.1	14.0	32.6	50.0	25.0	43.8	26.2
601–1000	48.5	34.9	33.1	43.4	43.2	28.3	64.3	25.0	41.0
1001+	18.4	25.9	22.4	22.1	9.5	13.0	10.7	6.3	20.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Combined primary/secondary schools, by size (a)									
1–20	–	–	–	–	–	–	–	–	–
21–35	1.5	1.7	1.6	5.8	0.8	–	–	7.8	2.4
36–100	11.0	3.4	11.2	27.2	18.8	15.1	–	25.5	14.2
101–200	12.5	10.7	8.5	12.1	4.5	15.1	–	25.5	11.0
201–300	11.7	9.6	16.5	17.3	14.3	11.3	9.1	23.5	14.0
301–600	28.8	27.0	22.3	16.2	26.3	37.7	18.2	13.7	24.5
601–1000	20.1	24.7	19.1	9.8	21.1	17.0	18.2	2.0	18.1
1001+	14.4	23.0	20.7	11.6	14.3	3.8	54.5	2.0	15.8
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(a) Combined schools comprise both primary and secondary students. The students numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross-tabulated classification of the National Schools Statistics Collection.

– Nil or rounded to zero.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.12

Table 3A.12 Full time student enrolments

	<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>1997 (August)</i>									
Government schools									
Primary students	453 142	304 773	267 147	145 088	118 812	35 663	22 032	20 350	1 367 007
Secondary students	309 775	213 703	148 116	80 987	57 699	27 258	17 563	7 944	863 045
<b>Total students</b>	<b>762 917</b>	<b>518 476</b>	<b>415 263</b>	<b>226 075</b>	<b>176 511</b>	<b>62 921</b>	<b>39 595</b>	<b>28 294</b>	<b>2 230 052</b>
Non-government schools									
Primary students	161 777	133 365	80 537	44 760	41 863	10 808	10 652	5 020	488 782
Secondary students	149 526	129 583	79 306	40 242	29 566	10 428	10 987	3 152	452 790
<b>Total students</b>	<b>311 303</b>	<b>262 948</b>	<b>159 843</b>	<b>85 002</b>	<b>71 429</b>	<b>21 236</b>	<b>21 639</b>	<b>8 172</b>	<b>941 572</b>
All schools									
Primary students	614 919	438 138	347 684	189 848	160 675	46 471	32 684	25 370	1 855 789
Secondary students	459 301	343 286	227 422	121 229	87 265	37 686	28 550	11 096	1 315 835
<b>Total students</b>	<b>1 074 220</b>	<b>781 424</b>	<b>575 106</b>	<b>311 077</b>	<b>247 940</b>	<b>84 157</b>	<b>61 234</b>	<b>36 466</b>	<b>3 171 624</b>
<i>2001 (August)</i>									
Government schools									
Primary students	452 626	314 859	282 143	142 527	114 264	36 405	21 439	20 603	1 384 866
Secondary students	302 620	217 399	152 952	81 769	58 576	25 571	16 531	7 935	863 353
<b>Total students</b>	<b>755 246</b>	<b>532 258</b>	<b>435 095</b>	<b>224 296</b>	<b>172 840</b>	<b>61 976</b>	<b>37 970</b>	<b>28 538</b>	<b>2 248 219</b>
Non-government schools									
Primary students	177 635	138 907	90 173	49 106	45 136	10 467	11 051	5 072	527 547
Secondary students	166 288	138 200	85 542	45 493	31 520	10 354	11 622	3 356	492 375
<b>Total students</b>	<b>343 923</b>	<b>277 107</b>	<b>175 715</b>	<b>94 599</b>	<b>76 656</b>	<b>20 821</b>	<b>22 673</b>	<b>8 428</b>	1 019 922
All schools									
Primary students	630 261	453 766	372 316	191 633	159 400	46 872	32 490	25 675	1 912 413
Secondary students	468 908	355 599	238 494	127 262	90 096	35 925	28 153	11 291	1 355 728
<b>Total students</b>	<b>1 099 169</b>	<b>809 365</b>	<b>610 810</b>	<b>318 895</b>	<b>249 496</b>	<b>82 797</b>	<b>60 643</b>	<b>36 966</b>	<b>3 268 141</b>

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.13

Table 3A.13 **Change in number of schools and number of students, 1997–2001 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>1997–2001 overall change</i>									
Schools									
Government schools	–	-2.2	-1.2	0.3	-4.7	-3.6	-4.0	3.5	-1.2
Non-government schools	2.7	1.8	2.6	7.2	2.0	–	2.4	10.3	2.9
All schools	0.8	-1.0	-0.3	2.0	-3.1	-2.8	-2.1	4.6	-0.1
Students									
Government schools	-1.0	2.8	4.5	-0.7	-1.7	-0.8	-4.0	1.5	0.9
Non-government schools	10.5	5.5	10.0	11.4	7.4	-1.5	5.2	3.5	8.4
All schools	2.4	3.7	6.0	2.6	0.9	-1.0	-0.8	2.0	3.1
<i>1997–2001 average annual change</i>									
Schools									
Government schools	–	-0.5	-0.3	0.1	-1.2	-0.9	-1.0	0.9	-0.3
Non-government schools	0.7	0.4	0.7	1.8	0.5	–	0.6	2.6	0.7
All schools	0.2	-0.3	-0.1	0.5	-0.8	-0.7	-0.5	1.2	0.0
Students									
Government schools	-0.2	0.7	1.1	-0.2	-0.4	-0.2	-1.0	0.4	0.2
Non-government schools	2.6	1.4	2.5	2.8	1.8	-0.4	1.3	0.9	2.1
All schools	0.6	0.9	1.5	0.6	0.2	-0.2	-0.2	0.5	0.8

(a) Full time equivalent students.

– Nil or rounded to zero.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; ABS 1998, *Schools Australia 1997*, Cat. no. 4221.0, Canberra.

Table 3A.14

Table 3A.14

**Indigenous full time students, 2001**

	<i>Unit</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>
Total Indigenous students										
Government schools	no.	30 786	5 745	28 161	14 383	6 287	4 161	792	10 936	101 251
Non-government schools	no.	3 124	482	3 986	3 129	559	493	193	2 248	14 214
All schools	no.	33 910	6 227	32 147	17 512	6 846	4 654	985	13 184	115 465
Indigenous students as a proportion of all students										
Government schools	%	4.1	1.1	6.5	6.4	3.6	6.7	2.1	38.3	4.5
Non-government schools	%	0.9	0.2	2.3	3.3	0.7	2.4	0.9	26.7	1.4
All schools	%	3.1	0.8	5.3	5.5	2.7	5.6	1.6	35.7	3.5
Indigenous students per 100 non-Indigenous students										
Government schools	no.	4.2	1.1	6.9	6.9	3.8	7.2	2.1	62.1	4.7
Non-government schools	no.	0.9	0.2	2.3	3.4	0.7	2.4	0.9	36.4	1.4
All schools	no.	3.2	0.8	5.6	5.8	2.8	6.0	1.7	55.4	3.7

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.15

Table 3A.15 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Government schools								
1991	24.2	26.2	12.7	19.7	17.9	6.7	24.0	32.4
1996	23.4	23.5	12.1	17.1	15.2	5.8	21.9	32.8
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Non-government schools								
1991	na	na	na	na	na	na	na	na
1996	na	na	na	na	na	na	na	na
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
All schools								
1991	na	na	na	na	na	na	na	na
1996	26.1	27.3	13.4	20.2	17.9	7.2	22.4	33.0
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8

(a) The number of students from a language background other than English in each State/Territory in government schools, in non-government schools and in total, as a percentage of the total number of students in each State/Territory in government schools, in non-government schools and in total.

(b) Based on the numbers of students who fall into categories related to: home language (non-English or English); country of birth of student (non-English or English speaking country); and country of birth of one or both parents (non-English speaking country). Data include Indigenous students whose home language is not English.

(c) The DEST definition of students from a non-English speaking background is one used for allocating an element of Commonwealth targeted program funds. It may not be the same as definitions adopted by individual jurisdictions.

(d) There have been some changes to the data collected in the 1996 and 2001 Censuses.

**na** Not available.

*Source*: DEST (unpublished), based on the ABS (various years) Census of Population and Housing.



Table 3A.16

Table 3A.16		<b>Students with disabilities, 2001 (a), (b)</b>								
	<i>Unit</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>
Total students with disabilities										
Government schools	no.	31 706	19 205	15 184	7 567	11 487	2 957	1 440	4 622	94 168
Non-government schools	no.	8 521	4 779	2 356	1 337	2 347	303	261	179	20 083
All schools	no.	40 227	23 984	17 540	8 904	13 834	3 260	1 701	4 801	114 250
Students with disabilities as a proportion of all students										
Government schools	%	4.2	3.6	3.3	4.3	4.8	4.7	3.8	16.0	4.1
Non-government schools	%	2.5	1.7	1.3	1.3	3.1	1.5	1.1	2.3	2.0
All schools	%	3.7	3.0	2.8	3.2	4.4	3.9	2.8	13.2	3.5

(a) To be an eligible student with disabilities, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(b) Full time equivalent students.

Source: DEST (unpublished).

Table 3A.17

Table 3A.17	<b>Students attending schools in metropolitan, provincial and remote zones, 2001 (per cent of students) (a), (b), (c)</b>								
	<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>Metropolitan zone</i>									
Primary									
Government schools	72.1	70.5	63.2	66.8	66.4	38.1	99.4	..	67.2
Non-government schools	76.1	78.6	73.6	77.2	80.4	51.6	100.0	..	76.1
All schools	73.2	73.0	65.6	69.5	70.4	41.1	99.6	..	69.7
Secondary									
Government schools	70.4	70.5	64.2	69.5	68.5	43.2	100.0	..	68.1
Non-government schools	80.9	80.5	76.4	85.3	85.5	57.9	100.0	..	80.1
All schools	74.1	74.4	68.5	75.1	74.3	47.3	100.0	..	72.4
All school levels									
Government schools	71.4	70.5	63.5	67.7	67.2	40.3	99.7	..	67.6
Non-government schools	78.4	79.6	74.9	80.9	82.5	54.7	100.0	..	78.0
All schools	73.6	73.6	66.7	71.6	71.8	43.9	99.8	..	70.8
<i>Provincial zone</i>									
Primary									
Government schools	27.1	29.3	31.9	22.5	27.9	60.2	0.6	48.2	29.0
Non-government schools	23.2	21.4	24.0	17.4	18.1	47.1	–	55.9	22.1
All schools	26.0	26.9	30.0	21.2	25.2	57.3	0.4	49.8	27.1
Secondary									
Government schools	28.9	29.3	32.6	23.5	27.0	55.6	–	66.1	29.7
Non-government schools	19.0	19.5	23.3	12.5	13.3	42.1	–	57.6	19.2
All schools	25.4	25.5	29.3	19.6	22.4	51.8	–	63.7	25.9
All school levels									
Government schools	27.8	29.3	32.1	22.9	27.6	58.2	0.3	53.6	29.2
Non-government schools	21.2	20.4	23.6	15.2	16.1	44.6	–	56.6	20.7
All schools	25.7	26.3	29.8	20.6	24.1	54.9	0.2	54.3	26.6
<i>Remote zone</i>									
Primary									
Government schools	0.8	0.2	5.0	10.6	5.6	1.7	..	51.8	3.8
Non-government schools	0.7	0.0	2.4	5.4	1.5	1.3	..	44.1	1.8
All schools	0.8	0.1	4.4	9.3	4.5	1.6	..	50.2	3.3
Secondary									
Government schools	0.7	0.2	3.2	7.0	4.4	1.2	..	33.9	2.2
Non-government schools	0.1	–	0.3	2.2	1.1	–	..	42.4	0.6
All schools	0.5	0.1	2.2	5.3	3.3	0.9	..	36.3	1.6
All school levels									
Government schools	0.8	0.2	4.4	9.4	5.2	1.5	..	46.4	3.2
Non-government schools	0.4	0.0	1.4	3.9	1.4	0.6	..	43.4	1.2
All schools	0.7	0.1	3.6	7.8	4.0	1.3	..	45.7	2.6

(a) Based on the Jones classification of remoteness. See section 3.7 of the chapter for definitions.

(b) Calculated as the number of students attending a particular type of school (such as Government primary school) in a particular remoteness classification (such as metropolitan), divided by the total number of students attending that type of school.

(c) Full time equivalent students.

– Nil or rounded to zero. .. Not applicable.

Source: DEST (unpublished).

Table 3A.18

Table 3A.18 **Years of schooling and level of participation in reading testing, 2000 (a)**

State or Territory	Average age at time of testing (b)		Years at school (c)		Per cent of students assessed (d)	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
NSW	8yrs, 9mths	10yrs, 9mths	3yrs, 7mths	5yrs, 7mths	93.2	93.5
Victoria	8yrs, 11mths	10yrs, 11mths	3yrs, 7mths	5yrs, 7mths	89.5	89.7
Queensland (e)	8yrs, 4mths	10yrs, 4mths	2yrs, 8mths	4yrs, 8mths	8.7	97.1
WA	8yrs, 2mths	10yrs, 2mths	2yrs, 7mths	4yrs, 7mths	89.4	91.2
SA	8yrs, 6mths	10yrs, 6mths	3yrs, 3mths	5yrs, 3mths	79.2	93.7
Tasmania	9yrs, 1mth	11yrs, 0mths	3yrs, 8mths	5yrs, 8mths	96.2	96.0
ACT	8yrs, 8mths	10yrs, 8mths	3yrs, 6mths	5yrs, 6mths	68.3	67.2
NT	8yrs, 8mths	10yrs, 8mths	3yrs, 3mths	5yrs, 3mths	80.0	85.1

(a) See tables 3.5 and 3.6 for the percentage of year 3 and year 5 students achieving the reading benchmark.

(b) The typical average age of students at the time of testing, expressed in years and months.

(c) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(d) The percentage of students from all schools who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students based on preliminary data for the National Schools Statistics Collection.

(e) Queensland assessed a representative sample of students at the year 3 level - if population testing had been undertaken it is estimated 95 per cent of the year 3 students would have been assessed.

Source: MCEETYA 2002, *National Report on Schooling in Australia 2000*, MCEETYA web site.

Table 3A.19

Table 3A.19 Participation in reading testing by school sector, 2000 (a)

State or Territory	Percentage of assessed government school students (b)		Percentage of assessed non-government school students (c)		Proportion of assessed students (per cent)			
	Year 3	Year 5	Year 3	Year 5	Government school students (d)		Non-government school students (e)	
					Year 3	Year 5	Year 3	Year 5
NSW	94.4	94.8	90.1	90.4	73.9	72.6	26.1	27.4
Victoria	88.4	88.5	92.4	92.6	70.2	69.2	29.8	30.8
Queensland (f)	8.7	97.0	8.7	97.3	76.6	75.7	23.4	24.3
WA	89.0	91.1	90.7	91.7	75.4	74.7	24.6	25.3
SA	94.1	93.8	39.7	93.4	86.3	73.0	13.7	27.0
Tasmania	96.3	96.3	95.8	95.0	78.8	76.7	21.2	23.3
ACT	93.2	93.6	17.2	18.3	91.8	90.5	8.2	9.5
NT	79.4	85.5	82.5	83.5	80.3	79.8	19.7	20.2

(a) See tables 3.5 and 3.6 for the percentage of year 3 and year 5 students achieving the reading benchmark.

(b) The percentage of students from government schools who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government students based on data from the National Schools Statistics Collection.

(c) The percentage of students from non-government schools who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time non-government students based on data from the National Schools Statistics Collection.

(d) The percentage of assessed students who were government school students.

(e) The percentage of assessed students who were non-government school students.

(f) Queensland assessed a representative sample of students at the year 3 level - if population testing had been undertaken it is estimated that approximately 95 per cent of the year 3 students from both government and non-government schools would have been assessed.

Source: MCEETYA 2002, *National Report on Schooling in Australia 2000*, MCEETYA web site.

Table 3A.20

Table 3A.20 Exemptions, absences and participation of equity groups in reading testing, 2000 (a)

State or Territory	Percentage of students exempted from testing (b)		Percentage of students absent or withdrawn (c)		Percentage of assessed students			
	Year 3	Year 5	Year 3	Year 5	Indigenous students (d)		LBOTE students (e)	
					Year 3	Year 5	Year 3	Year 5
NSW	1.2	1.1	5.1	4.8	3.7	3.6	23.5	22.6
Victoria	na	na	10.5	10.3	0.7	0.7	13.5	13.4
Queensland	1.3	1.3	3.3	2.4	8.5	5.9	6.7	7.8
WA	1.1	1.0	8.6	6.8	4.3	5.1	13.5	13.9
SA	3.3	2.5	5.4	6.3	3.6	3.0	13.8	15.0
Tasmania	1.0	0.6	3.8	4.0	5.5	5.4	2.9	2.8
ACT	3.1	3.3	6.3	5.9	1.9	1.5	6.3	5.4
NT	3.1	2.2	20.0	14.9	22.1	24.1	26.8	29.5

(a) See tables 3.5 and 3.6 for the percentage of year 3 and year 5 students achieving the reading benchmark.

(b) The percentage of students who were exempted from the testing program. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full time government students based on National Schools Statistics Collection data, together with the non-government students who participated in the relevant testing programs.

(c) The percentage of students who were absent or were withdrawn by parents/caregivers from the testing program. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full-time government students based on National Schools Statistics Collection data, together with non-government students who participated in the relevant testing programs.

(d) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full-time government students based on data from the National Schools Statistics Collection and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

(e) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full-time government students based on data from the National Schools Statistics Collection and non-government students who participated in the relevant testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

na Not available.

Source: MCEETYA 2002, *National Report on Schooling in Australia 2000*, MCEETYA web site.

Table 3A.21

Table 3A.21 **Years of schooling and level of participation in numeracy testing, 2000 (a)**

<i>State or Territory</i>	<i>Average age at time of testing (b)</i>		<i>Years at school (c)</i>		<i>Per cent of students assessed (d)</i>	
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>
NSW	8yrs, 9mths	10yrs, 9mths	3yrs, 7mths	5yrs, 7mths	93.3	93.5
Victoria	8yrs, 11mths	10yrs, 11mths	3yrs, 7mths	5yrs, 7mths	89.7	89.7
Queensland (e)	8yrs, 4mths	10yrs, 4mths	2yrs, 8mths	4yrs, 8mths	8.7	97.7
WA	8yrs, 2mths	10yrs, 2mths	2yrs, 7mths	4yrs, 7mths	90.0	91.7
SA	8yrs, 6mths	10yrs, 6mths	3yrs, 3mths	5yrs, 3mths	79.5	93.7
Tasmania	9yrs, 1mth	11yrs, 0mths	3yrs, 8mths	5yrs, 8mths	95.0	94.9
ACT	8yrs, 8mths	10yrs, 8mths	3yrs, 6mths	5yrs, 6mths	69.7	68.1
NT	8yrs, 8mths	10yrs, 8mths	3yrs, 3mths	5yrs, 3mths	80.9	85.1

(a) See tables 3.7 and 3.8 for the percentage of year 3 and year 5 students achieving the numeracy benchmark.

(b) The typical average age of students at the time of testing, expressed in years and months.

(c) The typical average time students had spent in schooling at the time of the testing, expressed in years and months.

(d) The percentage of students from all schools who were assessed includes exempted students but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools which did not participate in the testing at all. The figure is calculated as a percentage of the total number of full time government and non-government students based on data from the National Schools Statistics Collection.

(e) Queensland assessed a representative sample of students at the year 3 level - if population testing had been undertaken it is estimated 95 per cent of the year 3 students would have been assessed.

Source: MCEETYA 2002, *National Report on Schooling in Australia 2000*, MCEETYA web site.

Table 3A.22

Table 3A.22 **Participation in numeracy testing by school sector, 2000 (a)**

<i>State or Territory</i>	<i>Percentage of assessed government school students (b)</i>		<i>Percentage of assessed non-government school students (c)</i>		<i>Proportion of assessed students (per cent)</i>			
	<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>	<i>Government school students (d)</i>		<i>Non-government school students (e)</i>	
					<i>Year 3</i>	<i>Year 5</i>	<i>Year 3</i>	<i>Year 5</i>
NSW	94.5	94.8	90.1	90.4	73.9	72.6	26.1	27.4
Victoria	88.6	88.6	92.6	92.4	70.2	69.3	29.8	30.7
Queensland (f)	8.7	97.6	8.7	97.7	76.7	75.8	23.3	24.2
WA	89.5	91.6	91.4	92.1	75.3	74.7	24.7	25.3
SA	94.4	93.8	40.4	93.3	86.1	73.0	13.9	27.0
Tasmania	95.0	94.8	94.9	95.3	78.7	76.4	21.3	23.6
ACT	95.2	94.9	17.0	18.4	92.0	90.5	8.0	9.5
NT	80.2	85.4	84.0	84.1	80.2	79.7	19.8	20.3

(a) See tables 3.7 and 3.8 for the percentage of year 3 and year 5 students achieving the numeracy benchmark.

