



2005

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SCHOOLS

AUSTRALIA

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For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070 or Leo Stinson on Canberra (02) 6252 7793.

NOTES

ABOUT THIS PUBLICATION The statistics in this publication relate to government and non-government schools, students and school staff, and were collected through the National Schools Statistics Collection (NSSC), which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

A more extensive range of statistics on schools, students and staff is available from Data Cubes in Excel spreadsheet format on the ABS web site at <URL:<http://www.abs.gov.au>>.

USAGE Because estimates have in some cases been rounded, discrepancies may occur between sums of the component items and totals.



ABBREVIATIONS

- ABS Australian Bureau of Statistics
- ACT Australian Capital Territory
- Aust. Australia
- FTE full-time equivalent
- no. number
- NSSC National Schools Statistics Collection
- NSW New South Wales
- NT Northern Territory
- Qld Queensland
- SA South Australia
- Tas. Tasmania
- TAFE Technical and Further Education
- VET vocational education and training
- Vic. Victoria
- WA Western Australia

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MAIN FEATURES

SCHOOLS

In August 2005, there were 9,623 schools in Australia, of which 6,929 (72.0%) were government schools and 2,694 (28.0%) were non-government schools.

In 2005 71.5% of all non-special schools were primary only, 15.9% were secondary only and 12.6% were combined primary/secondary schools. In 1995 these proportions were 73.7%, 16.6% and 9.7% respectively. Over the decade this equates to a decrease of 305 in the number of primary or secondary schools, and an increase of 266 in the number of combined primary/secondary schools.

STUDENTS

In 2005 there were 3,348,139 full-time school students. The proportion of these students attending government schools was 67.1%, down from 71.0% in 1995.

From 1995 to 2005, the number of full-time students attending government schools grew by 1.7% (from 2,207,853 to 2,246,087), while the number attending non-government schools increased by 22.2% (from 901,484 to 1,102,052).

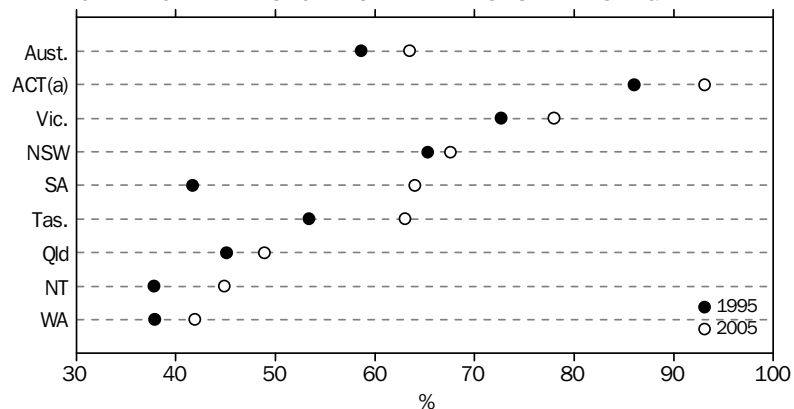
There were 25,073 part-time school students in 2005, a decrease of 4.1% since 2004. The Northern Territory (NT) had the highest proportion of part-time students (3.0%), followed by South Australia (SA) with 2.7% and Tasmania (Tas.) with 2.3%.

In 2005 there were 135,097 Indigenous full-time school students, a 3.5% increase since 2004. Almost 58% of these students attended schools in New South Wales (NSW) or Queensland (Qld) in 2005. There were 3,427 Indigenous full-time students in Year 12, across all States and Territories, in 2005, compared to 2,620 five years earlier.

AGE PARTICIPATION RATES

At the Australian level, the age participation rates for full-time school students in 2005 were 94.7% for 15-year-olds, 82.6% for 16-year-olds and 63.5% for 17-year-olds, the latter rising from 58.6% in 1995.

PARTICIPATION RATES OF FULL-TIME STUDENTS AGED 17 YEARS



(a) The ACT figures include some students who are not ACT residents.

APPARENT RETENTION RATES

In 2005 the apparent retention rate of full-time school students from Year 7/8 to Year 12 was 75.3% compared to 75.7% in 2004 and 72.2% in 1995. As in previous years, the apparent retention rate for females (81.0%) was significantly higher than the rate for males (69.9%).

MAIN FEATURES *continued*

APPARENT RETENTION RATES *continued*

Apparent retention from Year 10 to Year 12 is down 0.7 percentage points between 2004 and 2005, while over the last decade it has increased from 73.4% in 1995 to 76.5% in 2005. The Year 10 to Year 12 rate for females in 2005 was again considerably higher than that for males (81.6% and 71.5% respectively).

Apparent retention rates for Indigenous full-time school students, from Year 7/8 to both Year 10 and Year 12, have continued to rise over the last five years — the rate to Year 10 increased from 83.0% in 2000 to 88.3% in 2005, and the rate to Year 12 increased from 36.4% to 39.5%. These Indigenous retention rates are lower than the comparable rates for non-Indigenous students. In 2005, the rate to Year 10 for non-Indigenous school students was 98.6%, while the rate to Year 12 was 76.6%.

STAFF

There were 235,794 full-time equivalent (FTE) teaching staff in 2005, 156,564 at government schools and 79,231 at non-government schools. This was an overall increase of 1.2% from the previous year, and 16.5% (33,394) higher than in 1995.

The number of FTE teaching staff in government schools has increased by 8.9% since 1995 compared to 35.2% in the non-government sector. In the year to August 2005, government FTE school teacher numbers increased by 0.3% and non-government FTE school teacher numbers grew by 3.0%.

The proportion of FTE teaching staff who are female continues to rise — in 2005, 68.0% of all FTE teachers were female. The figure was 79.7% in primary schools and 56.0% in secondary schools. The comparable figures in 1995 were 64.2%, 76.1% and 52.3% respectively.

Overall, the average number of FTE primary school students per FTE teacher was 16.2. In government schools the average was 16.1 and in non-government schools it was 16.6. The equivalent figure for secondary schools was 12.2, with an average of 12.4 in government schools and 11.9 in non-government schools.

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	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government									
1985	2 239	2 118	1 282	708	724	256	137	97	7 561
1990	2 181	2 038	1 310	706	760	250	147	98	7 490
1995	2 190	1 711	1 317	660	768	230	148	98	7 122
2000	2 192	1 629	1 297	621	766	215	150	96	6 966
2003	2 186	1 615	1 283	609	778	214	150	95	6 930
2004	2 192	1 618	1 284	609	775	214	150	96	6 938
2005	2 194	1 613	1 280	605	777	213	151	96	6 929
Non-government									
Catholic									
1985	600	500	276	105	145	40	12	28	1 706
1990	594	507	277	105	151	37	15	28	1 714
1995	591	493	271	108	147	39	15	29	1 693
2000	589	491	270	108	157	37	15	29	1 696
2003	585	488	278	107	158	37	15	30	1 698
2004	584	484	281	106	158	37	15	30	1 695
2005	585	484	282	106	159	37	15	30	1 698
Independent									
1985	241	234	129	70	79	30	5	8	796
1990	256	208	120	80	93	29	9	8	803
1995	274	182	137	85	103	31	11	10	833
2000	312	204	151	91	120	30	17	13	938
2003	321	209	167	93	128	30	18	13	979
2004	321	206	168	94	131	29	20	13	982
2005	327	208	172	94	132	29	20	14	996
Total									
1985	841	734	405	175	224	70	17	36	2 502
1990	850	715	397	185	244	66	24	36	2 517
1995	865	675	408	193	250	70	26	39	2 526
2000	901	695	421	199	277	67	32	42	2 634
2003	906	697	445	200	286	67	33	43	2 677
2004	905	690	449	200	289	66	35	43	2 677
2005	912	692	454	200	291	66	35	44	2 694
All schools									
1985	3 080	2 852	1 687	883	948	326	154	133	10 063
1990	3 031	2 753	1 707	891	1 004	316	171	134	10 007
1995	3 055	2 386	1 725	853	1 018	300	174	137	9 648
2000	3 093	2 324	1 718	820	1 043	282	182	138	9 600
2003	3 092	2 312	1 728	809	1 064	281	183	138	9 607
2004	3 097	2 308	1 733	809	1 064	280	185	139	9 615
2005	3 106	2 305	1 734	805	1 068	279	186	140	9 623

(a) Several factors can affect the number of schools over time. See Explanatory Notes, paragraph 19, for further details.

SCHOOLS(a)(b), Primary, secondary and combined schools

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
1985	2 214	2 037	1 217	631	629	207	107	88	7 130
1990	2 176	1 994	1 238	635	661	203	109	88	7 104
1995	2 180	1 748	1 242	611	664	188	108	90	6 831
2000	2 183	1 685	1 220	571	672	175	106	93	6 705
2003	2 167	1 668	1 213	553	671	173	105	92	6 642
2004	2 166	1 658	1 213	552	663	171	99	93	6 615
2005	2 163	1 653	1 206	547	663	170	99	93	6 594
Secondary									
1985	517	528	233	118	120	45	12	30	1 603
1990	532	501	258	119	132	46	16	32	1 636
1995	540	396	264	110	132	48	15	31	1 536
2000	525	369	262	100	133	46	18	28	1 481
2003	515	364	260	96	136	46	19	28	1 464
2004	511	363	265	94	135	46	18	27	1 459
2005	522	362	262	94	138	46	17	27	1 468
Primary/secondary combined									
1985	191	139	146	107	144	50	31	9	817
1990	198	127	144	108	148	50	39	9	823
1995	218	145	163	107	158	52	44	11	898
2000	256	177	185	126	170	52	53	12	1 031
2003	274	185	205	137	185	53	54	13	1 106
2004	282	190	205	140	194	54	63	14	1 142
2005	283	195	216	141	195	54	65	15	1 164
Total									
1985	2 922	2 704	1 596	856	893	302	150	127	9 550
1990	2 906	2 622	1 640	862	941	299	164	129	9 563
1995	2 938	2 289	1 669	828	954	288	167	132	9 265
2000	2 964	2 231	1 667	797	975	273	177	133	9 217
2003	2 956	2 217	1 678	786	992	272	178	133	9 212
2004	2 959	2 211	1 683	786	992	271	180	134	9 216
2005	2 968	2 210	1 684	782	996	270	181	135	9 226

(a) Several factors can affect the number of schools over time. See Explanatory Notes, paragraph 19, for further details.

(b) Excludes special schools.

SCHOOLS(a), By size of student enrolments (FTE) and category of school(b)

Size of primary school enrolments	SIZE OF SECONDARY SCHOOL ENROLMENTS					Total
	0	1 - 100	101 - 400	401 - 800	801 +	
	no.	no.	no.	no.	no.	no.
GOVERNMENT						
0	—	15	184	403	453	1 055
1 - 100	1 533	180	24	5	5	1 747
101 - 400	2 420	107	101	7	6	2 641
401 - 800	1 031	3	11	6	4	1 055
801 +	84	—	3	3	3	93
Total	5 068	305	323	424	471	6 591
NON-GOVERNMENT						
0	—	41	64	163	145	413
1 - 100	341	102	9	6	3	461
101 - 400	921	92	172	105	55	1 345
401 - 800	255	5	30	74	33	397
801 +	9	—	—	3	7	19
Total	1 526	240	275	351	243	2 635
TOTAL						
0	—	56	248	566	598	1 468
1 - 100	1 874	282	33	11	8	2 208
101 - 400	3 341	199	273	112	61	3 986
401 - 800	1 286	8	41	80	37	1 452
801 +	93	—	3	6	10	112
Total	6 594	545	598	775	714	9 226

— nil or rounded to zero (including null cells)

(a) Excludes special schools.

(b) Full-time equivalent (FTE) of students (number of full-time students plus FTE of part-time students) is used to determine the size of student populations in each school.

PRIMARY SCHOOLS(a)(b), By size of student enrolments (FTE)(c)

SIZE OF PRIMARY SCHOOL ENROLMENTS

	1-20	21-35	36-100	101-200	201-300	301-400	401-600	601-800	801 +	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government										
1985	609	552	1 176	986	874	737	776	229	56	5 995
1990	464	537	1 100	1 082	956	747	744	233	55	5 918
1995	362	420	1 058	981	963	779	793	255	61	5 672
2000	326	389	992	919	968	775	768	310	111	5 558
2003	350	383	982	952	945	769	756	314	92	5 543
2004	348	380	1 004	943	946	749	759	316	96	5 541
2005	371	387	989	949	936	756	760	296	92	5 536
Non-government										
1985	72	109	396	526	402	212	177	53	5	1 952
1990	101	92	365	519	426	241	211	47	7	2 009
1995	52	86	352	530	449	269	246	65	8	2 057
2000	71	79	360	572	430	295	297	57	17	2 178
2003	55	86	330	572	430	321	326	65	20	2 205
2004	56	81	328	568	424	356	316	70	17	2 216
2005	51	72	338	568	425	352	325	72	19	2 222
Total										
1985	681	661	1 572	1 512	1 276	949	953	282	61	7 947
1990	565	629	1 465	1 601	1 382	988	955	280	62	7 927
1995	414	506	1 410	1 511	1 412	1 048	1 039	320	69	7 729
2000	397	468	1 352	1 491	1 398	1 070	1 065	367	128	7 736
2003	405	469	1 312	1 524	1 375	1 090	1 082	379	112	7 748
2004	404	461	1 332	1 511	1 370	1 105	1 075	386	113	7 757
2005	422	459	1 327	1 517	1 361	1 108	1 085	368	111	7 758

(a) Several factors can affect the numbers of schools over time. See Explanatory Notes, paragraph 19, for further details.

