
B Education preface

Education is a lifelong activity, delivered both informally (for example, by family, through the community or at work) and formally by the education system (for example, by schools, technical and further education [TAFE] institutes, registered training providers or universities). The education sector has a range of objectives, some of which are common across all levels of education (for example, to increase knowledge) while others are more specific to a particular level of education (for example, in vocational education and training [VET] to provide skills and knowledge directly relevant to work-related competencies).

Government and non-government providers both deliver formal education services. Government education agencies include government primary and secondary schools, and TAFE institutes. Governments also fund services delivered by universities and by non-government providers in the preschool, school and VET sectors.

The education section of this Report covers the performance of the school and VET sectors. Preschool programs, which provide a variety of educational and developmental experiences for children before full time schooling, are covered in the children's services chapter (chapter 14).

Areas of government involvement in education that are not covered in the following chapters include:

- universities (although some information is included in this preface);
- the transportation of students;
- income support payments for students; and
- adult and community education (except VET programs).

Factors external to the education sector — including other government services (such as health and community services) — influence education outcomes. These factors are not formally part of Australia's education system and are not covered in the following chapters, but are discussed in other sections of the Report. Indigenous status, language and cultural background, disability status, socioeconomic status and geographic location are also potential influences on educational outcomes. It is

a priority of the Review to improve the reporting of data for these factors in relation to the education outputs reported in the following chapters.

The remainder of this preface provides a systemwide picture of Australia's education system and its broad outcomes.

Profile of education

Roles and responsibilities

The roles and responsibilities of administering, funding and determining the objectives of the education sector encompass different levels of government and non-government authorities and stakeholders. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) coordinates strategic policy at the national level, develops national agreements on shared objectives and interests, and negotiates the scope and format of national reporting for the school sectors. Membership of MCEETYA includes Commonwealth, State and Territory Ministers with responsibility for education, employment, training and youth affairs.

The Australian National Training Authority Ministerial Council (ANTA MINCO) is comprised of Australia's Commonwealth, State and Territory Ministers with responsibility for VET. ANTA MINCO decides strategic policy, national objectives and priorities for the training system. ANTA MINCO is also responsible for approving funding for State and Territory training systems based on the performance of the jurisdictions in meeting specific targets for VET service delivery.

The Commonwealth Government's roles and responsibilities in providing education services include:

- providing funding to State and Territory governments, and non-government schools to support agreed priorities and strategies;
- providing funding via the Australian National Training Authority (ANTA) to States and Territories for the delivery of VET programs;
- being the primary funding source for, and developer of policy related to, the higher education sector; and
- providing financial assistance for students.

State and Territory governments' roles and responsibilities in providing education services include:

- having constitutional responsibility for the provision of schooling to all children of school age;
- administering and delivering VET and school education in government schools;
- administering and funding TAFE institutes;
- funding VET programs delivered by other government training organisations, community education providers and private registered training organisations;
- regulating both private and publicly provided VET programs, including coordinating the registration of training organisations and the accreditation of nationally recognised training;
- being responsible for legislation relating to the establishment of universities and the accreditation of higher education courses by registered training organisations;
- regulating both government and non-government school activities and policies;
- determining school curricula, course accreditation, student assessment and awards; and
- having the major financial responsibility for government school education, and contributing funds to non-government schools.

More detailed descriptions of the roles and responsibilities in the school and VET sectors can be found in the respective chapters.

Funding

Education is a major area of expenditure and activity. Total operating expenses for all governments in 2000-01 were approximately \$34.7 billion, which was equivalent to 5.2 per cent of gross domestic product (GDP). Private final consumption expenditure on education in 2000-01 was approximately \$9.3 billion, or 1.4 per cent of GDP (ABS 2002a).

Commonwealth Government operating expenses in 2000-01 were \$10.9 billion, with \$9.9 billion (90.9 per cent) comprising grants to other levels of government. State, Territory and local government operating expenditure was \$24.9 billion for the same year. Multi-jurisdictional (university) operating expenses were \$9.2 billion. The inter-sector transfers, such as grants, were \$10.3 billion (table B.1).

Between 1998-99 and 2000-01, the average annual growth rate of total government expenditure on education was 2.1 per cent. With the introduction of accrual accounting, the education expenditure series between 1998-99 and earlier years is not comparable.

