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SCHOOL EDUCATION (CHAPTER 4)

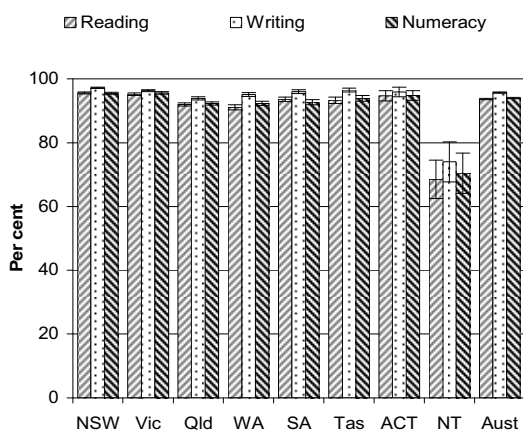
- The principal focus of this chapter is on government funded primary and secondary school education. Some performance indicators are reported for government schools, non-government schools and school education as a whole (see performance indicator framework on reverse).
- There were 3.5 million full time equivalent school students enrolled in August 2009, in 9529 schools. Of these, 69.4 per cent of primary students and 60.8 per cent of secondary students were educated in government schools (pp. 4.8-9).
- Recurrent expenditure by Australian, State and Territory governments on school education in 2008-09 was \$38.9 billion, of which \$30.9 billion was spent on government schools (p. 4.4).

Objectives of school education

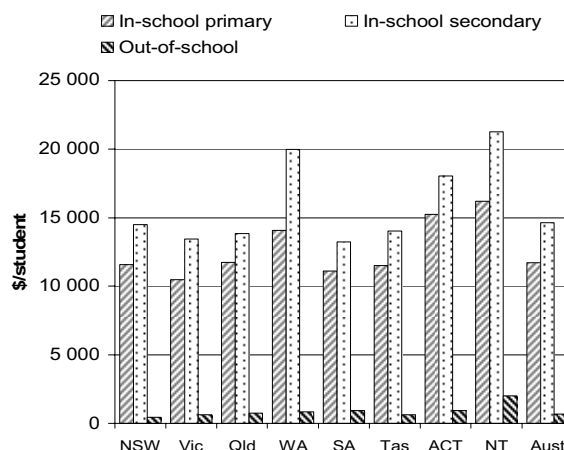
- The goals for school education included in the Melbourne Declaration on Educational Goals for Young Australians are presented in the chapter. These goals are:
 - Goal 1: Australian schooling promotes equity and excellence
 - Goal 2: All young Australians become:
 - successful learners
 - confident and creative individuals
 - active and informed citizens (p. 4.15).

Selection of results

Proportion of year 3 students achieving at or above the reading, writing and numeracy national minimum standard, 2009^a (pp. 4.48, 4.72, 4.84)