(b) Excludes special schools, but includes combined primary and secondary schools, based on the size of the primary school enrolments.

(c) Full-time equivalent (FTE) of students (number of full-time students plus FTE of part-time students) is used to determine the enrolment size of each primary school.

SECONDARY SCHOOLS(a)(b), By size of student enrolments (FTE)(c)

SIZE OF SECONDARY SCHOOL ENROLMENTS

	1 – 20	21 – 35	36 – 100	101 – 200	201 – 300	301 – 400	401 – 600	601 – 800	801 – 1000	1001 – 1200	1201 +	Total
	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.	no.
Government												
1985	65	29	177	132	88	86	215	281	280	144	83	1 580
1990	65	43	160	138	91	110	228	292	239	133	70	1 569
1995	78	40	180	121	81	85	210	267	245	132	78	1 517
2000	69	50	171	135	82	85	184	242	234	140	109	1 501
2003	74	61	162	142	82	89	185	232	212	141	122	1 502
2004	63	54	161	159	88	96	185	241	210	134	125	1 516
2005	87	65	153	143	87	93	181	243	210	132	129	1 523
Non-government												
1985	54	46	77	81	66	74	186	140	74	22	20	840
1990	92	35	88	87	71	81	159	147	77	33	20	890
1995	40	28	101	93	83	96	182	145	82	42	28	920
2000	54	39	127	86	86	84	179	166	97	53	40	1 011
2003	60	48	124	91	84	93	177	167	118	63	43	1 068
2004	70	44	117	96	89	95	175	168	123	62	46	1 085
2005	61	48	132	103	90	82	189	161	128	68	47	1 109
Total												
1985	119	75	254	213	154	160	401	421	354	166	103	2 420
1990	157	78	248	225	162	191	387	439	316	166	90	2 459
1995	118	68	281	214	164	181	392	412	327	174	106	2 437
2000	123	89	298	221	168	169	363	408	331	193	149	2 512
2003	134	109	286	233	166	182	362	399	330	204	165	2 570
2004	133	98	278	255	177	191	360	409	333	196	171	2 601
2005	148	113	285	246	177	175	370	404	338	200	176	2 632

(a) Several factors can affect the numbers of schools over time. See Explanatory Notes, paragraph 19, for further details.

(b) Excludes special schools, but includes combined primary and secondary schools, based on the size of the secondary school enrolments.

(c) Full-time equivalent (FTE) of students (number of full-time students plus FTE of part-time students) is used to determine the enrolment size of each secondary school.

STUDENTS, By category of school and full-time and part-time status

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Full-time									
Government									
1980	799 304	606 147	353 401	218 682	206 634	72 332	22 309	39 268	2 318 077
1985	761 017	558 764	374 533	196 236	207 629	66 863	25 948	39 843	2 230 833
1990	743 186	526 576	391 249	184 868	215 311	65 349	26 256	40 552	2 193 347
1995	755 252	514 805	405 550	178 471	223 091	63 284	27 280	40 120	2 207 853
2000	759 623	528 189	430 402	174 177	225 767	62 803	28 925	38 401	2 248 287
2003	749 880	535 350	445 025	167 850	230 308	61 157	28 467	36 595	2 254 632
2004	744 229	536 216	448 806	165 866	229 766	r60 987	28 335	35 821	r2 250 026
2005	740 439	536 635	450 964	164 714	228 817	60 605	28 554	35 359	2 246 087
Non-government									
1980	230 384	216 125	97 174	41 116	46 595	14 620	4 105	16 366	666 485
1985	264 297	245 176	115 067	51 246	57 688	17 050	5 044	19 768	775 336
1990	287 437	257 786	130 057	57 867	69 575	19 030	6 071	20 487	848 310
1995	300 614	255 472	150 562	66 321	78 590	21 375	7 562	20 988	901 484
2000	334 693	273 506	172 510	75 182	91 994	20 734	8 468	22 051	999 138
2003	357 456	283 753	184 746	80 965	103 742	21 219	8 536	23 571	1 063 988
2004	362 820	286 084	190 149	82 656	106 300	21 577	8 695	23 959	1 082 240
2005	367 247	289 312	196 290	84 711	109 483	21 899	8 819	24 291	1 102 052
Total									
1980	1 029 688	822 272	450 575	259 798	253 229	86 952	26 414	55 634	2 984 562
1985	1 025 314	803 940	489 600	247 482	265 317	83 913	30 992	59 611	3 006 169
1990	1 030 623	784 362	521 306	242 735	284 886	84 379	32 327	61 039	3 041 657
1995	1 055 866	770 277	556 112	244 792	301 681	84 659	34 842	61 108	3 109 337
2000	1 094 316	801 695	602 912	249 359	317 761	83 537	37 393	60 452	3 247 425
2003	1 107 336	819 103	629 771	248 815	334 050	82 376	37 003	60 166	3 318 620
2004	1 107 049	822 300	638 955	248 522	336 066	r82 564	37 030	59 780	r3 332 266
2005	1 107 686	825 947	647 254	249 425	338 300	82 504	37 373	59 650	3 348 139
Part-time(c)									
2003	3 063	3 992	4 760	7 109	3 083	2 624	949	278	25 858
2004	2 874	3 967	4 812	7 353	3 477	r2 293	1 102	258	r26 136
2005	2 758	3 824	4 950	6 953	3 254	1 902	1 137	295	25 073
All students									
2003	1 110 399	823 095	634 531	255 924	337 133	85 000	37 952	60 444	3 344 478
2004	1 109 923	826 267	643 767	255 875	339 543	84 857	38 132	60 038	3 358 402
2005	1 110 444	829 771	652 204	256 378	341 554	84 406	38 510	59 945	3 373 212

r revised

(a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

(c) Numbers of part-time secondary students are available from 1993, while numbers of part-time primary students are available from 2001 only.

FULL-TIME STUDENTS, By level of school education

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
1980	648 895	491 989	302 829	165 637	167 556	53 047	19 934	34 207	1 884 094
1985	580 030	427 339	291 789	145 141	159 223	46 367	21 525	32 661	1 704 075
1990	588 108	428 882	314 035	151 669	177 364	48 202	22 738	32 496	1 763 494
1995	606 059	431 611	341 944	161 937	187 121	47 586	24 616	32 807	1 833 681
2000	628 960	451 720	366 160	159 346	192 047	47 220	26 142	32 286	1 903 881
2003	626 383	455 504	381 406	157 944	204 693	46 280	25 246	31 714	1 929 170
2004	623 979	455 422	386 144	157 450	206 077	46 409	24 915	31 395	1 931 791
2005	621 893	454 455	389 529	157 281	206 888	45 988	25 048	31 087	1 932 169
Secondary									
1980	380 793	330 283	147 746	94 161	85 673	33 905	6 480	21 427	1 100 468
1985	438 812	369 162	192 654	100 819	104 075	36 782	9 380	26 588	1 278 272
1990	442 515	355 480	207 271	91 066	107 522	36 177	9 589	28 543	1 278 163
1995	449 807	338 666	214 168	82 855	114 560	37 073	10 226	28 301	1 275 656
2000	465 356	349 975	236 752	90 013	125 714	36 317	11 251	28 166	1 343 544
2003	480 953	363 599	248 365	90 871	129 357	36 096	11 757	28 452	1 389 450
2004	483 070	366 878	252 811	91 072	129 989	r36 155	12 115	28 385	r1 400 475
2005	485 793	371 492	257 725	92 144	131 412	36 516	12 325	28 563	1 415 970
All full-time students(c)									
1980	1 029 688	822 272	450 575	259 798	253 229	86 952	26 414	55 634	2 984 562
1985	1 025 314	803 940	489 600	247 482	265 317	83 913	30 992	59 611	3 006 169
1990	1 030 623	784 362	521 306	242 735	284 886	84 379	32 327	61 039	3 041 657
1995	1 055 866	770 277	556 112	244 792	301 681	84 659	34 842	61 108	3 109 337
2000	1 094 316	801 695	602 912	249 359	317 761	83 537	37 393	60 452	3 247 425
2003	1 107 336	819 103	629 771	248 815	334 050	82 376	37 003	60 166	3 318 620
2004	1 107 049	822 300	638 955	248 522	336 066	r82 564	37 030	59 780	r3 332 266
2005	1 107 686	825 947	647 254	249 425	338 300	82 504	37 373	59 650	3 348 139

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(a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

(c) Includes 23,822 students in 1985 at special schools for whom primary or secondary status is not shown.

FULL-TIME STUDENTS, By level and year of school education

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
Pre-year 1	89 003	64 086	2 317	22 001	26 112	6 459	3 292	4 273	217 543
Year 1	87 351	63 251	54 748	18 625	27 110	6 370	3 165	4 407	265 027
Year 2	87 104	63 259	53 783	18 458	26 288	6 279	3 207	4 339	262 717
Year 3	86 742	64 126	53 775	18 770	16 146	6 563	3 069	4 457	253 648
Year 4	87 095	64 613	54 428	19 167	27 140	6 668	3 168	4 398	266 677
Year 5	88 436	65 731	55 759	19 521	27 700	6 869	3 151	4 669	271 836
Year 6	88 293	66 154	56 203	19 215	28 073	6 723	3 001	4 544	272 206
Year 7 (Qld, SA, WA, NT)	..	..	56 212	19 388	28 158	..	2 856	..	106 614
Ungraded	7 869	3 235	2 304	2 136	161	57	139	—	15 901
<i>Total</i>	621 893	454 455	389 529	157 281	206 888	45 988	25 048	31 087	1 932 169
Secondary									
Year 7 (NSW, Vic., Tas., ACT)	88 166	66 532	..	..	..	6 913	..	4 870	166 481
Year 8	87 004	65 168	57 022	19 629	28 460	6 747	2 836	4 921	271 787
Year 9	87 624	65 643	55 921	19 409	28 102	6 907	2 648	4 946	271 200
Year 10	84 214	61 069	54 508	19 457	28 992	6 597	2 357	4 832	262 026
Year 11	68 508	58 800	47 373	18 172	25 055	5 134	2 051	4 833	229 926
Year 12	59 821	49 852	41 003	13 648	20 115	4 182	1 394	4 150	194 165
Ungraded	10 456	4 428	1 898	1 829	688	36	1 039	11	20 385
<i>Total</i>	485 793	371 492	257 725	92 144	131 412	36 516	12 325	28 563	1 415 970
All full-time students	1 107 686	825 947	647 254	249 425	338 300	82 504	37 373	59 650	3 348 139

.. not applicable

— nil or rounded to zero (including null cells)