Table B.1 Real Commonwealth, State and Territory (including local) government expenditure on education (2000-01 \$ million)^a

	1998-99 ^c	1999-2000 ^c	2000-01	Average annual real growth (%)
Commonwealth operating expenses	10 429	10 469	10 881	2.1
Transfers to other levels of government ^b	(9 674)	(9 723)	(9 889)	1.1
Commonwealth expenses after transfers	755	746	992	14.6
State and Territory (including local) operating expenses	24 046	24 473	24 898	1.8
Transfers to other levels of government ^b	(183)	(162)	(145)	-11.0
State and territory (including local) expenses after transfers	23 863	24 310	24 753	1.8
Multi-jurisdictional (university) operating expenses	8 877	9 088	9 191	1.8
Transfers to other levels of government ^b	(247)	(262)	(249)	0.3
Multi-jurisdictional (university) expenses after transfers	8 629	8 826	8 942	1.8
Total operating expenses	33 250	33 880	34 688	2.1

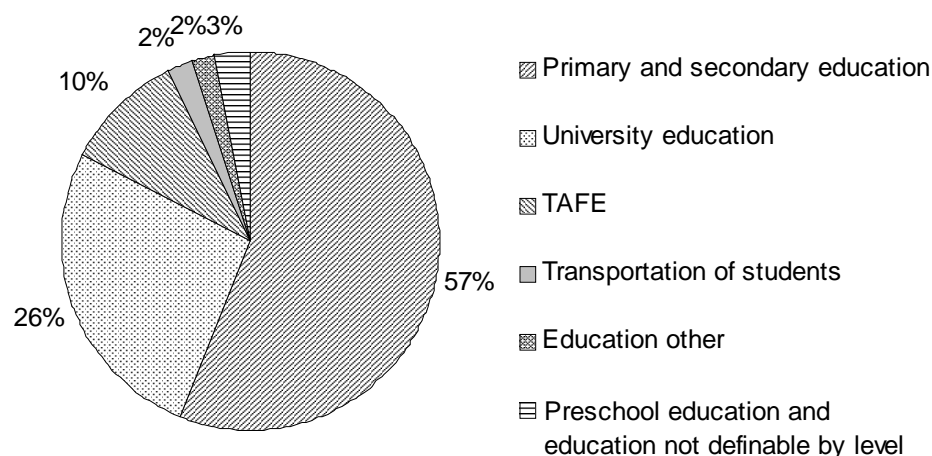
^a Based on accrual operating expenses for education. ^b Payments between levels of government within the public sector. ^c Calculated using the GDP implicit price deflator.

Source: Australian Bureau of Statistics (ABS) (2000a, 2001a, 2002a).

In 2000-01, schools accounted for the highest proportion of education expenditure (57 per cent), followed by universities (26 per cent) and TAFE institutes (10 per cent) (figure B.1).

The breakdown of State and Territory government expenditure across the education sector varied across jurisdictions in 2000-01. The proportion of State and Territory expenditure allocated to total school education (including primary, secondary, preschool and education not definable by level) ranged from 85.6 per cent in Queensland to 76.7 per cent in the NT. The highest proportion of expenditure on TAFE was in WA (15.1 per cent) and the lowest proportion was in the NT (8.4 per cent). There was little difference across jurisdictions in the proportion of expenditure on university education, except in the NT, which had the highest proportion (6.7 per cent) (table B.2).

Figure B.1 Total government expenditure on education, 2000-01^{a, b}



^a Based on accrual operating expenses for education. ^b Education other includes tertiary other.

Source: ABS (2002a).

Table B.2 State, Territory and local government expenditure, 2000-01

	Unit	NSW ^a	Vic ^b	Qld	WA ^c	SA	Tas ^d	ACT	NT	Total
Preschool and not definable by level ^e	%	0.4	5.3	8.9	6.0	6.8	–	4.2	6.2	4.4
Primary and secondary	%	79.8	75.6	76.8	78.1	77.6	84.2	77.6	70.5	77.8
TAFE	%	14.3	14.6	11.2	15.1	13.8	12.3	14.5	8.4	13.7
University	%	–	0.6	0.6	0.0	0.6	0.1	1.5	6.7	0.5
Other tertiary	%	–	0.9	0.0	0.8	–	–	–	3.8	0.4
Other ^f	%	5.5	3.0	2.6	–	1.1	3.3	2.4	4.6	3.3
Total	%	100	100	100	100	100	100	100	100	100
Total	\$m	8 070	6 305	4 507	2 319	2 133	690	456	417	24 898

