

# State of Education in NSW

## School education

This fact sheet focuses on key items of context and reported outcomes for the school sector, reported in the inaugural edition of the biennial State of Education in NSW.

### Context of school education

Students		Government	Catholic	Independent	Total
Total student enrolments (FTE) 2013	Primary	448,759 (69.3%)	128,763 (19.9%)	69,634 (10.8%)	647,156 (100%)
	Secondary	306,587 (60.5%)	122,607 (24.2%)	77,809 (15.3%)	507,003 (100%)

Source: ABS Schools Australia, 2013; Table 43a

Primary enrolments by location 2013	Metropolitan	340,259	154,012	494,271 (76.4%)
	Provincial	105,908	43,283	149,191 (23.1%)
	Remote & very remote	2,592	1,103	3,695 (0.6%)

Source: Unpublished data from National Schools Statistics Collection (NSSC) 2013

Secondary enrolments by location 2013	Metropolitan	225,892	161,604	387,496 (76.4%)
	Provincial	78,989	38,803	117,791 (23.2%)
	Remote & very remote	1,706	9	1,715 (0.3%)

Source: Unpublished data from National Schools Statistic Collection (NSSC) 2013

Aboriginal and Torres Strait Islander students 2013	Primary	29,412 6.6% of students	3,707 2.9% of students	1,027 1.5% of students	34,146 (5.3%)
	Secondary	19,896 6.5% of students	2,691 2.2% of students	1,188 1.5% of students	23,775 (4.7%)

Source: Unpublished data from National Schools Statistics Collection (NSSC) 2013

Schools		Government	Catholic	Independent	Total
Number of schools providing primary or secondary education 2013	Primary	1,684	448	279	2,411
	Secondary	436	160	223	818

Source: ABS Schools Australia, 2013; Table 35a

Workforce – All sectors		Total
Total primary teachers		41,093
Total secondary teachers		41,870
Total workforce 2013		110,229

Source: ABS Schools Australia, 2013; Table 51a

Funding – All sectors		Total
NSW Government funding 2011-12		\$11.1 billion (74%)
Commonwealth funding 2011-12		\$3.9 billion (26%)

Source: SCRGSP 2014, Report on Government Services 2014, vol. B Childcare, education and training, Productivity Commission, Canberra, Table 4A.7

Allocation of funds		Government	Non-government	Total
Share of total government funds allocated to sector 2011-12		78.1%	21.9%	100%
Total government real recurrent expenditure per average FTE student	2002-03	\$14,023	\$6,992	\$11,772
	2011-12	\$15,718	\$8,473	\$13,255

Source: SCRGSP 2014, Report on Government Services 2014, vol. B Childcare, education and training, Productivity Commission, Canberra, Tables 4A.7, 14, 15, 17

# Snapshot of performance

What is going well	Needs improvement
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## Improving outcomes in literacy, numeracy and science

<ul style="list-style-type: none"> <li>■ NSW Year 8 students ranked among the top ten countries in TIMSS, with mean scores of 518 for Maths and 532 for Science.</li> <li>■ NSW 15 year olds scored above the OECD averages for PISA Maths (ranking 18th), Science (ranking equal 9th) and Reading (ranking 13th).</li> <li>■ The average performance of NSW students has placed NSW among the top three states and territories across nearly every test and year level since NAPLAN testing began in 2008.</li> <li>■ In NAPLAN assessments, Year 3 students achieved at or above National Minimum Standard (NMS) for Reading, at 96.3%, on track to meet the 2016 target of 97.0%.</li> <li>■ In Year 5, 96.8% of students achieved at or above the NMS for Reading - well ahead of 2016 target of 95.4%.</li> <li>■ Proportions of students in the top two performance bands increased 2008-13 for:             <ul style="list-style-type: none"> <li>– Year 3 Reading (44.3% to 48.0%)</li> <li>– Year 5 Reading (32.1% to 35.4%)</li> <li>– Year 5 Numeracy (27.0% to 29.1%)</li> <li>– Year 7 Reading (27.8% to 28.1%)</li> <li>– Year 9 Numeracy (27.5% to 28.9%)</li> </ul> </li> <li>■ Across all year groups, NSW participation rates in NAPLAN Reading and Numeracy assessments were higher than the Australian average.</li> <li>■ The number of HSC awards issued in NSW has consistently risen since 2006 to 66,841 in 2013.</li> <li>■ Number of HSC Record of Achievement awards increasing.</li> <li>■ In 2012 there were around 60,900 NSW students enrolled in VETiS.</li> </ul>	<ul style="list-style-type: none"> <li>■ Year 4 students ranked near the middle in TIMSS Maths, with mean score 525 in 2011.</li> <li>■ Year 4 students ranked near the middle in TIMSS Science, with mean score 522.</li> <li>■ In PIRLS, NSW Year 4 students ranked 21st out of 45 countries, with a mean score 535.</li> <li>■ In PISA Maths the mean score was 509, declining 17 score points since 2003.</li> <li>■ In PISA Science, the mean score was 526, declining 9 score points since 2006.</li> <li>■ In PISA Reading, the mean score was 513, declining 26 score points since 2000.</li> <li>■ In NAPLAN 2013 assessments, proportion of students achieving at or above NMS not on track to meet 2016 targets for:             <ul style="list-style-type: none"> <li>– Year 3 Numeracy 96.4% – target 98.8%</li> <li>– Year 5 Numeracy 93.9% – target 96.3%</li> <li>– Year 7 Reading 94.7% – target 97.3%</li> <li>– Year 7 Numeracy 95.1% – target 97.9%</li> <li>– Year 9 Reading 94.1% – target 96.3%</li> <li>– Year 9 Numeracy 90.4% – target 96.6%</li> </ul> </li> <li>■ Since 2008, decreases were recorded in proportions of students in the top two bands for:             <ul style="list-style-type: none"> <li>– Year 3 Numeracy (36.0%) – from 40.0%</li> <li>– Year 7 Numeracy (29.6%) – from 32.5%</li> <li>– Year 9 Reading: (22.0%) – from 22.5%</li> </ul> </li> </ul>
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## Students finishing high school or equivalent