(a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

FULL-TIME STUDENTS, By category of school and level and year of school education

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
MALES					
Primary					
Pre-year 1	79 342	22 032	10 172	32 204	111 546
Year 1	97 140	26 356	12 667	39 023	136 163
Year 2	96 474	25 850	12 306	38 156	134 630
Year 3	92 109	25 177	12 521	37 698	129 807
Year 4	97 346	25 946	13 148	39 094	136 440
Year 5	98 736	26 521	13 991	40 512	139 248
Year 6	98 794	26 059	14 568	40 627	139 421
Year 7 (Qld, SA, WA, NT)	39 158	8 806	6 908	15 714	54 872
Ungraded	9 766	163	869	1 032	10 798
<i>Total</i>	<i>708 865</i>	<i>186 910</i>	<i>97 150</i>	<i>284 060</i>	<i>992 925</i>
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	52 498	19 419	12 841	32 260	84 758
Year 8	87 479	29 576	21 986	51 562	139 041
Year 9	87 401	28 776	22 007	50 783	138 184
Year 10	83 420	27 990	21 713	49 703	133 123
Year 11	68 645	23 507	20 271	43 778	112 423
Year 12	53 371	20 563	17 914	38 477	91 848
Ungraded	11 645	277	888	1 165	12 810
<i>Total</i>	<i>444 459</i>	<i>150 108</i>	<i>117 620</i>	<i>267 728</i>	<i>712 187</i>
<i>All male full-time students</i>	<i>1 153 324</i>	<i>337 018</i>	<i>214 770</i>	<i>551 788</i>	<i>1 705 112</i>
FEMALES					
Primary					
Pre-year 1	74 294	21 677	10 026	31 703	105 997
Year 1	90 620	25 421	12 823	38 244	128 864
Year 2	90 558	25 244	12 285	37 529	128 087
Year 3	86 678	24 755	12 408	37 163	123 841
Year 4	91 957	25 582	12 698	38 280	130 237
Year 5	93 208	25 393	13 987	39 380	132 588
Year 6	92 733	25 502	14 550	40 052	132 785
Year 7 (Qld, SA, WA, NT)	36 868	8 270	6 604	14 874	51 742
Ungraded	4 603	91	409	500	5 103
<i>Total</i>	<i>661 519</i>	<i>181 935</i>	<i>95 790</i>	<i>277 725</i>	<i>939 244</i>
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	49 804	19 468	12 451	31 919	81 723
Year 8	81 434	29 223	22 089	51 312	132 746
Year 9	82 090	29 083	21 843	50 926	133 016
Year 10	79 132	27 954	21 817	49 771	128 903
Year 11	71 360	25 242	20 901	46 143	117 503
Year 12	60 557	22 870	18 890	41 760	102 317
Ungraded	6 867	189	519	708	7 575
<i>Total</i>	<i>431 244</i>	<i>154 029</i>	<i>118 510</i>	<i>272 539</i>	<i>703 783</i>
<i>All female full-time students</i>	<i>1 092 763</i>	<i>335 964</i>	<i>214 300</i>	<i>550 264</i>	<i>1 643 027</i>

continued

	NON-GOVERNMENT				<i>All schools</i>
	<i>Government</i>	<i>Catholic</i>	<i>Independent</i>	<i>Total</i>	
	no.	no.	no.	no.	
PERSONS					
Primary					
Pre-year 1	153 636	43 709	20 198	63 907	217 543
Year 1	187 760	51 777	25 490	77 267	265 027
Year 2	187 032	51 094	24 591	75 685	262 717
Year 3	178 787	49 932	24 929	74 861	253 648
Year 4	189 303	51 528	25 846	77 374	266 677
Year 5	191 944	51 914	27 978	79 892	271 836
Year 6	191 527	51 561	29 118	80 679	272 206
Year 7 (Qld, SA, WA, NT)	76 026	17 076	13 512	30 588	106 614
Ungraded	14 369	254	1 278	1 532	15 901
<i>Total</i>	<i>1 370 384</i>	<i>368 845</i>	<i>192 940</i>	<i>561 785</i>	<i>1 932 169</i>
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	102 302	38 887	25 292	64 179	166 481
Year 8	168 913	58 799	44 075	102 874	271 787
Year 9	169 491	57 859	43 850	101 709	271 200
Year 10	162 552	55 944	43 530	99 474	262 026
Year 11	140 005	48 749	41 172	89 921	229 926
Year 12	113 928	43 433	36 804	80 237	194 165
Ungraded	18 512	466	1 407	1 873	20 385
<i>Total</i>	<i>875 703</i>	<i>304 137</i>	<i>236 130</i>	<i>540 267</i>	<i>1 415 970</i>
All full-time students	2 246 087	672 982	429 070	1 102 052	3 348 139

FULL-TIME STUDENTS, School participation rates of 15-19 year olds(a)

	NSW	Vic.	Qld	SA	WA(b)	Tas.(c)	NT	ACT(d)	Aust.
Age at 1 July	%	%	%	%	%	%	%	%	%
15 year olds									
1990	93.1	94.5	89.6	91.9	86.3	99.7	80.4	102.6	92.3
1995	92.6	93.5	89.1	92.3	88.6	98.2	78.7	101.9	91.9
2000	92.3	94.8	91.3	92.7	90.3	98.8	80.8	104.0	92.8
2003	92.6	95.8	91.5	95.7	91.5	98.6	79.2	106.7	93.5
2004	92.6	95.7	90.8	96.1	92.0	98.4	82.0	107.3	93.4
2005	93.8	97.7	91.5	97.2	93.2	99.7	85.4	109.9	94.7
16 year olds									
1990	72.8	83.5	74.1	76.1	66.2	65.0	59.0	96.8	75.5
1995	77.2	85.5	76.9	78.7	71.9	70.2	64.7	97.3	78.8
2000	78.2	87.7	82.2	82.0	76.2	81.6	65.9	99.5	81.7
2003	79.5	88.8	82.5	83.9	76.7	84.5	67.0	102.4	82.7
2004	79.4	89.1	81.4	85.4	77.2	r86.4	66.8	103.7	82.8
2005	79.0	89.3	80.4	86.1	77.9	84.2	69.3	104.2	82.6
17 year olds									
1990	55.6	63.4	39.1	33.7	32.2	42.0	31.4	77.0	50.5
1995	65.3	72.7	45.1	41.7	37.9	53.4	37.8	86.0	58.6
2000	65.9	75.9	52.3	59.5	40.9	63.4	45.7	89.9	62.7
2003	66.3	76.9	50.6	60.1	40.7	62.4	46.8	91.8	62.7
2004	67.6	78.5	50.1	61.4	41.1	r64.2	46.7	92.0	63.6
2005	67.6	78.0	48.9	64.0	41.9	63.0	44.9	93.1	63.5
18 year olds									
1990	12.2	13.5	6.8	7.1	5.6	8.2	9.4	20.8	10.6
1995	14.9	15.7	7.1	7.1	6.4	11.5	10.9	29.8	12.3
2000	14.3	18.5	6.2	8.4	5.4	15.7	11.2	29.3	12.7
2003	14.9	20.6	6.1	9.6	4.1	15.1	10.4	23.3	13.1
2004	14.9	21.3	5.9	9.5	4.5	r15.5	14.1	22.2	13.3
2005	14.8	21.4	5.4	9.8	3.9	22.1	11.6	25.3	13.3
19 year olds									
1990	1.7	2.6	1.4	1.7	1.9	1.7	2.4	3.5	2.0
1995	2.0	2.7	1.5	2.1	2.0	2.2	3.0	3.5	2.1
2000	1.5	2.1	1.1	1.8	1.2	3.5	2.3	3.1	1.6
2003	1.9	2.5	1.2	2.3	1.1	3.3	2.7	2.9	1.9
2004	1.9	2.6	1.1	2.6	0.9	r2.6	2.8	2.6	1.9
2005	1.8	2.3	1.0	2.2	0.9	2.2	3.5	2.2	1.8

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- (a) This is the number of full-time school students of a particular age, expressed as a proportion of the Estimated Resident Population of the same age at June in each year (published in *Population by Age and Sex, Australian States and Territories* (cat. no. 3201.0)).
- (b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.
- (c) Changes in the admissions policy for Tasmanian schools in 1993 resulted in an upward change in the age profile of students commencing school in that year and subsequent years, relative to the years prior to 1993. The changed age profile is now evident as a significant increase in the participation of 18 year olds in 2005.
- (d) Some ACT rates exceed 100%, largely as a result of NSW residents from surrounding areas enrolling in ACT schools.

	NSW	Vic.	Qld	SA	WA(b)	Tas.(c)	NT(c)	ACT(c)	Aust.
	%	%	%	%	%	%	%	%	%
Males									
1980	30.9	28.1	36.7	36.7	32.0	23.5	17.8	64.7	31.9
1985	39.5	40.3	53.1	47.8	46.4	26.9	25.8	77.1	43.5
1990	52.0	57.4	69.2	66.8	59.0	39.0	44.1	85.3	58.3
1995	63.9	67.3	71.5	66.3	66.5	57.3	41.0	90.1	66.7
2000	61.7	69.2	72.4	59.2	65.5	63.0	42.5	84.9	66.1
2003	65.8	74.7	77.6	60.8	67.2	66.6	54.8	87.1	70.3
2004	66.2	74.4	77.0	61.2	67.9	r65.7	54.9	89.6	70.4
2005	66.0	73.9	75.3	64.3	67.2	58.4	56.8	87.2	69.9
Females									
1980	34.8	37.1	40.6	41.0	36.1	30.3	22.4	68.7	37.3
1985	43.9	50.9	57.1	54.8	48.8	30.5	34.5	77.2	49.5
1990	61.9	74.0	78.9	77.7	69.6	50.5	51.4	88.5	69.9
1995	74.5	83.2	81.5	76.7	76.3	62.1	44.4	92.2	77.9
2000	73.5	85.8	82.6	72.0	77.6	76.4	57.0	89.3	78.7
2003	75.3	88.4	85.7	73.7	75.3	83.4	58.0	92.5	80.7
2004	76.2	88.2	85.7	75.1	77.5	r87.8	63.1	87.3	r81.4
2005	76.3	87.6	84.7	77.6	78.0	76.5	61.5	87.9	81.0
Persons									
1980	32.8	32.5	38.6	38.8	34.0	26.9	20.1	66.6	34.5
1985	41.7	45.4	55.1	51.2	47.5	28.7	30.1	77.1	46.4
1990	56.8	65.4	74.0	72.1	64.2	44.7	47.7	86.9	64.0
1995	69.1	75.0	76.3	71.4	71.2	59.7	42.7	91.1	72.2
2000	67.5	77.2	77.3	65.4	71.3	69.5	49.7	87.1	72.3
2003	70.5	81.4	81.5	67.1	71.2	74.9	56.3	89.7	75.4
2004	71.1	81.1	81.2	68.0	72.6	r76.4	59.0	88.5	75.7
2005	71.1	80.6	79.9	70.7	72.5	67.1	59.1	87.5	75.3

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- (a) See Explanatory Notes, paragraphs 20–23, for further details.
- (b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.
- (c) Relatively small changes in student numbers in smaller jurisdictions can create apparently significant movements in retention rates. See Explanatory Notes, paragraph 23, for further details.

	NSW	Vic.	Qld	SA	WA(b)	Tas.(c)	NT(c)	ACT(c)	Aust.
	%	%	%	%	%	%	%	%	%
Males									
1980	36.5	31.7	39.3	40.8	34.6	28.4	22.4	68.5	36.1
1985	na	na	na	na	na	na	na	na	46.3
1990	55.7	61.2	69.5	68.8	60.9	41.5	50.0	86.2	61.2
1995	66.1	69.9	71.4	67.5	66.6	58.2	54.9	91.8	68.4
2000	64.3	73.1	74.7	63.4	66.0	65.6	56.9	85.6	69.0
2003	68.3	77.4	78.2	64.9	66.7	68.0	66.7	88.1	72.3
2004	r68.5	77.2	77.4	65.0	67.8	r66.5	70.5	87.9	r72.4
2005	68.4	76.6	75.1	65.9	67.2	59.2	68.0	87.7	71.5
Females									
1980	40.5	41.6	43.4	44.4	38.0	35.0	29.0	72.0	41.7
1985	na	na	na	na	na	na	na	na	52.3
1990	64.9	76.5	77.9	78.9	70.1	52.4	58.5	89.2	71.9
1995	75.8	84.4	79.6	77.7	75.9	62.4	61.6	94.0	78.7
2000	75.4	86.4	82.8	75.7	77.5	77.6	67.0	91.1	80.0
2003	77.2	88.4	84.9	76.8	74.8	r84.9	70.9	92.6	81.6
2004	77.9	88.9	r84.4	78.3	77.3	r86.6	79.9	88.8	r82.3
2005	78.1	87.9	83.5	78.6	77.4	77.0	70.9	88.6	81.6
Persons									
1980	38.5	36.5	41.3	42.6	36.3	31.7	25.6	70.2	38.8
1985	45.6	48.3	55.8	53.7	48.4	31.8	36.7	79.5	49.2
1990	60.2	68.7	73.7	73.7	65.4	47.0	54.2	87.6	66.5
1995	70.9	77.0	75.5	72.5	71.1	60.3	58.2	92.9	73.4
2000	69.8	79.7	78.7	69.5	71.6	71.6	62.2	88.7	74.4
2003	72.7	82.9	81.5	r70.8	70.6	r76.4	68.7	90.3	76.9
2004	73.2	83.0	80.8	71.6	72.4	r76.3	75.2	88.4	r77.2
2005	73.2	82.2	79.3	72.1	72.2	67.8	69.5	88.1	76.5

na not available

r revised

(a) See Explanatory Notes, paragraphs 20–23, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.

(c) Relatively small changes in student numbers in smaller jurisdictions can create apparently significant movements in retention rates. See Explanatory Notes, paragraph 23, for further details.