^a Most expenditure for preschools in NSW is contained in other budget areas and not included in this table. Some special education expenditure for preschool students and all special education expenditure for school students for NSW is included under 'primary and secondary'. ^b Expenditure for preschools in Victoria is contained in other budget areas and is not included in this table. ^c Special education expenditure for WA is included under 'primary and secondary'. ^d Expenditure for preschools and special education in Tasmania is included under 'primary and secondary'. ^e Except where footnotes indicate otherwise, includes expenditure for preschools, special education and other education not definable by level. The latter is defined as: adult education courses that are essentially non-vocational, other than those offered by institutes of TAFE; migrant education programs; and other educational programs not definable by level. ^f Transportation of students and education not elsewhere classified. – Nil or rounded to zero.

Source: ABS (2002a).

Size and scope

In 2001, there were 3.3 million full time school students attending 9596 schools in Australia, including 6942 government schools (ABS 2002c). Over 1.6 million VET

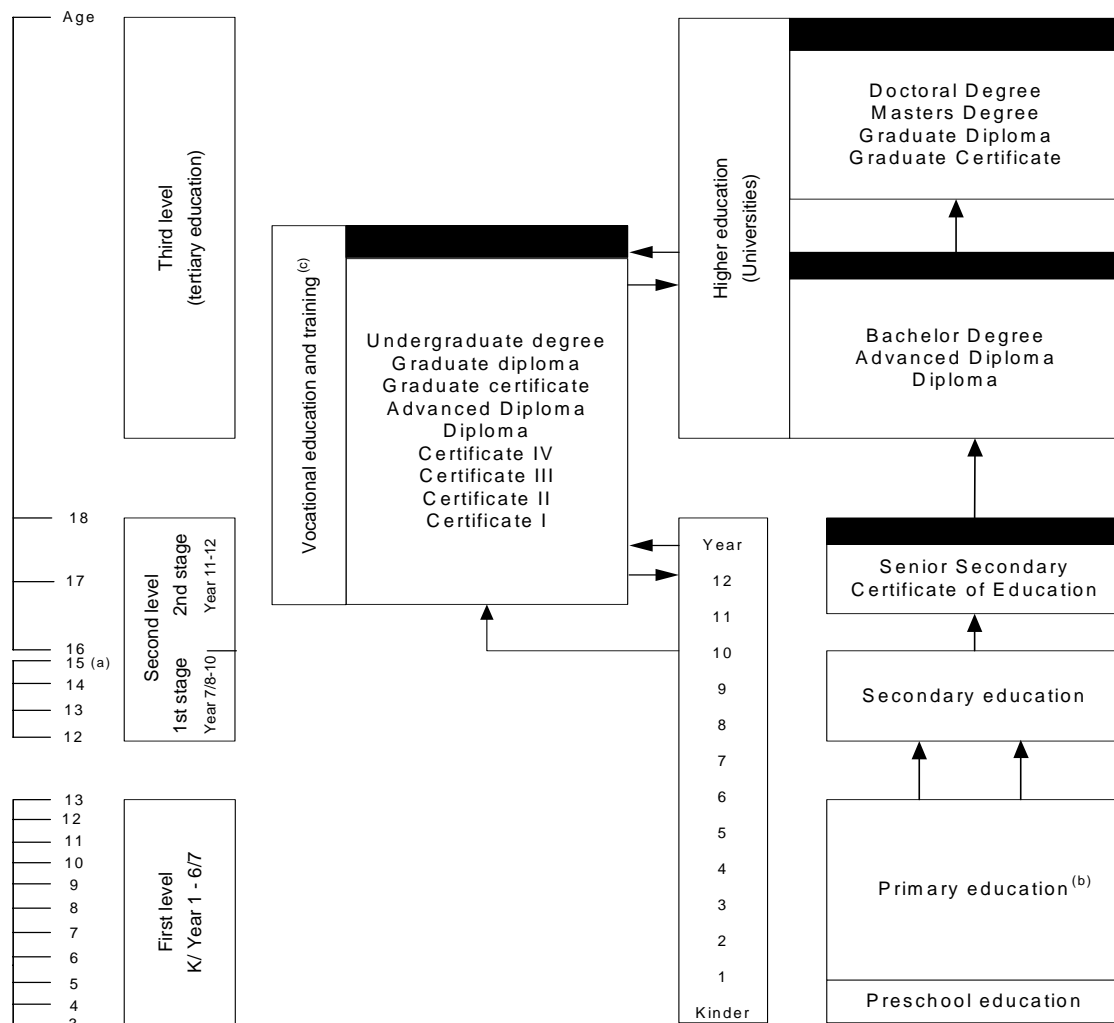
students undertook vocational programs delivered by providers in receipt of public funding allocations for VET. These programs were delivered in 87 public training institutions and associated major campuses, 985 training centres for community education providers and 5645 training locations by other registered providers (ANTA 2002; NCVER 2001). There were 726 000 higher education students, whose courses were delivered by 39 universities, four self-accrediting higher education institutions and 85 other higher education providers accredited by State and Territory educational authorities. Forty-two of these higher education institutions were eligible for Commonwealth operating grants, 38 of which were universities. All 39 universities and three other institutions were eligible for research funds through the Department of Education Science and Training (ABS 2002b; DEST 2002).