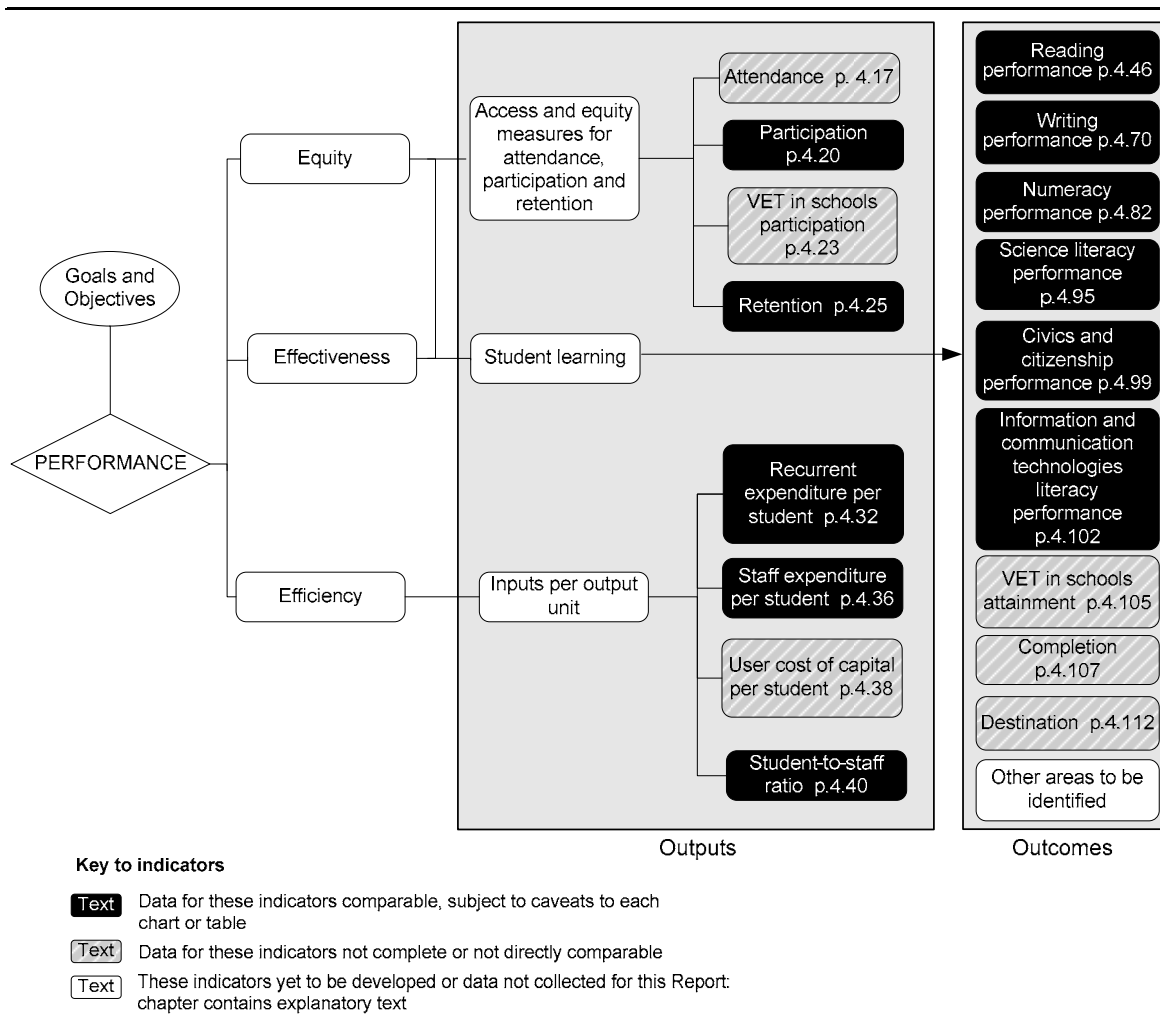


Government recurrent expenditure per FTE student, government schools, 2008-09^a (p. 4.34)



^a Data and caveats for these figures are available electronically from the website for the Review of Government Service Provision (www.pc.gov.au/gsp/reports/rogs/2011). Data may be subject to revision. The most recent data will be available on the Review website.

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



Developments in reporting since the 2010 Report

- further alignment with National Education Agreement (NEA) and National Indigenous Reform Agreement (NIRA) indicators for the outcome indicators ‘reading performance’, ‘writing performance’ and ‘numeracy performance’ (pp. 4.46–95)
 - inclusion of mean scale scores and achievement bands, by Indigenous status for National Assessment Program —Literacy and Numeracy (NAPLAN) testing
 - commencement of time series reporting for all NAPLAN data
- reporting the 2009 Programme for International Student Assessment (PISA) results for the outcome indicators ‘reading performance’, ‘numeracy performance’, and ‘science literacy performance’. In PISA 2009, reading was the major assessment domain (pp. 4.69-70, 4.94-95, 4.98-99)
- reporting the outcomes of the year 6 2009 Science Literacy National Assessment Program (NAP) for the outcome indicator ‘science literacy performance’ (pp. 4.96–98)

[MORE]

- reporting the outcomes of the years 6 and 10 2008 Information and Communication Technologies NAP for the outcome indicator ‘information and communication technologies literacy performance’ (pp. 4.103–105)
- extending the time series for the access/equity indicator ‘retention’ (pp. 4.25–32) and the efficiency indicator ‘student-to-staff ratio’ (pp. 4.40–43)
- inclusion of some data quality information.

[END]

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