	NSW	Vic.	Qld	SA	WA(b)	Tas.(c)	NT(c)	ACT(c)(d)	Aust.
	%	%	%	%	%	%	%	%	%
Government									
1980	34.1	27.0	34.9	36.4	30.0	30.6	24.7	70.9	32.4
1985	40.7	39.1	50.0	47.3	43.8	28.9	37.9	86.3	43.2
1990	55.4	62.2	68.9	67.1	59.9	45.8	56.0	100.8	61.3
1995	66.5	70.6	69.3	65.4	67.0	58.5	62.2	110.4	68.5
2000	64.2	74.4	73.9	61.9	67.3	71.6	69.9	105.0	69.6
2003	68.1	77.3	76.4	61.8	64.8	76.4	78.7	101.0	71.9
2004	68.6	77.2	75.0	62.9	66.7	r76.5	90.8	100.8	r72.2
2005	68.5	77.0	72.7	64.4	66.3	67.2	76.2	99.5	71.3
Non-government									
1980	52.6	62.5	60.7	74.2	59.7	36.6	33.3	68.4	59.0
1985	58.9	69.4	71.6	79.1	63.3	42.9	31.0	67.6	65.8
1990	72.4	81.9	85.7	93.1	79.4	51.2	44.7	65.6	78.8
1995	80.4	88.8	89.0	88.4	80.8	65.4	47.2	67.2	84.0
2000	81.2	88.3	87.8	84.1	80.2	71.6	43.9	65.2	83.6
2003	81.0	91.8	90.6	87.9	81.9	76.2	46.5	76.3	85.9
2004	81.3	91.9	91.5	87.7	82.4	75.9	43.1	72.6	86.1
2005	81.3	90.2	91.2	86.2	82.3	69.2	54.2	74.5	85.4
Total									
1980	38.5	36.5	41.3	42.6	36.3	31.7	25.6	70.2	38.8
1985	45.6	48.3	55.8	53.7	48.4	31.8	36.7	79.5	49.2
1990	60.2	68.7	73.7	73.7	65.4	47.0	54.2	87.6	66.5
1995	70.9	77.0	75.5	72.5	71.1	60.3	58.2	92.9	73.4
2000	69.8	79.7	78.7	69.5	71.6	71.6	62.2	88.7	74.4
2003	72.7	82.9	81.5	70.8	70.6	r76.4	68.7	90.3	76.9
2004	73.2	83.0	80.8	71.6	72.4	r76.3	75.2	88.4	r77.2
2005	73.2	82.2	79.3	72.1	72.2	67.8	69.5	88.1	76.5

r revised

- (a) See Explanatory Notes, paragraphs 20–23, for further details.
- (b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.
- (c) Relatively small changes in student numbers in smaller jurisdictions can create apparently significant movements in retention rates. See Explanatory Notes, paragraph 23, for further details.
- (d) Some rates in the ACT exceed 100%, largely reflecting the movement of students from non-government schools to government schools in Years 11 and 12, and of NSW residents from surrounding areas enrolling in ACT schools.

APPARENT RETENTION RATES(a), Full-time students, Indigenous and non-Indigenous

	1998	1999	2000	2001	2002	2003	2004	2005
	%	%	%	%	%	%	%	%
To Year 9								
Indigenous	95.0	93.9	95.5	96.5	97.8	96.8	97.2	99.2
Non-Indigenous	99.7	99.9	99.8	99.9	99.8	99.9	99.9	99.9
Difference(percentage points)	-4.7	-6.0	-4.3	-3.4	-2.0	-3.1	-2.7	-0.7
To Year 10								
Indigenous	83.3	82.0	83.0	85.7	86.4	87.2	85.8	88.3
Non-Indigenous	97.4	97.9	98.0	98.4	98.5	98.9	98.5	98.6
Difference(percentage points)	-14.1	-15.9	-15.0	-12.7	-12.1	-11.7	-12.7	-10.3
To Year 11								
Indigenous	52.3	56.0	53.6	56.1	58.9	61.4	r61.1	62.3
Non-Indigenous	85.4	86.4	86.2	87.6	88.7	89.5	r89.0	88.3
Difference(percentage points)	-33.1	-30.4	-32.6	-31.5	-29.8	-28.1	r-27.9	-26.0
To Year 12								
Indigenous	32.1	34.7	36.4	35.7	38.0	39.1	r39.8	39.5
Non-Indigenous	72.7	73.2	73.3	74.5	76.3	76.5	r76.9	76.6
Difference(percentage points)	-40.6	-38.5	-36.9	-38.8	-38.3	-37.4	r-37.1	-37.1

r revised

(a) From Year 7/8. See Explanatory Notes, paragraphs 20-23, for further details.

APPARENT RETENTION RATES(a), All students, From Year 10 to Year 12 by category of school

	NSW	Vic.	Qld	SA	WA(b)	Tas. (c)	NT(c)	ACT(c)(d)	Aust.
	%	%	%	%	%	%	%	%	%
Government									
1998	68.4	76.4	73.2	85.3	73.3	87.2	82.2	110.4	74.4
1999	68.6	76.5	73.4	84.8	73.2	104.2	93.3	107.3	75.0
2000	68.1	77.3	76.5	84.1	71.8	102.1	79.9	105.2	75.3
2001	67.9	80.4	77.0	83.1	73.4	107.0	87.4	112.2	76.4
2002	70.1	81.2	79.8	86.4	74.2	119.7	85.9	101.3	78.5
2003	71.4	81.0	79.0	83.7	65.3	122.6	88.3	102.7	77.5
2004	71.6	80.9	77.0	86.1	68.3	125.9	99.7	101.8	77.6
2005	71.1	80.5	74.7	85.0	67.7	102.2	84.4	100.8	76.1
Non-government									
1998	81.2	88.6	86.9	89.1	80.4	69.6	54.8	68.6	84.0
1999	81.7	87.7	88.1	87.6	79.2	72.9	55.2	72.2	84.1
2000	81.6	88.6	87.9	87.3	80.3	72.2	46.2	65.2	84.1
2001	81.4	89.8	89.2	88.5	81.9	71.2	53.8	68.7	85.0
2002	82.6	91.8	89.9	90.8	82.1	74.4	52.1	75.3	86.4
2003	81.6	92.0	90.8	92.8	81.9	75.6	48.7	76.4	86.5
2004	81.8	92.0	91.7	92.8	82.7	75.3	45.0	72.8	86.6
2005	81.7	90.4	91.4	91.0	82.4	69.3	54.8	75.6	86.0
Total									
1998	72.5	80.9	77.7	86.5	75.6	82.4	74.9	92.7	77.6
1999	72.8	80.7	78.2	85.7	75.2	95.7	82.0	92.6	78.1
2000	72.6	81.6	80.4	85.2	74.6	94.0	70.2	88.9	78.3
2001	72.4	84.0	81.2	84.9	76.2	97.0	77.3	93.3	79.4
2002	74.4	85.3	83.3	87.9	76.9	107.2	76.3	90.0	81.3
2003	74.9	85.3	83.1	86.8	70.9	109.4	76.4	91.3	80.7
2004	75.2	85.2	82.1	88.4	73.5	109.7	82.3	89.0	80.9
2005	75.0	84.4	80.6	87.2	73.1	92.4	75.5	89.3	79.8

(a) See Explanatory Notes, paragraphs 20–23, for further details.

(b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.

(c) Relatively small changes in student numbers in smaller jurisdictions can create apparently significant movements in retention rates. See Explanatory Notes, paragraph 23, for further details.

(d) Some rates in the ACT exceed 100%, largely reflecting the movement of students from non-government schools to government schools in Years 11 and 12, and of NSW residents from surrounding areas enrolling in ACT schools.

PART-TIME SECONDARY STUDENTS, By year of school education

	NSW	Vic.	Qld	SA	WA(a)	Tas.	NT	ACT(b)	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Year 10									
1998	3	126	573	72	75	29	67	np	945
1999	17	189	696	110	298	26	50	np	1 386
2000	3	169	810	57	317	35	66	np	1 457
2001	7	168	965	87	369	40	56	np	1 692
2002	44	224	861	85	32	19	55	np	1 320
2003	11	221	740	75	18	11	40	np	1 116
2004	13	222	r781	r103	10	r—	58	—	r1 187
2005	—	197	825	116	9	7	73	3	1 230
Year 11									
1998	1 117	678	1 449	2 063	181	1 297	326	np	7 111
1999	1 249	924	1 257	2 376	457	1 303	365	np	7 931
2000	1 575	965	1 006	2 521	355	1 961	368	np	8 751
2001	1 333	1 068	1 105	2 263	884	974	312	np	7 939
2002	1 021	1 198	1 025	2 327	254	444	366	np	6 635
2003	963	1 208	949	2 187	887	355	430	np	6 979
2004	900	r1 250	r1 101	2 236	1 070	r309	576	—	r7 442
2005	1 072	1 118	1 259	2 113	316	335	538	3	6 754
Year 12									
1998	2 111	1 115	1 009	2 753	1 044	1 274	301	9	9 616
1999	2 299	1 260	1 379	2 673	1 021	1 866	353	4	10 855
2000	2 251	1 198	1 317	2 996	875	1 578	200	5	10 420
2001	1 660	1 531	1 274	3 027	1 378	1 876	276	3	11 025
2002	1 599	1 555	1 760	3 328	1 064	2 264	243	13	11 826
2003	1 866	1 576	1 617	3 105	340	2 217	187	48	10 956
2004	1 735	r1 557	r1 350	r3 204	320	r1 933	177	29	r10 305
2005	1 470	1 496	1 274	2 917	271	1 524	151	58	9 161
Year 7/8 to 12(c)									
1998	3 252	2 192	4 331	6 200	4 164	2 641	961	11	23 752
1999	3 620	2 681	4 112	6 796	4 206	3 250	1 046	9	25 720
2000	3 908	2 674	3 907	7 276	4 161	3 659	994	11	26 590
2001	3 180	2 989	3 968	7 242	5 017	2 993	1 017	15	26 421
2002	2 900	3 446	4 136	7 458	4 891	2 835	1 068	27	26 761
2003	2 879	3 272	3 845	7 012	2 607	2 594	902	71	23 182
2004	2 684	3 276	3 847	r7 248	2 954	r2 270	1 054	48	r23 381
2005	2 593	3 046	3 914	6 856	2 839	1 877	1 096	80	22 301

— nil or rounded to zero (including null cells)

np not available for publication but included in totals where applicable, unless otherwise indicated

r revised

(a) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraph 11, for further details.

(b) Prior to 2004, part-time students in Years 10 and 11 in the ACT are not shown separately, and are not included in the respective Australian totals. However, they are included in the ACT and Australian totals for Year 7/8 to 12.

(c) Secondary students as defined in Appendix 2. Includes ungraded part-time secondary students.

FULL-TIME EQUIVALENT STUDENTS(a), By level and year of school education

	NSW	Vic.	Qld(b)	SA	WA(c)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Primary									
Pre-year 1	89 100	64 206	2 325	22 032	26 361	6 470	3 309	4 340	218 142
Year 1	87 364	63 256	54 760	18 627	27 124	6 370	3 167	4 407	265 075
Year 2	87 104	63 271	53 796	18 462	26 289	6 279	3 207	4 339	262 746
Year 3	86 743	64 137	53 786	18 773	16 146	6 563	3 069	4 457	253 673
Year 4	87 097	64 622	54 444	19 169	27 142	6 671	3 168	4 400	266 713
Year 5	88 441	65 745	55 770	19 523	27 702	6 869	3 151	4 671	271 872
Year 6	88 293	66 160	56 228	19 218	28 076	6 723	3 001	4 544	272 243
Year 7 (Qld, SA, WA, NT)	..	..	56 237	19 388	28 159	..	2 856	..	106 640
Ungraded	7 869	3 472	2 589	2 139	171	60	139	40	16 478
<i>Total</i>	<i>622 010</i>	<i>454 868</i>	<i>389 934</i>	<i>157 331</i>	<i>207 169</i>	<i>46 005</i>	<i>25 067</i>	<i>31 198</i>	<i>1 933 580</i>
Secondary									
Year 7 (NSW, Vic., Tas., ACT)	88 166	66 550	..	..	..	6 916	..	4 871	166 504
Year 8	87 004	65 190	57 062	19 637	28 467	6 747	2 888	4 921	271 916
Year 9	87 624	65 709	56 042	19 432	28 106	6 907	2 716	4 946	271 482
Year 10	84 214	61 182	54 822	19 533	28 996	6 601	2 389	4 833	262 570
Year 11	68 908	59 306	47 767	19 123	25 225	5 344	2 276	4 834	232 783
Year 12	60 632	50 588	41 486	15 226	20 250	4 974	1 453	4 178	198 786
Ungraded	10 496	4 451	1 928	2 368	985	38	1 061	14	21 342
<i>Total</i>	<i>487 044</i>	<i>372 977</i>	<i>259 107</i>	<i>95 319</i>	<i>132 029</i>	<i>37 527</i>	<i>12 783</i>	<i>28 597</i>	<i>1 425 382</i>
All students FTE	1 109 054	827 844	649 040	252 650	339 198	83 531	37 850	59 795	3 358 963

.. not applicable

(a) Number of full-time students plus full-time equivalent of part-time students. Refer to 'Student' in the Glossary for further details.