Learning pathways

Box B.1 illustrates the Australian education system, indicating the compulsory years of schooling (until 16 years of age in Tasmania and 15 years of age in all other jurisdictions), the range of pathways and the options available to students in post-compulsory education and training. The Australian Qualifications Framework (AQF) was developed to provide a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training. It was introduced in 1995 and fully implemented by the end of 1999.

The AQF encourages flexible learning pathways. Modules from VET certificates, for example, can be integrated with the senior secondary certificate, and both VET diplomas and higher education diplomas, gain credit towards a bachelors degree. Similarly, the VET sector also recognises some higher education qualifications.

Box B.1 Outline of the Australian education system



a End of compulsory schooling.

b Year 7 is part of primary school in some States and Territories and part of secondary education in others.

c Undergraduate degrees, graduate diplomas and graduate certificates are not offered within the VET system in all jurisdictions.

Source: based on NOOSR (2000).

Under the AQF, VET certificates (mainly certificates I and II) may be achieved in schools and may contribute towards the Senior Secondary Certificate of Education, resulting in a dual qualification. Approximately 170 000 students were enrolled in VET in schools programs in 2001, representing 41 per cent of all students undertaking their senior secondary certificate and a 10.4 per cent increase from 2000. These programs were offered by 2083 schools, or 94.9 per cent of all schools offering senior secondary programs. Enrolments were highest in tourism and

hospitality programs, which accounted for 18.4 per cent of all enrolments (MCEETYA, unpublished).

In 2001, 59.6 per cent per cent of students participating in VET in schools programs undertook workplace learning. By the end of 2001, nearly 5755 students were involved in a schools-based New Apprenticeship (MCEETYA, unpublished). Care should be taken in interpreting the VET in schools data, because data definitions across States and Territories are not yet consistent.

Measuring the performance of the education system

Measuring the effectiveness and efficiency of the Australian education sector is a complex task. Individual performance indicator frameworks for the schools and VET sectors have been developed for the purposes of the Review, but there is significant interaction between these two sectors, and between these sectors and the university sector. Socioeconomic factors, geographic location, age, language background and the performance of other service sectors (particularly the health and housing sectors) also contribute to an individual's overall education outcomes.