(b) The percentage of assessed students from government schools includes exempted students, but not students absent or withdrawn by parents/caregivers from the testing and not students attending schools that did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time government students based on data from the National Schools Statistics Collection.

(c) The percentage of assessed students from non-government schools includes exempted students, but not students absent or withdrawn by parents/caregivers and not students attending schools which did not participate in testing at all. The figure is calculated as a percentage of the total number of full-time non-government students based on data from the National Schools Statistics Collection.

(d) The percentage of assessed students who were government school students.

(e) The percentage of assessed students who were non-government school students.

(f) Queensland assessed a representative sample of students at the year 3 level – if population testing had been undertaken it is estimated that approximately 95% of the year 3 students from both government and non-government schools would have been assessed.

Source: MCEETYA 2002, *National Report on Schooling in Australia 2000*, MCEETYA web site.

Table 3A.23

Table 3A.23 **Exemptions, absences and participation of equity groups in numeracy testing, 2000 (a)**

State or Territory	Percentage of students exempted from testing (b)		Percentage of students absent or withdrawn (c)		Percentage of assessed students			
	Year 3	Year 5	Year 3	Year 5	Indigenous students (d)		LBOTE students (e)	
					Year 3	Year 5	Year 3	Year 5
NSW	1.2	1.1	5.0	4.8	3.7	3.6	23.5	22.6
Victoria	na	na	10.3	10.3	0.7	0.7	13.5	13.3
Queensland	1.4	1.3	2.9	1.9	8.7	6.0	6.8	7.8
WA	1.1	1.0	8.1	6.4	4.9	5.3	13.8	14.0
SA	3.4	2.5	5.0	6.3	3.7	2.9	13.9	15.0
Tasmania	0.9	0.6	5.0	5.1	5.4	5.2	2.9	2.4
ACT	3.0	3.4	4.4	4.6	2.0	1.3	6.5	5.5
NT	3.7	2.2	19.1	14.9	23.0	23.9	27.6	29.4

(a) See tables 3.7 and 3.8 for the percentage of year 3 and year 5 students achieving the numeracy benchmark.

(b) The percentage of students who were exempted from the testing program. Exempted students are reported as not achieving the benchmark. The percentage of exempted students is calculated as a percentage of the total number of full-time government students based on National Schools Statistics Collection data, together with the non-government students who participated in the relevant State and Territory testing programs.

(c) The percentage of students who were absent or were withdrawn by parents/caregivers from the testing program. These students are not included in the benchmark calculations. The percentage of absent/withdrawn students is calculated as a percentage of the total number of full time government students based on National Schools Statistics Collection data, together with non-government students who participated in the relevant testing programs.

(d) The percentage of assessed Indigenous students. The percentage of Indigenous students includes exempted students and is calculated as a percentage of the total number of full time government students based on data from the National Schools Statistics Collection and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous student information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

(e) The percentage of assessed students with a language background other than English (LBOTE). The percentage of LBOTE students includes exempted students and is calculated as a percentage of the total number of full time government students based on data from the National Schools Statistics Collection and non-government students who participated in the relevant testing programs. The specific ways in which LBOTE information was collected and/or categorised were characterised by a degree of variation across the jurisdictions.

na Not available.

Source: MCEETYA 2002, *National Report on Schooling in Australia 2000*, MCEETYA web site.



Table 3A.24

Table 3A.24

**Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, 2000 (per cent) (a), (b)**

	<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>
All students									
At or above OECD mean	66.5	55.2	59.6	63.4	64.8	60.2	71.4	51.0	61.8
Standard error	2.7	3.0	3.7	3.3	2.6	4.1	2.4	3.6	1.4
Male students									
At or above OECD mean	60.8	50.3	50.4	57.7	58.2	52.6	66.6	43.8	55.4
Standard error	3.8	3.4	4.0	4.0	4.4	6.0	5.8	5.2	1.9
Female students									
At or above OECD mean	72.5	61.7	69.3	70.1	70.8	68.6	76.5	59.0	69.0
Standard error	3.0	4.2	4.7	4.2	3.9	4.2	4.5	4.4	1.8
Students from low socioeconomic families (c)									
At or above OECD mean	50.5	38.5	45.6	46.6	46.6	46.4	51.3	40.4	45.5
Standard error	4.4	4.6	3.2	5.4	4.3	4.1	6.8	7.8	2.0
Indigenous students									
At or above OECD mean	na	na	na	na	na	na	na	na	30.7
Standard error	na	na	na	na	na	na	na	na	3.1
Geographically remote students									
At or above OECD mean	na	na	na	na	na	na	na	na	44.3
Standard error	na	na	na	na	na	na	na	na	9.0

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) The standard errors in this table have been multiplied by 1.96 to determine the 95 per cent confidence intervals shown in figure 3.7. A standard error of 2.7, for example, becomes a confidence interval of plus or minus 5.3.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

**na** Not available.

Source: ACER (unpublished).

Table 3A.25

Table 3A.25 **Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, 2000 (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>Aust</i>
All students									
At or above OECD mean	69.2	61.4	63.8	70.0	61.4	60.4	69.0	53.8	65.4
Standard error	3.2	3.6	4.2	4.2	3.4	3.8	3.9	4.3	1.6
Male students									
At or above OECD mean	72.4	65.7	63.2	70.2	65.1	59.4	73.4	53.7	67.7
Standard error	4.6	3.7	4.0	4.9	4.8	6.3	6.8	6.4	2.0
Female students									
At or above OECD mean	66.0	55.0	65.8	69.8	58.3	62.1	65.7	53.3	63.1
Standard error	4.5	5.8	6.7	5.7	5.0	4.1	6.9	6.0	2.6
Students from low SES families									
At or above OECD mean	47.1	48.2	53.0	51.9	39.3	43.2	58.4	49.3	48.4
Standard error	5.6	6.6	5.8	8.6	6.0	5.5	11.4	12.7	2.9
Indigenous students									
At or above OECD mean	na	na	na	na	na	na	na	na	26.2
Standard error	na	na	na	na	na	na	na	na	4.9
Geographically remote students									
At or above OECD mean	na	na	na	na	na	na	na	na	67.1
Standard error	na	na	na	na	na	na	na	na	12.7

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) The standard errors in this table have been multiplied by 1.96 to determine the 95 per cent confidence intervals shown in figure 3.7. A standard error of 2.7, for example, becomes a confidence interval of plus or minus 5.3.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

na Not available.

Source: ACER (unpublished).

Table 3A.26

Table 3A.26 **Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, 2000 (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>Aust</i>
All students									
At or above OECD mean	64.4	56.0	60.8	67.2	66.0	55.5	71.7	49.3	61.8
Standard error	3.7	4.4	3.5	3.6	3.7	3.9	4.4	5.0	1.9
Male students									
At or above OECD mean	63.6	57.6	56.0	66.0	64.8	55.5	75.6	47.4	60.8
Standard error	3.8	5.0	4.2	4.1	5.4	5.2	7.1	6.8	2.0
Female students									
At or above OECD mean	65.4	53.9	65.4	68.6	67.2	56.2	68.4	51.2	62.8
Standard error	5.0	6.4	5.1	4.7	4.8	4.9	8.0	6.5	2.5
Students from low SES families									
At or above OECD mean	49.7	49.0	48.2	51.1	48.6	46.8	49.9	25.0	49.0
Standard error	6.0	7.3	4.9	6.6	8.1	5.1	15.1	9.4	3.4
Indigenous students									
At or above OECD mean	na	na	na	na	na	na	na	na	29.1
Standard error	na	na	na	na	na	na	na	na	4.1
Geographically remote students									
At or above OECD mean	na	na	na	na	na	na	na	na	51.2
Standard error	na	na	na	na	na	na	na	na	7.8

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2000).

(b) The standard errors in this table have been multiplied by 1.96 to determine the 95 per cent confidence intervals shown in figure 3.7. A standard error of 2.7, for example, becomes a confidence interval of plus or minus 5.3.

(c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.

na Not available.

Source: ACER (unpublished)

Table 3A.27

**Table 3A.27 School participation rates by age of students — all schools, 2001  
(per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Participation age 15–19 years									
Male	48.9	53.7	44.9	42.0	48.1	51.1	61.3	39.1	48.7
Female	51.5	56.7	46.4	43.9	50.9	53.3	64.4	42.7	51.1
All students	50.2	55.2	45.6	42.9	49.5	52.2	62.8	40.8	49.9
Participation age 15 years									
Male	92.5	94.0	89.8	90.3	91.8	96.9	107.7	75.4	92.2
Female	93.7	95.5	92.9	90.9	94.1	96.3	106.5	77.8	93.8
All students	93.1	94.7	91.3	90.6	92.9	96.6	107.1	76.5	93.0
Participation age 16 years									
Male	77.1	85.3	80.0	74.1	81.7	78.5	100.6	61.7	79.9
Female	81.3	91.5	85.1	79.8	86.9	82.6	101.4	70.2	85.1
All students	79.2	88.4	82.5	76.9	84.2	80.5	101.0	65.7	82.4
Participation age 17 years									
Male	61.5	71.1	50.2	39.0	55.7	59.0	88.3	36.9	58.9
Female	70.3	81.0	51.1	42.3	63.6	64.3	97.2	43.4	65.7
All students	65.8	75.9	50.6	40.6	59.5	61.7	92.5	40.1	62.2
Participation age 18 years									
Male	14.6	20.2	6.6	5.6	9.5	16.2	28.2	15.8	13.4
Female	13.3	18.3	4.9	5.1	8.0	15.0	27.2	16.7	11.9
All students	14.0	19.3	5.8	5.4	8.8	15.7	27.8	16.2	12.7
Participation age 19 years									
Male	1.6	2.2	1.1	1.7	1.8	2.8	3.6	3.4	1.8
Female	1.4	2.0	0.9	1.2	1.6	3.8	3.1	3.8	1.6
All students	1.5	2.1	1.0	1.5	1.7	3.3	3.4	3.6	1.7

(a) Includes full time students only.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.28

Table 3A.28 **Apparent retention rates of full time secondary students to years 10, 11 and 12, 2001 (per cent) (a)**

	NSW	Vic	Qld	WA	SA (b)	Tas	ACT	NT	Aust
<i>All students</i>									
Government schools									
To year 10	95.4	96.9	99.5	100.0	91.8	97.5	100.0	87.7	96.8
To year 11	75.8	88.3	87.1	84.4	85.1	82.3	114.1	85.6	83.4
To year 12 (total)	62.0	73.7	73.6	65.9	57.4	68.5	107.6	59.7	67.8
To year 12 (male)	56.6	65.6	69.4	60.9	51.8	63.1	103.1	53.2	62.1
To year 12 (female)	67.6	82.3	78.0	71.4	63.4	73.8	112.4	66.1	73.9
To year 12 (total 1996)	62.3	69.4	69.7	66.4	59.9	50.2	108.2	41.3	65.8
All schools									
To year 10	97.0	98.2	100.1	100.8	94.8	98.1	99.3	81.9	98.1
To year 11	79.9	92.0	90.4	87.7	88.8	81.7	99.5	71.2	86.7
To year 12 (total)	68.2	79.3	79.0	72.0	66.4	68.7	89.3	50.9	73.4
To year 12 (male)	63.0	72.2	74.9	67.0	60.4	63.6	87.5	44.1	68.1
To year 12 (female)	73.7	86.7	83.2	77.3	72.5	73.9	91.2	57.9	79.1
To year 12 (total 1996)	67.7	75.3	76.5	70.7	68.4	53.1	91.3	41.0	71.3
<i>Indigenous students (c)</i>									
Government schools									
To year 10	80.5	78.8	85.7	84.9	77.1	106.8	79.4	73.6	83.4
To year 11	46.8	61.9	64.5	44.2	55.1	69.6	69.8	48.6	54.2
To year 12 (total)	28.4	32.1	48.2	18.0	29.7	48.7	38.8	25.7	33.5
To year 12 (male)	25.8	29.0	44.6	16.6	23.4	44.8	25.0	24.3	30.7
To year 12 (female)	31.1	36.2	52.5	19.3	35.2	52.7	52.0	26.9	36.4
To year 12 (total 1996)	29.2	30.3	41.2	15.9	17.0	35.9	50.0	8.0	27.4
All schools									
To year 10	83.1	83.4	91.9	89.7	78.0	105.1	84.1	57.7	85.7
To year 11	47.2	65.2	68.5	51.0	56.9	69.5	74.6	36.8	56.1
To year 12 (total)	30.3	36.5	52.1	23.3	31.0	47.6	47.5	18.6	35.7
To year 12 (male)	27.7	34.0	48.8	22.5	25.0	42.2	31.0	14.8	33.0
To year 12 (female)	33.0	39.8	55.9	24.1	36.2	53.4	63.3	22.8	38.7
To year 12 (total 1996)	31.0	35.2	45.6	16.0	19.3	35.4	58.3	8.5	29.2

(a) The apparent retention rate is the percentage of full time students who continued to year 12 from respective cohort groups at the commencement of their secondary schooling.

(b) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for South Australia.

(c) The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.29

Table 3A.29 **Apparent retention rates of full time secondary students from year 10 to year 12, 2001 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students									
Government schools	65.1	76.8	74.8	67.0	61.7	70.5	112.1	70.6	70.6
Non-government schools	80.9	89.6	89.1	81.9	85.0	70.5	68.7	52.1	84.5
All schools	70.3	81.6	79.7	71.9	69.6	70.5	93.3	64.9	75.4
Indigenous students									
Government schools	35.4	40.7	55.7	21.0	41.4	41.6	50.0	47.4	40.5
Non-government schools	54.7	71.9	75.0	60.8	59.3	39.1	64.3	35.5	61.5
All schools	37.1	44.0	59.1	26.9	42.8	41.2	53.8	42.9	43.6
Non-Indigenous students									
Government schools	65.9	77.1	75.8	69.6	62.2	72.4	113.0	74.1	71.5
Non-government schools	81.1	89.6	89.3	82.3	85.1	71.3	68.7	55.8	84.7
All schools	71.0	81.8	80.6	73.9	70.1	72.1	93.7	68.7	76.2

(a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.

(b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.

(c) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.30

Table 3A.30 **Year 12 estimated completion rate, by socioeconomic status and gender (per cent) (a), (b), (c)**

	<i>Low deciles</i>			<i>High deciles</i>			<i>Total</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1997	51	66	58	71	80	75	58	71	64
1998	53	67	60	72	81	76	60	72	66
1999	53	68	61	73	83	77	61	74	67
2000	54	69	61	73	83	78	61	74	67
2001	56	68	62	73	82	77	62	74	68

(a) Derived from data supplied by State accreditation authorities and the ABS.

(b) Estimates only. They express the number of year 12 completions (year 12 certificates issued by State education authorities) as a proportion of the estimated population that could attend year 12 in that calendar year.

(c) The ABS Index of Socio Economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses. 'Low' socioeconomic status is the average of the lowest three deciles and 'high' is the average of the top three deciles.

Source: DEST (unpublished).

Table 3A.31

Table 3A.31 **Year 12 estimated completion rate, by locality and gender (per cent) (a), (b), (c)**

	<i>Urban</i>			<i>Rural</i>			<i>Remote</i>			<i>Total</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1997	61	71	66	54	70	62	43	62	51	58	71	64
1998	62	73	67	55	71	63	48	61	54	60	72	66
1999	63	74	68	57	73	64	45	69	56	61	74	67
2000	63	74	69	57	74	65	47	64	55	61	74	67
2001	63	73	68	59	75	67	46	62	54	62	74	68

(a) Derived from data supplied by State accreditation authorities and the ABS.

(b) Estimates only. They express the number of year 12 completions (year 12 certificates issued by State Education Authorities) as a proportion of the estimated population that could attend year 12 in that calendar year. There are variations in assessment, reporting and certification methods for year 12 across States and Territories.

(c) Definitions of 'Urban', 'Rural' and 'Remote' are based on the Rural, Remote and Metropolitan Areas Classification developed by the former Department Primary Industries and Energy. 'Urban' includes Darwin, Townsville/Thuringowa and Queanbeyan. In this table, the 'Rural' group comprises rural centres and other rural areas, and 'Remote' comprises remote centres and other remote areas.

(d) 'Remote' comprised approximately 3 per cent of the 15-19 year old population in 2000 and, as a result, relatively small changes in the annual estimated resident population or number of completions can lead to substantial changes in the completion rates.

Source: DEST (unpublished).



Table 3A.32

Table 3A.32 Treatment of assets by jurisdictions

	<i>Cwlth</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>
Revaluation method (b)									
Land	na	CV	CV	market	market	deprival	deprival	market	..
Buildings	DRC	DRC	DRC	DRC	DRC	deprival	deprival	DRC	..
Other assets	DRC	DRC	DRC	..	..	deprival	deprival	DRC	..
Frequency of revaluations (years)									
Land	na	na 5 (rolling cycle)		5	3	3	5	3	..
Buildings	na	na 5 (rolling cycle)		5	3	3	5	3	..
Plant and equipment	na	na	na	na	na	3	5	na	..
Useful asset lives (years) (c), (d)									
Buildings	40	na	40	60.0	80	50–106	50-80	8–59	..
Plant and equipment	10	na	7	70%<5	8	na	5-30	5–20	..
IT equipment (e)	5	na	3	<5	4	3–7	5-30	5–20	..
Office equipment (f)	10	na	5	<5	8	5–20	5-30	5–20	..
Motor vehicles	na	na	5	5–10	5	12–20	5-30	5–20	..
Threshold capitalisation levels									
Buildings	2 000	5 000	1 000	5 000	1 000	10 000	5 000	2 000	..
IT equipment	2 000	5 000	1 000	1 000	1 000	10 000	5 000	2 000	..
Other assets	2 000	5 000	1 000	5 000	1 000	10 000	5 000	2 000	..

(a) The NT reports under a cash-based accounting system.

(b) DRC = the depreciated replacement cost; CV = the current value; market value = the current (net) value, market selling price or exchange value; and deprival value may be either the DRC of an asset of a similar service potential or the stream of its future economic benefits.

(c) Estimated as (1/depreciation rate).

(d) Asset lives for some assets have been grouped with other classifications.

(e) For some jurisdictions, IT equipment includes software.

(f) Office equipment includes furniture, fittings and communications equipment.

na Not available. .. Not applicable.

Source: Departmental annual reports; State and Territory governments (unpublished)

Table 3A.33

Table 3A.33 **Students to staff ratios, 2001 (a)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Government schools</i>									
Teaching staff (b)									
Primary schools	17.5	16.6	16.1	17.2	16.8	16.0	16.5	13.8	16.8
Secondary schools	12.5	12.6	12.6	12.6	12.2	13.4	12.1	11.4	12.5
All schools	15.1	14.7	14.7	15.1	14.8	14.8	14.2	13.0	14.9
Non-teaching school staff (c)									
Primary schools	69.2	62.6	36.9	48.4	49.3	45.5	57.8	44.5	53.0
Secondary schools	52.6	53.1	30.9	41.6	39.3	46.7	56.9	31.6	44.6
All schools	61.4	58.4	34.5	45.7	45.3	46.0	57.4	39.8	49.4
All school staff (d)									
Primary schools	14.0	13.1	11.2	12.7	12.5	11.9	12.8	10.6	12.8
Secondary schools	10.1	10.2	9.0	9.7	9.3	10.4	10.0	8.4	9.8
All schools	12.1	11.7	10.3	11.4	11.2	11.2	11.4	9.8	11.4
<i>Non-government schools</i>									
Teaching staff (b)									
Primary schools	18.2	17.2	17.3	16.3	17.8	17.5	19.9	17.3	17.6
Secondary schools	12.3	12.2	12.8	12.5	12.5	12.4	13.1	11.2	12.4
All schools	14.8	14.3	14.8	14.2	15.2	14.6	15.8	14.3	14.6
Non-teaching school staff (c)									
Primary schools	74.7	65.6	42.0	32.6	59.9	48.5	89.5	35.4	56.2
Secondary schools	44.6	34.3	31.3	32.2	34.9	34.0	38.1	23.8	36.3
All schools	56.4	45.1	36.0	32.4	46.2	40.1	53.1	29.8	44.5
All school staff (d)									
Primary schools	14.6	13.6	12.2	10.9	13.7	12.9	16.3	11.6	13.4
Secondary schools	9.6	9.0	9.1	9.0	9.2	9.1	9.8	7.6	9.2
All schools	11.7	10.9	10.5	9.9	11.4	10.7	12.2	9.6	11.0
<i>All schools</i>									
Teaching staff (b)									
Primary schools	17.7	16.8	16.4	16.9	17.0	16.4	17.5	14.4	17.0
Secondary schools	12.4	12.5	12.7	12.6	12.3	13.1	12.5	11.4	12.5
All schools	15.0	14.6	14.7	14.9	14.9	14.7	14.8	13.3	14.8
Non-teaching school staff (c)									
Primary schools	70.7	63.5	38.0	43.1	51.9	46.1	65.7	42.3	53.9
Secondary schools	49.5	43.8	31.0	37.7	37.7	42.3	47.3	28.9	41.2
All schools	59.7	53.0	34.9	40.7	45.6	44.4	55.7	37.0	47.8
All school staff (d)									
Primary schools	14.2	13.3	11.4	12.2	12.8	12.1	13.8	10.8	12.9
Secondary schools	9.9	9.7	9.0	9.4	9.3	10.0	9.9	8.2	9.6
All schools	12.0	11.4	10.3	10.9	11.2	11.1	11.7	9.8	11.3

(a) Full time equivalent students and full time equivalent staff.