(b) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(c) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

	NON-GOVERNMENT				All schools
	Government	Catholic	Independent	Total	
	no.	no.	no.	no.	
MALES					
Primary					
Pre-year 1	79 360	22 040	10 467	32 507	111 867
Year 1	97 142	26 364	12 687	39 051	136 193
Year 2	96 485	25 859	12 307	38 166	134 650
Year 3	92 118	25 184	12 523	37 707	129 825
Year 4	97 361	25 957	13 150	39 107	136 469
Year 5	98 744	26 528	13 993	40 521	139 266
Year 6	98 818	26 062	14 571	40 633	139 451
Year 7 (Qld, SA, WA, NT)	39 169	8 806	6 909	15 715	54 884
Ungraded	10 112	186	918	1 104	11 217
Total	709 310	186 987	97 525	284 512	993 821
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	52 505	19 419	12 841	32 260	84 765
Year 8	87 544	29 578	21 986	51 564	139 108
Year 9	87 528	28 776	22 007	50 783	138 311
Year 10	83 680	27 992	21 723	49 714	133 395
Year 11	69 713	23 520	20 289	43 809	113 521
Year 12	55 044	20 621	18 013	38 633	93 677
Ungraded	11 956	279	930	1 209	13 165
Total	447 970	150 184	117 788	267 973	715 942
All male students FTE	1 157 279	337 171	215 313	552 484	1 709 763
FEMALES					
Primary					
Pre-year 1	74 305	21 679	10 291	31 970	106 275
Year 1	90 625	25 422	12 834	38 256	128 881
Year 2	90 564	25 247	12 285	37 532	128 096
Year 3	86 683	24 757	12 409	37 166	123 849
Year 4	91 963	25 583	12 698	38 281	130 244
Year 5	93 212	25 401	13 993	39 394	132 606
Year 6	92 740	25 502	14 550	40 052	132 792
Year 7 (Qld, SA, WA, NT)	36 880	8 271	6 605	14 876	51 755
Ungraded	4 748	93	421	514	5 261
Total	661 718	181 955	96 086	278 041	939 759
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	49 817	19 471	12 451	31 922	81 739
Year 8	81 496	29 223	22 089	51 312	132 808
Year 9	82 242	29 083	21 846	50 929	133 171
Year 10	79 392	27 959	21 824	49 783	129 175
Year 11	73 068	25 260	20 933	46 193	119 262
Year 12	63 152	22 942	19 015	41 957	105 109
Ungraded	7 452	189	536	725	8 177
Total	436 620	154 127	118 693	272 820	709 440
All female students FTE	1 098 338	336 083	214 779	550 861	1 649 199

(a) Number of full-time students plus full-time equivalent of part-time students. Refer to 'Student' in the Glossary for further details.

	NON-GOVERNMENT				All schools
	Government	Catholic	Independent	Total	
	no.	no.	no.	no.	
PERSONS					
Primary					
Pre-year 1	153 665	43 719	20 758	64 477	218 142
Year 1	187 768	51 786	25 521	77 307	265 075
Year 2	187 048	51 106	24 592	75 698	262 746
Year 3	178 800	49 941	24 932	74 873	253 673
Year 4	189 324	51 540	25 848	77 389	266 713
Year 5	191 957	51 929	27 987	79 915	271 872
Year 6	191 558	51 564	29 121	80 685	272 243
Year 7 (Qld, SA, WA, NT)	76 049	17 077	13 514	30 591	106 640
Ungraded	14 860	279	1 339	1 618	16 478
Total	1 371 028	368 942	193 610	562 553	1 933 580
Secondary					
Year 7 (NSW, Vic., Tas., ACT)	102 322	38 890	25 292	64 182	166 504
Year 8	169 039	58 801	44 075	102 876	271 916
Year 9	169 770	57 859	43 853	101 712	271 482
Year 10	163 072	55 951	43 547	99 498	262 570
Year 11	142 781	48 780	41 222	90 002	232 783
Year 12	118 196	43 563	37 027	80 590	198 786
Ungraded	19 408	468	1 465	1 933	21 342
Total	884 590	304 311	236 482	540 793	1 425 382
All students FTE	2 255 617	673 254	430 092	1 103 345	3 358 963

(a) Number of full-time students plus full-time equivalent of part-time students. Refer to 'Student' in the Glossary for further details.

AGE AT 1 JULY

	12 years and under no.	13 years no.	14 years no.	15 years no.	16 years no.	17 years no.	18 years no.	19 years and over(a) no.	All students no.
INDIGENOUS STUDENTS									
<i>Total primary</i> (b)	87 919	623	33	17	—	—	—	—	88 592
Secondary									
Year 7	3 261	1 290	53	6	—	—	—	—	4 610
Year 8	2 208	7 019	1 846	118	11	4	3	—	11 209
Year 9	4	1 866	6 604	1 632	79	6	—	—	10 191
Year 10	3	8	1 765	5 597	1 370	112	16	10	8 881
Year 11	—	—	25	1 217	3 437	871	115	127	5 792
Year 12	—	—	—	—	747	2 055	498	127	3 427
Ungraded	379	492	516	355	287	201	96	69	2 395
<i>Total secondary</i> (b)	5 855	10 675	10 809	8 925	5 931	3 249	728	333	46 505
All Indigenous full-time students	93 774	11 298	10 842	8 942	5 931	3 249	728	333	135 097
NON-INDIGENOUS STUDENTS									
<i>Total primary</i> (b)	1 837 560	5 956	57	4	—	—	—	—	1 843 577
Secondary									
Year 7	116 271	44 695	878	24	3	—	—	—	161 871
Year 8	33 816	177 519	48 099	1 086	54	4	—	—	260 578
Year 9	99	33 405	178 967	47 283	1 133	94	14	14	261 009
Year 10	—	126	34 582	173 186	42 647	2 048	344	212	253 145
Year 11	—	—	160	30 226	150 319	38 039	3 631	1 759	224 134
Year 12	—	—	13	140	25 640	128 661	30 959	5 325	190 738
Ungraded	1 910	2 903	3 188	3 144	2 558	2 246	1 211	830	17 990
<i>Total secondary</i> (b)	152 096	258 648	265 887	255 089	222 354	171 092	36 159	8 140	1 369 465
All non-Indigenous full-time students	1 989 656	264 604	265 944	255 093	222 354	171 092	36 159	8 140	3 213 042

— nil or rounded to zero (including null cells)

(b) See Appendix 2 for structure of primary and secondary schooling in each state and territory.

(a) Includes a small number of students with 'age unspecified'.

	NSW	Vic.	Qld(a)	SA	WA(b)	Tas.	NT	ACT	Aust.
	no.	no.	no.	no.	no.	no.	no.	no.	no.
Males									
1990	8 492	1 373	8 853	2 008	6 020	777	5 087	201	32 811
1995	12 389	1 888	11 888	2 609	7 328	1 733	6 119	317	44 271
2000	16 389	2 922	15 647	3 271	8 810	2 282	6 867	435	56 623
2003	18 854	3 336	18 001	3 626	10 341	2 521	6 925	541	64 145
2004	19 889	3 547	18 480	3 746	10 639	r2 618	7 088	583	r66 590
2005	20 480	3 748	19 294	3 911	10 868	2 643	7 264	576	68 784
Females									
1990	8 072	1 386	8 502	2 056	5 791	823	5 122	172	31 924
1995	11 928	1 809	11 603	2 651	7 059	1 656	5 955	309	42 970
2000	15 965	2 967	15 080	3 233	8 417	2 243	6 550	449	54 904
2003	18 264	3 354	17 236	3 632	9 570	2 394	6 789	508	61 747
2004	19 115	3 719	17 824	3 749	9 828	r2 454	6 689	515	r63 893
2005	19 647	3 929	18 674	3 903	10 105	2 546	6 983	526	66 313
Persons									
1990	16 564	2 759	17 355	4 064	11 811	1 600	10 209	373	64 735
1995	24 317	3 697	23 491	5 260	14 387	3 389	12 074	626	87 241
2000	32 354	5 889	30 727	6 504	17 227	4 525	13 417	884	111 527
2003	37 118	6 690	35 237	7 258	19 911	4 915	13 714	1 049	125 892
2004	39 004	7 266	36 304	7 495	20 467	r5 072	13 777	1 098	r130 483
2005	40 127	7 677	37 968	7 814	20 973	5 189	14 247	1 102	135 097

r revised

- (a) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.
- (b) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

	1998	1999	2000	2001	2002	2003	2004	2005
	no.	no.	no.	no.	no.	no.	no.	no.
Primary								
Pre-year 1	6 067	6 134	6 570	6 656	7 606	8 428	8 899	9 176
Year 1	10 908	11 017	11 133	11 360	11 702	10 856	11 977	12 366
Year 2	10 431	10 789	10 999	11 036	11 604	11 545	11 013	11 993
Year 3	10 011	10 228	10 857	11 042	11 192	11 590	11 700	11 221
Year 4	9 497	10 036	10 406	10 871	11 181	11 255	11 882	11 956
Year 5	8 873	9 512	10 207	10 409	10 968	11 371	11 493	12 085
Year 6	8 390	9 004	9 555	10 266	10 467	11 085	11 502	11 583
Year 7 (Qld, SA, WA, NT)	5 192	5 299	5 613	5 887	6 304	6 425	6 877	6 973
Ungraded	1 170	1 189	1 348	1 416	1 426	1 523	1 219	1 239
<i>Total</i>	70 539	73 208	76 688	78 943	82 450	84 078	86 562	88 592
Secondary								
Year 7 (NSW, Vic., Tas., ACT)	3 026	3 188	3 409	3 628	3 912	4 058	4 243	4 610
Year 8	7 834	7 911	8 130	8 689	9 457	10 022	10 360	11 209
Year 9	6 963	7 261	7 452	7 814	8 474	8 994	9 774	10 191
Year 10	5 802	6 010	6 419	6 681	6 999	7 559	7 976	8 881
Year 11	3 334	3 909	3 932	4 339	4 598	4 973	r5 297	5 792
Year 12	2 090	2 206	2 542	2 620	2 941	3 053	r3 220	3 427
Ungraded	2 578	2 935	2 955	2 751	2 816	3 155	3 051	2 395
<i>Total</i>	31 627	33 420	34 839	36 522	39 197	41 814	r43 921	46 505
All indigenous full-time students	102 166	106 628	111 527	115 465	121 647	125 892	r130 483	135 097

r revised

	NSW	Vic.	Qld(d)	SA	WA(e)	Tas.	NT	ACT	Aust.
	%	%	%	%	%	%	%	%	%
.....									
GOVERNMENT									
Primary									
1995	18.0	18.4	17.6	17.5	18.4	17.1	14.7	18.4	17.9
2000	17.7	16.9	16.7	17.2	17.3	15.8	13.8	17.1	17.1
2003	17.3	16.2	15.5	15.9	16.8	16.0	13.9	15.1	16.4
2004	17.0	16.2	15.4	16.2	16.2	15.9	13.5	14.2	16.2
2005	16.7	16.1	15.5	16.1	16.3	15.9	13.6	13.8	16.1
Secondary									
1995	12.9	12.1	13.3	11.7	12.6	13.7	11.4	12.5	12.6
2000	12.6	12.6	12.5	11.9	12.6	13.7	11.4	12.5	12.6
2003	12.6	12.1	13.0	12.9	12.2	13.4	11.6	11.9	12.5
2004	12.5	12.1	13.0	12.5	11.7	13.2	11.0	11.8	12.4
2005	12.4	12.0	13.0	12.5	12.0	13.2	11.6	11.8	12.4
.....									
NON - GOVERNMENT									
Primary									
1995	19.2	18.6	19.0	18.9	18.0	19.0	18.2	20.2	18.9
2000	18.5	17.7	17.5	17.8	17.0	17.3	18.7	20.5	17.9
2003	17.5	16.5	16.7	17.6	17.3	17.2	18.3	18.1	17.1
2004	17.2	16.4	16.6	17.2	17.0	17.2	18.1	17.9	16.9
2005	17.1	16.0	16.3	16.6	16.8	16.8	16.7	17.5	16.6
Secondary									
1995	12.5	12.6	13.6	13.0	12.7	13.0	11.2	13.5	12.8
2000	12.4	12.3	13.0	12.6	12.7	12.6	11.2	13.3	12.5
2003	12.0	12.0	12.6	12.2	12.5	12.4	10.2	12.9	12.1
2004	11.9	11.7	12.5	12.1	12.4	12.4	9.8	12.8	12.0
2005	11.8	11.6	12.5	12.0	12.2	12.3	10.3	13.0	11.9
.....									
TOTAL									
Primary									
1995	18.3	18.5	17.9	17.8	18.3	17.5	15.3	19.0	18.2
2000	17.9	17.2	16.9	17.4	17.2	16.1	14.6	18.1	17.3
2003	17.3	16.3	15.8	16.4	16.9	16.2	14.6	16.1	16.6
2004	17.1	16.3	15.7	16.5	16.4	16.2	14.2	15.4	16.4
2005	16.8	16.1	15.7	16.3	16.4	16.1	14.2	15.0	16.2
Secondary									
1995	12.7	12.3	13.4	12.1	12.6	13.5	11.3	12.9	12.7
2000	12.5	12.5	12.7	12.1	12.6	13.4	11.3	12.8	12.6
2003	12.3	12.1	12.9	12.7	12.3	13.1	11.1	12.3	12.4
2004	12.3	12.0	12.8	12.3	12.0	12.9	10.6	12.2	12.3
2005	12.2	11.9	12.8	12.3	12.1	13.0	11.2	12.3	12.2

(a) Number of full-time students plus full-time equivalent of part-time students divided by the number of full-time equivalent teaching staff.