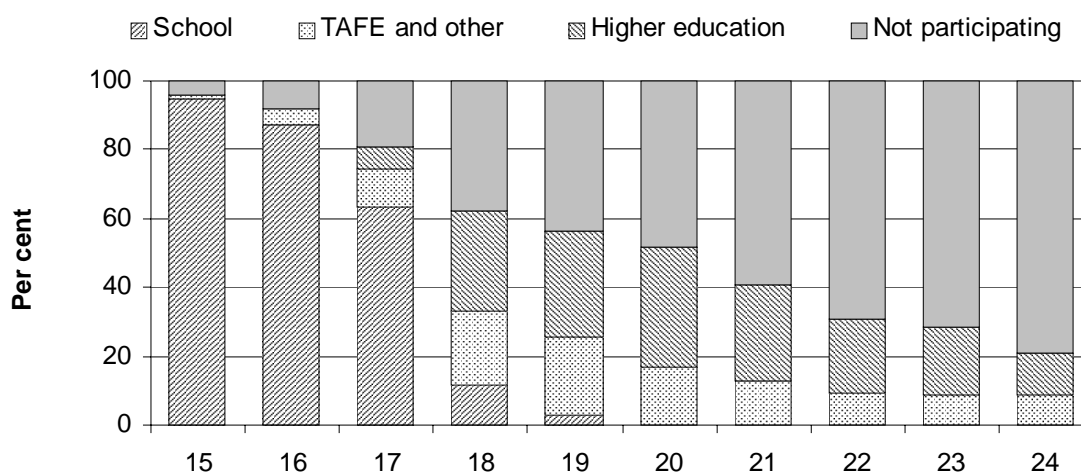
Effectiveness

Participation in education and training

Successive Australian governments have viewed education as a key means to improve economic and social outcomes, as well as to improve the equity of outcomes in society. They have sought, therefore, to increase rates of participation in education.

Beyond the age of compulsory school education (16 years in Tasmania and 15 years in all other jurisdictions), the percentage of people participating in education and training declines. In 2001, the participation rate was 62.5 per cent for 18 year olds and 21.4 per cent for 24 year olds (figure B.2).

Figure B.2 **Participation in education and training by people aged 15–24 years, by sector, 2001^a**



^a 'Other' includes all education or training participation at institutions other than schools, higher education institutions, or TAFE institutes.

Source: ABS (unpublished).

Participation in education, training and work

Research undertaken by bodies such as the Dusseldorp Skills Forum and the Australian Council for Educational Research has indicated that young people who are not participating full time in education, training, work or some combination of these activities are more likely to have difficulty in making a transition to full time employment by their mid-twenties. A full time participation measure has thus been developed to monitor the proportion of the population that is at risk of marginal participation, or nonparticipation in the labour market. Young people are counted as participating full time if they are engaged in full time education or training, full time work or both part time education or training and part time work.

Table B.3 shows a fairly consistent pattern, with full time participation rates declining from 15 years through to age 18 years, and remaining relatively stable from 18 years through to 24 years. The full time participation rate for 15–24 year olds in 2001 was highest in Victoria (85.5 per cent) and lowest in Queensland (76.0 per cent).

Table B.3 Full time participation rates, 2001 (per cent)^a

<i>age (years)</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA^b</i>	<i>Tas^b</i>	<i>ACT^b</i>	<i>NT^{b, c}</i>	<i>Aust</i>
15	97.6	97.3	97.5	92.5	97.5	98.6	100.0	96.1	97.0
16	94.5	95.9	92.7	91.1	95.4	94.4	95.5	91.6	94.2
17	89.7	94.7	77.0	81.3	85.0	91.7	96.0	84.3	87.3
18	75.9	85.4	71.3	80.9	74.7	78.7	68.2	68.4	77.7
19	79.8	83.8	72.5	78.3	63.8	67.0	73.2	68.2	77.4
20	80.8	80.7	72.8	75.2	67.7	76.9	74.3	63.1	77.5
21	82.3	86.5	68.6	74.6	69.1	64.2	75.2	81.8	78.5
22	78.2	80.2	66.2	74.7	73.3	57.8	67.5	81.1	75.2
23	82.4	79.7	71.8	74.1	78.2	63.1	87.0	68.5	78.1
24	76.2	72.9	69.4	73.0	63.9	65.7	97.9	57.3	73.0
15–24	83.7	85.5	76.0	79.6	77.0	76.5	83.2	76.8	81.5

^a Includes participation in full time education or full time work, or both part time education and part time work.

^b The relative standard errors are between 10 and 25 per cent for the estimates associated with: 19 and 24 year olds in SA; 19, 21, 22, 23 and 24 year olds in Tasmania; 18, 19, 20, 21 and 22 year olds in the ACT; and 17, 21 and 22 year olds in the NT. ^c The relative standard errors are between 25 and 50 per cent for the estimates associated with 18, 19, 20, 23 and 24 year olds in the NT. These estimates need to be used with caution.

Source: ABS (unpublished).

