

Under embargo until 1.00am on Friday, 28 January 2011

For personal use only. Third parties should not be approached until the embargo is lifted.

SCHOOL EDUCATION (CHAPTER 4)

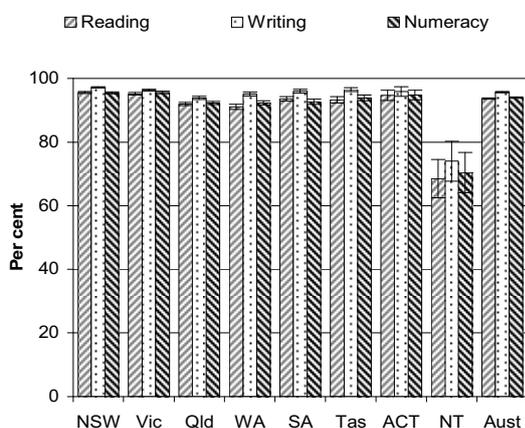
- The principal focus of this chapter is on government funded primary and secondary school education. Some performance indicators are reported for government schools, non-government schools and school education as a whole (see performance indicator framework on reverse).
- There were 3.5 million full 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

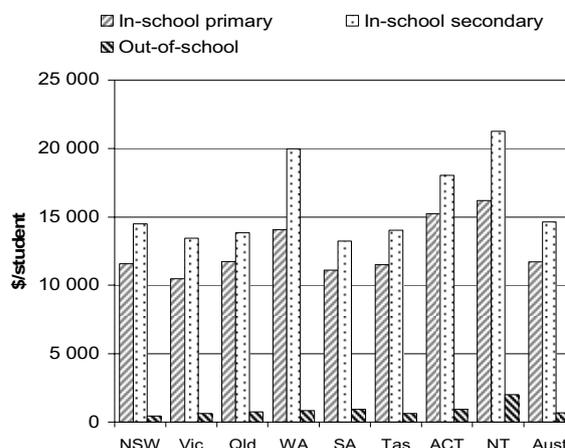
- The goals for school education included in the Melbourne Declaration on Educational Goals for Young Australians are presented in the chapter. These goals are:
 - Goal 1: Australian schooling promotes equity and excellence
 - Goal 2: All young Australians become:
 - successful learners
 - confident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

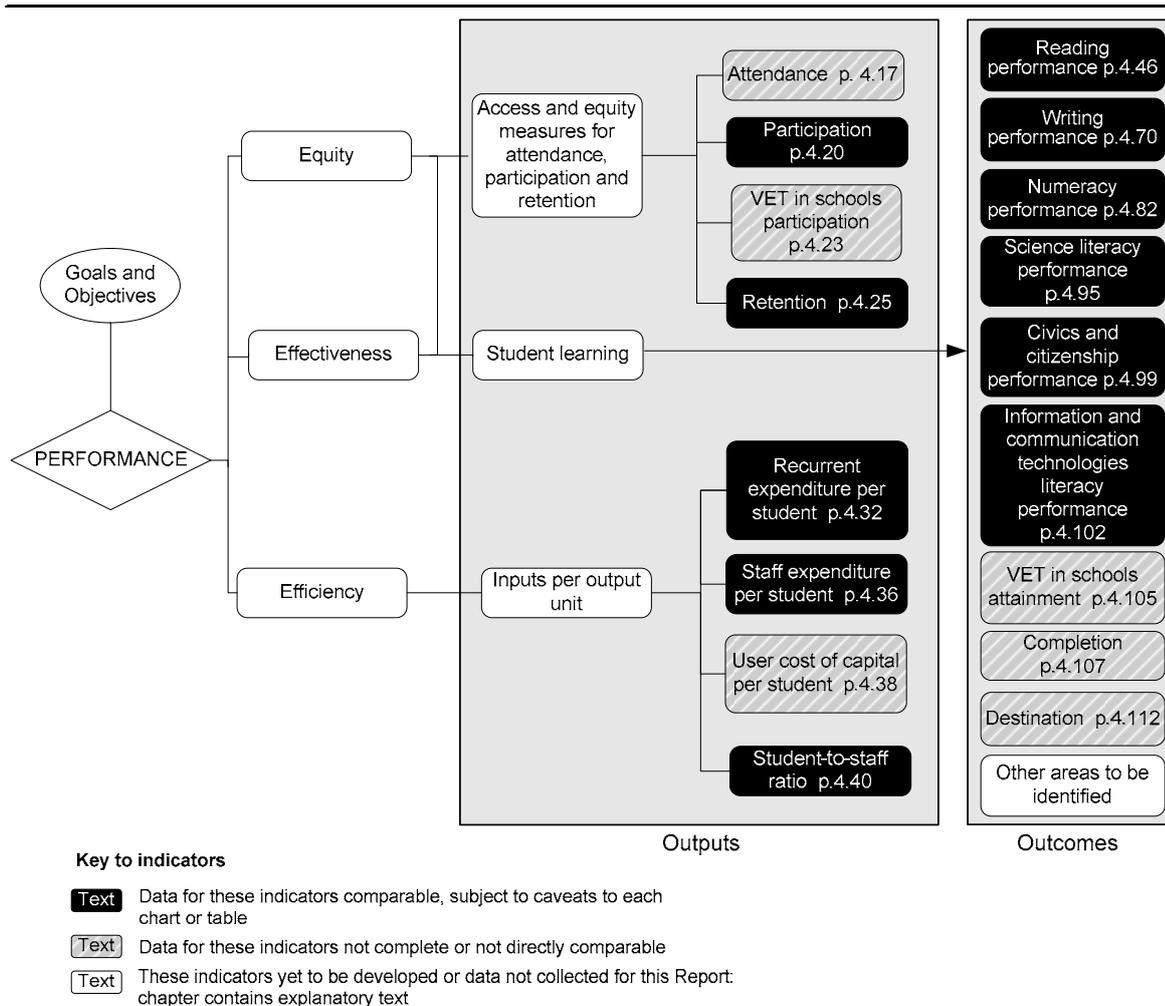


Government recurrent expenditure per FTE student, government schools, 2008-09^a(p. 4.34)



^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]

Background information: Lawrence McDonald, Head of Secretariat 03 9653 2178/0421 584 905

Other information: Clair Angel, Media and Publications 02 6240 3239/0417 665 443

Please do not approach other parties for comment before Friday 28 January 2011.

Media copies of this report are available from Clair Angel on 02 6240 3239.

Hard copies of this publication are available from Canprint Communications (ph: 1300 889 873 or email sales@infoservices.com.au). The report will be available via the Internet at www.pc.gov.au on the morning of Friday 28 January 2011.

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