- (b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum).
- (c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly performing general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).
- (d) School staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in one or more schools (excluding cleaners and emergency and casual relief staff).

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

# Single jurisdiction data — NSW

Table 3A.34

## New South Wales

Table 3A.34 Students, staff and schools — government schools

	<i>Unit</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	no.	762 917	763 399	763 169	759 623	755 246
Primary	no.	453 142	454 104	455 008	455 914	452 626
Secondary	no.	309 775	309 295	308 161	303 709	302 620
Staff (b)	FTE	62 267	63 066	63 608	63 869	64 213
Primary	FTE	31 241	31 393	31 838	32 148	32 338
Secondary	FTE	29 321	29 836	30 035	29 870	30 053
Not active in schools	FTE	1 705	1 837	1 735	1 852	1 822
Schools	no.	2 186	2 187	2 182	2 187	2 186
Primary	no.	1 649	1 649	1 647	1 648	1 648
Secondary	no.	389	390	389	393	394
Combined (c)	no.	64	65	65	64	64
Special	no.	84	83	81	82	80

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

*Source*: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.35

**New South Wales****Table 3A.35 Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	5 075 097	5 274 342	5 465 110
Total employee related expenditure	3 710 445	3 864 843	3 914 501
In-school primary	2 486 417	2 634 147	2 714 549
Total employee related expenditure	1 828 818	1 921 099	1 944 158
Teachers	1 602 004	1 677 453	1 687 666
Other staff (f)	226 814	243 646	256 492
Other operating expenses (g)	542 497	599 229	656 325
Capital charge	–	–	–
Depreciation	115 102	113 819	114 066
In-school secondary	2 382 154	2 404 906	2 504 416
Total employee related expenditure	1 756 371	1 791 155	1 819 111
Teachers	1 541 575	1 564 233	1 579 311
Other staff (f)	214 796	226 922	239 800
Other operating expenses (g)	518 348	507 731	579 125
Capital charge	–	–	–
Depreciation	107 435	106 020	106 180
Out of school	206 526	235 289	246 145
Total employee related expenditure	125 256	152 589	151 232
Teachers	–	–	–
Other staff (f)	125 256	152 589	151 232
Other operating expenses (g)	80 616	82 079	93 978
Capital charge	–	–	–
Depreciation	654	621	935

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax; and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.

Table 3A.36

**New South Wales****Table 3A.36 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates					
From year 7 to year 10					
All students	94.6	94.9	95.2	94.6	95.4
Indigenous students	na	na	80.3	78.9	80.5
From year 10 to year 12					
All students	61.4	64.8	64.7	64.2	65.1
Indigenous students	na	na	38.6	38.6	35.4
Student body mix					
LBOTE (a)	23.4	23.4	23.4	23.4	23.6
Indigenous students	3.3	3.5	3.7	3.9	4.1
Students with disabilities (b)	2.7	2.7	4.0	4.2	4.2
Seniority profile (c)	10.0	10.2	10.3	10.2	10.4
Government students as % of all students	71.0	70.6	70.6	69.4	68.7

(a) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.37

**New South Wales****Table 3A.37 Non-government schools (per cent)**

	<i>2000</i>	<i>2001</i>
Apparent retention rates		
From year 7 to year 10		
All students	100.3	100.0
Indigenous students	na	na
From year 10 to year 12		
All students	81.2	80.9
Indigenous students	51.6	54.7
Student body mix		
LBOTE (a)	na	29.9
Indigenous students	0.9	0.9
Students with disabilities (b)	2.6	2.5
Seniority profile (c)	13.5	13.4
Non-government students as % of all students	30.6	31.3

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

*Source:* ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.38

**New South Wales****Table 3A.38 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates					
Participation (15–19)	50.6	50.6	50.6	50.1	50.2
Participation age 15 years	92.5	93.0	92.6	93.6	93.1
Participation age 16 years	77.8	77.9	78.5	77.8	79.2
Participation age 17 years	65.0	64.7	65.1	64.8	65.8
Participation age 18 years	14.1	14.3	14.7	13.9	14.0
Participation age 19 years	1.8	1.6	1.5	1.4	1.5
Apparent retention rates					
From year 7 to year 10					
All students	96.6	96.7	97.0	96.5	97.0
Indigenous students	na	na	81.6	80.7	83.1
From year 10 to year 12					
All students	70.2	69.8	70.0	69.8	70.3
Indigenous students	na	na	39.8	39.9	37.1
Student body mix					
LBOTE (a)	26.1	26.1	26.1	26.1	25.6
Indigenous students	2.5	2.7	2.8	3.0	3.1
Students with disabilities (b)	2.5	0.0	3.5	3.7	3.7
Seniority profile (c)	11.0	11.1	11.2	11.2	11.3

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na not available

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).



Table 3A.39

**New South Wales****Table 3A.39 Value of capital stock — government schools (\$'000) (a)**

	1997	1998	1999	2000	2001
Land	2 590 525	3 355 095	3 366 015	3 363 568	3 371 500
Buildings	11 621 525	13 422 873	13 578 317	13 747 852	13 944 600
Equipment	73 647	65 353	40 757	56 894	39 700
<b>Total assets</b>	<b>14 285 697</b>	<b>16 843 321</b>	<b>16 985 089</b>	<b>17 168 314</b>	<b>17 355 800</b>
Annual depreciation	na	na	176 300	182 899	221 000
Total assets less depreciation	na	na	16 808 789	16 985 415	17 134 800

(a) Table 3A.32 contains information on the treatment of assets.

na Not available.

Source: NSW Government.

Table 3A.40

**New South Wales**

Table 3A.40

**Total government expenditure per student,  
government schools (\$/FTE student)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>6 631</b>	<b>6 907</b>	<b>7 198</b>
Total employee related	4 848	5 061	5 155
In-school primary	5 470	5 783	5 976
Total employee related	4 023	4 218	4 280
Teachers	3 524	3 683	3 715
Other staff (a)	499	535	565
Other operating expenses (b)	1 193	1 316	1 445
Depreciation	253	250	251
In-school secondary	7 665	7 805	8 211
Total employee related	5 651	5 813	5 964
Teachers	4 960	5 077	5 178
Other staff (a)	691	736	786
Other operating expenses (b)	1 668	1 648	1 899
Depreciation	346	344	348
Out of school	270	308	324
Total employee related	164	200	199
Teachers	–	–	–
Other staff (a)	164	200	199
Other operating expenses (b)	105	107	124
Depreciation	1	1	1

(a) Includes redundancy payments.

(b) Includes grants and subsidies.

– Nil or rounded to zero. **FTE** = full time equivalent.

Source: MCEETYA (unpublished), National Schools Statistics Collection 2001;  
ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.41

**New South Wales****Table 3A.41 Expenditure per student by location — government schools (\$) (a), (b)**

<i>Number of students</i>	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1996-97 (c)				
all schools	3 872	4 443	5 763	5 769
1997-98				
all schools	4 207	4 884	6 215	6 244
1998-99				
all schools	4 367	5 027	6 505	6 410
1999-2000				
all schools	5 229	6 012	7 658	7 601
2000-01				
all schools	5 541	6 354	8 002	7 991

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) 'Metro' includes students in the Sydney metropolitan districts plus districts in Newcastle and Wollongong.

(c) An anomaly exists in the treatment of data provided for 1996-97. The anomaly resulted from department's restructure, when converting metropolitan data from a regional to a district office basis. Accordingly, 1996-97 data have been amended to reflect the department's revised structure.

Source: NSW Government.

Table 3A.42

**New South Wales****Table 3A.42 Expenditure per student by socioeconomic disadvantage  
— government schools (dollars) (a)**

<i>School type/Year</i>	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1996-97			
Primary schools	na	na	4 751
Secondary schools	na	na	6 040
1997-98			
Primary schools	na	na	5 246
Secondary schools	na	na	6 560
1998-99			
Primary schools	na	na	5 553
Secondary schools	na	na	6 849
1999-2000			
Primary schools	na	na	6 321
Secondary schools	na	na	7 714
2000-01			
Primary schools	na	na	7 278
Secondary schools	na	na	8 149

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) Most disadvantaged defined as those schools in the Priority Schools Funding Program.

na Not available.

Source: NSW Department of Education and Training.

Table 3A.43

**New South Wales****Table 3A.43 Student to staff ratios for primary and secondary schools by location — government schools (a), (b), (c)**

<i>School type and no. of students</i>	<i>Teaching staff (c)</i>		<i>Non-teaching staff (d)</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1996-97				
In-school primary				
all schools	18	17	89	83
In-school secondary				
all schools	13	12	69	67
1997-98				
In-school primary				
all schools	18	17	89	82
In-school secondary				
all schools	13	12	65	62
1998-99				
In-school primary				
all schools	18	16	86	78
In-school secondary				
all schools	12	12	63	61
1999-2000				
In-school primary				
all schools	18	16	83	75
In-school secondary				
all schools	12	12	62	60
2000-01				
In-school primary				
all schools	18	16	80	71
In-school secondary				
all schools	12	12	61	59

(a) 'Metro' includes staff and students in the Sydney metropolitan districts plus districts in Newcastle and Wollongong.

(b) Ratios are based on full time equivalent staff and full time equivalent student data at mid-year.

(c) In-school teaching and specialist support staff.

(d) In-school administrative, clerical and building operations staff.

Source: NSW Department of Education and Training.

Table 3A.44

**New South Wales****Table 3A.44 Basic Skills Test, all participating schools (per cent in skill bands)**

	<i>Band 1</i>	<i>Band 2</i>	<i>Band 3</i>	<i>Band 4</i>	<i>Band 5</i>	<i>Band 6</i>
Year 3 literacy						
1998	14	24	27	22	14	..
1999	10	19	30	26	15	..
2000	11	21	29	24	15	..
2001	12	21	25	22	20	..
Year 5 literacy						
1998	1	6	16	28	27	21
1999	1	4	15	31	28	21
2000	1	6	17	29	27	20
2001	1	5	16	27	28	23
Year 3 numeracy						
1998	13	19	25	22	21	..
1999	10	17	30	27	16	..
2000	15	18	27	24	15	..
2001	11	18	30	26	15	..
Year 5 numeracy						
1998	1	4	15	28	28	23
1999	1	6	14	26	29	24
2000	2	6	16	31	25	20
2001	1	5	15	30	25	23

.. Not applicable.

Source: NSW Department of Education and Training.

Table 3A.45

**New South Wales****Table 3A.45 Basic Skills Test, average growth in test scores for matched students in year 3 (1999) and year 5 (2001) (per cent)**

	<i>Literacy</i>	<i>Numeracy</i>
State	6.9	7.8
Males	6.7	8
Females	7.2	7.7
ATSI (a)	6.4	6.9
NESBT (b)	7	8.9
NESB1 (c)	6.9	7.6
ESB (d)	8.4	11.3

(a) Aboriginal and Torres Strait Islander students.

(b) Students who answered 'yes' to 'Does anyone use a language other than English at home?'

(c) Students who have lived in Australia for four years or less and never or only sometimes speak English at home.

(d) Students who answered 'no' to 'Does anyone use a language other than English at home?'

Source: NSW Department of Education and Training.

# Single jurisdiction data — Victoria



Table 3A.46

**Victoria****Table 3A.46 Students, staff and schools — government schools**

	<i>Unit</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	no.	518 476	521 413	524 849	528 189	532 258
Primary	no.	304 773	307 147	310 218	313 369	314 859
Secondary	no.	213 703	214 266	214 631	214 820	217 399
Staff (b)	FTE	42 085	42 034	44 292	45 266	46 616
Primary	FTE	20 545	20 862	22 564	23 336	23 962
Secondary	FTE	20 514	20 249	20 597	20 983	21 489
Not active in schools	FTE	1 026	923	1 132	947	1 165
Schools	no.	1 661	1 644	1 631	1 629	1 625
Primary	no.	1 267	1 251	1 240	1 236	1 233
Secondary	no.	272	269	267	266	264
Combined (c)	no.	40	43	45	48	49
Special	no.	82	81	79	79	79

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

*Source:* ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.47

**Victoria**

Table 3A.47

**Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	3 838 240	3 968 103	4 107 793
Total employee related expenditure	2 395 466	2 547 077	2 768 570
In-school primary	1 913 852	1 975 441	2 032 084
Total employee related expenditure	1 224 908	1 300 858	1 392 670
Teachers	1 060 585	1 134 906	1 177 451
Other staff (f)	164 323	165 952	215 219
Other operating expenses (g)	351 170	352 483	371 901
Capital charge	232 903	236 750	190 268
Depreciation	104 871	85 350	77 245
In-school secondary	1 752 700	1 819 109	1 865 026
Total employee related expenditure	1 122 950	1 193 486	1 291 840
Teachers	990 059	1 059 438	1 121 210
Other staff (f)	132 891	134 048	170 630
Other operating expenses (g)	285 056	296 993	291 612
Capital charge	237 668	241 530	194 152
Depreciation	107 026	87 100	87 422
Out of school	171 688	173 553	210 683
Total employee related expenditure	47 608	52 733	84 060
Teachers	–	–	–
Other staff (f)	47 608	52 733	84 060
Other operating expenses (g)	117 334	113 727	110 846
Capital charge	4 023	4 153	3 883
Depreciation	2 723	2 940	11 894

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax; and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.

Table 3A.48

**Victoria****Table 3A.48 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates					
From year 7 to year 10					
All students	94.9	95.6	95.9	95.9	96.9
Indigenous students	na	na	78.8	83.2	78.8
From year 10 to year 12					
All students	na	73.7	73.5	74.4	76.8
Indigenous students	na	na	46.2	34.7	40.7
Student body mix					
LBOTE (a)	23.5	23.5	23.5	23.5	22.0
Indigenous students	0.8	0.9	1.0	1.0	1.1
Students with disabilities (b)	2.5	2.4	3.0	3.4	3.6
Seniority profile (c)	12.0	11.5	11.4	11.5	11.6
Government students as % of all students	66.0	66.2	66.4	65.9	65.8

(a) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.49

**Victoria****Table 3A.49 Non-government schools (per cent)**

	2000	2001
Apparent retention rates		
From year 7 to year 10		
All students	100.2	100.3
Indigenous students	na	na
From year 10 to year 12		
All students	88.3	89.6
Indigenous students	65.5	71.9
Student body mix		
LBOTE (a)	na	31.5
Indigenous students	0.2	0.2
Students with disabilities (b)	0.0	1.7
Seniority profile (c)	15.4	15.4
Non-government students as % of all students	34.2	34.2

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

Source: ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.50

**Victoria****Table 3A.50 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates					
Participation (15–19)	54.1	54.0	54.3	54.5	55.2
Participation age 15 years	94.8	93.5	95.0	95.4	94.7
Participation age 16 years	86.3	87.2	86.1	86.9	88.4
Participation age 17 years	73.5	73.8	74.6	74.2	75.9
Participation age 18 years	15.7	15.6	16.5	17.9	19.3
Participation age 19 years	2.2	1.8	1.8	2.0	2.1
Apparent retention rates					
From year 7 to year 10					
All students	96.8	96.9	97.1	97.5	98.2
Indigenous students	na	na	83.0	85.2	83.4
From year 10 to year 12					
All students	79.9	79.1	78.7	79.7	81.6
Indigenous students	na	na	46.1	37.9	44.0
Student body mix					
LBOTE (a)	27.3	27.3	27.3	27.3	25.3
Indigenous students	0.6	0.7	0.7	0.7	0.8
Students with disabilities (b)	2.1	2.0	2.5	2.8	3.0
Seniority profile (c)	12.6	12.7	12.6	12.7	12.9

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na not available

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.51

**Victoria****Table 3A.51 Value of capital stock — government schools (\$'000) (a)**

	<i>1996-97</i>	<i>1997-98</i>	<i>1998-99</i>	<i>1999-2000</i>	<i>2000-01</i>
Land	1 470 400	1 597 110	1 758 754	1 979 655	2 153 532
Buildings	2 903 000	3 026 262	3 085 940	3 231 278	3 388 982
Equipment	689 707	761 804	877 639	848 063	922 674
<b>Total assets</b>	<b>5 063 107</b>	<b>5 385 176</b>	<b>5 722 333</b>	<b>6 058 996</b>	<b>6 465 188</b>
Annual depreciation (b)	133 994	198 590	214 870	174 357	171 423
<b>Total assets less depreciation</b>	<b>4 929 113</b>	<b>5 186 586</b>	<b>5 507 463</b>	<b>5 884 639</b>	<b>6 293 765</b>

(a) Table 3A.32 contains information on the treatment of assets.

(b) The annual depreciation charge for the year consists of depreciation on buildings and leasehold improvements, plant and equipment.

**na** Not available.

Source: Victorian Government.

Table 3A.52

**Victoria**

Table 3A.52

**Total government expenditure per student,  
government schools (\$/FTE student) (a)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>6 416</b>	<b>6 605</b>	<b>6 996</b>
Total employee related	4 569	4 826	5 207
In-school primary	5 446	5 576	5 862
Total employee related	3 968	4 172	4 432
Teachers	3 436	3 640	3 747
Other staff (b)	532	532	685
Other operating expenses (c)	1 138	1 131	1 184
Depreciation	340	274	246
In-school secondary	7 032	7 306	7 683
Total employee related	5 212	5 527	5 940
Teachers	4 595	4 906	5 156
Other staff (b)	617	621	785
Other operating expenses (c)	1 323	1 375	1 341
Depreciation	497	403	402
Out of school	320	321	389
Total employee related	91	100	158
Teachers	–	–	–
Other staff (b)	91	100	158
Other operating expenses (c)	224	215	208
Depreciation	5	6	22

(a) Capital charges excluded from this table.

(b) Includes redundancy payments.

(c) Includes grants and subsidies.

– Nil or rounded to zero. **FTE** = full time equivalent.

Source: MCEETYA (unpublished), National Schools Statistics Collection 2001;  
ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.53

**Victoria****Table 3A.53 Expenditure per student by location and school size — government schools (\$) (a), (b), (c)**

Number of students	Primary		Secondary	
	Metro	Nonmetro	Metro	Nonmetro
1997				
1-100	4 236	4 774	8 151	13 216
101-300	3 765	3 759	8 174	7 106
301-500	3 532	3 578	5 666	5 537
501-1000	3 408	3 477	5 111	5 028
1000+	..	..	4 815	4 931
1998				
1-100	4 372	4 845	8 317	13 500
101-300	3 892	3 893	7 793	7 327
301-500	3 658	3 720	5 885	5 748
501-1000	3 538	3 564	5 187	5 131
1000+	..	..	4 935	5 426
1999				
1-100	4 906	5 302	8 774	13 366
101-300	4 260	4 250	8 164	7 584
301-500	3 988	4 044	6 177	5 993
501-1000	3 840	3 929	5 367	5 355
1000+	3 718	..	5 114	5 257
2000				
1-100	5 634	5 850	10 675	14 081
101-300	4 618	4 598	8 527	8 289
301-500	4 295	4 325	6 739	6 533
501-1000	4 114	4 203	5 692	5 716
1000+	3 983	..	5 366	5 526
all schools	4 347	4 637	5 645	5 944
2001				
1-100	6 189	6 465	14 137	15 593
101-300	4 927	4 925	9 822	8 914
301-500	4 550	4 607	7 191	6 787
501-1000	4 385	4 491	6 070	6 016
1000+	4 234	..	5 648	5 785
all schools	4 626	4 967	5 958	6 267

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) Expenditure per student broken down by school size and location is not comparable to National Schools Statistics Collection figures on which the jurisdiction comparisons are based. The data are the Victorian Department of Education, Training and Employment's School Global Budget expenditure for primary and secondary schools only.