School leaver destinations

Approximately 271 600 students left school in the year to May 2001 to work, attend university or VET institutions, or undertake combinations of work and education. Of these students, 31.7 per cent were early school leavers. Males were more likely to be early school leavers, making up 68.0 per cent of the total. Higher education institutions attracted around 85 900 school leavers in 2001, or 31.6 per cent of all school leavers. Institutes of TAFE attracted 67 300 school leavers (24.8 per cent). While 71.1 per cent of year 12 leavers went on to post-school education and training, only 36.7 per cent of early school leavers undertook any further study (table B.4).

Table B.4 School leaver destination (15–24 year olds), 2001^{a, b}

Type of institution attended in May 2001	Year 12 leavers			Early school leavers ^c			All school leavers			
	Unit	Male	Female	Total	Male	Female	Total	Male	Female	Total
Higher education ^d	%	41.8	49.2	45.7	1.1	1.7	1.3	25.5	38.8	31.6
TAFE institutes	%	27.3	17.7	22.2	32.3	26.0	30.3	29.3	19.5	24.8
Other study ^{e, f}	%	3.1	3.3	3.2	5.1	5.4	5.2	3.9	3.7	3.8
Not attending	%	27.8	29.8	28.9	61.6	66.9	63.3	41.3	37.9	39.8
Total	'000	87.6	98.1	185.6	58.5	27.4	86.0	146.1	125.5	271.6

^a Data for people who attended school in 2000 and were not attending school in May 2001. ^b Those attending in May 2000 include those studying for nonrecognised qualifications. ^c Those who left school earlier than year 12. ^d The estimates for male and female early school leavers have a relative standard error of greater than 50 per cent and are considered too unreliable for general use. ^e Includes business colleges, industry skills centres and other educational institutions. ^f The estimates of male and female year 12 leavers, and male, female and total early school leavers have relative standard errors of between 25 and 50 per cent and need to be used with caution.

Source: ABS (unpublished).

Education enrolment experience

In 2001, approximately 2.6 million people aged 15–64 years applied to enrol in an educational institution. Of the people who applied to enrol, 2.3 million (90.5 per cent) were studying in 2001, while 6.4 per cent deferred study and 3.1 per cent were unable to gain placement (down from 3.4 per cent in 2000) (table B.5).

Table B.5 Applications to enrol in an educational institution, by people aged 15–64 years

	Unit	1997	1998	1999	2000	2001
Applied to enrol for 2001	'000	2 389.3	2 402.8	2 537.5	2 527.8	2 552.9
Studying in May 2001	%	89.2	89.2	89.0	89.3	90.5
Gained placement but deferred study	%	7.6	7.3	7.4	7.3	6.4
Unable to gain placement ^a	%	3.1	3.5	3.6	3.4	3.1
Study would lead to an educational qualification	%	2.6	2.9	3.1	2.9	2.6
TAFE	%	1.5	1.5	1.8	1.6	1.4
Other ^b	%	0.4	0.5	0.5	0.5	0.4
Higher education	%	0.8	1.0	0.8	0.7	0.8
Study would not lead to a recognised qualification	%	0.5	0.5	0.5	0.5	0.5
Did not apply to enrol in 2001	'000	9 797.7	9 938.1	9 945.1	10 124.9	10 235.4
Total	'000	12 187.0	12 340.9	12 482.6	12 652.7	12 788.3

^a Reasons included: the course was full; the course was cancelled; the applicant was not eligible/entry score was too low; the applicant applied too late; or other reasons. ^b Includes other educational institutions not separately listed.

Source: ABS (1998, 1999, 2000b, 2001b, 2002d).

Educational attainment in Australia

Another important objective of the education system is to improve the skill base of the population, with the benefit of improving worker productivity and facilitating economic growth and employment. Educational attainment of the labour force is used as a proxy indicator for the stock of skills. It understates the skill base, however, because it does not capture skills acquired through partially completed courses or courses not leading to a formal qualification.

There were approximately 5.0 million people aged 15–64 years in 2001 whose highest level of educational attainment was a post-school qualification. Of this group, 43.9 per cent had a higher degree, postgraduate diploma or bachelor degree as their highest qualification (ABS 2002d). Of the 7.6 million people in this age group without post-school qualifications, 2.5 million had completed the highest level of secondary school.