(b) See Glossary for details of the calculation of full-time equivalent teaching staff.

(c) For a definition of teaching staff see Glossary.

(d) Since 2003 a Pre-year 1 trial has operated in a small number of schools in Qld. See Explanatory Notes, paragraph 12, for further details.

(e) Data for WA have been affected by changes in scope and coverage over time. See Explanatory Notes, paragraphs 10 and 11, for further details.

FULL-TIME EQUIVALENT TEACHING STAFF(a)(b)(c), By category of school

	PRIMARY			SECONDARY			TOTAL		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
	no.	no.	no.	no.	no.	no.	no.	no.	no.
GOVERNMENT									
1980	23 795	50 902	74 698	37 301	29 208	66 508	61 096	80 110	141 206
1985(d)	22 516	48 013	70 529	40 566	33 519	74 085	64 203	84 559	148 762
1990	20 543	53 294	73 837	37 197	35 443	72 640	57 740	88 737	146 477
1995	18 687	57 308	75 996	32 785	35 006	67 791	51 472	92 315	143 787
2000	17 844	63 292	81 137	31 802	37 672	69 474	49 646	100 964	150 610
2003	17 866	66 757	84 623	31 362	38 886	70 249	49 228	105 644	154 872
2004	17 667	67 476	85 143	31 424	39 588	71 013	49 091	107 064	156 156
2005	17 260	67 970	85 229	31 365	39 969	71 334	48 625	107 939	156 564
NON-GOVERNMENT									
1980	3 172	13 409	16 582	9 435	9 396	18 832	12 608	22 805	35 414
1985(d)	4 323	15 476	19 799	12 620	13 443	26 063	17 129	29 618	46 747
1990	4 876	17 204	22 079	14 358	16 299	30 658	19 234	33 503	52 737
1995	5 473	19 567	25 040	15 584	17 990	33 574	21 057	37 557	58 614
2000	6 033	22 908	28 941	17 463	21 037	38 499	23 496	43 944	67 440
2003	6 496	25 449	31 945	19 148	23 611	42 759	25 644	49 059	74 704
2004	6 620	26 186	32 806	19 634	24 470	44 103	26 254	50 656	76 910
2005	6 918	26 999	33 917	20 001	25 313	45 313	26 919	52 311	79 231
ALL FTE TEACHING STAFF									
1980	26 968	64 311	91 279	46 736	38 604	85 340	73 704	102 916	176 620
1985(d)	26 839	63 489	90 328	53 186	46 962	100 148	81 332	114 176	195 508
1990	25 419	70 497	95 916	51 555	51 743	103 298	76 974	122 240	199 214
1995	24 160	76 875	101 035	48 369	52 996	101 365	72 529	129 871	202 400
2000	23 878	86 200	110 077	49 265	58 708	107 973	73 142	144 908	218 050
2003	24 362	92 206	116 568	50 510	62 497	113 008	74 872	154 703	229 575
2004	24 287	93 663	117 949	51 058	64 058	115 116	75 345	157 720	233 065
2005	24 178	94 969	119 147	51 366	65 282	116 648	75 544	160 250	235 794

(a) See Glossary for details of the calculation of full-time equivalent teaching staff.

(b) For a definition of teaching staff see Glossary.

(c) Data prior to 1995 was collected on a different basis. See Explanatory Notes, paragraphs 7 and 9, for further details.

(d) Totals for 1985 include a small number of special school teaching staff not classified to either primary or secondary.

FULL-TIME EQUIVALENT TEACHING STAFF(a)(b), By level of school education

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
Primary									
1995	7 494	5 400	5 002	2 358	2 630	625	356	295	24 160
2000	7 103	5 520	5 102	2 256	2 614	648	343	292	23 878
2003	7 299	5 622	5 331	2 296	2 587	599	302	327	24 362
2004	7 265	5 588	5 372	2 199	2 590	614	316	343	24 287
2005	7 030	5 637	5 343	2 270	2 609	599	334	355	24 178
Secondary									
1995	16 628	13 081	7 539	3 810	4 629	1 405	404	873	48 369
2000	16 870	12 580	8 328	3 983	4 881	1 325	425	873	49 265
2003	17 485	13 075	8 526	3 759	5 001	1 309	440	916	50 510
2004	17 610	13 174	8 656	3 837	5 082	1 308	470	922	51 058
2005	17 840	13 262	8 704	3 821	5 065	1 299	457	918	51 366
FEMALES									
Primary									
1995	25 634	17 975	14 134	6 749	7 606	2 089	1 254	1 435	76 875
2000	28 066	20 817	16 598	6 927	8 550	2 291	1 451	1 500	86 200
2003	28 852	22 314	18 792	7 362	9 547	2 257	1 429	1 653	92 206
2004	29 251	22 425	19 222	7 357	10 003	2 257	1 441	1 706	93 663
2005	29 995	22 687	19 473	7 401	10 005	2 253	1 435	1 721	94 969
Secondary									
1995	18 711	14 609	8 559	3 307	4 546	1 408	528	1 329	52 996
2000	20 399	15 574	10 425	3 711	5 150	1 520	608	1 322	58 708
2003	21 580	17 198	10 863	3 677	5 564	1 560	650	1 405	62 497
2004	21 828	17 661	11 223	3 823	5 832	1 582	709	1 401	64 058
2005	22 122	18 162	11 543	3 931	5 838	1 598	684	1 405	65 282
PERSONS									
Primary									
1995	33 128	23 375	19 135	9 108	10 236	2 714	1 610	1 730	101 035
2000	35 169	26 336	21 701	9 183	11 164	2 939	1 794	1 791	110 077
2003	36 151	27 936	24 123	9 658	12 133	2 856	1 731	1 980	116 568
2004	36 516	28 013	24 594	9 556	12 593	2 870	1 757	2 050	117 949
2005	37 025	28 324	24 815	9 671	12 614	2 852	1 769	2 077	119 147
Secondary									
1995	35 338	27 690	16 098	7 117	9 175	2 813	933	2 202	101 365
2000	37 269	28 154	18 753	7 694	10 031	2 845	1 032	2 195	107 973
2003	39 065	30 273	19 389	7 436	10 565	2 869	1 090	2 321	113 008
2004	39 437	30 834	19 879	7 661	10 913	2 890	1 179	2 323	115 116
2005	39 962	31 424	20 247	7 752	10 903	2 897	1 141	2 323	116 648

(a) See Glossary for details of the calculation of full-time equivalent teaching staff.

(b) For a definition of teaching staff see Glossary.

NUMBER OF TEACHING STAFF(a)(b)

	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Aust.</i>
	no.	no.	no.	no.	no.	no.	no.	no.	no.
MALES									
1985	26 686	24 744	11 875	7 982	7 327	2 589	815	1 352	83 370
1990	24 977	22 510	12 265	7 313	7 240	2 343	825	1 264	78 737
1995	25 266	19 163	12 801	6 387	7 538	2 134	821	1 210	75 320
2000	24 619	19 044	14 356	6 479	7 923	2 158	819	1 192	76 590
2003	25 604	19 826	15 106	6 369	8 129	2 072	794	1 289	79 189
2004	25 681	20 081	15 248	6 321	8 264	2 082	829	1 314	79 820
2005	25 588	20 202	15 366	6 396	8 291	2 069	853	1 316	80 081
FEMALES									
1985	39 155	36 514	18 088	11 418	10 265	4 192	1 569	2 875	124 076
1990	43 043	36 965	21 193	11 711	12 513	4 177	1 702	2 867	134 172
1995	49 954	36 282	24 438	11 580	14 082	4 167	1 979	3 013	145 495
2000	56 338	41 266	31 332	12 135	16 392	4 604	2 244	3 096	167 407
2003	58 874	45 037	35 607	12 757	18 666	4 649	2 277	3 353	181 220
2004	59 664	45 899	36 621	12 857	19 616	4 699	2 343	3 400	185 099
2005	58 306	46 677	37 834	13 054	19 674	4 699	2 336	3 441	186 021
PERSONS									
1985	65 841	61 258	29 963	19 400	17 592	6 781	2 384	4 227	207 466
1990	68 020	59 475	33 458	19 024	19 753	6 520	2 527	4 131	212 909
1995	75 220	55 445	37 239	17 967	21 620	6 301	2 800	4 223	220 815
2000	80 957	60 310	45 688	18 614	24 315	6 762	3 063	4 288	243 997
2003	84 478	64 863	50 713	19 126	26 795	6 721	3 071	4 642	260 409
2004	85 345	65 980	51 869	19 178	27 880	6 781	3 172	4 714	264 919
2005	83 894	66 879	53 200	19 450	27 965	6 768	3 189	4 757	266 102

- (a) For a definition of teaching staff see Glossary.
- (b) Data prior to 1995 was collected on a different basis. See Explanatory Notes, paragraphs 7 and 9, for further details.

EXPLANATORY NOTES

INTRODUCTION

1 This publication contains statistics of government and non-government schools, students and staff as at August 2005.

2 These statistics were obtained from the annual National Schools Statistics Collection (NSSC) which is a collaborative arrangement between state, territory and Australian Government education authorities and the Australian Bureau of Statistics (ABS). The NSSC uses a set of concepts, definitions and classifications developed jointly by these agencies.

SCOPE AND COVERAGE

3 The statistics in this publication relate to establishments which have, as their major activity, the administration and/or provision of full-time day primary, secondary or special education, or primary or secondary distance education. Major activity is based on the activity of students or, where this is not appropriate, for example in administrative offices, on the activity of staff. Therefore, the statistics presented do not include establishments, students or staff engaged in school level education conducted by other institutions, in particular Technical and Further Education (TAFE) establishments.

4 Statistics for the government series relate to all establishments administered by the Department of Education under the Director-General of Education (or equivalent) in each state and territory, students attending those establishments, and all staff engaged in the administration or provision of government school education at those establishments. Statistics for the non-government series relate to all establishments not administered by the Department of Education in these states and territories.

5 Emergency and casual relief teaching staff employed on a casual basis are not included in this collection, as they replace permanent teaching staff absent for short periods of time. These permanent teaching staff are already counted in this collection.

6 Education services in Jervis Bay Territory are provided by the Australian Capital Territory Department of Education and Training, through Australian government funding. For the purposes of the NSSC, figures for Jervis Bay Territory are included in statistics for the ACT.

CHANGES IN SCOPE AND COVERAGE OVER TIME

7 Since 1989, staff have been categorised in the collection according to their major function. This means that some staff who were previously included in teaching staff are now not included. Users are advised to be aware of this when comparing teaching staff figures published prior to 1989 with those for later years. Also, executive staff have been included in non-school staff since 1989.

8 Since 1990, students attending special schools have not been identified separately, and have been allocated to either the primary or secondary level of school education. From 1990, staff in special schools have also not been identified separately, and have been allocated to either the primary or secondary level of school education.

9 As a result of changed reporting methodology in 1995, non-government school staff who are not based at a particular school, but who are mainly active in schools, are now included in the published figures.

10 The WA Department of Education and Training advised of two changes to the structure of WA schooling from 2002. Pre-year 1 was extended to five days a week, bringing these students within the scope of the NSSC. The other change was to the age at which children may commence Pre-year 1. Prior to 2002, children were eligible to attend Pre-year 1 in WA if they turned five any time during the year. In 2002, only those who had turned five by 30 June 2002 were eligible for Pre-year 1. This resulted in a half cohort entering the school system in 2002. In 2005, this half cohort is in Year 3.

EXPLANATORY NOTES *continued*

CHANGES IN SCOPE AND COVERAGE OVER TIME *continued*

11 The WA Department of Education and Training also advised that, from 2003, the majority of students in a small number of WA colleges are no longer in the scope of the NSSC and have been classified as belonging to the vocational education and training sector. The removal of these students in 2003 to 2005 has affected a number of series. It has, for example, contributed to a fall in apparent retention rates in WA when compared with earlier years.

12 From 2003 to 2005 a trial of full-time Pre-year 1 education has been ongoing in Qld, prior to the expected implementation of full state coverage. In 2003, 833 students in 39 schools attended Pre-year 1, while in 2004, the trial had been expanded to 1,514 students in 67 schools. In 2005, 2,317 full-time students in 96 schools were included. These Pre-year 1 students are within the scope of the NSSC.