(c) Metropolitan is defined as comprising those regions belonging to the Victorian Department of Education and Training (DE&T) that are located in the greater Melbourne metropolitan area. They are Western Region, Northern Region, Eastern Region and Southern Region. Non-metropolitan is defined as comprising those regions belonging to the Victorian DE&T that are outside the metropolitan area. They are Barwon South Western Region, Central Highlands Wimmera Region, Loddon Campaspe Mallee Region, Goulburn North Eastern Region and Gippsland Region.

.. Not applicable.

Source: Victorian Government.



Table 3A.54

**Victoria**

Table 3A.54

**Expenditure per student by socioeconomic disadvantage — government schools (\$) (a), (b)**

School type/Year	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1997			
Primary schools	3 429	3 501	3 809
Secondary schools	4 739	4 972	5 195
1998			
Primary schools	3 657	3 798	4 079
Secondary schools	5 017	5 156	5 590
1999			
Primary schools	3 951	4 147	4 467
Secondary schools	5 192	5 431	5 826
2000			
Primary schools	4 241	4 470	4 826
Secondary schools	5 482	5 729	6 290
2001			
Primary schools	4 521	4 767	5 177
Secondary schools	5 718	6 086	6 731

(a) The expenditure per student broken down by socioeconomic status and school type are not comparable to National Schools Statistics Collection figures on which interstate comparisons are based. The data in this table is the Victorian Department of Education and Training's (DE&T) School Global Budget expenditure to schools, excluding ancillary and special settings. In addition, because of changes to the structure of School Global Budgets, the data for years prior to 1997 is not strictly comparable with the data for later years.

(b) Socioeconomic status has been defined using the Victorian DE&T's Special Learning Needs (SLN) Index. The least, medium and most disadvantaged schools are based on the SLN Index ranking number. This ranking places the most disadvantaged schools in the top third of the highest SLN index values. Medium disadvantaged schools are placed in the middle third and least disadvantaged in the bottom third.

Source: Victorian Government.

Table 3A.55

**Victoria****Table 3A.55 Learning Assessment Project, year 3 English, 2001 (per cent of students achieving each CSF level) (a), (b)**

	<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 Students	5.3	29.0	38.3	27.4	..
Boys	6.7	32.0	36.9	24.4	..
Girls	3.8	25.9	39.7	30.5	..
LBOTE	6.9	33.0	38.6	21.5	..
ESB	4.9	28.1	38.2	28.8	..
ATSI	18.4	45.7	28.9	7.0	..
Rural (c)	5.4	29.5	37.1	28.0	..
Nonrural (c)	6.2	31.1	37.5	25.2	..
Disadvantaged (c)	10.2	38.9	34.3	16.7	..
Nondisadvantaged (c)	5.3	29.3	38.1	27.3	..
Isolated (c)	6.5	31.3	37.6	24.6	..
Non-isolated (c)	5.8	30.5	37.4	26.3	..
Year 3 English — writing					
All Students	3.8	22.1	46.3	27.9	..
Boys	5.4	27.9	46.7	20.1	..
Girls	2.1	16.2	45.9	35.8	..
LBOTE	4.8	24.7	44.8	25.7	..
ESB	3.6	21.4	46.6	28.4	..
ATSI	17.7	41.4	31.8	9.2	..
Rural (c)	4.0	21.3	48.0	26.7	..
Nonrural (c)	4.4	23.8	45.7	26.1	..
Disadvantaged (c)	8.3	30.9	43.2	17.6	..
Nondisadvantaged (c)	3.6	22.0	46.6	27.8	..
Isolated (c)	4.4	23.6	46.9	25.0	..
Non-isolated (c)	4.2	23.3	45.5	27.0	..

(a) CSF = Curriculum and Standards Framework. The Victorian Learning Assessment Project reports the proportions of students in years 3 and 5 who reach CSF levels expected at various points in schooling. Level 1 is the standard expected for students on completion of the first (preparatory) year of schooling; level 2 covers to the end of year 2; level 3 covers to the end of year 4; level 4 covers to the end of year 6; and level 5 covers to the end of year 8. Level 5 was not applicable for year 3 students and level 1 was not applicable for year 5 students. Year 3 and 5 results cannot be compared.

(b) The data in this table are based on non-interpolated results and may not be comparable to other published data. Data published elsewhere may be based on interpolated results. Interpolation is a statistical process that attempts to estimate the 'true' proportion of students that achieve a given level of achievement. It can be used in cases where the data collection instrument used does not provide a true assessment of every possible level of achievement.

(c) Based on government schools only.

na Not available. .. Not applicable.

Source: Victorian Government.

Table 3A.56

**Victoria****Table 3A.56 Learning Assessment Project, year 3 mathematics, 2001 (per cent of students achieving each CSF level) (a), (b)**

	<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 Mathematics					
All students	4.7	41.9	39.7	13.8	..
Boys	4.7	39.5	40.7	15.2	..
Girls	4.7	44.3	38.7	12.3	..
LBOTE	6.5	43.1	35.8	14.5	..
ESB	4.3	41.6	40.6	13.6	..
ATSI	17.9	58.7	19.4	3.9	..
Rural (c)	4.2	40.9	41.1	13.8	..
Nonrural (c)	5.2	43.0	39.0	12.8	..
Disadvantaged (c)	9.0	49.9	32.4	8.8	..
Nondisadvantaged (c)	4.3	41.3	40.6	13.8	..
Isolated (c)	5.1	43.7	39.1	12.1	..
Non-isolated (c)	5.0	42.0	39.4	13.6	..
Year 3 Mathematics — number					
All students	5.1	53.7	22.6	18.7	..
Boys	4.7	50.2	23.9	21.2	..
Girls	5.5	57.2	21.3	16.1	..
LBOTE	5.5	51.6	20.4	22.5	..
ESB	5.0	54.1	23.1	17.8	..
ATSI	17.3	64.1	11.9	6.7	..
Rural (c)	5.4	53.7	23.0	17.9	..
Nonrural (c)	5.5	54.4	22.4	17.7	..
Disadvantaged (c)	8.5	59.4	18.6	13.5	..
Nondisadvantaged (c)	4.9	53.3	23.2	18.5	..
Isolated (c)	6.0	56.0	22.1	16.0	..
Non-isolated (c)	5.1	53.0	22.8	19.0	..

(a) CSF = Curriculum and Standards Framework. The Victorian Learning Assessment Project reports the proportions of students in years 3 and 5 who reach CSF levels expected at various points in schooling. Level 1 is the standard expected for students on completion of the first (preparatory) year of schooling; level 2 covers to the end of year 2; level 3 covers to the end of year 4; level 4 covers to the end of year 6; and level 5 covers to the end of year 8. Level 5 was not applicable for year 3 students and level 1 was not applicable for year 5 students. Year 3 and 5 results cannot be compared.

(b) The data in this table are based on non-interpolated results and may not be comparable to other published data. Data published elsewhere may be based on interpolated results. Interpolation is a statistical process that attempts to estimate the 'true' proportion of students that achieve a given level of achievement. It can be used in cases where the data collection instrument used does not provide a true assessment of every possible level of achievement.

(c) Based on government schools only.

.. Not applicable.

Source: Victorian Government.

Table 3A.57

**Victoria****Table 3A.57 Learning Assessment Project, year 5 English, 2001 (per cent of students achieving each CSF level) (a), (b)**

	<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 5 English— reading					
All students	..	6.2	36.9	29.0	28.0
Boys	..	7.9	40.0	27.6	24.4
Girls	..	4.3	33.7	30.3	31.6
LBOTE	..	8.0	44.8	28.0	19.2
ESB	..	5.7	35.1	29.2	30.0
ATSI	..	18.6	53.0	20.6	7.8
Rural (c)	..	6.8	37.1	29.7	26.4
Nonrural (c)	..	7.3	39.4	27.6	25.7
Disadvantaged (c)	..	12.4	48.6	23.3	15.8
Nondisadvantaged (c)	..	6.2	37.3	28.8	27.7
Isolated (c)	..	7.7	38.9	28.3	25.1
Non-isolated (c)	..	6.9	39.1	27.6	26.4
Year 5 English — writing					
All students	..	6.4	41.4	25.9	26.4
Boys	..	9.5	49.3	23.5	17.7
Girls	..	3.2	33.2	28.3	35.3
LBOTE	..	7.3	43.8	24.8	24.0
ESB	..	6.2	40.8	26.1	26.9
ATSI	..	22.2	55.1	14.5	8.1
Rural (c)	..	7.1	42.8	26.0	24.1
Nonrural (c)	..	7.6	43.0	25.0	24.4
Disadvantaged (c)	..	12.1	50.2	21.3	16.3
Nondisadvantaged (c)	..	6.7	41.6	25.9	25.8
Isolated (c)	..	8.3	44.2	25.0	22.5
Non-isolated (c)	..	7.0	42.0	25.3	25.7

(a) CSF = Curriculum and Standards Framework. The Victorian Learning Assessment Project reports the proportions of students in years 3 and 5 who reach CSF levels expected at various points in schooling. Level 1 is the standard expected for students on completion of the first (preparatory) year of schooling; level 2 covers to the end of year 2; level 3 covers to the end of year 4; level 4 covers to the end of year 6; and level 5 covers to the end of year 8. Level 5 was not applicable for year 3 students and level 1 was not applicable for year 5 students. Year 3 and 5 results cannot be compared.

(b) The data in this table are based on non-interpolated results and may not be comparable to other published data. Data published elsewhere may be based on interpolated results. Interpolation is a statistical process that attempts to estimate the 'true' proportion of students that achieve a given level of achievement. It can be used in cases where the data collection instrument used does not provide a true assessment of every possible level of achievement.

(c) Based on government schools only.

.. Not applicable.

Source: Victorian Government.

Table 3A.58

**Victoria****Table 3A.58 Learning Assessment Project, year 5 mathematics, 2001 (per cent of students achieving each CSF level) (a), (b)**

	<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 5 Mathematics					
All students	..	3.1	28.4	55.2	13.3
Boys	..	3.0	27.3	54.3	15.3
Girls	..	3.2	29.4	56.2	11.2
LBOTE	..	4.6	31.0	50.4	13.9
ESB	..	2.8	27.7	56.4	13.2
ATSI	..	10.9	50.0	36.3	2.8
Rural (c)	..	3.1	28.9	55.2	12.8
Nonrural (c)	..	3.6	29.9	53.8	12.7
Disadvantaged (c)	..	6.6	37.3	48.2	7.9
Nondisadvantaged (c)	..	3.0	28.3	55.1	13.6
Isolated (c)	..	3.6	31.2	53.5	11.7
Non-isolated (c)	..	3.5	28.6	54.4	13.5
Year 5 Mathematics — number					
All students	..	12.6	35.7	38.8	12.9
Boys	..	12.4	33.9	38.6	15.1
Girls	..	12.9	37.6	39.0	10.6
LBOTE	..	12.9	34.3	37.6	15.2
ESB	..	12.5	36.0	39.1	12.4
ATSI	..	30.3	43.6	23.3	2.8
Rural (c)	..	13.9	36.1	37.9	12.1
Nonrural (c)	..	13.9	36.8	37.1	12.2
Disadvantaged (c)	..	20.1	39.4	32.6	7.9
Nondisadvantaged (c)	..	12.7	36.2	38.1	13.0
Isolated (c)	..	15.0	37.6	36.8	10.6
Non-isolated (c)	..	13.1	36.1	37.5	13.4

(a) CSF = Curriculum and Standards Framework. The Victorian Learning Assessment Project reports the proportions of students in years 3 and 5 who reach CSF levels expected at various points in schooling. Level 1 is the standard expected for students on completion of the first (preparatory) year of schooling; level 2 covers to the end of year 2; level 3 covers to the end of year 4; level 4 covers to the end of year 6; and level 5 covers to the end of year 8. Level 5 was not applicable for year 3 students and level 1 was not applicable for year 5 students. Year 3 and 5 results cannot be compared.

(b) The data in this table are based on non-interpolated results and may not be comparable to other published data. Data published elsewhere may be based on interpolated results. Interpolation is a statistical process that attempts to estimate the 'true' proportion of students that achieve a given level of achievement. It can be used in cases where the data collection instrument used does not provide a true assessment of every possible level of achievement.

(c) Based on government schools only.

.. Not applicable.

Source: Victorian Government.

# Single jurisdiction data — Queensland

Table 3A.59

**Queensland****Table 3A.59 Students, staff and schools — government schools**

	<i>Unit</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	no.	415 263	421 037	425 876	430 402	435 095
Primary	no.	267 147	270 434	273 710	278 190	282 143
Secondary	no.	148 116	150 603	152 166	152 212	152 952
Staff (b)	FTE	36 921	37 702	40 769	43 391	44 170
Primary	FTE	20 704	21 110	21 063	24 440	25 200
Secondary	FTE	14 345	14 578	17 803	17 316	17 240
Not active in schools	FTE	1 872	2 014	1 903	1 635	1 731
Schools	no.	1 309	1 307	1 300	1 297	1 293
Primary	no.	996	995	991	985	981
Secondary	no.	187	189	184	188	187
Combined (c)	no.	73	72	75	75	76
Special	no.	53	51	50	49	49

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.60

**Queensland**

Table 3A.60

**Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	3 129 769	3 368 107	3 407 374
Total employee related expenditure	2 042 806	2 203 046	2 360 236
In-school primary	1 751 834	1 875 384	1 887 822
Total employee related expenditure	1 122 432	1 219 359	1 308 687
Teachers	902 695	969 719	1 046 641
Other staff (f)	219 737	249 640	262 046
Other operating expenses (g)	361 275	374 083	323 380
Capital charge	198 798	203 907	191 806
Depreciation	69 329	78 035	63 949
In-school secondary	1 214 501	1 296 796	1 295 127
Total employee related expenditure	819 507	868 161	926 386
Teachers	677 502	707 545	751 347
Other staff (f)	142 005	160 616	175 039
Other operating expenses (g)	237 052	263 253	219 335
Capital charge	112 225	115 109	108 277
Depreciation	45 717	50 273	41 129
Out of school	163 434	195 927	224 425
Total employee related expenditure	100 867	115 526	125 163
Teachers	–	–	–
Other staff (f)	100 867	115 526	125 163
Other operating expenses (g)	56 921	71 943	92 917
Capital charge	–	–	–
Depreciation	5 646	8 458	6 345

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically included: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax; and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.



Table 3A.61

**Queensland****Table 3A.61 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates					
From year 8 to year 10					
All students	98.1	97.7	98.4	99.9	99.5
Indigenous students	na	na	86.6	87.8	85.7
From year 10 to year 12					
All students	na	73.0	73.2	73.9	74.8
Indigenous students	na	na	54.9	55.5	55.7
Student body mix					
LBOTE (a)	12.1	12.1	12.1	12.1	11.0
Indigenous students	5.5	5.8	6.1	6.3	6.5
Students with disabilities (b)	2.2	2.3	2.8	3.0	3.3
Seniority profile (c)	11.4	11.8	12.3	12.2	12.1
Government students as % of all students	72.2	72.0	72.2	71.4	71.2

(a) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.62

**Queensland****Table 3A.62 Non-government schools (per cent)**

	<i>2000</i>	<i>2001</i>
Apparent retention rates		
From year 8 to year 10		
All students	100.8	101.2
Indigenous students	na	na
From year 10 to year 12		
All students	87.8	89.1
Indigenous students	72.1	75.0
Student body mix		
LBOTE (a)	na	14.6
Indigenous students	2.2	2.3
Students with disabilities (b)	1.4	1.3
Seniority profile (c)	18.3	18.2
Non-government students as % of all students	28.6	28.8

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

*Source:* ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.63

**Queensland****Table 3A.63 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates					
Participation (15–19)	45.3	45.9	46.2	46.0	45.6
Participation age 15 years	89.6	89.3	89.8	91.5	91.3
Participation age 16 years	78.6	79.0	79.7	80.6	82.5
Participation age 17 years	47.7	49.0	50.8	51.1	50.6
Participation age 18 years	6.7	6.6	6.7	6.1	5.8
Participation age 19 years	1.4	1.3	1.3	1.1	1.0
Apparent retention rates					
From year 8 to year 10					
All students	99.0	98.3	99.0	100.3	100.1
Indigenous students	na	na	88.0	92.5	91.9
From year 10 to year 12					
All students	77.9	77.7	78.3	78.7	79.7
Indigenous students	na	na	56.5	58.6	59.1
Student body mix					
LBOTE (a)	13.4	13.4	13.4	13.4	12.2
Indigenous students	4.5	4.8	5.0	5.1	5.3
Students with disabilities (b)	2.0	2.0	2.4	2.5	2.8
Seniority profile (c)	13.1	13.5	13.8	13.9	13.9

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.64

**Queensland****Table 3A.64 Value of capital stock — government schools (\$'000) (a)**

	1996-97	1997-98	1998-99	1999-2000	2000-01
Land	na	na	984 159	992 909	1 164 749
Buildings	na	na	3 978 804	4 079 019	4 338 477
Equipment	na	na	271 364	77 488	79 767
<b>Total assets</b>	<b>5 100 000</b>	<b>5 230 000</b>	<b>5 234 327</b>	<b>5 149 416</b>	<b>5 582 993</b>
Annual depreciation	na	na	156 402	138 538	113 095
Total assets less depreciation	na	na	5 077 925	5 010 878	5 469 898

(a) Table 3A.32 contains information on the treatment of assets.

na Not available.

Source: Queensland Government.

Table 3A.65

**Queensland**

Table 3A.65

**Total government expenditure per student,  
government schools (\$/FTE student) (a)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>6 630</b>	<b>7 097</b>	<b>7 154</b>
Total employee related	4 805	5 128	5 434
In-school primary	5 708	6 057	6 051
Total employee related	4 125	4 419	4 669
Teachers	3 318	3 514	3 734
Other staff (b)	808	905	935
Other operating expenses (c)	1 328	1 356	1 154
Depreciation	255	283	228
In-school secondary	7 206	7 691	7 703
Total employee related	5 357	5 650	6 012
Teachers	4 429	4 605	4 876
Other staff (b)	928	1 045	1 136
Other operating expenses (c)	1 550	1 713	1 424
Depreciation	299	327	267
Out of school	384	456	517
Total employee related	237	269	288
Teachers	–	–	–
Other staff (b)	237	269	288
Other operating expenses (c)	134	167	214
Depreciation	13	20	15

(a) Capital charges excluded from this table.

(b) Includes redundancy payments.

(c) Includes grants and subsidies.

– Nil or rounded to zero. **FTE** = full time equivalent.

Source: MCEETYA (unpublished), National Schools Statistics Collection 2001;  
ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.66

## Queensland

Table 3A.66

## Student to staff ratios for primary and secondary schools by location — government schools (a), (b)

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
<i>1997</i>				
In-school primary				
all schools	17.2	17.1	95.6	83.8
In-school secondary				
all schools	13.8	13.2	81.8	67.8
<i>1998</i>				
In-school primary				
all schools	17.9	17.0	56.4	54.9
In-school secondary				
all schools	13.9	13.3	41.6	38.6
<i>1999</i>				
In-school primary				
all schools	16.4	15.8	71.0	61.7
In-school secondary				
all schools	15.0	11.8	32.3	26.5
<i>2000</i>				
In-school primary				
1–100	13.4	14.5	19.6	15.6
101–300	15.5	14.9	29.7	29.8
301–500	16.5	15.8	38.4	33.6
501–1000	17.7	17.3	47.1	39.9
1000+	18.7	18.5	56.0	50.9
all schools	17.1	16.2	41.2	35.5
In-school secondary				
1–100	6.9	9.5	6.5	14.8
101–300	12.7	9.5	23.7	17.3
301–500	10.6	11.3	29.7	25.6
501–1000	12.8	13.0	31.5	32.0
1000+	14.5	14.2	49.4	41.2
all schools	13.4	13.1	37.9	33.5
<i>2001</i>				
In-school primary				
1–100	13.4	13.6	19.7	16.0
101–300	15.5	14.7	29.7	29.1
301–500	16.4	15.8	40.8	37.8
501–1000	17.7	17.1	54.6	45.8
1000+	18.1	17.6	60.9	58.4
all schools	17.0	16.1	45.4	35.5
In-school secondary				
1–100	5.3	6.6	3.7	8.6
101–300	11.9	9.3	11.7	16.2

Table 3A.66

**Queensland**

Table 3A.66

**Student to staff ratios for primary and secondary schools by location — government schools (a), (b)**

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
301–500	10.7	11.1	20.4	22.4
501–1000	12.1	12.5	28.5	29.3
1000+	14.3	14.0	42.5	39.4
all schools	13.1	12.8	32.6	31.1

(a) All student and staff data are sourced from the annual National School Statistics Collection (NSSC).