<ul style="list-style-type: none"> <li>■ The number of HSC awards issued in NSW has consistently risen since 2006 to 66,841 in 2013.</li> <li>■ Number of HSC Record of Achievement awards increasing.</li> <li>■ In 2012 there were around 60,900 NSW students enrolled in VETiS.</li> <li>■ Increasing proportions of school-based apprenticeship and traineeship students undertaking courses at AQF Certificate II and above – to 39.8% in 2012; for other VETiS the proportion increased to 17.1%.</li> <li>■ The proportion of 20-24 year olds with Year 12 or AQF Certificate II or equivalent has increased to 86.1% – on track to meet target of 90.0% by 2015.</li> <li>■ The proportion of 20-24 year olds with Year 12 or AQF Certificate III or equivalent has increased to 85.5% – on track to meet target of 90.0% by 2020.</li> </ul>	<ul style="list-style-type: none"> <li>■ The full-time apparent retention rate from Year 7 to Year 12 was 76.7% – lower than national average.</li> <li>■ Decrease in VETiS enrolments of around 4% from previous year, with least change for school-based apprentices and trainees.</li> <li>■ Most (88.8%) school-based apprenticeship and traineeship completions at AQF Certificate I or II; 89.6% of other VETiS completions were at this level.</li> </ul>
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## High expectations for all students, improving equity

- Proportion of students from low SES areas who were eligible to receive an HSC increased 2009-12 from 62% to 68.0%.
- Targets for Aboriginal and Torres Strait Islander students at or above the NMS were on track to reach or exceed 2018 targets for:
  - Year 3 Reading 88.6% – target 89.8%
  - Year 5 Reading 91.0% – target 86.3%
  - Year 5 Numeracy 81.0% – target 87.4%
- Gap in proportion of Aboriginal and Torres Strait Islander students at or above NMS (compared to other students) smallest for year 5 Reading (16.1 percentage points in 2012 and 6.2 percentage points in 2013).
- Steady increase in the numbers of Aboriginal and Torres Strait Islander students awarded the HSC 2008-12 – from 962 to 1338 (increase of over 39%).
- In 2011, 55.9% of Aboriginal and Torres Strait Islander people had finished Year 12 or gained a VET qualification at AQF Certificate II or above – on track to meet 2020 target of 66.8%.
- Across most cohorts and in all NAPLAN domains, proportions of students at or above the NMS were lower in provincial, and remote areas than for students living in metropolitan areas.
- Only around 75% young people 20-24 years from the lowest quintile of SES had completed Year 12 or a VET qualification at AQF Certificate II or above in 2011 (94% from highest quintile).
- 48.5% of school-based apprenticeships and traineeships in non-metropolitan areas with 40.6% in metro areas.
- 56% of other VETiS courses in metro areas with 32.7% in non-metro areas (rest unreported).
- 32.9% of HSC course awards in government schools in metro areas were in top two bands in 2012, with 19.0% in provincial and 7.7% in remote schools.
- Rural and remote students are much less likely to undertake advanced and extension HSC courses in English and mathematics.
- No significant change in Year 12/ AQF Certificate II attainment rate for 20-24 year olds in rural and regional NSW (76.0% in 2012), requiring substantial improvements to reach 2020 target of 90.0%.
- Participation rates in NAPLAN lower for Aboriginal and Torres Strait Islander students.
- 2018 targets for the proportions of Aboriginal and Torres Strait Islander students achieving at or above NMS are unlikely to be met for:
  - Year 3 Numeracy 88.5% – target 93.1%
  - Year 7 Reading 81.0% – target 89.5%
  - Year 7 Numeracy 83.2% – target 90.8%
  - Year 9 Reading 80.4% – target 89.0%
  - Year 9 Numeracy 69.5% – target 88.2%.
- Fewer than half of Aboriginal and Torres Strait Islander students complete school, compared to three quarters of non-Aboriginal students.

## Improving the quality of teaching

- An increasing trend in number of submissions commenced for accreditation at the levels of Professional Accomplishment and Professional Leadership.
- The number of submissions commenced for accreditation at these levels is increasing from a low base in 2013. (Professional Accomplishment – 67, and Professional Leadership – 94).

## For more information

The report is available on the CESE website at [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au)

Further information about the report may be obtained through CESE at [cese@det.nsw.edu.au](mailto:cese@det.nsw.edu.au) or by telephone on T 02 9561 1211.