CENSUS DATE

13 The census date for the collection, for all states and territories, is the first Friday in August each year. For 2005 this was 5 August. The age reference date was 1 July for all states and territories.

METHODOLOGY

14 The statistics were compiled from collections conducted in cooperation with the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), by the state and territory Departments of Education (government series), and the Australian Government Department of Education, Science and Training (non-government series).

15 The methodologies employed in compiling the government sector aggregates, on which the statistics in this publication are based, vary between the different state and territory Departments of Education. They range from accessing central administrative records to direct collection of data from establishments.

16 The Australian Government Department of Education, Science and Training collects data directly from establishments in the non-government sector for all states and territories. The non-government sector statistics in this publication are a summary of results from that collection.

INTERPRETATION OF RESULTS

17 The ABS has published school education statistics for many years. However, prior to the implementation of the NSSC, the data were not necessarily comparable between states and territories. With the implementation of the NSSC concepts, the definitions, classifications and coverage were revised. The new government schools series was implemented in 1981 and the non-government schools series in 1984. Therefore, particular care should be exercised when comparing data in this publication with that prior to 1981 and 1984 for the government and non-government schools series respectively, and between the two series from 1981 to 1983. In interpreting the figures in this publication, users should be aware that comparability of statistics between states and territories and between government and non-government schools in any one state or territory is affected by differences in the organisation of grades, policy on student intake and advancement, flows from secondary to vocational education, and the recruitment and employment of teachers.

18 There is no Australia-wide standard method of allocating students and classes to a certain year of school education (grade). A number of schools (other than special schools) do not maintain a formal grade structure. Students at these schools have been allocated to equivalent grades where possible, but otherwise appear against the ungraded category in either the primary or secondary level of school education.

Caution

19 Tables 1, 2, 4 and 5 include counts of the number of schools in a time series format. The number of schools in a particular year can be affected by structural change in the composition of schooling rather than necessarily a change in the number of sites delivering full-time school education. For example, if several schools amalgamated into

EXPLANATORY NOTES *continued*

Caution continued

one large and complex multi-campus school or if a primary school and a secondary school combined into one school, the statistics would show a decrease in the number of schools.

APPARENT RETENTION RATES

20 To calculate the apparent retention rate of full-time students at the Australia level (as shown in table 11), the total number of full-time students in Year 12 in 2005 is divided by the number of full-time students in the base year, which is Year 7 in NSW, Vic., Tas. and the ACT in 2000 and Year 8 in Qld, SA, WA and the NT in 2001 (since those years represent the commencement of the secondary school system in the respective state or territory). The resultant figure is converted to a percentage. In tables 12 and 13 the base year becomes Year 10 and the retention year remains at Year 12. In table 14 the base year is Year 7/8 but the retention years are Years 9, 10, 11 and 12.

21 Apparent retention rates can also be derived for all students (full-time plus part-time) using the same method as described in paragraph 20 above. The apparent retention rate of all secondary students (full-time plus part-time) in table 15 has a base year of Year 10 and a retention year of Year 12.

22 Care should be exercised in the interpretation of apparent retention rates as the method of calculation does not take into account a range of factors. At the Australia level these include students repeating a year of education, migration and other net changes to the school population. At lower levels of disaggregation, additional factors affecting the data, such as enrolment policies (which contribute to different age/grade structures between states and territories), inter-sector transfer and interstate movements of students, have not been taken into account. These and other factors affecting the interpretation of apparent retention rates are being addressed, where possible, in the ABS's review of apparent retention rates. A progress report on the review is included in this publication.

23 Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in retention rates. In addition, the rates in the smaller jurisdictions may also be noticeably affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year. The inclusion or exclusion of part-time students can also have a significant effect on apparent retention rates, especially in SA, Tas. and the NT which have relatively large proportions of part-time students.

FTE STUDENT/TEACHING STAFF RATIOS

24 FTE student/teaching staff ratios are calculated by dividing the number of FTE students by the number of FTE teaching staff. Student/teaching staff ratios should not be used as a measure of class size. They do not take account of teacher aides and other non-teaching staff who may also assist in the delivery of school education.

GENERAL ACKNOWLEDGMENT

25 This publication draws extensively on information provided freely by education organisations. Their continued cooperation is very much appreciated: without it, the wide range of education statistics published by the ABS would not be available. Information received by the ABS is treated in strict confidence as required by the *Census and Statistics Act, 1905*.

DATA AVAILABLE ON REQUEST

26 As well as the statistics included in this publication, the ABS has more detailed statistics from the NSSC available. These can be obtained from Data Cubes (in Excel spreadsheet format) on the ABS web site at <URL:<http://www.abs.gov.au>>. For further assistance regarding schools statistics, please contact Leo Stinson on (02) 6252 7793.

RELATED PUBLICATIONS AND PRODUCTS

27 Other ABS publications which may be of interest to users are:
■ *Education and Work, Australia* (cat. no. 6227.0) - issued annually, latest issue May 2005 released on 14 December 2005.

EXPLANATORY NOTES *continued*

RELATED PUBLICATIONS AND PRODUCTS *continued*

■ *Education and Training Indicators, Australia* (cat. no. 4230.0) - issued irregularly, last released in December 2002 - this replaces *Education and Training in Australia* (cat. no. 4224.0) - last released in January 1999.

■ *Education and Training Experience, Australia* (cat. no. 6278.0) - issued irregularly, latest issue 2001 released in May 2002.

28 Additional information can be found in publications produced by ABS offices in each state and territory, various publications of the Australian Government Department of Education, Science and Training, the Ministerial Council on Education, Employment, Training and Youth Affairs, the education chapter of the annual Report on Government Services, and in annual reports of the state and territory Departments of Education.

29 The *ABS Year Book Australia* (cat. no. 1301.0) and the State Year Books also contain commentary and data on education. The National Centre for Education and Training Statistics (NCETS) has a theme page on the ABS web site for the dissemination of information on education and training: <URL:/http://www.abs.gov.au/ncets/>.

30 Current publications and other products released by the ABS are listed in the *Catalogue of Publications and Products* (cat. no. 1101.0). The catalogue is available from any ABS office or the ABS web site <URL:/http://www.abs.gov.au>. The ABS also issues a daily Release Advice on the web site which details products to be released in the week ahead.

APPENDIX 1 UPDATE ON THE REVIEW OF ABS APPARENT RETENTION RATES SERIES

INTRODUCTION¹

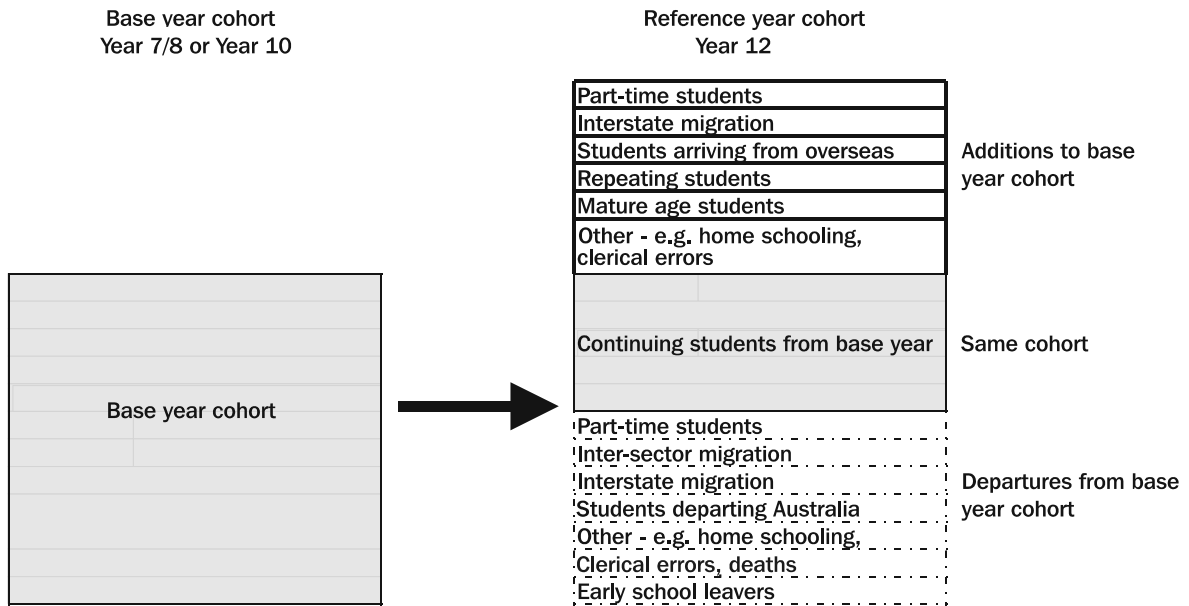
- 1** Apparent retention rates have been an important indicator of young people's participation in secondary school education beyond the compulsory years. The Australian Bureau of Statistics (ABS) has published retention rates in *Schools, Australia* (cat. no. 4221.0) and similar publications since 1976.
- 2** The data quality issues that were identified when retention rates were first introduced led to the adoption of the term 'apparent retention rates'. Over time, the initial quality issues have been exacerbated by the implementation of policies aimed at allowing students to choose from a range of education and vocational training options that are designed to assist their transition to post-school education, training and work. In so doing, the wide-ranging changes to education and vocational training systems that have broadened the range of pathways available to young people in post-compulsory education have also diminished the relevance and usefulness of apparent retention rates as a measure of progression and retention.
- 3** Given their declining relevance, 'Apparent retention rates' measures are currently under review;
 - phase 1 involved investigating and documenting the quality concerns with the current measures. This work was detailed in *Schools, Australia 2004* (cat. no. 4221.0);
 - phase 2 involves analysis of a range of possible adjustments and alternatives to existing apparent retention rates; and
 - phase 3 is the development of a suite of complementary or alternative measures designed to track student participation and progression across a range of pathways.
- 4** This article reports on progress made in analysing potential adjustments and alternate apparent retention rates and the development of a complementary suite of measures. The alternate measures to the apparent retention rates developed during phase 2, have underpinned the suite of measures explored during phase 3.

QUALITY ISSUES WITH ABS SCHOOL STUDENT APPARENT RETENTION RATES

- 5** Traditionally two key apparent retention rates have been published in *Schools, Australia 2004* (cat. no. 4221.0): Year 7/8 to Year 12 for full-time students, and Year 10 to Year 12 for full-time students. (Refer to Glossary for a more detailed definition).
- 6** The review has catalogued the choices made by students which result in marked changes in the student population of the reference year (i.e. Year 12) when compared to that measured in the base year (i.e. Year 7/8 or Year 10). This movement of students, which has a direct bearing on the measurement of both the number and composition of the student population in secondary school years, is not taken into account when calculating apparent retention rates. Nor do the two traditional measures take into account factors such as: migration and other net changes to the school population at the state level, repeating students, inter-sector transfer and interstate movements of students at lower levels of disaggregation (see Figure 1).

¹ Different jurisdictions may use grade or year to refer to level of education, for example, 'Grade 10' or 'Year 10'. This article makes use of the commonly used terminology where appropriate and uses the term 'grade' to distinguish level of education from the calendar year where necessary.

Figure 1. Movement of students (a) in ABS's apparent retention rate cohorts in the NSSC



(a) Additions, departures and continuing students shown in the diagram are not representative of actual numbers.

PHASE 2: ADJUSTMENTS AND ALTERNATIVES TO APPARENT RETENTION RATES

More effective use of participation data

7 Apparent retention rates attempt to measure the retention and progression of students, but in fact, do not provide an accurate calculation of these given the entries and exits illustrated above. The alternate measures and adjustments to the existing apparent retention rates under consideration, have been developed with the aim of improving the 'fitness for purpose' of the measures of retention and progression and to account for some of the differences in the base year and retention year cohorts. These alternatives are:

- More effective use of participation data
- Apparent progression rates
- Age-specific retention rates

8 Participation data meet many information dimensions currently desired of apparent retention rates including transparency, simplicity of explanation, time series, and disaggregation by populations and jurisdictions of interest (such as single years of age, part-time students and school sector).

9 In addition, detailed information on participation rates provides more informative insights into the composition of the school and non-school populations than student numbers alone.

10 Age-specific participation data is of increasing importance to users attempting to compile a comprehensive picture of the education, training and employment activities of populations of interest, for example, by single years of age or by age groups.

11 It should be noted that participation data are more easily adjusted to take account of changes that occur between a given year and the following year than data related to the 'progression' and 'retention' of students. For example, whereas students undertaking part-time secondary education can be included in participation rates, their inclusion in the calculation of retention rates and progression rates is problematic.

APPENDIX 1 UPDATE ON THE REVIEW OF ABS APPARENT RETENTION RATES SERIES *continued*

More effective use of participation data continued

12 More effective use of participation data will maintain their relevance and fitness for purpose, particularly as participation data are statistical building blocks for calculating concepts including student transitions, progression and retention. The proposed measures of apparent progression rates and age-specific retention rates, when used together, provide a more accurate calculation of participation.