Student full time equivalent enrolments are used in these calculations. All staff are "In-school" staff.

Staff are classified as teaching staff or non-teaching staff as per NSSC definitions.

(b) Changes to the Human Resource Management System have resulted in more accurate tracking of temporary teacher appointments in 1999 and have contributed to the lower student teacher ratios. (i) From 1998, the allocation of non-teaching staff to school locations has been based on actual staffing information. (ii) Prior to 1998, the allocation of non-teaching staff to school locations was based on a combination of actual staffing and entitlement staffing information. (iii) For combined primary-secondary schools, non-teaching staff data were notionally allocated to primary/secondary based on the allocation of teaching staff to primary and secondary.

Source: Queensland Government.

Table 3A.67

## Queensland

## Student to staff ratios for combined and special schools by location — government schools (a)

Table 3A.67

School type and no. of students	Teaching staff		Non-teaching staff	
	Metro	Nonmetro	Metro	Nonmetro
<i>2000</i>				
In-school combined schools				
1–100	..	8.2	..	11.6
101–300	..	10.5	..	17.1
301–500	..	12.0	..	20.5
501–1000	..	13.2	..	26.9
1000+	14.2	..	28.8	..
all schools	14.2	11.0	28.8	18.2
In-school special schools (b)				
1–100	4.0	3.5	3.9	3.2
101–300	6.3	..	4.9	..
all schools	4.3	3.5	4.0	3.2
<i>2001</i>				
In-school combined schools				
1–100	..	7.4	..	10.2
101–300	..	9.8	..	19.6
301–500	..	11.7	..	22.9
501–1000	..	13.4	..	31.8
1000+	10.9	14.9	23.9	43.7
all schools	10.9	10.8	23.9	21.5
In-school special schools (b)				
1–100	3.9	4.2	3.3	3.3
101–300	5.7	4.5	5.2	3.3
all schools	4.3	4.2	3.7	3.3

(a) All student and staff data are sourced from the annual National School Statistics Collection (NSSC).

Student full time equivalent enrolments are used in these calculations. All staff are "In-school" staff. Staff are classified as teaching staff or non-teaching staff as per NSSC definitions.

(b) There were no special schools with more than 300 students.

Source: Queensland Government.



Table 3A.68

**Queensland**

Table 3A.68

**Student staff ratios by degree of socioeconomic disadvantage  
— government schools**

School type/year	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
<i>In-school primary</i>			
1999-2000			
Teaching staff	13.0	15.6	17.4
Non-teaching staff	21.3	32.5	44.1
2000-01			
Teaching staff	17.1	16.1	14.6
Non-teaching staff	51.0	36.4	26.0
<i>In-school secondary</i>			
1999-2000			
Teaching staff	8.4	12.4	12.5
Non-teaching staff	15.4	31.3	35.9
2000-01			
Teaching staff	13.4	12.7	11.2
Non-teaching staff	35.8	31.1	24.0

Source: Queensland Government

Table 3A.69

## Queensland

Table 3A.69

## Years 3, 5 and 7 tests, government schools (mean score), 2001

	<i>All students</i>	<i>Male</i>	<i>Female</i>	<i>Rural</i>	<i>Urban</i>	<i>NESB (a)</i>	<i>ATSI (b)</i>
Year 3 Literacy Test							
Reading	513	506	521	503	517	490	457
Viewing	na	na	na	na	na	na	na
Writing	512	489	536	502	516	496	447
Spelling	520	505	537	507	526	519	460
Year 3 Numeracy Test							
Number	528	539	517	520	532	516	468
Data (including measurement)	536	536	536	533	537	508	475
Space	536	533	540	536	537	522	499
Year 5 Literacy Test							
Reading	615	606	624	608	618	586	561
Viewing	na	na	na	na	na	na	na
Writing	616	596	637	610	619	597	560
Spelling	611	595	628	601	615	609	559
Year 5 Numeracy Test							
Number	581	587	576	575	584	552	507
Data (including measurement)	588	592	586	586	590	549	515
Space	590	590	591	590	590	565	537
Year 7 Literacy Test							
Reading	685	678	692	678	688	655	621
Viewing	na	na	na	na	na	na	na
Writing	678	653	704	669	682	655	612
Spelling	689	668	711	678	694	684	624
Year 7 Numeracy Test							
Number	673	676	671	666	676	651	587
Data (including measurement)	676	682	671	672	678	644	593
Space	672	673	672	670	673	642	600

(a) NESB (non-English speaking background): either parent/caregiver speaks a language other than English at home.

(b) ATSI (Aboriginal and Torres Strait Islander): a student who identifies as being of an Aboriginal and/or Torres Strait Islander background.

na Not available.

Source: Queensland Government.

# Single jurisdiction data — WA

Table 3A.70

**Western Australia****Table 3A.70 Students, staff and schools — government schools**

	<i>Unit</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	no.	226 075	226 583	227 232	225 767	224 296
Primary	no.	145 088	144 942	144 746	144 087	142 527
Secondary	no.	80 987	81 641	82 486	81 680	81 769
Staff (b)	FTE	19 448	19 712	20 568	20 761	20 845
Primary	FTE	10 435	10 468	11 058	11 379	11 246
Secondary	FTE	8 182	8 347	8 569	8 493	8 606
Not active in schools	FTE	831	896	941	888	993
Schools	no.	767	764	765	766	769
Primary	no.	516	511	512	517	516
Secondary	no.	96	97	97	95	96
Combined (c)	no.	93	94	92	88	89
Special	no.	62	62	64	66	68

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.71

**Western Australia**

Table 3A.71

**Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	1 463 258	1 543 375	1 644 214
Total employee related expenditure	1 089 981	1 151 295	1 211 056
In-school primary	728 925	787 783	848 059
Total employee related expenditure	562 041	601 772	634 287
Teachers	469 114	495 229	521 738
Other staff (f)	92 927	106 543	112 549
Other operating expenses (g)	145 251	162 615	175 536
Capital charge	–	–	–
Depreciation	21 633	23 396	38 236
In-school secondary	617 698	642 946	676 959
Total employee related expenditure	469 659	490 092	512 284
Teachers	392 932	408 422	425 352
Other staff (f)	76 727	81 670	86 932
Other operating expenses (g)	125 952	131 894	137 859
Capital charge	–	–	–
Depreciation	22 087	20 960	26 816
Out of school	116 635	112 646	119 196
Total employee related expenditure	58 281	59 431	64 485
Teachers	–	–	–
Other staff (f)	58 281	59 431	64 485
Other operating expenses (g)	56 698	51 727	53 059
Capital charge	–	–	–
Depreciation	1 656	1 488	1 652

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax (WA is payroll tax exempt); and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.

Table 3A.72

**Western Australia****Table 3A.72 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates					
From year 8 to year 10					
All students	98.1	98.2	98.3	99.0	100.0
Indigenous students	na	na	85.5	84.1	84.9
From year 10 to year 12					
All students	na	67.6	67.8	67.3	67.0
Indigenous students	na	na	23.6	26.9	21.0
Student body mix					
LBOTE (a)	17.1	17.1	17.1	17.1	15.3
Indigenous students	5.6	5.9	6.1	6.3	6.4
Students with disabilities (b)	2.9	2.9	3.0	4.0	4.3
Seniority profile (c)	11.5	11.6	12.0	12.1	12.3
Government students as % of all students	72.7	72.2	72.2	71.0	70.3

(a) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.73

**Western Australia****Table 3A.73 Non-government schools (per cent)**

	<i>2000</i>	<i>2001</i>
Apparent retention rates		
From year 8 to year 10		
All students	101.2	102.3
Indigenous students	na	na
From year 10 to year 12		
All students	80.2	81.9
Indigenous students	34.3	60.8
Student body mix		
LBOTE (a)	na	24.1
Indigenous students	3.3	3.3
Students with disabilities (b)	1.3	1.3
Seniority profile (c)	16.7	16.9
Non-government students as % of all students	29.0	29.7

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

*Source:* ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.74

**Western Australia****Table 3A.74 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates					
Participation (15–19)	42.8	42.8	43.0	42.7	42.9
Participation age 15 years	91.4	90.4	90.8	91.4	90.6
Participation age 16 years	74.1	75.2	74.9	75.0	76.9
Participation age 17 years	39.9	39.2	40.4	40.2	40.6
Participation age 18 years	5.9	5.3	5.3	5.3	5.4
Participation age 19 years	1.7	1.5	1.4	1.2	1.5
Apparent retention rates					
From year 8 to year 10					
All students	100.0	99.7	100.1	99.7	100.8
Indigenous students	na	na	86.5	85.8	89.7
From year 10 to year 12					
All students	72.8	71.8	71.5	71.6	71.9
Indigenous students	na	na	24.5	28.1	26.9
Student body mix					
LBOTE (a)	20.2	20.2	20.2	20.2	18.0
Indigenous students	5.0	5.1	5.3	5.4	5.5
Students with disabilities (b)	2.4	2.4	2.5	3.0	3.2
Seniority profile (c)	12.9	13.0	13.3	13.4	13.7

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).



Table 3A.75

**Western Australia****Table 3A.75 Value of capital stock — government schools (\$'000) (a)**

	1996-1997	1997-1998	1998-1999	1999-2000	2000-01
Land	na	na	na	861 679	855 363
Buildings	na	na	na	2 677 679	2 802 356
Equipment	na	na	na	45 103	58 738
<b>Total assets</b>	<b>3 516 039</b>	<b>3 434 481</b>	<b>3 480 954</b>	<b>3 584 461</b>	<b>3 716 457</b>
Annual depreciation	na	na	na	50 125	67 760
Total assets less depreciation	na	na	na	3 534 336	3 648 697

(a) Table 3A.32 contains information on the treatment of assets.

na Not available.

Source: WA Government.

Table 3A.76

**Western Australia**

Table 3A.76

**Total government expenditure per student,  
government schools (\$/FTE student) (a)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>6 415</b>	<b>6 779</b>	<b>7 561</b>
Total employee related	4 779	5 057	5 647
In-school primary	5 032	5 455	6 162
Total employee related	3 880	4 167	4 670
Teachers	3 239	3 429	3 841
Other staff (b)	642	738	829
Other operating expenses (c)	1 003	1 126	1 225
Depreciation	149	162	267
In-school secondary	7 420	7 722	8 499
Total employee related	5 641	5 886	6 514
Teachers	4 720	4 905	5 409
Other staff (b)	922	981	1 105
Other operating expenses (c)	1 513	1 584	1 662
Depreciation	265	252	323
Out of school	511	495	543
Total employee related	256	261	301
Teachers	–	–	–
Other staff (b)	256	261	301
Other operating expenses (c)	249	227	234
Depreciation	7	7	7

(a) Includes estimated payroll tax.

(b) Includes redundancy payments.

(c) Includes grants and subsidies.

– Nil or rounded to zero. **FTE** = full time equivalent.

Source: MCEETYA (unpublished), National Schools Statistics Collection 2001;  
ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.77

## Western Australia

Table 3A.77

## Student to staff ratios for primary and secondary schools by location — government schools

School type and no. of students	Teaching staff		Non-teaching staff	
	Metro	Nonmetro	Metro	Nonmetro
<i>1997</i>				
In-school primary				
1–100	15.6	11.6	28.3	21.9
101–300	17.4	16.2	47.7	37.0
301–500	19.9	19.6	60.5	55.8
501–1000	21.5	20.8	75.1	63.6
1000+	..	..	..	..
In-school secondary				
1–100	..	7.9	..	2.9
101–300	..	9.0	..	12.7
301–500	12.2	11.2	49.5	32.6
501–1000	13.0	13.4	60.3	59.9
1000+	14.5	13.7	84.5	72.3
<i>1998</i>				
In-school primary				
1–100	13.0	11.7	25.6	22.8
101–300	17.4	16.4	46.2	39.2
301–500	19.7	18.9	57.0	52.6
501–1000	21.2	20.8	70.0	60.7
1000+	..	..	..	..
In-school secondary				
1–100	..	7.5	..	2.6
101–300	9.2	9.5	27.3	15.5
301–500	11.0	10.7	45.4	38.9
501–1000	12.9	13.2	63.6	62.2
1000+	14.0	13.2	87.7	73.5
<i>1999</i>				
In-school primary				
1–100	13.2	10.6	22.6	16.5
101–300	17.2	16.1	40.8	33.5
301–500	19.4	19.3	50.5	43.0
501–1000	20.8	20.3	59.8	53.6
1000+	..	..	..	..
In-school secondary				
1–100	4.3	7.3	6.8	3.0
101–300	8.5	9.1	26.2	16.5
301–500	9.7	11.0	29.6	31.2
501–1000	13.0	13.0	55.9	57.1
1000+	14.1	13.8	76.7	66.8

Table 3A.77

**Western Australia**

Table 3A.77

**Student to staff ratios for primary and secondary schools by location — government schools**

2000

## In-school primary

1–100	12.9	11.1	20.7	16.5
101–300	17.1	15.5	39.5	29.9
301–500	19.4	18.8	48.5	39.9
501–1000	20.8	20.3	55.9	51.8
1000+	..	..	..	..
all schools	18.6	16.7	45.2	32.8

## In-school secondary

1–100	..	6.7	..	3.0
101–300	12.2	9.3	25.3	16.5
301–500	9.8	11.1	28.4	31.4
501–1000	13.0	13.0	55.3	53.2
1000+	14.2	13.0	76.6	61.0
all schools	13.4	12.3	62.1	38.8

2001

## In-school primary

1–100	12.0	10.8	20.1	15.5
101–300	17.0	15.6	38.5	27.3
301–500	19.3	18.8	49.5	39.6
501–1000	20.6	19.9	59.5	50.1
1000+	..	..	..	..
all schools	18.4	16.5	45.2	30.9

## In-school secondary

1–100	..	7.5	..	3.3
101–300	12.7	9.6	28.6	16.3
301–500	10.0	11.6	30.5	35.0
501–1000	13.0	12.9	56.1	50.5
1000+	13.8	12.9	76.2	58.2
all schools	13.3	12.3	62.4	37.7

.. Not applicable.

Source: WA Government.

Table 3A.78

## Western Australia

Student to staff ratios for combined and special schools  
by location — government schools (a)

Table 3A.78

School type and no. of students	Teaching staff		Non-teaching staff	
	Metro	Nonmetro	Metro	Nonmetro
<b>1997</b>				
In-school combined schools				
1–100	..	..	..	..
101–300	..	11.7	..	27.1
301–500	15.7	13.6	60.8	48.2
501–1000	15.0	14.8	60.4	43.9
1000+	15.6	..	93.0	..
In-school special schools (b)				
1–100	5.6	6.1	5.7	6.5
101–300	..	..	..	..
<b>1998</b>				
In-school combined schools				
1–100	..	10.1	..	32.5
101–300	..	11.0	..	26.7
301–500	14.9	13.6	50.3	47.6
501–1000	15.0	15.7	52.9	46.3
1000+	14.6	..	101.7	..
In-school special schools (b)				
1–100	5.5	6.1	5.6	6.4
101–300	..	..	..	..
<b>1999</b>				
In-school combined schools				
1–100	..	12.9	..	18.6
101–300	..	11.2	..	24.8
301–500	15.6	13.7	49.1	41.5
501–1000	15.2	15.5	43.1	44.2
1000+	14.2	..	67.8	..
In-school special schools (b)				
1–100	5.1	5.3	5.6	6.1
101–300	7.0	..	16.2	..
<b>2000</b>				
In-school combined schools				
1–100	..	..	..	..
101–300	..	10.7	..	23.6
301–500	16.2	13.3	43.9	36.3
501–1000	14.9	14.0	41.8	30.3
1000+	14.8	..	60.6	..
all schools	15.1	11.8	50.9	27.4

Table 3A.78

**Western Australia****Student to staff ratios for combined and special schools  
by location — government schools (a)**

Table 3A.78

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
In-school special schools (b)				
1–100 (b)	5.0	5.3	5.6	5.4
101–300	6.8	..	16.4	..
all schools	5.1	5.3	5.8	5.4
2001				
In-school combined schools				
1–100	..	7.9	..	13.8
101–300	..	10.5	..	21.4
301–500	15.9	13.1	41.9	36.8
501–1000	14.9	14.8	43.6	27.1
1000+	14.6	..	59.5	..
all schools	15.0	11.5	49.2	25.1
In-school special schools (b)				
1–100 (b)	5.1	5.2	5.0	5.5
101–300	6.9	..	14.7	..
all schools	5.4	5.2	5.8	5.5

(a) Data for previous years are published in previous reports.

(b) There were no special schools with more than 300 students.

.. Not applicable.

Source: WA Government.

Table 3A.79

**Western Australia**

Table 3A.79

**Monitoring Standards, English, (per cent of students achieving at or above the specified level), 2001**

	<i>Year 3</i>	<i>Year 7</i>	<i>Year 10</i>
	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Reading			
Female students	99	98	93
Male students	99	97	83
Aboriginal students (a)	95	81	70
LBOTE students (b)	99	94	75
Writing			
Female students	95	96	92
Male students	90	88	82
Aboriginal students (a)	70	68	70
LBOTE students (b)	91	90	82
Viewing			
Female students	96	88	74
Male students	93	80	58
Aboriginal students (a)	76	56	42
LBOTE students (b)	94	74	54

(a) Aboriginal students includes Aboriginal and Torres Strait Islander students.

(b) Students with a Language Background other than English (LBOTE) are those who answered 'yes' to the question 'Does anyone in your home usually speak in a language other than English?'.

Source: WA Government.

Table 3A.80

**Western Australia****Table 3A.80 Monitoring Standards, English, (per cent of students achieving at or above the specified level) (a)**

	<i>Year 3</i>	<i>Year 7</i>	<i>Year 10</i>
	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
English			
Reading			
1992	94	94	92
1995	91	95	88
1997	92	95	90
1999	95	93	87
2001	99	97	88
Writing			
1992	99	99	91
1995	97	99	93
1997	98	98	97
1999	97	89	93
2001	92	92	87

(a) Learning outcomes for reading and writing are collected every two years.

Source: WA Government.



Table 3A.81

**Western Australia**

Table 3A.81

**Monitoring Standards, mathematics, (per cent of students achieving at or above the specified level), 2000**

	<i>Year 7</i>	<i>Year 10</i>
	<i>Level 3</i>	<i>Level 4</i>
Number		
Female students	87	73
Male students	88	70
Aboriginal students (a)	56	35
LBOTE students (b)	74	52
Space		
Female students	71	50
Male students	73	50
Aboriginal students (a)	38	20
LBOTE students (b)	53	38
Chance and data		
Female students	89	68
Male students	89	66
Aboriginal students (a)	62	36
LBOTE students (b)	74	47
Measurement		
Female students	86	63
Male students	84	65
Aboriginal students (a)	54	36
LBOTE students (b)	71	56
Working mathematically		
Female students	91	71
Male students	92	77
Aboriginal students (a)	63	42
LBOTE students (b)	78	69

(a) Aboriginal students includes Aboriginal and Torres Strait Islander students.

(b) Students with a Language Background other than English (LBOTE) are those who answered 'yes' to the question 'Does anyone in your home usually speak in a language other than English?'.

Source: WA Government.

Table 3A.82

**Western Australia****Table 3A.82 Monitoring Standards, mathematics (per cent of students achieving at or above specified level) (a)**

	<i>Year 3</i>	<i>Year 7</i>	<i>Year 10</i>
	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<b>Mathematics</b>			
<b>Number</b>			
1992	89	89	82
1996	90	93	91
1998	89	92	87
2000	na	88	72
<b>Space</b>			
1992	74	77	52
1996	76	78	62
1998	79	74	59
2000	na	72	50
<b>Chance and data</b>			
1992	98	96	73
1996	96	97	81
1998	89	94	83
2000	na	89	67
<b>Measurement</b>			
1992	84	88	75
1996	84	95	75
1998	77	93	82
2000	na	85	64

(a) Learning outcomes for mathematics are collected every two years.

na Not available.

Source: WA Government.