Over four million of those whose highest level of educational attainment was a post-school qualification were employed in 2001, representing 45.9 per cent of employed people aged 15–64 years. People with a bachelor or higher degree were more likely to be employed (84.8 per cent) and people who did not complete secondary school the least likely (56.8 per cent) (table B.6).

Table B.6 Level of highest educational attainment of people aged 15-64 years, by labour force status, 2001^a

Labour force status	Unit	Post-school qualifications				School year level		Total ^b
		Bachelor degree or higher	Advanced diploma/diploma	Certificate III or IV	Certificate I, II or nfd	Year 12	Year 11 or below	
Employed	%	84.8	78.9	83.0	57.1	71.9	56.8	69.8
Unemployed	%	2.4	3.6	4.0	9.9	5.8	6.7	5.2
Not in labour force	%	12.7	17.6	13.0	33.0	22.4	36.5	25.0
Total	'000	2 179.7	854.6	1798.6	135.5	2521.7	5 108.2	12788.3

^a At May. ^b Includes people who never attended school and people whose highest level of educational attainment could not be determined. NFD = not further defined.

Source: ABS (2002d).

People employed as professionals were most likely to have completed a bachelor or higher degree as their highest qualification in 2001 (67.5 per cent), while the highest qualification for the majority of tradespeople and related workers was a certificate III or IV (54.8 per cent). People employed as clerical sales and service workers, intermediate production and transport workers, and labourers and related workers were most likely to have year 11 or below as their highest level of educational attainment (table B.7).

Table B.7 Level of highest educational attainment of employed persons aged 15–64 years, by occupation, 2001^a

Occupation in current job	Post-school qualifications				School year level		Total ^b '000
	Bachelor degree or higher	Advanced diploma./ diploma	Certificate III or IV	Certificate I, II or nfd	Year 12	Year 11 or below	
	%	%	%	%	%	%	
Managers and administrators	28.3	9.2	14.7	0.6	15.5	29.4	655.3
Professionals	67.5	12.5	4.9	0.3	8.9	4.6	1675.8
Associate professionals	19.2	12.1	16.7	0.7	23.5	26.3	1031.7
Trades people and related workers	3.0	3.1	54.8	0.8	12.1	25.1	1150.7
Advanced clerical, sales and service workers	11.6	9.3	7.4	1.8	27.9	39.6	415.2
Intermediate clerical, sales and service workers	10.4	8.6	11.5	1.2	30.7	36.5	1527.4
Intermediate production and transport workers	2.8	2.2	18.5	1.0	19.8	54.6	771.5
Elementary clerical, sales and service workers	4.7	4.0	7.5	0.9	31.6	50.1	886.8
Labourers and related workers	3.5	2.7	11.8	1.3	20.0	59.4	812.5
Total	20.7	7.5	16.7	0.9	20.3	32.5	8927.0

^a At May. ^b Includes people who never attended school and people whose highest level of educational attainment could not be determined. NFD = certificate not further defined.

Source: ABS (2002d).

International comparisons of education

The Program for International Student Assessment (PISA) is an initiative of the Organisation for Economic Cooperation and Development (OECD). In 2000, PISA conducted a survey of the reading, mathematical and scientific literacy of 15 year olds across 32 countries, including 28 OECD countries. Almost 6200 students from 231 Australian schools participated in the survey (Lokan *et al.* 2001).

Table B.8 shows the mean scores for Australian students compared to those for the other OECD countries for which results are available. Care should be taken in interpreting the table because differences in the scores are not always statistically significant. Australia's result was significantly above the OECD average in reading,

mathematical and scientific literacy. Finland was the only country that significantly outperformed Australia in reading literacy, and Japan was the only country that significantly outperformed Australia in mathematical literacy. Korea and Japan significantly outperformed Australia in scientific literacy (Lokan *et al.* 2001). Further information on PISA is included in chapter 3.