Apparent progression rates

13 The calculation of apparent progression rates will indicate the transition of full-time students from one year to the next.

14 Apparent retention rates, as they have been traditionally calculated, do not account for students who have not progressed from one grade to the next at the usual rate. Therefore students who remain actively engaged in the education system (eg, repeating or part time students) and those who entered the system at points other than the base years (Years 7/8 or 10), or who left school prior to Year 12, are not included.

15 In measuring apparent progression, the student cohort is broken into separate age-groups, so that the numbers of full-time students aged 'a+1' in grade 'g+1' in year 'y+1', is compared with the numbers of full-time students aged 'a' in grade 'g' in year 'y'. The participation rates of the students in the age-specific cohorts are then compared.

Apparent Progression Rate = $\frac{\text{Participation Rate of full-time students aged a+1 in grade g+1 in year y+1}}{\text{Participation Rate of full-time students aged a in grade g in year y}}$

16 A 'grade' apparent progression rate is that derived by weighting together the apparent progression rates of all age-groups represented in grade 'g' in year 'y'. Further, concatenating the 'grade' apparent retention rates for Years 7/8 through 11 derives an estimate of Years 7/8 - 12 progression.

17 This measure is the statistical equivalent of apparent retention rates adjusted for population change, based on the assumption that student age cohorts experience the same rates of migration and mortality as the remainder of the population of similar age.

18 Even after making allowances for migration, there may be more students in grade 'g+1' than there were in grade 'g' due in part to the presence of 'repeating' and 'returning' students. At the same time, progression can not logically exceed 100 percent; therefore, a cap of unity on all component apparent progression rates will be applied in the calculation. This trimming mechanism should remove the majority of the bias arising from 'repeating' and 'returning' students from the progression measures. As some bias will remain, it is necessary to refer to the calculation as an 'apparent' measure.

Age-specific retention rates

19 Age-specific retention rates would provide the ratio of participation rates of age-specific cohorts of all students (i.e. full-time and part-time) in consecutive years.

20 Age-specific retention rates are useful in estimating retention of the dominant age cohorts in secondary schooling. It is defined as:

Apparent Retention Rate = $\frac{\text{Participation Rate of all students aged a+1 in all grades in year y+1}}{\text{Participation Rate of all students aged a in grades g < 12 in year y}}$

21 Given that it measures participation rates of all students in the reference year relative to the base year of a particular age cohort, the measure takes into account the contribution of part-time secondary education within schools. At the same time, 'repeating' and 'returning' students are also accounted for.

22 This measure could potentially be widened to encompass older students involved in all education and training sectors (i.e. include VET & higher education) which would provide more meaningful retention rates for students aged 17 years or over.

APPENDIX 1 UPDATE ON THE REVIEW OF ABS APPARENT RETENTION RATES SERIES *continued*

PHASE 3: PROGRESS ON DEVELOPING A SUITE OF MEASURES

23 Changes to education and vocational training systems have broadened the range of pathways available to young people in post-compulsory education. As apparent retention rates inform only part of the education policy debate, a much broader set of measures is needed to reflect the multiple pathways now available to Australia's youth and to measure educational outcomes and participation.

24 To this end, the ABS is constructing a suite of measures seeking to provide indicators of participation, pathways and outcomes to address the following issues:-

- what educational activities are the post-compulsory school aged population involved in;
- what post-compulsory education and non-education pathways young people are utilising;
- identification of young people 'at risk' and the measurement of some of their characteristics; and
- educational outcomes for young people.

25 At this stage, the proposed suite incorporates core and non-core measures. Core measures will constitute a small set of regularly available measures that explain the overall picture of the educational activities and outcomes of young Australians. Non-core measures will come from a larger set of regularly and irregularly available measures that can be used to inform policy on a needs basis. These measures examine participation in alternative pathways of post-compulsory education and help identify the outcomes of young people, including youth at risk.

26 Measures from a range of regular administrative and survey collections are currently being assessed, including the Survey of Education and Work, National Schools Statistics Collection, National Vocational Education and Training Provider Collection and the Higher Education Statistics Collection.

27 Irregular sources including the Adult Literacy and Lifeskills Survey, the National Aboriginal and Torres Strait Islander Social Survey, Growing Up in Australia, and the Longitudinal Survey of Australian Youth might also be utilised.

FUTURE DIRECTIONS

28 Over the next twelve months, the ABS will produce estimates of the alternate measures and will further develop and populate the proposed suite of measures. Consultation with stakeholders, to analyse the usability, relevance and fitness for purpose of the measures, will also be undertaken. Metadata and other explanatory text will be developed to assist users in their understanding and interpretation of the measures.

APPENDIX 2 STRUCTURE OF SCHOOLING

CURRENT STRUCTURE OF PRIMARY AND SECONDARY SCHOOLING

- 1** The structure of primary and secondary schooling in Australia varies between states and territories. There are three basic patterns evident, as illustrated below:
 - In NSW, Vic., Tas. and the ACT primary education comprises a Pre-Year 1 grade followed by Years 1 to 6. In NSW and the ACT, Pre-Year 1 is called Kindergarten, and in Vic. and Tas. it is called Preparatory. Secondary education comprises Years 7 to 12.
 - In SA, WA and the NT primary education comprises a Pre-Year 1 grade followed by Years 1 to 7. In SA, Pre-Year 1 is called Reception, in WA it is called Pre-Primary and in the NT it is called Transition. Secondary education comprises Years 8 to 12.
 - In Qld primary education comprises Years 1 to 7 (see footnote (a) below) and secondary education, Years 8 to 12.
- 2** Each state and territory also has a preschool sector which is separate from primary and secondary schooling. Data on preschool education within schools have been excluded from primary enrolments and staffing estimates in this publication.
- 3** Variations to the structure of schooling also occur over time. See paragraph 10 of the Explanatory Notes regarding the inclusion, from 2002, of Pre-Year 1 students in WA.

YEAR	NSW, Vic., Tas., ACT	SA, NT, WA	Qld(a)
Year 12	Secondary	Secondary	Secondary
Year 11			
Year 10			
Year 9			
Year 8			
Year 7	Primary	Primary	Primary
Year 6			
Year 5			
Year 4			
Year 3			
Year 2			
Year 1			
Pre-year 1			

(a) Since 2003, a Pre-year 1 trial has operated in Queensland. Refer to paragraph 12 of the Explanatory Notes for details.

GLOSSARY

Affiliation of non-government schools	Affiliation refers to the link between the individual non-government schools and the systems that administer their operation. In Australia the largest non-government affiliated group is the Catholic school system. Other schools have loose associations with religious or secular bodies or are entirely independent. The categories of Catholic and other non-government (Independent) are the only levels of non-government schooling reported on in this publication.
Apparent retention rate	This is the number of school students in a designated level/year of education expressed as a percentage of their respective cohort group (which is either at the commencement of their secondary schooling or Year 10). In this publication, apparent retention rates are generally calculated for full-time school students who continued to Year 12 of secondary schooling (tables 11-14). A separate comparison has been included for apparent retention rates for full-time Indigenous and non-Indigenous school students who continued to Years 9, 10, 11 or 12 (table 14). A table covering all students (full-time plus part-time) from Year 10 to Year 12 is included in table 15. See Explanatory Notes, paragraphs 20–23 for details of how apparent retention rates are calculated.
Category of school	This is the classification of schools to the government or non-government sector for the purposes of this collection.
Full-time equivalent (FTE) teaching staff	<p>This is a measure of the total level of teaching staff resources used. The FTE of a full-time teaching staff member (i.e. employed full-time and engaged solely on activities which fall within the scope of this collection) is equal to 1.0.</p> <p>The calculation of FTE for part-time teaching staff is as follows:</p> <ul style="list-style-type: none">■ The FTE of part-time teaching staff performing some activities which fall outside the scope of this collection (e.g. preschool or TAFE) is calculated on the basis of the proportion of time spent on in-scope activities compared with that spent by a full-time teaching staff member solely occupied by in-scope activities.■ The FTE of part-time teaching staff performing activities which fall solely within the scope of this collection is calculated on the basis of time worked compared with that worked by full-time teaching staff performing similar duties. <p>Some states and territories are not able to calculate FTE on a time-spent basis for all teaching staff functions but use wages paid as a fraction of full-time rate, or a resource allocation based formula. Some also use a pro rata formula based on student or teacher numbers to estimate aggregate FTE for some categories of teaching staff.</p>
Indigenous student	An Indigenous student is a student of Aboriginal and/or Torres Strait Islander origin. Note that, historically, the way in which Indigenous status has been determined has varied across states and territories.
Level and Year of education	Level of education is split into primary and secondary school education. Year of education comprises Pre-year 1 through to Year 12, plus ungraded primary and ungraded secondary.
Other education establishment	<p>Other establishments within the scope of these statistics, but not defined as schools include:</p> <ul style="list-style-type: none">■ Administrative offices which have as their major activity the administration of primary, secondary or special education.■ Teacher resource centres operated by a state or territory Director-General of Education (or equivalent).
Primary education	Primary education typically commences at around age five and lasts for seven to eight years. It does not include sessional education such as preschool education. In NSW, Vic., Tas. and the ACT, primary education may extend from Pre-year 1 to Year 6. In SA, WA and the NT it may extend from Pre-year 1 to Year 7. In Qld it may extend from Year 1 to Year 7. Qld has also been trialling full-time Pre-year 1 education since 2003.

GLOSSARY *continued*

School	<p>A school (other than a special school) must satisfy the following criteria:</p> <ul style="list-style-type: none">■ its major activity is the provision of full-time day primary or secondary education or the provision of primary or secondary distance education.■ it is headed by a principal (or equivalent) responsible for its internal operation.■ it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations. <p>The term 'school' in this publication includes schools in institutions and hospitals, mission schools and similar establishments. The term excludes preschools, kindergarten centres, pre-primary schools or pre-primary classes in or attached to non-special schools, senior technical and agricultural colleges, evening schools, continuation classes and institutions such as business or coaching colleges.</p>
School age participation rate	<p>The school age participation rate is the number of full-time school students of a particular age expressed as a proportion of the Estimated Resident Population of the same age at June (published in cat. no. 3201.0). It indicates the proportion of the resident population who are at school. Whereas apparent retention rates rely on students having to progress year by year through the school education system, participation rates relate to the resident population as a whole. In the ACT some rates exceed 100%. This is mainly due to the enrolment of secondary school students in ACT secondary schools who are not residents of the ACT, but live in surrounding NSW regions.</p>
Secondary education	<p>Secondary education typically commences after completion of primary education, at around age 12 years, and lasts for five or six years. In NSW, Vic., Tas. and the ACT, secondary education may extend from Year 7 to Year 12. In Qld, SA, WA, and the NT it may extend from Year 8 to Year 12. Part-time secondary student estimates vary considerably between states and territories, as each education authority has different policy and organisational arrangements. The number of part-time courses available also varies considerably between states and territories. Age level data for part-time students are not published as not all states and territories collect the age of part-time students.</p>
Special school	<p>A special school provides special instruction for physically and/or mentally disabled or impaired students, or those with social problems. Students must exhibit one or more of the following characteristics before enrolment is allowed:</p> <ul style="list-style-type: none">■ mental or physical disability or impairment■ slow learning ability■ social or emotional problems■ in custody, on remand or in hospital.
Student	<p>A student is a person who is formally enrolled in a school and active in a course of study other than preschool or TAFE courses. Students not present at school on the NSSC census date were included if they were expected to be absent for less than four continuous weeks (excluding school vacations) and were excluded if they had left the school or had been absent without explanation for four continuous weeks (excluding school vacations) prior to the census date.</p> <p>Students who are undertaking TAFE, tertiary studies, apprenticeships, work placements, VET in schools or a combination of such pathways, in addition to 'normal' school subjects, are in the scope of the NSSC, regardless of which year of schooling these alternative pathways are undertaken. The workload of both the 'normal' school subject(s) and alternative pathways are aggregated together to determine whether a student is classified as full-time or part-time and in calculating the full-time equivalent for part-time students.</p> <p>A full-time student is one who undertakes a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between states and territories and from year to year.</p>

GLOSSARY *continued*

- Student** *continued* A part-time student is one who undertakes a workload less than that specified as full-time.
- The FTE of part-time students has been calculated by dividing the student's workload into that which is considered to be a full workload by that state or territory. To calculate the FTE of all students the FTE of part-time students is added to the number of full-time students.
- Teaching staff** Teaching staff are staff who spend the majority of their time in contact with students. They support students either by direct class contact or on an individual basis, and have teaching duties, that is, are engaged to impart school curriculum. For the purposes of this collection, teaching staff includes principals, deputy principals and senior teachers mainly involved in administration. Teacher aides and assistants, and specialist support staff are excluded.

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