# Single jurisdiction data — SA

Table 3A.83

**South Australia****Table 3A.83 Students, staff and schools — government schools**

	<i>Units</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	no.	176 511	176 332	176 303	174 177	172 840
Primary	no.	118 812	117 708	116 647	115 387	114 264
Secondary	no.	57 699	58 624	59 656	58 790	58 576
Staff (b)	FTE	16 223	16 495	16 565	16 686	16 739
Primary	FTE	9 124	9 218	9 234	9 043	9 139
Secondary	FTE	6 305	6 460	6 461	6 682	6 636
Not active in schools	FTE	794	818	870	961	965
Schools	no.	641	630	628	621	611
Primary	no.	472	465	460	452	441
Secondary	no.	79	77	76	75	73
Combined (c)	no.	69	68	72	74	77
Special	no.	21	20	20	20	20

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

*Source:* ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.84

**South Australia****Table 3A.84 Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	1 248 082	1 301 355	1 430 353
Total employee related expenditure	921 524	951 042	1 043 875
In-school primary	688 800	705 001	791 572
Total employee related expenditure	509 947	507 920	565 587
Teachers	414 455	415 319	449 669
Other staff (f)	95 492	92 601	115 918
Other operating expenses (g)	149 050	165 828	196 140
Capital charge	–	–	–
Depreciation	29 803	31 253	29 845
In-school secondary	480 296	506 764	547 314
Total employee related expenditure	364 829	387 525	421 045
Teachers	301 445	321 755	335 118
Other staff (f)	63 384	65 770	85 927
Other operating expenses (g)	98 151	101 084	108 950
Capital charge	–	–	–
Depreciation	17 316	18 155	17 319
Out of school	78 986	89 590	91 467
Total employee related expenditure	46 748	55 597	57 243
Teachers	–	–	–
Other staff (f)	46 748	55 597	57 243
Other operating expenses (g)	30 196	31 742	31 389
Capital charge	–	–	–
Depreciation	2 042	2 251	2 835

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax; and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.

Table 3A.85

**South Australia****Table 3A.85 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates (a)					
From year 8 to year 10					
All students	89.6	90.8	93.0	91.9	91.8
Indigenous students	63.6	63.2	71.7	72.0	77.1
From year 10 to year 12					
All students	63.3	64.2	64.8	61.9	61.7
Indigenous students	24.9	26.1	31.2	34.9	41.4
Student body mix					
LBOTE (b)	15.2	15.2	15.2	15.2	13.0
Indigenous students	3.0	3.1	3.2	3.4	3.6
Students with disabilities (c)	5.6	5.6	5.8	4.5	4.8
Seniority profile (d)	9.9	10.3	10.8	10.8	11.1
Government students as % of all students	71.2	70.7	70.7	69.8	69.3

(a) Includes full time students only.

(b) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(d) Proportion of full time students in years 11 and 12.

**na** Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.86

**South Australia****Table 3A.86 Non-government schools (per cent)**

	2000	2001
Apparent retention rates (a)		
From year 8 to year 10		
All students	99.8	101.0
Indigenous students	na	na
From year 10 to year 12		
All students	84.1	85.0
Indigenous students	62.5	59.3
Student body mix		
LBOTE (b)	na	20.0
Indigenous students	0.7	0.7
Students with disabilities (c)	2.9	3.1
Seniority profile (d)	15.5	15.5
Non-government students as % of all students	30.2	30.7

(a) Includes full time students only.

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.87

**South Australia****Table 3A.87 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates (a)					
Participation (15–19)	47.4	48.8	50.0	49.3	49.5
Participation age 15 years	92.3	92.8	93.4	93.7	92.9
Participation age 16 years	81.4	81.7	83.0	81.8	84.2
Participation age 17 years	52.6	57.0	59.2	59.2	59.5
Participation age 18 years	7.0	7.6	8.6	8.3	8.8
Participation age 19 years	1.7	1.6	1.5	1.7	1.7
Apparent retention rates (a)					
From year 8 to year 10					
All students	93.8	94.1	95.3	94.5	94.8
Indigenous students	na	na	72.3	74.0	78.0
From year 10 to year 12					
All students	71.0	71.2	71.4	69.5	69.6
Indigenous students	na	na	32.1	37.2	42.8
Student body mix					
LBOTE (b)	17.9	17.9	17.9	17.9	15.2
Indigenous students	2.4	2.4	2.5	2.6	2.7
Students with disabilities (c)	5.3	5.3	4.9	4.1	4.4
Seniority profile (d)	11.3	11.7	12.0	12.2	12.5

(a) Includes full time students only.

(b) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(c) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(d) Proportion of students in years 11 and 12.

na not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).



Table 3A.88

**South Australia****Table 3A.88 Value of capital stock — government schools (\$'000) (a)**

	1996-97	1997-98	1998-99	1999-2000	2000-01
Land	380 000	371 000	362 132	352 397	349 811
Buildings	2 400 000	2 485 000	1 136 189	1 132 054	1 082 560
Equipment	57 000	63 000	31 524	24 747	22 790
<b>Total assets</b>	<b>2 837 000</b>	<b>2 919 000</b>	<b>1 529 845</b>	<b>1 509 198</b>	<b>1 455 161</b>
Annual depreciation (b)	- 114 700	31 000	48 353	51 050	49 617
Total assets less depreciation	2 951 700	2 888 000	1 481 492	1 458 148	1 405 544

(a) Table 3A.32 contains information on the treatment of assets.

(b) Annual depreciation for 1996-97 and 1997-98 has been estimated by taking the differences of the values of accumulated depreciation in the year and in previous year.

na Not available.

Source: SA Government.

Table 3A.89

**South Australia**

Table 3A.89

**Total government expenditure per student,  
government schools (\$/FTE student)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>6 969</b>	<b>7 298</b>	<b>8 089</b>
Total employee related	5 146	5 333	5 903
In-school primary	5 878	6 077	6 893
Total employee related	4 352	4 378	4 925
Teachers	3 537	3 580	3 916
Other staff (a)	815	798	1 009
Other operating expenses (b)	1 272	1 429	1 708
Depreciation	254	269	260
In-school secondary	7 759	8 135	8 828
Total employee related	5 893	6 220	6 791
Teachers	4 869	5 165	5 405
Other staff (a)	1 024	1 056	1 386
Other operating expenses (b)	1 586	1 623	1 757
Depreciation	280	291	279
Out of school	441	502	517
Total employee related	261	312	324
Teachers	–	–	–
Other staff (a)	261	312	324
Other operating expenses (b)	169	178	178
Depreciation	11	13	16

(a) Includes redundancy payments.

(b) Includes grants and subsidies.

– Nil or rounded to zero. **FTE** = full time equivalent.

Source: MCEETYA (unpublished), National Schools Statistics Collection 2001;  
ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.90

## South Australia

Table 3A.90 Expenditure per student by location and school size — government schools (\$) (a), (b), (c), (d)

Number of students	Primary		Secondary	
	Metro	Nonmetro	Metro	Nonmetro
1996-97				
1-100	4 934	4 444	..	..
101-300	3 426	3 411	..	6 530
301-500	2 994	3 070	4 798	4 258
501-1000	2 610	2 406	4 124	4 156
1000+	..	..	4 175	..
1997-98				
1-100	4 892	5 486	..	..
101-300	4 168	4 196	2 673	7 000
301-500	3 670	4 036	6 124	5 232
501-1000	3 229	3 207	5 245	5 705
1000+	..	..	4 942	..
1998-99				
1-100	7 026	7 576	12 089	12 470
101-300	4 612	5 092	8 604	7 585
301-500	4 291	4 748	8 294	6 240
501-1000	3 958	5 235	6 516	6 031
1000+	5 383	4 729	5 726	5 471
1999-2000				
1-100	11 041	9 250	17 339	24 550
101-300	7 110	7 067	11 021	11 373
301-500	6 452	6 738	9 413	9 080
501-1000	6 164	6 243	8 321	8 221
1000+	6 961	6 799	7 634	8 966
all schools	6 749	7 280	8 287	9 359
2000-01				
1-100	12 508	9 861	17 641	26 013
101-300	7 162	7 184	13 507	11 683
301-500	6 482	6 722	9 361	9 225
501-1000	6 144	6 299	8 296	8 249
1000+	6 660	6 721	7 696	9 241
all schools	6 788	7 429	8 304	9 507

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) Metropolitan is defined as the ABS Adelaide Statistical Division

(c) Area, combined and special schools include both primary and secondary students. In 1997-98 these costs were excluded as a result of difficulties with allocating costs between primary and secondary students.

(d) Changes between 1998-1999 and 1999-2000 result from the introduction of global budgets and improvements in the methodology for the allocation of costs between primary and secondary students. From 1999-2000 figures include all costs (including capital and corporate) and accruals consistent with relevant accounting standards.

.. Not applicable.

Source: SA Government.

Table 3A.91

**South Australia**

Table 3A.91

**Expenditure per student by socioeconomic disadvantage —  
government schools (\$) (a), (b), (c), (d)**

School type/year	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1995-96			
Primary schools	3 285	3 408	4 061
Secondary schools	4 313	4 851	6 365
1996-97			
Primary schools	2 930	3 153	3 741
Secondary schools	4 240	4 190	4 967
1997-98			
Primary schools	3 551	3 913	4 607
Secondary schools	5 046	5 449	5 200
1998-99			
Primary schools	4 125	4 693	5 630
Secondary schools	5 498	6 506	8 447
1999-2000			
Primary schools	6 389	6 716	7 554
Secondary schools	8 006	8 731	9 344
2000-01			
Primary schools	6 447	6 846	7 753
Secondary schools	8 085	8 973	9 863

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) Based on proportion of students in the school who are in receipt of school card. 33 per cent of schools with highest percentages classed as most disadvantaged, next 33 per cent as medium etc.

(c) Area, combined and special schools include both primary and secondary students. In 1997-98 these costs were excluded as a result of difficulties with allocating costs between primary and secondary students.

(d) Changes between 1998-1999 and 1999-2000 result from the introduction of global budgets and improvements in the methodology for the allocation of costs between primary and secondary students. From 1999-2000 figures include all costs (including capital and corporate) and accruals consistent with relevant accounting standards.

Source: SA Government.

Table 3A.92

## South Australia

**Student to staff ratios for primary and secondary schools by  
location — government schools (a), (b)**

Table 3A.92

School type and no. of students	Teaching staff		Non-teaching staff	
	Metro	Nonmetro	Metro	Nonmetro
1997-98				
In-school primary				
1-100	14.9	14.4	42.2	34.4
101-300	16.9	17.4	64.5	57.2
301-500	18.9	18.9	85.0	72.2
501-1000	20.5	20.7	104.3	70.8
1000+	..	..	..	..
In-school secondary				
1-100	..	..	..	..
101-300	3.7	9.7	22.8	31.3
301-500	10.0	12.0	40.0	49.4
501-1000	12.6	12.9	61.8	58.9
1000+	13.5	..	71.6	..
1998-99				
In-school primary				
1-100	15.8	14.2	43.8	32.3
101-300	16.9	17.2	61.2	54.5
301-500	18.7	18.8	75.6	67.0
501-1000	20.4	20.7	101.5	72.1
1000+	..	..	..	..
In-school secondary				
1-100	2.0	..	7.5	..
101-300	9.0	9.7	30.9	28.1
301-500	9.6	12.2	44.0	47.0
501-1000	12.6	12.7	57.5	53.1
1000+	13.6	..	71.3	..
1999-2000				
In-school primary				
1-100	13.5	13.5	38.8	28.9
101-300	17.2	17.4	60.8	54.3
301-500	19.0	18.8	76.7	64.9
501-1000	20.2	20.5	95.9	66.6
1000+	..	..	..	..
all schools	18.3	17.1	70.7	49.6
In-school secondary				
1-100	1.7	..	6.6	..
101-300	6.3	9.9	26.5	30.2
301-500	10.0	12.1	39.7	50.3
501-1000	12.5	12.8	56.7	51.1
1000+	13.7	..	67.5	..
all schools	12.1	12.2	54.8	47.1

Table 3A.92

**South Australia****Table 3A.92 Student to staff ratios for primary and secondary schools by location — government schools (a), (b)**

2000-01					
In-school primary					
1-100	11.4	13.4	28.9	29.7	
101-300	17.3	17.3	59.7	48.7	
301-500	18.9	19.0	74.1	62.0	
501-1000	20.1	20.7	88.6	56.8	
1000+	0.0	0.0	0.0	0.0	
all schools	18.3	17.1	68.2	46.6	
In-school secondary					
1-100	2.0	6.9	6.7	14.5	
101-300	5.7	10.3	22.7	33.6	
301-500	9.9	12.3	36.8	46.0	
501-1000	12.6	12.6	56.3	51.6	
1000+	13.6	0.0	64.8	0.0	
all schools	12.2	12.1	53.9	46.5	

(a) Non-metropolitan areas are defined as those areas that are outside metropolitan Adelaide.

(b) Although data for teaching and non-teaching staff were based on NSSC definitions, counselling staff were returned to the teaching category for the calculations.

.. Not applicable.

Source: SA Government.

Table 3A.93

**South Australia****Student to staff ratios for combined and special schools by location — government schools (a), (b)**

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
<i>1999-2000</i>				
In-school combined schools				
1–100	7.3	7.8	11.7	23.0
101–300	..	11.8	..	33.7
301–500	5.7	13.3	15.9	42.0
501–1000	10.9	14.3	43.8	50.8
1000+	15.0	15.8	68.5	47.7
all schools	11.3	12.2	41.9	36.9
In-school special schools (c)				
1–100	4.4	4.8	7.2	6.3
101–300	5.6	..	26.5	..
all schools	4.6	4.8	8.2	6.3
<i>2000-01</i>				
In-school combined schools				
1–100	7.8	8.2	13.5	19.3
101–300	..	11.8	..	33.5
301–500	12.4	13.1	44.3	43.1
501–1000	9.4	12.8	34.5	50.3
1000+	15.2	15.9	66.2	50.9
all schools	11.8	12.1	45.4	36.3
In-school special schools (c)				
1–100	5.0	4.8	7.7	5.1
101–300	5.8	..	37.6	..
all schools	5.1	4.8	8.7	5.1

(a) Non-metropolitan areas are defined as those areas that are outside metropolitan Adelaide.

(b) Although data for teaching and non-teaching staff were based on NSSC definitions, counselling staff were returned to the teaching category for the calculations.

(c) There were no special schools with more than 300 students.

.. Not applicable.

Source: SA Government.

Table 3A.94

**South Australia****Table 3A.94 Student-staff ratio by socioeconomic disadvantage  
— government schools (a)**

School type/year	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
<i>In-school primary</i>			
1996-97			
Teaching staff	19.7	18.3	16.1
Non-teaching staff	94.3	71.6	52.9
1997-98			
Teaching staff	19.3	17.8	14.7
Non-teaching staff	82.4	66.9	48.1
1998-99			
Teaching staff	19.3	17.2	14.3
Non-teaching staff	77.3	58.7	43.0
1999-2000			
Teaching staff	19.2	17.2	14.6
Non-teaching staff	76.6	55.4	41.9
2000-01			
Teaching staff	19.1	16.8	14.0
Non-teaching staff	73.1	50.5	34.9
<i>In-school secondary</i>			
1996-97			
Teaching staff	13.3	12.5	11.1
Non-teaching staff	65.4	58.4	48.4
1997-98			
Teaching staff	13.1	11.7	7.6
Non-teaching staff	65.3	53.3	30.9
1998-99			
Teaching staff	13.1	11.8	5.6
Non-teaching staff	61.8	49.0	21.4
1999-2000			
Teaching staff	13.2	11.8	5.7
Non-teaching staff	60.3	48.2	23.8
2000-01			
Teaching staff	13.0	11.7	4.9
Non-teaching staff	58.5	45.5	18.1

(a) Based on proportion of students in the school who are in receipt of a school card: 33 per cent of schools with highest percentages are classed as most disadvantaged, while next 33 per cent are classified as having medium disadvantage, and so on.

Source: SA Government.



Table 3A.95

**South Australia****Table 3A.95 Basic Skills Test — literacy , government schools (per cent of students achieving each specified band) (a)**

	<i>Band 1</i>	<i>Band 2</i>	<i>Band 3</i>	<i>Band 4</i>	<i>Band 5</i>	<i>Band 6</i>
Year 3						
1995	17	22	31	30	..	..
1996	19	20	26	20	14	..
1997	20	21	26	19	14	..
1998	21	27	25	17	10	..
1999	15	22	30	22	11	..
2000	16	24	30	21	9	..
2001	17	23	25	21	15	..
Year 5						
1995	3	8	22	30	26	11
1996	4	8	17	30	27	15
1997	4	7	17	28	25	19
1998	3	9	20	29	25	14
1999	2	7	20	34	25	12
2000	2	9	21	32	24	12
2001	2	7	18	30	28	16

(a) The proportion of students achieving different skill levels from band 1 (lowest level of skill) to band 5 (highest level of skill) for year 3 and from band 1 to band 6 for year 5.

.. Not applicable.

Source: SA Government.

Table 3A.96

**South Australia**

Table 3A.96

**Basic Skills Test — numeracy, government schools (per cent of students achieving each specified band) (a)**

	<i>Band 1</i>	<i>Band 2</i>	<i>Band 3</i>	<i>Band 4</i>	<i>Band 5</i>	<i>Band 6</i>
Year 3						
1995	14	19	28	39	..	..
1996	17	21	27	21	13	..
1997	19	23	32	17	9	..
1998	21	22	24	19	14	..
1999	18	21	30	22	9	..
2000	22	22	27	19	10	..
2001	17	22	33	21	7	..
Year 5						
1995	2	6	18	33	27	15
1996	3	8	21	33	24	10
1997	2	8	19	34	24	12
1998	2	6	19	31	27	15
1999	3	8	20	31	26	12
2000	3	10	24	34	19	10
2001	3	8	22	36	20	10

(a) The proportion of students achieving different skill levels from band 1 (lowest level of skill) to band 5 (highest level of skill) for year 3 and from band 1 to band 6 for year 5.

.. Not applicable.

Source: SA Government.

# Single jurisdiction data — Tasmania

Table 3A.97

**Tasmania****Table 3A.97 Students, staff and schools — government schools**

	<i>Unit</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	no.	62 921	62 978	62 954	62 803	61 976
Primary	no.	35 663	35 661	36 318	36 770	36 405
Secondary	no.	27 258	27 317	26 636	26 033	25 571
Staff (b)	FTE	5 905	5 814	5 950	5 997	6 015
Primary	FTE	2 939	2 881	3 040	3 097	3 069
Secondary	FTE	2 709	2 655	2 596	2 594	2 606
Not active in schools	FTE	257	278	314	306	340
Schools	no.	222	220	216	215	214
Primary	no.	144	143	140	142	141
Secondary	no.	41	41	40	39	39
Combined (c)	no.	26	26	27	26	26
Special	no.	11	10	9	8	8

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.98

**Tasmania****Table 3A.98 Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	459 690	478 041	497 743
Total employee related expenditure	325 643	338 968	357 196
In-school primary	226 801	240 558	249 232
Total employee related expenditure	162 854	172 230	181 212
Teachers	137 320	145 387	151 719
Other staff (f)	25 534	26 843	29 493
Other operating expenses (g)	56 423	60 561	61 525
Capital charge	–	–	–
Depreciation	7 524	7 767	6 495
In-school secondary	208 736	209 487	219 049
Total employee related expenditure	146 331	147 331	155 009
Teachers	126 916	127 432	133 539
Other staff (f)	19 415	19 899	21 470
Other operating expenses (g)	56 332	56 223	56 400
Capital charge	–	–	–
Depreciation	6 073	5 933	7 640
Out of school	24 153	27 996	29 462
Total employee related expenditure	16 458	19 407	20 975
Teachers	–	–	–
Other staff (f)	16 458	19 407	20 975
Other operating expenses (g)	6 969	7 908	7 980
Capital charge	–	–	–
Depreciation	726	681	507

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax; and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.