Table B.8 Achievement of 15-year-old students by country, PISA, 2000^a

<i>Reading literacy</i>		<i>Mathematical literacy</i>		<i>Scientific literacy</i>	
<i>OECD countries</i>	<i>mean score</i>	<i>OECD countries</i>	<i>mean score</i>	<i>OECD countries</i>	<i>mean score</i>
<i>Countries significantly higher than Australia</i>					
Finland	546	Japan	557	Korea	552
				Japan	550
<i>Countries not significantly different from Australia</i>					
Canada	534	Korea	547	Finland	538
New Zealand	529	New Zealand	537	United Kingdom	532
Australia	528	Finland	536	Canada	529
Ireland	527	Australia	533	New Zealand	528
Korea	525	Canada	533	Australia	528
United Kingdom	523	Switzerland	529	Austria	519
Japan	522	United Kingdom	529	Ireland	513
Sweden	516	Belgium	520		
United States	504				
<i>Countries significantly lower than Australia</i>					
Austria	507	France	517	Sweden	512
Belgium	507	Austria	515	Czech Republic	511
Iceland	507	Denmark	514	OECD average	500
Norway	505	Iceland	514	France	500
France	505	Sweden	510	Norway	500
OECD average	500	Ireland	503	United States	499
Denmark	497	OECD average	500	Hungary	496
Switzerland	494	Norway	499	Iceland	496
Spain	493	Czech Rrepublic	498	Belgium	496
Czech Republic	492	United States	493	Switzerland	496
Italy	487	Germany	490	Spain	491
Germany	484	Hungary	488	Germany	487
Hungary	480	Spain	476	Poland	483
Poland	479	Poland	470	Denmark	481
Greece	474	Italy	457	Italy	478
Portugal	470	Portugal	454	Greece	461
Luxembourg	441	Greece	447	Portugal	459
Mexico	422	Luxembourg	446	Luxembourg	443
		Mexico	387	Mexico	422

^a A probability level of 5 per cent has been used to test for the significance of differences.

Source: Lokan *et al.* (2001).

Efficiency

Comparing unit costs across jurisdictions

Comparing the unit costs of providing a particular service across jurisdictions can help to identify whether States or Territories have the scope to improve their efficiency performance. Special characteristics within jurisdictions, however, mean it would be hard for all jurisdictions to attain the same level of unit costs while achieving similar outcomes. One way of better understanding how special circumstances may affect costs is to compare the variations in the unit costs across jurisdictions for services that aim to achieve similar outcomes, such as government school education and VET (table B.9). The greater jurisdictional variation in the unit costs of VET compared with those in schools raises questions about the likely causes. Further analysis would be necessary to identify, for example, whether the effects of scale or dispersion are greater for VET than for schools, or whether the quality of the services or the efficiency of service provision differs more.

Table B.9 Education institution recurrent unit costs, 2000-01^{a, 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>
<i>Government primary schools</i>										
In-school cost per FTE student ^c	\$	5 976	5 862	6 051	6 162	6 893	6 811	6 428	9 866	6 118
Difference from national average	%	-2.3	-4.2	-1.1	0.7	12.7	11.3	5.1	61.3	-
<i>Government secondary schools</i>										
In-school cost per FTE student ^c	\$	8 211	7 683	7 703	8 499	8 828	7 986	8 901	13 667	8 079
Difference from national average	%	1.6	-4.9	-4.7	5.2	9.3	-1.2	10.2	69.2	-
<i>VET^d</i>										
Cost per adjusted annual curriculum hour ^e	\$	13.03	10.75	12.91	13.73	11.37	14.32	12.46	19.74	12.42
Difference from national average	%	4.9	-13.4	3.9	10.6	-8.5	15.3	0.4	58.9	-

^a Based on accrual data. ^b Includes recurrent costs only, for information on capital costs (such as the user cost of capital), see chapters 3 and 4 ^c Excludes capital charges for Victoria, Queensland and the ACT, and includes payroll tax estimates for WA and the ACT ^d Data are based on 2001 calendar year. ^e Includes payroll tax estimates for the ACT. FTE students are full time equivalents. – Nil or rounded to zero.

Sources: Chapters 3 and 4.

Unit cost differences across education sectors should be used as a starting point for further analysis, rather than interpreted in isolation from the outcomes and outputs of the service areas (see chapters 3 and 4). Further, comparing the performance of

education sectors requires a cross-sectoral approach to measuring and classifying educational participation and attainment. Considerable attention is being given to cross-sectoral measurement issues with the establishment of the National Centre for Education and Training Statistics (within the ABS), and with the introduction of the Australian Standard Classification of Education.

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