Table 3A.99

**Tasmania****Table 3A.99 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates					
From year 7 to year 10					
All students	97.3	97.6	97.2	96.8	97.5
Indigenous students	na	na	117.1	98.8	106.8
From year 10 to year 12					
All students	na	62.3	67.5	71.6	70.5
Indigenous students	na	na	40.8	40.9	41.6
Student body mix					
LBOTE (a)	5.8	5.8	5.8	5.8	4.7
Indigenous students	5.5	5.8	6.1	6.4	6.7
Students with disabilities (b)	4.8	4.8	4.8	4.7	4.7
Seniority profile (c)	11.0	11.3	12.3	12.5	12.6
Government students as % of all students	74.8	74.9	74.9	75.2	74.9

(a) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.100

**Tasmania****Table 3A.100 Non-government schools (per cent)**

	2000	2001
Apparent retention rates		
From year 7 to year 10		
All students	97.0	99.6
Indigenous students	na	na
From year 10 to year 12		
All students	71.6	70.5
Indigenous students	43.2	39.1
Student body mix		
LBOTE (a)	na	9.1
Indigenous students	2.4	2.4
Students with disabilities (b)	1.3	1.5
Seniority profile (c)	14.2	14.1
Non-government students as % of all students	24.8	25.1

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

Source: ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.101

**Tasmania****Table 3A.101 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates					
Participation (15–19)	50.0	51.0	52.5	52.8	52.2
Participation age 15 years	97.3	97.0	97.7	99.2	96.6
Participation age 16 years	74.3	76.9	77.6	79.3	80.5
Participation age 17 years	55.7	58.5	61.8	61.8	61.7
Participation age 18 years	11.7	12.1	14.7	15.2	15.7
Participation age 19 years	2.2	2.2	3.0	3.4	3.3
Apparent retention rates					
From year 7 to year 10					
All students	96.8	97.2	97.4	96.9	98.1
Indigenous students	na	na	115.3	95.3	105.1
From year 10 to year 12					
All students	60.7	64.2	68.9	71.6	70.5
Indigenous students	na	na	41.0	41.2	41.2
Student body mix					
LBOTE (a)	7.2	7.2	7.2	7.2	5.9
Indigenous students	4.7	4.9	5.2	5.4	5.6
Students with disabilities (b)	4.0	3.9	3.9	3.8	3.9
Seniority profile (c)	11.1	11.8	12.6	12.9	13.0

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).



Table 3A.102

**Tasmania****Table 3A.102 Value of capital stock — government schools (\$'000) (a), (b)**

	1997	1998	1999	2000	2001
Land	50 254	49 586	48 864	51 192	50 718
Buildings	1 078 020	1 086 237	1 084 620	1 077 989	1 080 854
Equipment	18 790	17 773	18 362	11 485	16 538
<b>Total assets</b>	<b>1 147 064</b>	<b>1 153 596</b>	<b>1 151 846</b>	<b>1 140 666</b>	<b>1 148 110</b>
Annual depreciation	14 717	14 624	15 075	14 404	14 642
<b>Total assets less depreciation</b>	<b>1 132 347</b>	<b>1 138 972</b>	<b>1 136 771</b>	<b>1 126 262</b>	<b>1 133 468</b>

(a) Table 3A.32 contains information on the treatment of assets.

(b) Since 1999 assets have been valued at market value under an accrual accounting policy. These figures are not comparable with previous years.

na Not available.

Source: Tasmanian Government.

Table 3A.103

**Tasmania**

Table 3A.103

**Total government expenditure per student,  
government schools (\$/FTE student)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>7 156</b>	<b>7 415</b>	<b>7 775</b>
Total employee related	5 070	5 258	5 579
In-school primary	6 302	6 583	6 811
Total employee related	4 525	4 713	4 952
Teachers	3 816	3 978	4 146
Other staff (a)	709	735	806
Other operating expenses (b)	1 568	1 657	1 681
Depreciation	209	213	177
In-school secondary	7 392	7 501	7 986
Total employee related	5 182	5 275	5 651
Teachers	4 494	4 563	4 868
Other staff (a)	688	713	783
Other operating expenses (b)	1 995	2 013	2 056
Depreciation	215	212	279
Out of school	376	434	460
Total employee related	256	301	328
Teachers	–	–	–
Other staff (a)	256	301	328
Other operating expenses (b)	108	123	125
Depreciation	11	11	8

(a) Includes redundancy payments.

(b) Includes grants and subsidies.

– Nil or rounded to zero. **FTE** = full time equivalent.

Source: MCEETYA (unpublished), National Schools Statistics Collection 2001;  
ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.104

**Tasmania**

Table 3A.104

**Expenditure per student by location and school size  
— government schools (\$) (a), (b)**

<i>Number of students</i>	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1996-97				
1-100	6 603	6 029	9 932	6 725
101-300	5 059	5 021	8 297	6 966
301-500	4 685	4 853	6 047	6 095
501-1000	4 818	4 723	6 084	6 417
1000+	4 390	..	5 159	6 536
1997-98				
1-100	9 591	6 915	22 040	18 131
101-300	4 884	4 850	8 747	6 858
301-500	4 754	4 850	6 159	6 088
501-1000	4 200	4 871	6 069	5 853
1000+	..	..	5 519	6 515
1998-99				
1-100	6 987	7 127	24 722	18 757
101-300	5 317	5 595	8 474	7 427
301-500	5 220	5 423	6 500	6 623
501-1000	4 789	5 195	6 316	6 410
1000+	..	..	6 852	7 229
1999-2000				
1-100	10 016	9 252	25 651	17 552
101-300	7 086	7 313	9 089	9 519
301-500	6 663	7 187	9 675	8 210
501-1000	6 791	6 190	7 577	8 088
1000+	..	..	7 652	7 507
all schools	na	na	na	na
2000-01				
1-100	9 636	9 561	30 438	21 851
101-300	7 403	7 638	10 384	9 602
301-500	7 175	7 439	8 858	8 566
501-1000	6 848	6 571	8 222	8 702
1000+	..	..	8 186	8 221
all schools	7 289	7 575	8 481	8 786

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) Metropolitan is defined as greater Hobart, while non-metropolitan is the balance of Tasmania.

(c) The only secondary schools in the 1-100 category in 1997-98 and 1998-99 were special schools, which incur considerably higher expenditure per student.

na Not available. .. Not applicable.

Source: Tasmanian Government.

Table 3A.105

**Tasmania**

Table 3A.105

**Expenditure per student by socioeconomic disadvantage —  
government schools (\$) (a), (b)**

School type/year	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1996-97			
Primary schools	4 831	4 875	5 397
Secondary schools	5 780	6 306	6 844
1997-98			
Primary schools	4 470	5 031	5 470
Secondary schools	5 921	6 112	7 138
1998-99			
Primary schools	5 088	5 482	5 967
Secondary schools	6 377	6 621	7 732
1999-2000			
Primary schools	6 717	7 079	7 982
Secondary schools	7 338	8 168	8 845
2000-01			
Primary schools	7 139	7 386	8 170
Secondary schools	8 171	8 559	9 397

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) Socioeconomic status has been determined using the Department of Education's Educational Needs Index (ENI). Schools have been ranked in order of their ENI with the lowest 25 per cent defined as 'Least', the middle 50 per cent defined as 'Medium'; and the top 25 per cent defined as 'Most' disadvantaged.

Source: Tasmanian Government.

Table 3A.106

## Tasmania

**Student to staff ratios for primary and secondary schools  
by location — government schools (a)**

Table 3A.106

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
<i>1996-97</i>				
In-school primary				
1-100	12.4	12.3	16.1	23.6
101-300	16.0	16.0	48.2	46.6
301-500	16.9	16.8	57.4	58.0
501-1000	18.0	16.9	66.6	66.4
1000+	18.0	..	75.7	..
In-school secondary				
1-100	4.5	4.6	4.3	5.9
101-300	8.3	11.7	26.9	34.8
301-500	12.3	13.4	43.9	48.3
501-1000	12.9	13.4	51.4	53.9
1000+	15.2	11.6	76.0	54.4
<i>1997-98</i>				
In-school primary				
1-100	11.1	12.5	10.2	25.3
101-300	16.3	16.3	47.1	49.8
301-500	17.3	16.4	58.2	58.6
501-1000	18.1	17.9	72.6	77.9
1000+	..	..	..	..
all schools				
In-school secondary				
1-100	5.7	5.4	4.3	5.9
101-300	9.1	11.4	28.5	34.5
301-500	13.2	13.2	48.0	50.1
501-1000	13.1	13.6	54.9	55.6
1000+	15.5	11.3	71.3	55.5
<i>1998-99</i>				
In-school primary				
1-100	15.5	12.3	21.6	29.3
101-300	16.0	15.5	46.8	46.8
301-500	16.4	15.7	59.6	53.8
501-1000	17.3	16.8	70.7	62.8
1000+	..	..	..	..
In-school secondary				
1-100	5.9	6.0	3.9	6.3
101-300	9.3	12.3	30.1	37.8
301-500	13.1	13.3	46.4	46.7
501-1000	13.7	13.3	54.6	52.2

Table 3A.106

**Tasmania****Student to staff ratios for primary and secondary schools  
by location — government schools (a)**

Table 3A.106

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1000+	13.3	11.2	57.4	61.3
<i>1999-2000</i>				
In-school primary				
1-100	10.8	12.3	14.0	25.8
101-300	15.9	15.8	44.8	47.8
301-500	16.7	15.5	54.6	52.8
501-1000	16.3	17.2	61.4	69.9
1000+	..	..	..	..
all schools	16.1	15.5	48.4	48.1
In-school secondary				
1-100	4.4	6.2	3.7	7.5
101-300	10.8	12.3	29.9	40.8
301-500	13.9	13.4	42.4	45.0
501-1000	14.1	13.1	50.2	50.1
1000+	12.5	10.6	55.7	58.5
all schools	13.1	12.7	46.4	45.5
<i>2000-01</i>				
In-school primary				
1-100	14.0	12.7	17.9	22.9
101-300	16.1	15.8	41.4	43.5
301-500	17.0	16.2	50.6	50.6
501-1000	16.8	16.8	59.6	63.7
1000+	..	..	..	..
all schools	16.5	15.8	45.0	45.5
In-school secondary				
1-100	4.5	6.3	3.9	5.9
101-300	11.1	11.0	29.4	37.6
301-500	13.3	13.0	41.3	44.5
501-1000	13.7	13.3	50.5	48.5
1000+	12.4	9.5	51.3	45.2
all schools	12.9	12.4	45.4	43.2

(a) The only secondary schools in the 1-100 category since 1997-98 have been special schools, which require considerably lower student to staff ratios.

.. Not applicable

Source: Tasmanian Government.

Table 3A.107

**Tasmania**

Table 3A.107

**Student staff ratios by degree of socioeconomic disadvantage  
— government schools (a)**

School type/year	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
In-school primary			
1996-97			
Teaching staff	17.2	16.3	14.5
Non-teaching staff	59.5	50.1	36.6
1997-98			
Teaching staff	17.5	16.4	14.8
Non-teaching staff	60.9	53.4	36.3
1998-99			
Teaching staff	16.4	15.8	14.7
Non-teaching staff	57.1	52.7	37.8
1999-2000			
Teaching staff	16.6	15.8	14.4
Non-teaching staff	55.2	50.9	36.0
2000-01			
Teaching staff	16.8	16.2	14.7
Non-teaching staff	52.7	48.6	33.2
In-school secondary			
1996-97			
Teaching staff	13.4	13.1	10.5
Non-teaching staff	55.3	50.4	27.2
1997-98			
Teaching staff	13.3	13.1	11.6
Non-teaching staff	60.7	50.7	31.1
1998-99			
Teaching staff	13.5	13.1	12.0
Non-teaching staff	57.3	50.0	30.5
1999-2000			
Teaching staff	15.4	12.7	12.3
Non-teaching staff	51.8	48.2	34.0
2000-01			
Teaching staff	14.4	12.7	11.7
Non-teaching staff	49.7	47.0	31.6

(a) Socioeconomic status has been determined using the Department of Education's Educational Needs Index (ENI). Schools have been ranked in order of their ENI with the lowest 25 per cent defined as 'Least', the middle 50 per cent defined as 'Medium'; and the top 25 per cent defined as 'Most' disadvantaged.

Source: Tasmanian Government.

# Single jurisdiction data — ACT



Table 3A.108

**Australian Capital Territory****Table 3A.108 Students, staff and schools — government schools**

	<i>Units</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	No.	39 595	39 089	38 804	38 401	37 970
Primary	No.	22 032	21 742	21 606	21 409	21 439
Secondary	No.	17 563	17 347	17 198	16 992	16 531
Staff (b)	FTE	3 552	3 520	3 544	3 507	3 602
Primary	FTE	1 563	1 566	1 607	1 617	1 669
Secondary	FTE	1 693	1 692	1 699	1 651	1 660
Not active in schools	FTE	296	262	239	239	273
Schools	No.	99	97	97	96	95
Primary	No.	69	68	68	67	66
Secondary	No.	24	23	23	22	22
Combined (c)	No.	1	2	2	3	3
Special	No.	5	4	4	4	4

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

*Source*: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.109

**Australian Capital Territory****Table 3A.109 Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	295 068	298 557	336 660
Total employee related expenditure	212 750	216 665	218 184
In-school primary	129 306	133 792	150 998
Total employee related expenditure	94 283	97 940	100 359
Teachers	79 703	82 272	83 460
Other staff (f)	14 580	15 668	16 899
Other operating expenses (g)	21 074	22 503	21 247
Capital charge	5 443	5 313	21 495
Depreciation	8 506	8 036	7 897
In-school secondary	144 484	145 070	168 730
Total employee related expenditure	102 476	105 322	106 897
Teachers	91 288	93 652	94 538
Other staff (f)	11 188	11 670	12 359
Other operating expenses (g)	23 950	21 507	23 131
Capital charge	6 788	6 628	26 808
Depreciation	11 270	11 613	11 894
Out of school	21 278	19 695	16 932
Total employee related expenditure	15 991	13 403	10 928
Teachers	–	–	–
Other staff (f)	15 991	13 403	10 928
Other operating expenses (g)	5 285	6 291	6 004
Capital charge	–	–	–
Depreciation	2	1	–

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax (ACT is payroll tax exempt); and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.

Table 3A.110

**Australian Capital Territory****Table 3A.110 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates					
From year 7 to year 10					
All students	102.7	99.8	96.0	97.8	100.0
Indigenous students	na	na	77.6	84.9	79.4
From year 10 to year 12					
All students	na	110.0	107.1	105.0	112.1
Indigenous students	na	na	83.9	80.0	50.0
Student body mix					
LBOTE (a)	21.9	21.9	21.9	21.9	20.5
Indigenous students	1.6	1.1	1.7	1.9	2.1
Students with disabilities (b)	4.2	4.1	3.8	3.7	3.8
Seniority profile (c)	16.1	16.1	16.9	16.6	16.0
Government students as % of all students	65.0	64.3	64.2	63.5	62.6

(a) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.111

**Australian Capital Territory****Table 3A.111 Non-government schools (per cent)**

	<i>2000</i>	<i>2001</i>
Apparent retention rates		
From year 7 to year 10		
All students	98.5	98.5
Indigenous students	na	100.0
From year 10 to year 12		
All students	65.2	68.7
Indigenous students	46.7	64.3
Student body mix		
LBOTE (a)	na	21.4
Indigenous students	0.7	0.9
Students with disabilities (b)	1.2	1.1
Seniority profile (c)	12.6	13.5
Non-government students as % of all students	36.5	37.4

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

**na** Not available.

*Source:* ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.112

**Australian Capital Territory**  
**Table 3A.112 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates					
Participation (15–19)	61.4	62.9	63.0	63.4	62.8
Participation age 15 years	105.5	105.3	104.3	105.7	107.1
Participation age 16 years	98.5	101.5	100.9	102.1	101.0
Participation age 17 years	88.5	88.7	91.9	91.8	92.5
Participation age 18 years	27.0	29.3	28.7	29.0	27.8
Participation age 19 years	3.2	2.9	3.0	3.0	3.4
Apparent retention rates					
From year 7 to year 10					
All students	100.1	98.1	95.7	98.1	99.3
Indigenous students	na	na	88.1	88.1	84.1
From year 10 to year 12					
All students	92.0	92.5	92.5	88.7	93.3
Indigenous students	na	na	80.6	70.0	53.8
Student body mix					
LBOTE (a)	22.4	22.4	22.4	22.4	20.9
Indigenous students	1.2	1.4	1.4	1.5	1.6
Students with disabilities (b)	3.1	3.0	2.9	2.8	2.8
Seniority profile (c)	15.0	15.0	15.5	15.1	15.1

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.113

**Australian Capital Territory****Table 3A.113 Value of capital stock — government schools (\$'000) (a)**

	1997	1998	1999	2000	2001
Land	na	na	91 058	90 771	90 851
Buildings	na	na	686 056	644 485	632 073
Equipment	na	na	9 391	3 672	3 960
<b>Total assets</b>	<b>601 039</b>	<b>713 141</b>	<b>786 505</b>	<b>738 928</b>	<b>726 884</b>
Annual depreciation	34 280	57 019	28 334	22 704	23 810
Total assets less depreciation	566 759	656 122	758 171	716 224	703 074

(a) Table 3A.32 contains information on the treatment of assets.

na Not available.

Source: ACT Government.

Table 3A.114

**Australian Capital Territory**

Table 3A.114

**Total government expenditure per student,  
government schools (\$/FTE student) (a), (b)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>7 261</b>	<b>7 424</b>	<b>7 937</b>
Total employee related	5 462	5 612	6 100
In-school primary	5 715	5 974	6 359
Total employee related	4 350	4 554	5 000
Teachers	3 677	3 825	4 158
Other staff (c)	673	728	842
Other operating expenses (d)	972	1 046	991
Depreciation	392	374	368
In-school secondary	7 970	8 097	8 901
Total employee related	5 932	6 160	6 812
Teachers	5 284	5 477	6 024
Other staff (c)	648	683	788
Other operating expenses (d)	1 386	1 258	1 380
Depreciation	652	679	709
Out of School	546	510	463
Total employee related	411	347	306
Teachers	–	–	–
Other staff (c)	411	347	306
Other operating expenses (d)	136	163	157
Depreciation	–	–	–

(a) Includes estimated payroll tax.

(b) Capital charges excluded from this table.

(c) Includes redundancy payments.

(d) Includes grants and subsidies.

– Nil or rounded to zero. **FTE** = full time equivalent.

Source: MCEETYA (unpublished), National Schools Statistics Collection 2001;  
ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.115

**Australian Capital Territory**

Table 3A.115

**Expenditure per student by location and school size — government schools (dollars) (a), (b)**

<i>Number of students</i>	<i>Primary</i>		<i>Secondary</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
1996-97				
1-100	17 126	..	26 218	..
101-300	6 259	..	..	..
301-500	5 626	..	8 502	..
501-1000	5 057	..	7 393	..
1000+	..	..	7 700	..
1997-98				
1-100	17 126	..	28 218	..
101-300	6 259	..	..	..
301-500	5 624	..	8 502	..
501-1000	5 057	..	7 393	..
1000+	..	..	9 007	..
1998-99				
1-100	15 170	..	29 855	..
101-300	6 448	..	..	..
301-500	5 601	..	8 469	..
501-1000	4 999	..	7 473	..
1000+	..	..	8 151	..
1999-2000				
1-100	14 104	..	36 287	..
101-300	6 988	..	..	..
301-500	6 409	..	10 380	..
501-1000	6 269	..	8 782	..
1000+	..	..	10 053	..
all schools	6 837	..	9 375	..
2000-01				
1-100	22 894	..	43 487	..
101-300	8 903	..	..	..
301-500	7 151	..	13 407	..
501-1000	7 734	..	10 159	..
1000+	..	..	11 663	..
all schools	7 977	..	11 160	..

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) The vast majority of schools with fewer than 100 students were special schools or introductory English centres.

.. Not applicable.

Source: ACT Government.



Table 3A.116

**Australian Capital Territory**  
**Table 3A.116 Student to staff ratios for primary and secondary schools by location — government schools (a)**

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
<i>1997-98</i>				
In-school primary				
1-100	8.8	..	9.2	..
101-300	18.1	..	51.2	..
301-500	19.3	..	65.9	..
501-1000	18.7	..	79.9	..
1000+	..	..	..	..
In-school secondary				
1-100	4.3	..	5.4	..
101-300	..	..	..	..
301-500	11.3	..	50.7	..
501-1000	13.2	..	63.4	..
1000+	12.1	..	40.3	..
<i>1998-99</i>				
In-school primary				
1-100	9.9	..	11.9	..
101-300	15.3	..	52.5	..
301-500	18.4	..	82.0	..
501-1000	17.1	..	81.4	..
1000+	..	..	..	..
In-school secondary				
1-100	3.3	..	5.5	..
101-300	..	..	..	..
301-500	12.1	..	53.6	..
501-1000	12.7	..	65.2	..
1000+	13.2	..	61.8	..
<i>1999-2000</i>				
In-school primary				
1-100	10.9	..	18.6	..
101-300	15.9	..	46.9	..
301-500	17.9	..	67.9	..
501-1000	17.3	..	77.4	..
1000+	..	..	..	..
all schools	17.1	..	59.2	..
In-school secondary				
1-100	..	..	..	..
101-300	..	..	..	..
301-500	11.8	..	57.9	..
501-1000	12.7	..	66.2	..
1000+	11.4	..	52.7	..
all schools	11.7	..	56.0	..

Table 3A.116

**Australian Capital Territory****Table 3A.116 Student to staff ratios for primary and secondary schools by location — government schools (a)**

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
2001				
In-school primary				
1–100	11.0	..	21.2	..
101–300	15.9	..	49.7	..
301–500	17.2	..	70.4	..
501–1000	17.8	..	78.2	..
1000+	..	..	..	..
all schools	16.7	..	61.1	..
In-school secondary				
1–100	..	..	..	..
101–300	..	..	..	..
301–500	11.6	..	48.8	..
501–1000	12.5	..	64.0	..
1000+	..	..	..	..
all schools	12.3	..	61.5	..

(a) The ACT does not have schools in non-metropolitan areas.

.. Not applicable.

Source: ACT Government.

Table 3A.117

**Australian Capital Territory****Table 3A.117 Student to staff ratios for combined and special schools by location — government schools (a)**

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching</i>	
	<i>Metro</i>	<i>Non-metro</i>	<i>Metro</i>	<i>Non-metro</i>
<i>1999-2000</i>				
In-school combined schools				
1-100	..	..	..	..
101-300	..	..	..	..
301-500	..	..	..	..
501-1000	14.8	..	62.0	..
1000+	16.3	..	81.6	..
all schools	15.3	..	68.2	..
In-school special schools (b)				
1-100	4.5	..	8.8	..
101-300	..	..	..	..
all schools	4.5	..	8.8	..
<i>2000-01</i>				
In-school combined schools				
1-100	..	..	..	..
101-300	..	..	..	..
301-500	..	..	..	..
501-1000	14.6	..	76.4	..
1000+	14.4	..	96.3	..
all schools	14.4	..	89.7	..
In-school special schools (b)				
1-100	4.1	..	4.4	..
101-300	..	..	..	..
all schools	4.1	..	4.4	..

(a) The ACT does not have schools in non-metropolitan areas.

(b) There were no special schools with more than 100 students.

.. Not applicable.

Source: ACT Government.

Table 3A.118

**Australian Capital Territory****Table 3A.118 Literacy assessment, government schools, proportion of students reaching specified national performance levels (per cent)**

	Reading		Writing		Listening		Viewing		Speaking	
	2000	2001	2000	2001	2000	2001	2000	2001	2000	2001
Year 3										
Level 1	1.8	3.4	0.3	0.6	0.4	1.1	1.5	1.2	4.8	0.8
Level 2	6.8	25.2	30.9	21.4	8.2	16.6	15.5	14.2	21.3	18.2
Level 3	25.9	51.5	61.7	72.4	60.6	59.0	64.9	71.0	50.5	50.3
Level 4	65.5	19.9	7.1	5.6	30.8	23.2	18.1	13.6	23.3	30.7
Year 5										
Level 2 or below	1.8	1.4	2.0	4.9	2.0	1.3	2.0	1.9	12.2	0.3
Level 3	5.8	15.4	48.2	38.7	12.3	7.6	6.6	17.1	36.5	2.7
Level 4	74.7	64.3	43.7	46.9	52.3	48.2	60.2	66.8	33.9	85.2
Level 5	17.7	18.9	6.0	9.5	33.4	42.9	31.1	14.2	17.4	11.9

Source: ACT Government.

Table 3A.119

**Australian Capital Territory****Table 3A.119 Numeracy assessment — government schools, proportion of students reaching specified national performance levels (per cent)**

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<i>Year 3</i>					
1999					
Data sense	2.5	49.2	39.6	8.7	..
Number	2.5	43.5	47.4	6.6	..
Space	2.3	36.2	54.5	7.0	..
2000					
Data sense	3.3	22.4	50.4	23.8	..
Number	0.4	10.0	62.4	27.3	..
Space	0.1	2.3	10.2	87.5	..
2001					
Data sense	0.5	15.3	52.8	31.4	..
Number	1.8	29.1	44.8	24.3	..
Space	0.7	22.1	47.9	29.3	..
<i>Year 5</i>					
1999					
Data sense	..	8.5	36.1	46.8	8.6
Number	..	11.1	40.7	39.1	9.1
Space	..	3.5	36.3	52.5	7.7
2000					
Data sense	..	2.5	37.8	41.0	18.7
Number	..	0.9	44.2	48.8	6.1
Space	..	0.1	6.9	69.5	23.5
2001					
Data sense	..	0.7	11.6	82.2	5.4
Number	..	0.7	49.2	44.2	5.9
Space	..	0.3	16.4	77.0	6.3

.. Not applicable.

Source: ACT Government.

# Single jurisdiction data — NT

Table 3A.120

**Northern Territory****Table 3A.120 Students, staff and schools — government schools**

	<i>Unit</i>	<i>1997</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>
Students (a)	no.	28 294	28 544	28 487	28 925	28 538
Primary	no.	20 350	20 692	20 626	20 947	20 603
Secondary	no.	7 944	7 852	7 861	7 978	7 935
Staff (b)	FTE	3 208	3 232	3 365	3 410	3 319
Primary	FTE	1 810	1 840	1 978	2 031	1 952
Secondary	FTE	956	945	1 004	1 011	996
Not active in schools	FTE	442	447	383	368	371
Schools	no.	144	149	151	150	149
Primary	no.	86	95	91	91	94
Secondary	no.	11	11	12	12	10
Combined (c)	no.	42	38	43	42	40
Special	no.	5	5	5	5	5

(a) Full time students.

(b) Full time equivalent staff.

(c) Combined schools include both primary and secondary students.

**FTE** Full time equivalent.

*Source*: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra.

Table 3A.121

**Northern Territory****Table 3A.121 Total government expenditure on government schools, (\$'000) (a), (b), (c), (d), (e)**

	1998-99	1999-2000	2000-01
Total expenditure	327 316	360 236	361 898
Total employee related expenditure	224 328	239 295	243 481
In-school primary	179 577	203 974	207 240
Total employee related expenditure	119 751	135 330	139 297
Teachers	93 745	101 679	106 658
Other staff (f)	26 006	33 651	32 639
Other operating expenses (g)	49 240	56 277	56 670
Capital charge	–	–	–
Depreciation	10 586	12 367	11 273
In-school secondary	109 727	113 866	114 711
Total employee related expenditure	72 056	73 572	73 731
Teachers	54 797	52 416	53 909
Other staff (f)	17 259	21 156	19 822
Other operating expenses (g)	31 408	32 949	33 951
Capital charge	–	–	–
Depreciation	6 263	7 345	7 029
Out of school	38 012	42 396	39 947
Total employee related expenditure	32 521	30 393	30 453
Teachers	–	–	–
Other staff (f)	32 521	30 393	30 453
Other operating expenses (g)	4 899	11 463	8 848
Capital charge	–	–	–
Depreciation	592	540	646

(a) Commonwealth, State and Territory government expenditure on government schools.

(b) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in tables 3.11 and 3A.32.

(c) Expenditure on special schools is allocated to either primary or secondary schools.

(d) Expenditure specifically excludes: Commonwealth payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(e) Expenditure specifically includes: Commonwealth grants for education; expenditure by other State and Territory government agencies on behalf of education departments; expenditure for Commonwealth joint programs apportioned to government schools; payroll tax; and staff allowances for accommodation.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

– Nil or rounded to zero.

Source: derived from MCEETYA 2002 (unpublished), National Schools Statistics Collection 2001.



Table 3A.122

**Northern Territory****Table 3A.122 Government schools (per cent)**

	1997	1998	1999	2000	2001
Apparent retention rates					
From year 8 to year 10					
All students	85.7	84.2	84.4	86.3	87.7
Indigenous students	na	na	54.2	62.6	73.6
From year 10 to year 12					
All students	na	62.4	70.0	69.9	70.6
Indigenous students	na	na	62.8	52.9	47.4
Student body mix					
LBOTE (a)	32.8	32.8	32.8	32.8	33.1
Indigenous students	36.7	37.4	37.3	38.1	38.3
Students with disabilities (b)	11.8	11.7	13.2	14.9	16.0
Seniority profile (c)	8.1	7.1	7.6	7.8	8.0
Government students as % of all students	77.6	77.8	77.7	77.4	77.2

(a) Language background other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.123

**Northern Territory****Table 3A.123 Non-government schools (per cent)**

	2000	2001
Apparent retention rates		
From year 8 to year 10		
All students	68.4	71.5
Indigenous students	na	na
From year 10 to year 12		
All students	43.9	52.1
Indigenous students	18.6	35.5
Student body mix		
LBOTE (a)	na	27.5
Indigenous students	28.4	26.7
Students with disabilities (b)	2.8	2.3
Seniority profile (c)	8.1	8.0
Non-government students as % of all students	22.6	22.8

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2002 *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.124

**Northern Territory****Table 3A.124 All schools (per cent)**

	1997	1998	1999	2000	2001
Participation rates					
Participation (15–19)	40.7	40.9	40.4	41.7	40.8
Participation age 15 years	80.2	82.5	80.0	83.7	76.5
Participation age 16 years	68.1	63.3	65.7	63.3	65.7
Participation age 17 years	39.4	42.0	39.6	46.5	40.1
Participation age 18 years	10.9	11.6	10.8	11.2	16.2
Participation age 19 years	2.9	2.5	2.9	2.5	3.6
Apparent retention rates					
From year 8 to year 10					
All students	81.7	79.8	78.4	80.1	81.9
Indigenous students	na	na	43.4	48.6	57.7
From year 10 to year 12					
All students	62.8	60.4	64.7	62.2	64.9
Indigenous students	na	na	47.3	35.7	42.9
Student body mix					
LBOTE (a)	33.0	33.0	33.0	33.0	31.8
Indigenous students	34.6	35.2	35.4	35.9	35.7
Students with disabilities (b)	9.9	9.7	11.0	12.4	13.2
Seniority profile (c)	7.9	7.3	7.7	7.8	8.0

(a) Language backgrounds other than English. The information was obtained from the 2001 ABS Census of Population and Housing.

(b) The proportion of students with disabilities is assessed according to a Commonwealth definition of students with disabilities. To be an eligible student with disabilities, the student must (among other things) satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides.

(c) Proportion of students in years 11 and 12.

na not available.

Source: ABS 2002, *Schools Australia 2001*, Cat. no. 4221.0, Canberra; DEST (unpublished).

Table 3A.125

**Northern Territory****Table 3A.125 Value of capital stock — government schools (\$'000) (a)**

	1997	1998	1999	2000	2001
Land	na	na	na	na	40 595
Buildings (b)	825 977	860 768	964 000	na	583 795
Equipment	na	na	na	na	996
<b>Total assets</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>625 386</b>
Annual depreciation	na	na	na	na	21 031
Total assets less depreciation	na	na	na	na	604 355

(a) Table 3A.32 contains information on the treatment of assets.

(b) Prior to 2000, the value for buildings included the value of equipment.

**na** Not available.

Source: NT Government.

Table 3A.126

**Northern Territory**

Table 3A.126

**Total government expenditure per student,  
government schools (\$ per FTE student)**

	1998-99	1999-2000	2000-01
<b>Total</b>	<b>11 290</b>	<b>12 346</b>	<b>12 407</b>
Total employee related	7 738	8 201	8 347
In-school primary	8 692	9 813	9 975
Total employee related	5 797	6 510	6 705
Teachers	4 538	4 892	5 134
Other staff (a)	1 259	1 619	1 571
Other operating expenses (b)	2 383	2 707	2 728
Depreciation	512	595	543
In-school secondary	13 170	13 568	13 667
Total employee related	8 648	8 767	8 784
Teachers	6 577	6 246	6 423
Other staff (a)	2 071	2 521	2 362
Other operating expenses (b)	3 770	3 926	4 045
Depreciation	752	875	837
Out of School	1 311	1 453	1 370
Total employee related	1 122	1 042	1 044
Teachers	–	–	–
Other staff (a)	1 122	1 042	1 044
Other operating expenses (b)	169	393	303
Depreciation	20	19	22

(a) Includes redundancy payments.

(b) Includes grants and subsidies.

– Nil or rounded to zero.

Source: MCEETYA 2002b, National Schools Statistics Collection 2001 (unpublished); ABS 2002a, *Schools Australia 2001*, cat. no. 4221.0.

Table 3A.127

## Northern Territory

Table 3A.127 Expenditure per student by location and school size  
— government schools (\$) (a), (b)

Number of students	Primary		Secondary	
	Metro	Nonmetro	Metro	Nonmetro
1997-98				
1-100	..	9 126	..	11 129
101-300	..	8 558	..	12 914
301-500	..	6 853	..	11 279
501-1000	..	5 715	..	10 066
1000+	..	na	..	8 867
1998-99				
1-100	..	9 637	..	15 280
101-300	..	9 503	..	11 937
301-500	..	7 747	..	9 828
501-1000	..	6 811	..	8 391
1000+	..	..	..	7 692
1999-2000				
1-100	..	9 054	..	20 626
101-300	..	8 737	..	11 171
301-500	..	7 523	..	9 962
501-1000	..	6 272	..	8 681
1000+	..	..	..	8 916
all schools	na	na	na	na
2000-01				
1-100	..	12 000	..	24 636
101-300	..	10 959	..	12 827
301-500	..	8 347	..	12 438
501-1000	..	8 199	..	11 087
1000+	..	..	..	9 691
all schools	na	na	na	na

(a) Data from 1999-2000 based on accrual accounting and are not comparable with earlier years.

(b) The expenditure per student broken down by school size, location and school type are not comparable to the National Schools Statistics Collection figures on which interstate comparisons are based.

na Not available. .. Not applicable.

Source: NT Government.

Table 3A.128

**Northern Territory****Table 3A.128 Expenditure per student by socioeconomic disadvantage — government schools (dollars) (a)**

<i>Year/School type</i>	<i>Degree of disadvantage</i>		
	<i>Least</i>	<i>Medium</i>	<i>Most</i>
1996-97			
Primary schools	6 524	6 749	7 422
Secondary schools	8 589	10 948	9 489
1997-98			
Primary schools	7 602	7 520	8 508
Secondary schools	9 691	10 702	10 579
1998-99			
Primary schools	7 416	10 619	8 708
Secondary schools	8 945	12 535	8 713
1999-2000			
Primary schools	7 066	7 611	8 523
Secondary schools	9 939	11 940	8 305
2000-01			
Primary schools	8 953	9 202	10 977
Secondary schools	11 518	12 403	12 537

(a) Based on geographic location only. Darwin, Palmerston and Alice Springs schools are classed as 'least', other NT centres are classified as 'Medium', and those schools not classified to a town centre are classed as 'Most' disadvantaged.

Source: NT Government.

Table 3A.129

## Northern Territory

## Student to staff ratios for primary and secondary schools by location — government schools (a)

Table 3A.129

School type and no. of students	Teaching staff		Non-teaching staff	
	Metro	Nonmetro	Metro	Nonmetro
<i>1997-98</i>				
In-school primary				
1-100	..	13.1	..	33.2
101-300	..	14.6	..	55.7
301-500	..	17.7	..	63.7
501-1000	..	18.5	..	70.4
1000+	..	..	..	..
In-school secondary				
1-100	..	14.0	..	59.0
101-300	..	10.6	..	27.0
301-500	..	12.2	..	35.4
501-1000	..	12.2	..	34.3
1000+	..	12.9	..	51.7
<i>1998-99</i>				
In-school primary				
1-100	..	12.4	..	38.1
101-300	..	14.1	..	48.3
301-500	..	17.0	..	51.6
501-1000	..	16.4	..	61.3
1000+	..	..	..	..
In-school secondary				
1-100	..	13.2	..	59.3
101-300	..	10.4	..	27.0
301-500	..	12.0	..	37.0
501-1000	..	11.8	..	38.8
1000+	..	13.0	..	49.0
<i>1999-2000</i>				
In-school primary				
1-100	..	12.4	..	32.9
101-300	..	13.9	..	44.9
301-500	..	17.1	..	51.3
501-1000	..	18.0	..	62.3
1000+	..	..	..	..
all schools	na	na	na	na
In-school secondary				
1-100	..	12.4	..	56.4
101-300	..	9.4	..	23.4
301-500	..	13.6	..	29.4
501-1000	..	12.2	..	43.3
1000+	..	13.1	..	47.8
all schools	na	na	na	na



Table 3A.129

**Northern Territory****Student to staff ratios for primary and secondary schools by location — government schools (a)**

Table 3A.129

<i>School type and no. of students</i>	<i>Teaching staff</i>		<i>Non-teaching staff</i>	
	<i>Metro</i>	<i>Nonmetro</i>	<i>Metro</i>	<i>Nonmetro</i>
<i>2000-01</i>				
In-school primary				
1–100	..	9.9	..	37.9
101–300	..	12.6	..	36.7
301–500	..	16.4	..	39.7
501–1000	..	15.0	..	43.2
1000+	..	..	..	..
all schools	..	13.9	..	38.8
In-school secondary				
1–100	..	7.0	..	10.0
101–300	..	10.6	..	27.4
301–500	..	10.3	..	30.3
501–1000	..	12.6	..	41.4
1000+	..	13.1	..	52.2
all schools	..	11.4	..	33.4

(a) The NT does not have schools in metropolitan areas.

na Not available. .. Not applicable.

Source: NT Government.

Table 3A.130

**Northern Territory****Table 3A.130 Multi-level Assessment Program (per cent of students in marks range) (a), (b), (c), (d), (e), (f), (g)**

<i>Subject</i>	<i>0-20</i>	<i>21-40</i>	<i>41-60</i>	<i>61-80</i>	<i>81-100</i>
Year 3 Reading					
1999	18	7	10	23	43
2000	23	7	9	23	38
2001	25	6	4	16	49
Year 3 Mathematics					
1999	10	5	13	39	34
2000	11	9	15	42	23
2001	4	11	23	47	16
Year 5 Reading					
1996	1	9	31	40	19
1997	1	7	23	46	23
1998	5	13	37	33	12
1999	15	8	18	31	27
2000	17	10	16	28	29
2001	21	7	14	25	32
Year 5 Mathematics					
1996	1	14	26	40	18
1997	0	6	28	48	17
1998	2	5	24	48	21
1999	8	6	18	36	32
2000	7	11	28	39	15
2001	6	12	30	40	13
Year 7 Reading					
1996	1	7	29	45	19
1997	0	3	17	43	36
1998	1	5	20	44	31
1999	na	na	na	na	na
2000	na	na	na	na	na
2001	na	na	na	na	na
Year 7 Mathematics					
1996	5	27	31	26	11
1997	2	12	28	42	16
1998	1	8	21	39	31
1999	na	na	na	na	na
2000	na	na	na	na	na
2001	na	na	na	na	na

(a) Breakdown by government and non-government schools was unavailable.

(b) For 1996 and 1997, whenever a student did not answer a question within a stage/level this was deemed an incorrect response (even if a whole passage or section was unanswered).

(c) In 2000 and 2001, students who only attempted Level 1 were included in the 0-20 range.

(d) The sum of the components for each year does not always equal 100 due to rounding errors.

(e) Exempted students were included in the 0-20 range

(f) Absent students were not included.

(g) The average test scores were based on the focus level only. For year 3, this is level 2 and for year 5, this is level 3.

Source: NT Government.

Table 3A.131

**Northern Territory****Table 3A.131 Multi-level Assessment Program (per cent of students in marks range), 2000 (a)**

<i>Subject</i>	<i>0–20</i>	<i>21–40</i>	<i>41–60</i>	<i>61–80</i>	<i>81–100</i>
Year 3 Reading					
All students	23	7	9	23	38
Female	20	7	7	23	43
Male	26	7	10	24	33
Indigenous	63	7	8	15	8
Non-Indigenous	8	7	9	27	50
LBOTE	50	6	8	16	19
Non-LBOTE	9	7	9	27	48
Non-urban	88	3	1	3	4
Urban	11	7	10	27	44
Year 3 Mathematics					
All students	11	9	15	42	23
Female	10	9	16	44	21
Male	13	8	15	40	24
Indigenous	35	20	17	22	5
Non-Indigenous	2	4	15	50	30
LBOTE	30	16	17	27	11
Non-LBOTE	2	5	14	50	29
Non-urban	57	24	11	5	3
Urban	3	6	16	49	26
Year 5 Reading					
All students	17	10	16	28	29
Female	17	9	16	27	32
Male	18	11	17	29	26
Indigenous	52	12	11	14	11
Non-Indigenous	6	9	18	33	34
LBOTE	38	12	13	19	17
Non-LBOTE	8	9	17	32	34
Non-urban	88	5	3	2	3
Urban	8	10	18	31	32
Year 5 Mathematics					
All students	7	11	28	39	15
Female	6	11	32	38	13
Male	8	11	25	40	16
Indigenous	25	22	30	20	3
Non-Indigenous	2	7	28	45	18
LBOTE	18	17	28	28	9
Non-LBOTE	2	8	29	44	17
Non-urban	50	26	15	7	2
Urban	2	9	30	43	16

(a) Covers urban non-Indigenous students for all schools.

Source: NT Government.